

The Effect of the Student Team Achievement Division (STAD) Learning Method on the Students' Reading Comprehension and Attitude: Fresh Man Students of Oromia Police College in Focus

Guluma Miressa Chalchissa

Department of English Language and Literature, Ambo University, Ambo Ethiopia

Email: gulumamiressa@gmail.com

Abstract

The student team achievement division (STAD) cooperative learning method allows learners to work together toward common learning goals rather than individual learning. Accordingly, the purpose of this study was to investigate the effect of the STAD learning method on EFL Oromia Police College first-year students' reading comprehension in the academic year 2023-2024. Two groups took part in the study: the control group ($N = 20$) and the experimental group ($N = 21$). Students in the experimental group participated in the STAD cooperative learning method for 12 days, whereas the students in the control group were taught by the usual method, which is mostly whole-class teacher-centered and later divided into the traditional group work method. After administering the pretest and posttest of reading comprehension, the independent sample t -test was used to test the research hypothesis. Thus, a reading comprehension posttest was given from the content taught at the end of the instruction to gather data to ascertain whether there was a substantial difference in the student's achievement or not. To determine whether there was a significant difference in student's posttest at alpha 0.05 levels, independent and paired samples t -tests were used. The finding of this study showed that there is a significant difference between the control and experimental groups, which is reported as $t(8.025)$, $P = .000 < 0.05$. Finally, the students who participated in the STAD method had a positive attitude toward the use of STAD in improving reading performance. Therefore, the student team achievement division (STAD) learning method had a positive effect on the student's reading comprehension.

Keywords: Effect, student team achievement division, cooperative learning, reading comprehension

Introduction

Cooperative learning is an educational strategy that aims to integrate social and academic learning

into classroom activities Mulugeta (2021). Thus, from this, it is understandable that cooperative learning is one of the teaching methods which require teachers to divide students into small groups to practice group work and student-centered teaching (Wondwosen, 2016).

Jamaludin and Mokhtar's 2018 study highlights the Student Team Achievement Division (STAD) as a cooperative learning method that involves small groups working together to

achieve common goals. Zeleke (2015) emphasizes cooperative learning in language learning, with Almuslimi (2016) and Farzaneh (2014) found positive attitudes towards it among students. Overall, cooperative strategies are generally viewed positively in teaching and learning contexts. As a result, STAD is one of the important and helpful cooperative learning strategies for students because it directly instructs them by establishing ways for them to work together, or because it helps students by fostering the conditions required for the

successful completion of tasks, especially when it comes to reading comprehension (Naibaho and Sangga, 2019). Amin (2012) states that cooperative learning based on STAD is good to progress reading comprehension of learners because it is a good cooperative in which students paired each other. This indicates that STAD teaching method is essential to improve students' reading comprehension (Sunarti, 2012).

Good teaching and learning need to be able to draw more students' attention, serve different groups of students, and emphasis more on skill practice, thinking process and situational management (Tiantong and Teemuangsai, 2013). Regarding this, Sanfo and Malgoubri (2021) conducted research on teaching quality and students' EFL achievement in the Ethiopian context; and their findings disclosed that student support related to students' EFL achievements but mainly for high achievers. In contrast, Sanfo and Malgoubri revealed that even if student support is very important in improving the students' EFL achievements, there might be hidden mechanisms or classroom-specific circumstances that exist that need to be addressed for all students to profit from the support of teachers. They further add that teacher perceptions of students might lead them to build up high expectations for high achievers and offer the most or the best of the quality of support to them. In such circumstances, low achievers are left behind and will likely not profit from the support of the teacher.

Thus, to avoid this, the teaching method that helps the learners to share knowledge with each other is very important. To confirm this, it has been stated that student-team achievement division (STAD) is a method of teaching that is helpful for the students in improving their reading skills and to comprehend material easily because they can share knowledge with friends (Damanik and Handayani, 2023). Reading habit plays a great role in education for reading prepares individuals to be victorious in all areas of life and every aspect of education and is considered a primary asset for academic performance and it is an ongoing intellectual process (Balan *et al.*, 2019).

Although reading plays a great role in education and even if Ethiopian higher institutions students have learned English starting from Elementary schools, many of the higher institutions' students are not good at reading comprehension. For instance, the researcher observed that the Oromia Police College students would prefer to remain silent when they are asked to express what they understood from what they read. In similar to this, a descriptive study that was conducted by Belilew (2015) on the relationship between reading strategy use and reading comprehension among Ethiopian EFL learners, revealed that Ethiopian students' reading comprehension is below what is expected of them. That means they are not as well as they should be. They are below the level they are expected to do in reading comprehension. Thus, it is understandable that what makes Oromia Police College students be observed when they prefer to remain silent to express what they comprehend from the reading passage may be because they are poor in their reading comprehension.

So, it was clear that it is necessary to look for important teaching methods to improve the learners' reading comprehension and attitude. There are several international studies conducted on the effectiveness of STAD as an active teaching method in terms of its effects on students' academic performance, language skills and their attitude towards the use of STAD outside of Ethiopia.

Students' attitude toward reading skills can also affect their reading performance. For instance, Xiao (2023) argues that students with a positive attitude are more likely to be motivated to read and engage with the text. This increased engagement leads to better focus and comprehension. However, students with a negative attitude may avoid reading or approach it half-heartedly, resulting in poor engagement and comprehension. For example, Glomo-Narzoles and Glomo-Palermo (2020) found that STAD is one great strategy that fosters good interaction, enhances positive attitudes toward English, and improves the academic performance of students. The study also confirmed that Students exposed to STAD

have enhanced academic performance in English. Saragih (2017) conducted on the effect of student team achievement division on students' reading comprehension. The study showed that there is an effect of the student team achievement division method on reading comprehension. Barokah (2020) researched the effectiveness of the student team achievement division method toward students' motivation in reading comprehension. The study concluded that the student team achievement division strategy can improve students' reading comprehension. Syafiq and Rahmawati (2017) investigated the effect of students' team achievement division in teaching reading comprehension. The findings of the study indicated that students developed their reading performance in the classroom. Yanti and Helmi (2023) conducted the implementation of the STAD to improve students' reading skills. The study revealed that students improved their reading comprehension through the STAD technique.

The findings of these studies all agree that the student team achievement division (STAD) strategy is effective in improving students' reading comprehension. Depending on this evidence, this teaching method is one of the teaching methods that are greatly concerned and valued in other parts of our world and needs to be included in EFL teaching methods in Ethiopia as well. However, in Ethiopia, there is no available research that has been conducted on the effect of the student team achievement division (STAD) teaching method as far as the researcher knows from his searching and reading apart from some related research that has been conducted on the issues of cooperative learning.

For example, Anwar (2017) conducted research on perceptions and practices of cooperative learning in preparatory schools of East Hararge Zone in the Oromia regional state. The result of the study showed that the perception of both teachers and students towards the benefits of cooperative learning was neutral. It was neither positive nor negative. Regarding the practice of CL, the study indicated that: students, teachers and principals were sometimes performing their roles. Birknesh (2010) conducted research on

the practice and challenges of implementing the cooperative language learning method. The study by Belsti (2020) revealed poor practicality and uneven implementation of cooperative learning in English classes. Teachers did not provide equal opportunities for student reflection, with only a few active students presenting their points. Traditional teaching methods, student disinterest, and large class sizes contributed to this issue. Zeleke and Taye (2019) conducted research on the practices, challenges and opportunities of cooperative learning at Hawassa University. The findings of the study revealed that the instructors do not practice the techniques of cooperative learning. Instead, they adopted a mixed approach where both cooperative learning and lecture style co-exist in lessons and that prevented them from using cooperative learning for the whole class. For this reason, teachers face challenges in effectively implementing cooperative learning and they rush to content coverage because they misunderstand cooperative learning. On the other hand, teachers faced challenges of students' reluctance to participate in group work.

Dagninet (2021) carried out research on the perception of preparatory schoolteachers and students towards cooperative learning in English Classrooms. The findings of the study revealed that the majority of teachers and students in the study had a high level of perception principle. Although the participant teachers and students had a positive perception towards cooperative learning, the study shows that they failed to implement it in their actual classrooms. However, none of these studies have tried to see the student team achievement division (STAD) teaching strategy technique. Yet in Ethiopia, hardly any single research has been done on STAD teaching strategy and its effects on students' reading comprehension even though there are lots of empirical studies that have been done on it outside Ethiopia. As a result, the empirical studies that have been done on STAD teaching methods outside of Ethiopia advocate the researcher to conduct the study depending on the problems students have regarding reading comprehension and the existence of the research gap in this area.

Accordingly, the researcher is initiated to conduct experimental research to find out if the STAD teaching strategy improves the Oromia Police College EFL learners' reading comprehension.

Hypotheses of the Study

H1= There is a significant difference between the students who participated in the student team achievement division (STAD) teaching technique and those who did not participate.

H0= There is no significant difference between the students who participated in the student team achievement division (STAD) teaching technique and those who did not participate.

Research Question

The study answered the Following Question

1. What is the difference between students who were taught reading comprehension using the STAD cooperative learning method and those who were taught using the conventional method in terms of their mean achievement scores?
2. What is the students' Attitude towards the Student Team Achievement Division (STAD) Teaching Method?

Theoretical Framework

Constructivism theory pays great attention to the fundamental roles of the original experience, psychological structure, and beliefs in constructing knowledge (Huang, 2016). Thus, constructivism suggests that learners need to be proactive in how they learn, taking new information and shaping it to their understanding, rather than just sitting still and passively absorbing information like a sponge.

It embraces a "top-down" rather than a "bottom-up" instructional methodology. This means that, rather than teaching all of the details that lead to a main idea, students find out the main idea and then derive the details. It is suggested that constructivism is a theory of learning in which cooperative learning is an important element (Aljohani, 2017; Ramsook, 2018).

Student Team Achievement Division (STAD) was developed by Robert Slavin and his colleagues at John Hopkins University. In the implementation of the STAD, students are divided into small groups to work together to fulfill their learning objectives. By using STAD it is expected that the students can be more effective in the process of learning by working as a team than learning alone because they can share information about the subject (Prasetyo, 2021). So, by incorporating the constructivism theory into the STAD cooperative learning method students could construct knowledge by themselves from their experience, and what they share in collaboration with other students. Accordingly, the student team achievement division (STAD) is one of the cooperative learning systems in which the students share their knowledge with each other also the STAD is one of the major variables for this study and as a result, constructivism theory was one of the theoretical frameworks that dictate the present study.

The theory of constructivism looks at the way a learner learns. It, therefore, has direct application to education. Thus, constructivists believe that the learner learns best when he/she is actively engaged. The student is observed as one who acts on objects and events within his or her environment and in the process, gains understanding and derives the meaning of those objects and events. The theory suggests that humans build knowledge and meaning from their experiences (Nikou *et al.*, 2014).

Materials and methods

Research Design

This study used the quasi-experimental pretest and posttest design. Quasi-experimental designs test causal hypotheses. In quasi-experimental research, a treatment, an intervention, or an experimental factor is used. The objective of quasi-experiments is practical. Finding linkages and causal links based on correlations between the phenomena themselves is the goal of quasi-experiments. When a teacher adopts a new method in the

The participants of the study were first-year undergraduate students of Generic Degree in Crime Prevention and students of Management Degree officers at Oromia Police College in the 2023/24 academic year. On the other hand, the undergraduate students of Management Degree officers and Generic Degree in Crime Prevention were chosen for this study. The participants of the study were decided by drawing lots. The students were randomly assigned to the experimental and control groups. The undergraduate students of Management Degree officers and Generic Degree in Crime Prevention were chosen as experimental and control groups, respectively. The experimental group students were treated by the STAD cooperative learning technique whereas the control group students were not treated. Five participants of the experimental group of students were selected for the interview purposely. Then the participants were assessed individually on their attitudes towards the STAD method.

Sampling Technique

Data Gathering Instrument

Reading comprehension test was prepared by the researcher based on the objectives formulated in the syllabus of the course Communicative English Skills. The test was administered to students of both groups before and after learning the course through two different methods. The pre-test had two

classroom, it is a quasi-experimental method rather than an experimental one (Osmanović and Maksimović, 2022). Accordingly, the present study hypothesized that using the STAD cooperative learning method intervention causes the Oromia Police College freshman students to improve their reading comprehension. Hence, the main objective of this study was to examine the effect of STAD (student team achievement division) on reading comprehension, the pre-test and post-test were designed both for the control and experimental group.

Participants of the Study

Two sections of the first-year degree program students were selected as samples of the study at Oromia Police College. In these two sections, the students were required to have two groups for the study, which means the experimental group and the controlled group. The selection of the two groups was done randomly using the lottery method. The allocation of the groups as a treatment or as a controlled group was also made in a similar way to randomization.

The number of students for the experimental and control groups are 21 and 20 respectively. Then after the allocation of the groups either as a treatment or as a controlled group, the treatment group was divided into small groups that had five members within the group depending on the pretest result. The pretest was used to get the high, average and low achievers within the experimental group based on their scores of the pre-test to have the behavior of heterogeneousness and the best combination of diverse abilities within their respective groups.

purposes. The first purpose was to form two comparable groups for the control and experimental work. The second purpose was to see both group students' reading comprehension before the intervention and to see later improvements. That means the post-test was conducted after the program in the same way as the pre-test to find out the improvements that the students of both

groups would make in their reading comprehension. On the other hand, to comprehend the experimental group students' attitude towards student team achievement division (STAD), semi-structured interviews were utilized. The students who participated in the interview were coded as S1, S2, S3, S4 and S5 instead of using their names in data analyses.

Reliability was calculated for the reading comprehension test by using test-rest reliability. In addition to this, the validity of reading comprehension tests and interviews was checked by advisors and experts in the field of EFL.

Methods of Data Analysis

The data was quantitative for the objective of the study was to see the effect of students' team achievement division on the student's reading comprehension. Therefore, the data analysis requires computation of the numerical data obtained from the pre-test and post-test results to know the mean score differences of the subjects before and after the experimental treatment.

The students' test scores were analyzed and interpreted by using the independent samples t-test. Accordingly, the independent sample t-test was used to make a comparison of reading comprehension between the two independent samples before and after the treatment. Thus, to serve this purpose, the independent t-test was

used making use of the Statistical Package for Social Sciences (SPSS) version 22 to calculate the data analysis of reading comprehension. For further analysis, it was necessary to study the attitudes of students toward the student team achievement division (STAD) learning technique. Thus, at the end of the treatment, the learners in the experimental group were asked to complete a questionnaire about their attitudes towards student team achievement division (STAD) learning technique when studying reading comprehension. The data collected through interviews was analyzed qualitatively.

Findings of the Study

The effects of the STAD teaching strategy on the students' reading comprehension involved pre-tests to find out the students' current status and post-tests to evaluate the effectiveness of the method in causing the required improvement. Accordingly, an independent t-test was implemented to compare the students' pre-test and post-test. The analysis was calculated by the hypothesis of the research. Thus, the t-test was used to examine whether there was a significant difference between the mean scores of the control and experimental groups on the reading comprehension tests. The level of significance was 0.05. The results of this research also pointed out that the greater part of the experimental group of students had a positive attitude towards the student team achievement division (STAD) learning method.

Reliability of reading comprehension test

Table 1. Reliability of reading comprehension test

		First score on reading comprehension test	Second time reading comprehension test
First score on reading comprehension test	Pearson correlation	1	0.899
	Sig. (2 tailed)		0.000
Second time reading comprehension test	Pearson correlation	0.899	1
	Sig. (2 tailed)	0.000	

The linear association or correlation between the reading comprehension test results from the first and second attempts was seen using Pearson correlation or simple linear correlation. Strong test-retest reliabilities were demonstrated by the reading comprehension test-retest. The overall test-retest Pearson correlation coefficient over a five-week period was $r=.899$, $p=.001$, as indicated in Table 5 above. This indicates a high degree of

correlation between the first and second-time trials. Positive one (+1) to negative one (-1) is the range of the Pearson correlation. According to Groves et al. (2004), a positive correlation of (+1) denotes a perfect positive correlation, while a negative correlation denotes a negative correlation. Similarly, according to Bryman and Cramer (2005), a correlation value of +1.00 denotes a complete positive connection.

Table 2. A comparison of the Students’ Reading Comprehension of both the Experimental and Control Groups

Tests	Group	No	Mean	SD	Df	t-value	Sig.(2-tailed)	Remark
Pretest	Experimental	21	49.00	2.145	39	0.359	0.722	Not significant
	Control	20	49.50	5.996				
Posttest	Experimental	21	80.29	8.736	39	8.025	0.000	Significant
	Control	20	62.45	4.850				

The level of significance is at $P < .05$

There was no significant difference in pre-test results between the experimental group ($M=49.00$, $SD = 2.145$) and the control group ($M = 49.50$, $SD = 5.996$) at the results; $t (0.359)$, $P = 0.722 > 0.05$. On the other hand, there was a significant difference in the post-test results between the experimental group ($M = 80.29$, $SD = 8.736$) and control group ($M =62.45$, $SD = 4.850$) at the results; $t (8.025)$, $P = .000 <0.05$. So, the results suggest that there is a

group difference for the post-test whereas not for the pre-test.

Accordingly, when the students’ mean scores of the pre-test and post of both the control and experimental groups were compared, it was found that the students of the experimental group increased their mean scores from 49.00 to 80.29 by 31.29. So, this result indicates that there was a significant improvement in the reading comprehension of the experimental

group students over the control group in the post-test. Therefore, the study's hypothesis "student team achievement division (STAD) teaching method has a significant effect on students' reading comprehension" is accepted. Students were introduced to teamwork through the STAD cooperative learning method. They

Analyses of interview

Research question number two was answered by the data collected through the interview. Five students from the experimental group took part in the interview. The data collected through the interview indicated that the students enjoyed and engaged in the STAD method. They reported that they improved their reading comprehension after participating in 12 days of training and practice of reading comprehension. They also said that they increased their motivation in reading skills and reading comprehension in particular. They also improved their social skills. The students appreciated the opportunity to work collaboratively, which helped develop their social and communication skills. As a result, they improved their grades in other subjects. This shows that they developed transferable skills. Finally, they also developed confidence since the STAD method helped them to reduce anxiety about learning and assessment.

Discussions

The main objective of this study was to ascertain how the STAD teaching method affects the reading comprehension and attitudes of first-year EFL students at Oromia Police College in the academic year 2023–2024. For the investigation, a quasi-experimental design was adopted. The data was collected using the reading comprehension tests with all experimental and control group students and interviews with five selected students from the experimental group. Reading comprehension tests and interviews were utilized to gather data. The researcher's observations of the student's weak reading comprehension abilities from his prior experience prompted the researcher to start the study. As a result, a randomized pre-post-test control group

were also introduced to individual accountability and competition. So, it is understandable that the high reading comprehension performance has been caused by individual responsibility, competition and teamwork factors.

research design was put into practice, with 21 and 20 experimental and control classes respectively. The experimental group received instruction for 12 days using the STAD cooperative learning method, while the control group received instruction as a usual method which is mostly whole class teacher-centered and later divided into the traditional group work method. In order to collect information and determine whether there had been a significant change in the student's performance in this area, a post-test on reading comprehension was administered using the material covered in the lesson. To determine whether there was a significant difference in students' post-test at alpha 0.05 levels, an independent t-test was used to analyze quantitative data and interview results were analyzed qualitatively. There was no significant difference in pre-test results between the experimental group and the control group, which is reported as $t(0.359), P = 0.722 > 0.05$. However, there was a significant difference in the post-test results between the experimental group and control, which is reported as $t(8.025), P = .000 < 0.05$. So, the results suggest that there is a group difference for the post-test whereas not for the pre-test. The study also indicated that the students had a positive attitude toward the use of the STAD method. These findings were found because of the active learning methods used during the STAD training. In addition to this, materials were prepared to train the experimental group of students.

The result indicated that the STAD method positively affected the learners' reading comprehension and the experimental group students had a positive attitude towards the STAD as an active teaching method. The result of this study agrees with the study findings of other researchers that the STAD cooperative learning method enhances learners' reading comprehension achievement. Specifically, the

finding of Adi et al. (2023) revealed that the STAD cooperative learning method has a significant effect on the learners' reading comprehension achievement among the experimental and control groups. Julianti *et al.* (2022) and Siti and Isnaniah (2023) study findings also showed that STAD cooperative learning methods improve students' reading comprehension. Julianti and his colleagues' study was conducted in elementary school which focused on grade eight students and the current was conducted on college students. Therefore, further study may examine whether there is a different effect of STAD cooperative learning techniques for different grade levels.

To sum up, the results of the current study indicated that the experimental group students progressed more than the control group students and the STAD cooperative learning technique is a helpful learning method in teaching reading skills of English as a foreign language. So, the finding of the study exposed that STAD cooperative learning is more helpful in teaching reading skills than the conventional learning method.

Even though the conventional teaching method which has been implemented in the Oromia Police College also helps the learners improve their reading comprehension, the STAD cooperative learning technique contributed to students' success more in their reading comprehension. While the classroom teacher-centered and sometimes the traditional group work (i.e. group work outside of the class after the keynote address class) method has been used at Oromia Police College in education, teachers had no guidance as the STAD cooperative learning method is the most effective in teaching reading comprehension skill and how to implement it in the classroom. From this viewpoint, this study contributed to the foreign language teaching of reading comprehension and recommended that EFL teachers implement STAD cooperative learning techniques to enhance their students' reading comprehension improvement.

Conclusions

The purpose of this study was to investigate how the STAD teaching method affects the reading comprehension and attitudes of first-year EFL students at Oromia Police College in the academic year 2023–2024. For the investigation, a quasi-experimental design was adopted. The data was collected using the reading comprehension tests with all experimental and control group students and interviews with five selected students from the experimental group. Reading comprehension tests and interviews were utilized to gather data. The Student Team Achievement Division (STAD) learning method is a cooperative learning strategy that can significantly enhance students' reading comprehension and attitudes toward reading skills. The findings of this study showed that STAD enhanced freshman students' reading comprehension. The experimental group students progressed more in reading comprehension than the control group students. The STAD as a form of cooperative learning technique is a helpful learning method for teaching reading skills of English as a foreign language. In addition to this, the students who participated in the STAD improved their attitude toward reading skills. The interview results indicated that the students in the experimental group increased their engagement and interest in reading skills. So, the finding of the study exposed that STAD as cooperative learning is more helpful in teaching reading skills than the conventional learning method.

Recommendation

This study found The STAD learning method is effective in improving student's reading comprehension. Therefore, EFL teachers should use the STAD method to enhance the student's reading comprehension.

The study also found that the use of STAD as a form of cooperative learning enhanced student's attitude toward reading skills. Therefore, EFL teachers should create a positive environment where students can increase students' interest in reading, making it a more enjoyable experience.

Acknowledgment

Prior to all, I would like to thank God, the Almighty who gave me strength and the opportunity to follow my PhD degree. Secondly, I would like to thank Shantha Madanu (PhD) from my heart who enthusiastically provided me her extremely vital and constructive comments in the course of writing the whole work of this study that made the thesis work a reality. My gratitude also goes to Oromia Police College for providing me with an opportunity to go on with my PhD study. Finally, I express my special thanks to Tim and Rhonda Wells for their financial support during the whole work of my PhD study.

References

- Adi, M., Onekutu, P. and Atim, D. Akaa, E. 2023. Effect of Student Teams-Achievement Division (STAD) on Reading Comprehension Interest and Achievement among Students from High and Low Parents' Educational Background. *International Peer-Reviewed Journal*. 12(3), 1-23.
- Aljohani, M. 2017. Principles of Constructivism in Foreign Language Teaching. *Journal of Literature and Art Studies*, 7, 97-107. <https://doi.org/10.17265/2159-5836/2017.01.013>
- Amin, B. 2012. Cooperative Learning STAD Type Method to Improve the Students Reading Achievement. *Exposure Journal*, 1(2), 147-165. <http://www.howardcc.edu>
- Anwar, A., H. 2017. Perceptions and Practices of Cooperative Learning in Preparatory Schools of East Hararge Zone, Oromia Regional State, Ethiopia: Published by *Journal of Education and Practice*, 8(34). <https://core.ac.uk/download/pdf/234641259.pdf>
- Balan, S., Katenga, J. E., and Simon, A. 2019. Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University. *Abstract Proceedings International Scholars Conference*, 7(1), 1490-1516. <https://doi.org/10.35974/isc.v7i1.928>
- Barokah, A., R. 2020. The Effectiveness of Student Teams Achievement Divisions (STAD) Method toward Students' Motivation in Reading Comprehension, unpublished MA Thesis, Institute of Islamic Studies Ponorogo, Indonesia.
- Belilew, M. 2015. The Relationship between Reading Strategy Use and Reading Comprehension among Ethiopian EFL Learners, *International Journal on Studies in English Language and Literature (IJSELL)*, 3(9), 34-41. <https://www.arcjournals.org/pdfs/ijSELL/v3-i9/5.pdf>
- Belsti, A. 2020. Teachers' and Students' perception and Practice of Cooperative Learning in English Classes: The Case of Assosa Secondary School in Beshangul Gumuz Regional State. *Journal of Humanities and Social Science*, 25(1), 50-61. DOI: 10.9790/0837-2501085061
- Birknesh, O. 2010. The Practice and Challenges of Implementing Cooperative Language Learning: Arba Minch Limat Meles Zenawi Memorial, Abaya and Chano Dorga Secondary Schools in Focus, unpublished MA Thesis, Arba Minch University, Ethiopia.
- Bryman, A, and Cramer, D. 2005. *Quantitative Data Analysis with SPSS 12 and 13: A Guide for Social Scientists*: London: Routley.
- Dagninet, G. 2021. Teachers' and Students' Perception Towards Cooperative Learning in English Classroom: In the case of Hawariyat General Secondary and Preparatory School; Gambella University, Ethiopia; *International Journal of Creative Research Thoughts*, 9(6), <https://ijcrt.org/papers/IJCRT2106597.pdf>
- Damanik, I. J. and Handayani, M. 2023. The Implementation of Student Teams Achievement Division (STAD) Technique to Improve Student's Reading Comprehension, *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 5(1), 1-9. DOI: 10.36985/jbl.v5i1.716
- Almuslimi, F., K. 2016. The Effect of Cooperative Learning Strategy on English Reading Skills of 9th Grade Yemeni

- Students and Their Attitudes Towards the Strategy, *International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, 4(2), <https://oaji.net/articles/2016/488-1458039610.pdf>
- Groves, M., Kalton, G. Rao, K, Schwarz, N. and Skinner, C. 2004. *Methods for Testing and Evaluating Survey Questionnaires*. Canada: John Wiley & Sons, Inc.
- Jamaludin, M. and Mokhtar, M. F. 2018. Students Team Achievement Division. *International Journal of Academic Research in Business and Social Sciences*, 8, 570-577. <https://doi.org/10.6007/IJARBS/v8-i2/3966>
- Julianti, Regina, Salam, U. 2022. Improving Students' Comprehension in Reading descriptive Text Using Student Team Achievement Divisions (STAD) Technique: *Journal of English Education Program*, 1(2), 130-142. <http://dx.doi.org/10.26418/jeep.v1i2>
- Mulugeta, A.T. 2021. Assessing the Perception and Practice of Cooperative Learning of English Language and Literature Regular Students at Kabridar University. *Journal of Humanities, Arts and Social Science*, 5(1), 137-142. DOI: <http://dx.doi.org/10.26855/jhass.2021.01.014>
- Naibaho, L and Sangga, R. E. 2019. Improving Eight Graders' Reading Comprehension Using Student Team Achievement Division (STAD) at SMP Strada Santo Fransiskus: In *PROCEEDING English Education Department Collegiate Forum (EED CF) 2015-2018*. UKI Press, Indonesia, Jakarta, pp. 90-10. <http://repository.uki.ac.id/id/eprint/922>
- Farzaneh, N. 2014. Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension. *Theory and Practice in Language Studies*, 4(2), 287-292. doi:10.4304/tpls.4.2.287-292
- Glomo-Narzoles, D. and Glomo-Palermo, D. 2020. Effectiveness of Tutorials in Improving the Academic Performance of English Language Learners. *International Journal of Language and Literary Studies*, 2(3), 141-152. <https://doi.org/10.36892/ijlls.v2i3.380>
- Osmanović, Z., J. and Maksimović, J. 2022. Quasi-Experimental Research as an Epistemological-Methodological Approach in Education Research. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 10(3), 177-183. <https://doi.org/10.23947/2334-8496-2022-10-3-177-183>
- Prasetyo, A. D. 2021. The Influence of Using Student Team Achievement Division (STAD) Towards Students' Reading Comprehension Abilities in Descriptive Text. Unpublished Thesis, Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung
- Ramsook, L. 2018. Cooperative Learning as a Constructivist Strategy in Tertiary Education. *International Journal of Education and Research*, 6(12), 149-160. <https://www.ijern.com/journal/2018/December-2018/13.pdf>
- Nikou, F., R, Bonyadi, A., and Ebrahimi, K. 2014. The Effect of Student Team-Achievement Division (STAD) on Language Achievement of Iranian EFL Students across Gender; *European Online Journal of Natural and Social Sciences*, 3(4), 936-949. file:///C:/Users/habte/Downloads/799-5519-2-PB.pdf
- Sanfo, J., B and Malgoubri, I. 2021. Teaching Quality and Students' EFL Achievements in Ethiopia: Analysis from the Perspective of The Basic Dimensions of Teaching Quality; *Theory and Practice in Language Studies*, 11(10), 1131-1145. DOI: <https://doi.org/10.17507/tpls.1110.01>
- Saragih, N. 2017. The Effect of Teams-Games Tournament (TGT) and Student Teams-Achievement Divisions (STAD) Method on Reading Comprehension of Grade Eight Students of SMP N 2 Siantar. *Journal of English Teaching as a Foreign Language*. <https://ejournal.uhn.ac.id/index.php/jetafl/article/view/141>, 43-57.
- Siti, S. and Isnaniah, I. 2023. The Effect of Student Team Achievement Division To

- Improve Students' Reading Comprehension For The 10th Grade Of SMAN 5 Kabupaten Tangerang: English Education, Linguistics and Literature Journal, 2(1), 15-22. DOI:10.32678/ell.v2i1.7782
- Sunarti. 2012. The Effectiveness of Student Team Achievement Divisions (STAD) Method to Teach Vocabulary Viewed from Students' English Learning Interest. Unpublished Thesis, University of Surakarta, Samarinda, Indonesia.
- Syafiq, A., N., and Rahmawati, A. 2017. The Effect of Student Team Achievement Division Cooperative Learning (STAD CL) In Teaching the Reading Comprehension. Journal Refleksi Edukatika, 7 (1), 118-122. DOI:
- Tiantong, M. and Teemuangsai, S. 2013. Student Team Achievement Divisions (STAD) Technique through the Moodle to Enhance Learning Achievement. International Education Studies, 6(4). 85-92. doi:10.5539/ies.v6n4p85
- Wondwosen, T. 2016. Effects of Implementing Cooperative Learning Method on Eleventh Graders' Paragraph Writing in the Case of Yekatit 12 Preparatory School, Bahir Dar University, Ethiopia. TESOL International Journal, 11(1), 81-95. <https://files.eric.ed.gov/fulltext/EJ1251178.pdf>
- Yanti, N. and Helmi, R. 2023. The Implementation of STAD in Improving Students' Reading Skill. Journal of English Teaching and Linguistics, 4(1), 41-48. <https://doi.org/10.55616/jetli.v4i1.524>
- Xiao, X.-Y. 2023. How motivational constructs predict reading amount and reading achievement: The role of reading attitude and reading self-concept. Power and Education, 15(3), 341-361. <https://doi.org/10.1177/17577438221146246>
- Zelege, A, and Taye, G. 2019. The Practices, Challenges and Opportunities of Cooperative Learning at Hawassa University, Ethiopia. IOSR Journal of Humanities and Social Science (IOSR-
- JHSS), 24(3), 15-27. DOI: 10.9790/0837-2403041527
- Zelege, T. L., Gameda, F, and Ketema, J. 2015. Assessment of EFL Learners' Attitudes towards Cooperative Language Learning: Limu Preparatory School, East Wollega Zone, Wollega University, Oromia, Ethiopia. Science, Technology and Arts Research Journal, 4(3), 240 - 252. DOI:10.4314/star.v4i3.36