

**THE INFLUENCE OF STUDENT TEAM ACHIEVEMENT
DIVISION (STAD) TOWARDS STUDENTS' READING
COMPREHENSION ON RECOUNT TEXT AT THE
EIGHTH GRADE OF MTs PELITA GISTING
IN THE ACADEMIC YEAR OF 2019/2020**

A thesis

Submitted in a Partial Fulfillment of The Requirements for S1- Degree

By

**ANGGITA EKA ROSTIANTI
NPM : 1411040215**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

This reaseach was based on the phenomena happened in school, there are many students who have difficulty in comprehending the text, especially in reading recount texts. Therefore, this reasearch aims to discuss about the influence of Student Team Achievement Division (STAD) towards students' reading comprehension in recount text at the eighth grade of MTs Pelita Gisting in the academic year of 2019/2020

The research methodology was experimental research with Pretest Posttest One Group Design. The population of this research was the eighth grade of students at Mts Pelita Gisting. The sample was chosen by using cluster random sampling. The writer chose class VIII C as the experimental class of this research. There were three steps in conducting this research: there are pre-test, treatment, and post-test.

From the data analysis, it was obtained that The r sig. (2-tailed) of the equal variance assumed the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of using Student Team Achievement Division (STAD) towards students' reading comprehension in recount text at the eighth grade of MTs Pelita Gisting in academic year 2019/2020.

Key words : Quantitative Research, Reading, Recount Text, Student Team Achievement Division (STAD).



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A research thesis entitled: **THE INFLUENCE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE EIGHTH GRADE OF MTS PELITA GISTING IN THE ACADEMIC YEAR OF 2019/2020**, by: **Anggita Eka Rostianti, NPM: 1411040215, Study Program: English Education** was tested and defended in the examination session held on: **Wednesday, February 5th 2020.**

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DECLARATION

Hereby, I stated that this thesis entitled “**The Influence of Student Team Achievement Division (STAD) Towards Students’ Reading Comprehension on Recount Text at The Eighth Grade of MTs Pelita Gisting In The Academic Year of 2019/2020**” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledge in this thesis.

Bandar Lampung, September 2019

Declared by

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MOTTO

لَقَلَّمَ عَلَّمَ الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۞ عَلَّقَ مِنْ الْإِنْسَانِ خَلَقَ ۞ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ

يَعَلَّمَ لَمْ مَّا الْإِنْسَانِ عَلَّمَ ۞ يَا

(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood, (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.¹

(Chapter: Al-Alaq: 1-5)

¹“Tafheem ul Quran Surah 96 Al-‘Alaq, Ayat 1-5” (On-Line), Available on: <http://www.islamicstudies.info/> (October, 01 2018).

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Teguh Setiadi and Ms. Heriyanti who have always prayed and supported for my success and advised me wisely.
2. My beloved sister: Chintia Dwi Rostianti, who always gives her love and support for me
3. My beloved friends, Dewi, Aska, Apri, Pamujiningtyas who always give contribution to accomplish this thesis and all members of English Education A Class, thanks for your help and motivation that given to researcher.
4. My almamater UIN Raden Intan Lampung

CURRICULUM VITAE

Anggita Eka Rostianti was born in Gisting on December 5th, 1995. Anggita is the first child from two children of Mr. Teguh Setiadi and Ms. Heriyanti. She has only one sister her name Chintia Dwi Rostianti. She lives in Purwodadi Kec. Gisting, Kab. Tanggamus.

She began her study at elementary school of SD Muhammadiyah Gisting In 2001 and graduatin in 2007. Then, she continued at Junior High School of SMP Muhammadiyah Gisting in 2007. After graduating from Junior High School in 2010, she continued again at Senior High School at SMA Muhammadiyah Gisting in 2010 and graduated in 2013. Furthermore, in 2014, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGMENT

In the name of Allah, the most meaningful, the most beneficent. All praises be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled “The influence of Student Team Achievement Division (STAD) Towards Students’ Reading comprehension in Recount text at the eighth grade of MTs Pelita Gisting in the Academic Year 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, September 2019
The Researcher

Anggita Eka Rostianti

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is useful for language acquisition provided that students more or less understand what they read, more they read, the better they get at it.² It means that reading is an activity that can improve language ability. Reading some book over again is requirement for students in the learning process. Repeatedly reading is part of the process of deepening. The students will learn more about the words and the information contained in the book.

Reading is an important activity in life which can update the knowledge.³ It means reading also becomes something crucial and indispensable for the students because through reading they can get information from text that can increase their knowledge. In other words the students are expected to get knowledge and understand the context that has been explained in the text.

According to Spratt, Pulverness, and William, reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge.⁴ It means that the activity is done by the readers as they want to get information and knowledge from the text. In the process of getting

²Jeremy Harmer, *How to Teach English (New Edition)* (China : Pearson Education Limited, 2007), p.99

³M.F.Patel and Praveen M. Jain, *English Language Teaching*(Jaipur: Sunrise, 2008), p.113

⁴ Mary Spratt, Alan Pulverness, Melanie Williams, *Teaching knowledge Test Course*, (London : Cambridge University Press2005), p.21

information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading is a process of obtaining or constructing meaning from a word or cluster of words.⁵ It means that in this activity, the reader learns to construct meaning from the words that they are reading in order to get message and information of the text. Understanding the reading text is necessary for the students, because most of the materials in language teaching are in written form, then the examination also in written form but in fact, a lot of students have problem in this activity.

The goal of reading is comprehension. As we know, reading is a perceptive skill through which the learners understand the vocabulary, grammar and sentence structure. By reading, students receive a lot of knowledge, and reading will broaden our thinking about information. But, reading is not just the process of analyzing vocabularies and structures of sentences, it needs different reading strategies to read successfully in English.⁶ From the theory above, the

⁵Sheyler Sharon, *Uniqueness of Second Language Acquisition, Fourth Edition*, (London : Cambridge University Press 2004), p 27

⁶M. Saber Khaginajadet.al., "Examining The Effects of Strategy-Based Instruction of Reading Passages to Irian Undergraduate EFL Learners". *International Journal of English Language and Literature studies*, Vol. 4 No.2 (April 2015), p.97 <http://osf.io/preprints/spcarxiv/p7cde/download> (accessed on July 15th 2018)

researcher assume that technique used by teachers to teach reading comprehension is one important aspect to achieve success in learning.

Based on standard of Curriculum 2013, the purpose of reading comprehension is to comprehend the meaning of simple written text interpersonally and transactionally both formal and informal situation in the form of descriptive, narrative, procedure and recount texts.⁷ In the fact, there are so many problems in the learning process of reading comprehension. Sometimes students are only required to read text in the heart, and answer question related to the content of the text. It is a way that does not involve the process of thinking students, so that the students are not involved in active reading process.

Based on the English syllabus of eighth grade, students are expected to be able to comprehend recount text. Nevertheless, based on the preliminary research, the researcher found some problems faced by the students at eight grade of MTs Pelita Gisting. There were a lot of factors that might have been the cause of the failure in teaching reading. By interviewing Nikmaturrahmah Ms S.Pd as an English teacher, she said that the students' got difficulties in comprehending the text because lack of vocabulary and the students reading comprehension was still low. The researcher found that the teaching learning process was less of interesting, the teacher did not use specific technique that focused on reading comprehension.

⁷Kurikulum 2013, *Kompetensi Dasar Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTS)*, (Kementrian Pendidikan dan Kebudayaan, 2012), p.64

In addition she said that score of KKM (criteria of minimum mastery) in MTs Pelita Gisting to eight grade is 73.⁸

In addition the researcher also got information on students by doing interview with some students of eight grade. They said that the teacher did not have an interesting technique to teach reading. They said that teacher seldom uses a variety of technique in giving material, she only uses monotonous technique in every meetings.⁹ The teacher just explained the material and the text, then she corrected what students read by asking them to answer the questions related to text. So the students felt difficult to learn especially in comprehending the text in English. The data can be seen on the table:

Table I
The Student's score of Reading Recount Text in the Second Semester of the Seven Grade at MTs Pelita Gisting in the Academic Year of 2018/2019

No	Students'score	Number of students	Percentage
1	< 73	70	67%
2	≥ 73	35	33%
TOTAL		105	100%

Source : *Scoring Book of English Teacher at MTs Pelita Gisting*

From Table 1, It can be concluded that 70 of students got <73 score. It means that the students' reading comprehension is not appropriate of KKM. Therefore KKM for reading is automatically 73 as well. To minimize those problems, the teacher should have an appropriate technique that help the students when they feel

⁸NikmaturrahmahMs, *English Teacher of MTs Pelita , July 2018,(AnInterview)*, Unpublished

⁹*Students at the eight grade at MTs Pelita Gisting, July 2018,(An Interview)*, Unpublished

confused in teaching and learning. When they are required to read texts containing a significant amount of new information to increase students' reading comprehension in exploring the reading text, especially in reading comprehension and make the teaching learning process more interesting. Teaching and learning process will be successful if the students also have good response in their learning process.

Based on the explanation above, the researcher used the cooperative learning for teaching reading. The use of cooperative learning make students more motivated to work in group and become important member of a team to gain the best result for their team. In order to enhance the students' reading comprehension by using cooperative learning, STAD (Student Team Achievement Division) technique can be chosen as an alternative way to teaching reading comprehension on Recount text.

STAD is a Cooperative Learning technique that emphasizes interaction activity among students in order to motivate and help each other in mastering the material to achieve maximum results. By interacting with others, it will build responsibility and solidarity among students. This technique can be applied in all of students' level. This technique also can be applied in all of subject such as: Language, Math, Science, etc.¹⁰It means the use of STAD enables student to work together in groups. However, cooperative learning is more than just putting students in groups and giving them something to do.

¹⁰Robert E. Slavin, *Cooperative Learning*, (Bandung: PT Nusa Media, 2005), p.142

The principles of STAD are tools which teachers use to encourage mutual helpfulness in the groups and the active participation all of members.¹¹ It means that cooperative learning is a student centered, instructional technique in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the element of subject matter in order to solve a problem, complete a task or achieve a goal. Therefore, seeing these above problems and also the cooperative learning efforts result for students have mutual benefit, cooperative learning technique is the best solution for it.

This research supported by previous research was conducted by Ma'sunah from Education And Teacher Training Faculty Walisongo State Islamic University Semarang with entitled The Influence of Student Team Achievement Divisions (STAD) Technique In Reading Comprehension on Narrative Text for Eleventh Grade of MA Darul Ulum Semarang.¹² The result of the research has been presented that STAD has good effect in teaching learning process. It could bring interest and motivation to the students in reading activity. There are some differences between previous research and present research. First, the previous research focused on narrative text meanwhile this research will be focused on

¹¹Jack C.Richard And Willy A Renandya,*Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 52.

¹²Zumrotul Ma'sunah,*Influence of Student Team Achievement Divisions (STAD) Technique In Reading Comprehension on Narrative Text for Eleventh Grade of MA Darul Ulum Semarang in the academic year 2015/2016*, Semarang state islamic university, eprints.walisongo.ac.id/6169/1/123411109.pdf (accessed on July 2nd 2018)

recount text. Second, the previous research was conducted at junior high school while the present will be conducted in junior high school

The other previous study was done by Aprianti from English Education Study Program Faculty Teacher Training and Education of Mahasaraswati Denpasar University conducted the research under the title Improving Reading Comprehension Through Student Teams Achievement Division (STAD) for seventh grade students of SMPN 3 Kediri in academic year 2013/2014.¹³The result clearly pointed out that the students' ability in reading comprehension especially in finding specific information was categorized low.

Furthermore the last of previous research was done by Umar from English education faculty of Tarbiyah and teacher training Syarif Hidayatullah state University Jakarta conducted the research under the title Applying Student Team Achievement Division (STAD) technique to improve students' reading comprehension in discussion text for eleventh grade of SMA Fatahillah Jakarta in academic year 2014/2015.¹⁴The conclusion of the research said that is any improving of using STAD towards students' reading comprehension at the eleventh grade of SMA Fatahillah in the academic year 2014/2015. There are some

¹³Ni Putu Theresa Aprianti, *Improving Reading Comprehension Through Student Teams Achievement Division (STAD) for seventh grade students of SMPN 3 Kediri in academic year 2013/2014*, Denpasar University, unmas-library.ac.id/wp-content/uploads/2014/11/jurnal.pdf, (accessed on March 2nd 2018)

¹⁴In Afriyanti Umar, *applying Student Team Achievement Division (STAD) technique to improve students' reading comprehension in discussion text for eleventh grade of SMA Fatahillah Jakarta in academic year 2014/2015*, Syarif Hidayatullah Jakarta, University, repository.uinjkt.ac.id/dspace/bitstream/123456789/26754/1/IINAFRIYANTI-FTK.pdf, (accessed on August 5th 2018)

differences between previous research and present research. First, the previous research focused on discussion text meanwhile this research focused on recount text. Second, the previous research was conducted at senior high school while the present research will be conducted in junior high school.

Based on those previous researches, all previous studies have shown good results from the use of STAD technique for reading comprehension. By using STAD technique, the students have positive motivation that can make students more enthusiastic in reading process. So that it can provide good result in reading comprehension.

Based on those explanations above, the researcher was done a research regarding to the teaching technique used by the teacher that can support her teaching of English especially for teaching reading to the students, because she never used this technique in the class before. Thus, the researcher conducted the research entitled “The Influence of Student Team Achievement Division (STAD) Technique towards students’ Reading Comprehension on Recount text at the eighth grade of MTs Pelita Gisting in the academic year 2018/2019.

B. Identification of Problem

Based on the background of the problem above the researcher identified the problem as follows :

1. The students get difficulties in comprehending the text
2. The students’ reading comprehension is still low

3. The teacher does not have a suitable technique to teach reading

C. Limitation of Problem

From the identification of problem, the researcher focused on the influence of using Student Team Achievement Division (STAD) towards students' reading comprehension in personal recount text at the eighth grade of MTs Pelita Gisting in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulates the problems as follows, Is there any significant influence of using Student Team Achievement Division (STAD) technique towards students' reading comprehension in recount text at the eighth grade of MTs Pelita Gisting in the academic year of 2019/2020?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is to know whether there is any significant influence of using Student Team Achievement Division (STAD) towards students' reading comprehension on recount text at the eighth grade of MTs Pelita Gisting in the academic year of 2019/2020.

F. Significant of the Research

The researcher expects the result of the research can be used:

1. Theoretically, the results of this research are expected to give information to the English teacher of MTs Pelita Gisting about influence of using Student Team Achievement Division (STAD) towards students' reading comprehension on recount text
2. Practically, the results of this research are expected to give motivation for the students in learning English especially in reading recount text.

G. Scope of the Research

1. Subject of the Research

The subject of the research was two from three class of eighth grade of MTs Pelita in the academic year 2019/2020.

2. Object of the Research

The object of the research was the use of Students Team Achievement Division (STAD) towards students' reading comprehension

3. Place of the Research

The research was conducted at MTs Pelita Gisting

4. Time of the Research

The research was conducted at the second semester in the academic year of 2019/2020.

CHAPTER II LITERATURE REVIEW

A. Frame of Theory

1. Reading

Reading is one of four the English basic skills which should be mastered by the students, instead of listening, speaking and writing. According to Patel, reading means to understand the meaning of printed words i.e written symbols.¹⁵ It means that reading is an activity which have relation with a written text. Reading also a way of getting meaning or knowledge from the printed page such as textbooks, newspaper, magazine, etc.

According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.¹⁶ It means that reading is an important activity in reading text. The readers also need to understand what they read and what the word mean. It can make the student more easily to mastery the reading skill.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.¹⁷ It means reading is a process that depends on the skill of author to explain or convey the meaning in a text by using words and how the author delivers the

¹⁵M.F Patel, and Praven M. Jain, *English Language Teaching* (Jaipur : Sunrise Published and Editor, 2008), p.113.

¹⁶ Jeremy Harmer, *How to Teach English*, (London : Pearson Educational limited, 1998), p.70

¹⁷ Anter Nancy, *Critical Reading for College and Beyond*, (New York: Mc Graw Hill, 2004), p.5

opinion to create new word or meaning of sentence and then exxplore it to be sentence or paragraph.

Reading involves the activity either visually or kinesthetically. When we are reading, we are clearly engaged in a great deal of mental activity, some of it automatic, some of it conscious.¹⁸ In literate societies, most of “normal” children learn to read in five or six years old, and some even earlier. With the exception of a small number of people with learning disabilities, reading is a skill that is taken by special way. In foreign language learning, reading is likewise a skill that teacher simply expect learners acquire.

According to Lems, reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.¹⁹ It means that the reading is a process for can information in a text to read and by reading also students can understand the writer means and the previous knowledge has an important role in the reading activities.

Based on the explanation above, it can be concluded that reading is an interactive process between the reader and text in order to understand of written form. More practice in reading will give better comprehension for the reader and they will easy to face many types of text. Therefore, reading helps reader to get new information by understand the meaning of text.

¹⁸J. Charles Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000) p. 13

¹⁹Kristin Lems, *Teaching Reading To English Language Learners*, (New York: Guilford Press, 2010),

2. Reading Comprehension

Reading is one of skill in English. Reading must comprehend the topic of the text. According to Karen *et.al*, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge and fluency.²⁰ It means reading comprehension is activity when the readers read to understand and get total meaning of passage.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.²¹ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms. Therefore reading is also interaction activity between the text and the readers.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning and finally

²⁰Karen R Harris, *Teaching Reading Comprehension to Student with Learning Difficulties* (New York: The Guilford Press, 2007), p.2

²¹H Douglas Brown ,*Teaching by principles An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 1998), p .291

connect these words into idea units.²² It means that the comprehension is ability to someone to make sense of the context based on what he or she reads or hearing. Based the language assessment theory of Brown, especially for reading, there are some criteria are commonly used in measuring students reading comprehension, there are :

1. Main idea (topic) : ask the students to identity the central theme of the passage
2. Expression /idiom/phrase in context : ask for judgment about the material
3. Inference (implied detail) :ask information that implied but not only directly stated in the material
4. Grammatical features (reference) : required knowledge of events in their order of occurrence
5. Detail (scanning for a specially stated detail) : ask for bits of information conveyed by material.
6. Excluding facts not written (unstated details)
7. Supporting ideas : ask to students to go beyond the material and create new ideas based on the ideas they have read
8. Vocabulary in context: ask for the meaning of words used in the passage²³

Based on the explanation above, reading comprehension is a process understanding text. Reading comprehension is the study to define as the process of getting message from the author a written text and ability to understand about

²²Joanne Schuldt Caldwell ,*Comprehension Assessment a Classroom Guide* (New York: Guildford press, 2008) p.5

²³H Douglas Brown, *Op.Cit* , p.206

something. To comprehend the text the reader should have ability to take information or message from the text deal with question related to main idea/topic sentence ,expression phrase in context, inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated details) , supporting ideas and vocabulary in context.

3. Teaching Reading

Classroom reading activities are generally seen as the main part of language teaching and learning. The teacher must be able to motivate students by selecting material and choosing appropriate technique. Teaching reading is process by which individuals are taught to derive meaning from the text.²⁴ It means in teaching reading students are taught to use critical thinking strategies and use context words that they do not recognized.

Learning is a process to get knowledge. All parts of learning process always have connection with teaching. According to Harmer, teaching reading is useful for other purpose too: any exposure to English (provide students understand it more or less) is a good thing for language students.²⁵ It means teaching reading not only make students understand about the text, but also teaching reading also in activity that can improve another aspect such as students vocabulary, pronunciation, grammar.

²⁴S.Elizabeth Pang, *Teaching Reading* (Chicago : Internal Academy of Education. Series 12 2003), P.15

²⁵Jeremy Harmer, *Op.Cit*, p.68

The teacher has some principles in teaching reading. Those principles can help teacher when they teach reading. The principles of teaching are stated that:

1. Reading is not passive skill
2. Students need to be engaged with they are reading
3. Students should be encouraged to respond the content of reading text, not just to language
4. Prediction is major factor in reading
5. Match the task and the topic
6. Good teacher exploit reading texts to the full.²⁶

Based explanation above teaching reading is not passive activity, the teacher should be good facilitators for students and make student active in the class. The teacher should make students know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students and teacher can be partner to make teaching process more effective.

4. Text

1. Concept of Recount Text

According to Anderson and Anderson, recount is a piece of text that retells past events, usually in order in which they occurred. Its purpose is to provide the

²⁶*Ibid*, p. 70

audience with a description of what occurred and when it occurred.²⁷ It means recount text is a text which retells events or experience in the past. In recount text, a writer tells a reader about his/her personal experience or tells others experience to reader.

Recount text basically its written out to make a report about an experience of a series of related event and written out to inform an event or to entertain people.²⁸ It means recount text is text function as for telling an incident in the past.

Based on the explanation above, it can be concluded that recount text is tell about the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

2. Language Features of Recount text

According to Barwick that there are some languages features in recount texts. They are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verb and adjective to show their feeling. Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate

²⁷Kathy Anderson and Mark Anderson, *Text Type in English 3* (South Yarra: McMillan Education PTY LTD, 1975), P. 24

²⁸Peter Knapp and Megan Watkins, *Op. Cit.* p. 224

place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events.

There are language features of recount text:

1. Using the simple past tense, past continuous tense, past perfect tense and past perfect continuous
2. Using temporal sequence, e.g. On Saturday, on Monday, on Sunday
3. Focus on specific participant, e.g. I (the writer)
4. Using the conjunctions, such as : then, before, after, etc.
5. Using action verb, e.g. went, stayed.²⁹

It can be concluded here are some language features of recount texts. They are focus on specific participant, used simple past tense, use action verb, used linking verb, and used chronological conjunction.

3. Generic Structure of Recount text

The generic structure of recount text:

1. Orientation
2. Events
3. Reorientation³⁰

²⁹Jhon Barwick. *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level*. (Glebe: Blake Education, 1999), p.6

³⁰Frances Cristie and Beverl Derewienda, *Learning to Write across the Years of Schooling* (London : Continuum, 2008), p.7

It means recount text started with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story, the series of event as a sequential series tell the story of what happened about the accident. Reorientation is containing about impression after the events have passed.

4. The Example of Recount Text

There are some genre that should be studied by junior high school one of them is recount. The following is concept or the example of recount text:

My Holiday in Parangtritis Beach

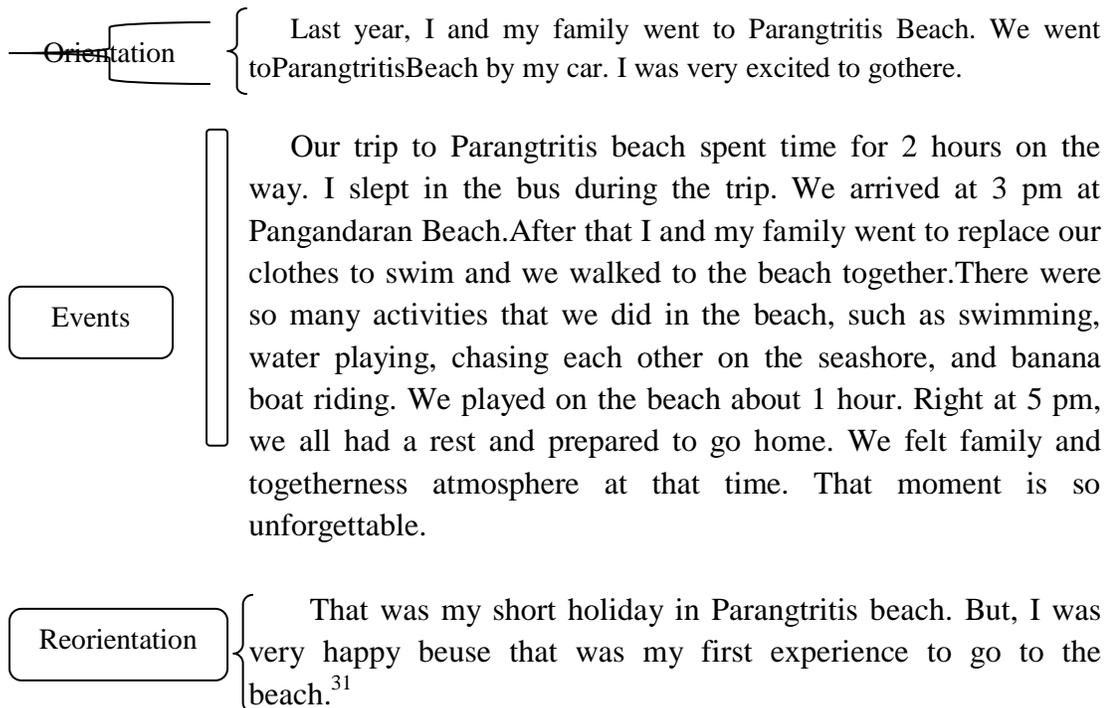


Figure 1
The example of personal recount text

³¹ <https://www.englishindo.com> › *Recount*. accessed on December 5th 2018

5. Types of Recount Text

As mentioned before that, recount text is a text telling past events or experience. According to Barwick, there are different types of recount with varying levels of language, content to the audience and purpose. The further explanation as follows:

a. Personal Recount

Personal recount retells an activity that the writer or speakers has experience.

It means that the writer actively involved did the actions. The purpose of personal recount may be use to communicate or to build the relationship between the writer and the reader.

b. Factual Recount

Factual recount is a record the details of an event by reconstructing some factual or information. The purpose of factual recount is to tell factual information or events.

c. Imaginative Recount

Imaginative recount is kinds of recount that telling imaginative story that related to the real life. It also has an imaginary role and creates Imaginary

details by applying factual knowledge or situation in order to educate the reader.³²

Based on the explanation above, recount text has three types, they are personal recount, factual recount and imaginative recount. Each type has different purpose, such as to inform or to entertain the reader. Personal recount is to inform or entertain, factual recount is to give the factual information and imaginative recount to tell imaginative story. In this research, the researcher was limits on personal recount as a material.

B. Cooperative Learning

According to Kessler, cooperative learning is a body of literature and research that has examined the effects of cooperation education. Cooperative learning technique is not general, free discussion, nor all types of work group necessarily cooperative. Cooperative learning is carefully structured- organized, so that each learner interacts with other and all learners are motivated to increase each other learning.³³ It means cooperative learning technique give the opportunity for students to help their group members to solve their learning problems which in small group students feel more comfortable asking for help. In cooperative learning, students can work their assignment together.

³²JhoBarwick, *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level*. (Boston : Blake Education, 1999),p.6

³³Carolyn Kessler, *Cooperative Language, Learning*, (New York: Prentice Hall, 1992), p.1

Cooperative learning will be defined as students working together in a group small enough that everyone can participate a collective task that has been clearly assigned. The study of cooperative learning should not be confused with small groups that teachers often compose for the purpose of intense, direct instruction- for example, reading groups.³⁴ It means that, cooperative learning are appropriate as a learning task method where students do the task together by follows instruction of technique, and also there are some of cooperative learning which suitable for reading activity.

There are many techniques in cooperative learning which can be apply by teacher in teaching and learning process, such as: Teams Games Tournament (TGT), Student Team Achievement Division (STAD) and Jigsaw.

Based on the statements above, the writer can be concluded that cooperative learning is branch of learning model which provide opportunity to interact and communicate to each other. Cooperative learning is not just putting students into group, but they should learn in social skill. The cooperative learning technique require students to be active in the group and achieve the main goal of each member in group. The writer was limit the research only in Student Team Achievement Division (STAD).

³⁴Davidson, N, & Major, C, H, “*cooperative learning, collaborative learning and problem based learning*”. Journal on Excellence In College Teaching, Vol. 3 No 4 (2014)northweststate.edu/wp-content/.../boundarycrossings.pdf, accessed on September 3rd 2018

C. Student Team Achievement Division (STAD)

1. Definition of Student Team Achievement Division (STAD)

Student team Achievement Division (STAD) is one of the set of instructional technique developed and researched by Slavin at John Hopkins University. According to Slavin, Student Team Achievement Division (STAD) is one of cooperative learning techniques that boost not only collaboration but also independent learning at the same time.³⁵ It means this technique can make the students more active while they are do the task by a group.

Newman stated that well-structured cooperative learning technique like STAD can ensure that all group members participate in the learning process actively.³⁶ It means STAD has taken into consideration one of the key components of any teaching technique which is motivation to students to more active in learning process.

STAD technique is based on this idea of having students work in cooperative learning teams to learn academic objectives.³⁷ It means, this technique emphasizes these of team goals and team succes, which can only be achieved if

³⁵Robert E Slavin, *Cooperative Learning Theory, Practice and Research* (Massachusetts: Allyn and Bacon, 1990), p.71

³⁶ Newman. *The sounds of Silence in Communicative Encounters. Communication Quarterly*, (Cambridge: Cambridge University Press, 1982), p.149

³⁷ShlomoSharan, *Handbook of Cooperative learning Methods*, (Wetsport:Preager Publisher, 1994), p. 4

all members learn the objectives being taught. In other word, instudents team learning, the students task are not to do something as a team,but to learn something as a team,where the team worksis notdone until all team members have mastered thematerialbeing study.

STAD is one of the simplest of all cooperative learning technique,and is a model to begin withfor teachers whoare new to the cooperative learning.³⁸ It means STAD is also simple cooperative learning and the most appropriate technique for teachers who want to apply the cooperative learning for the first time in their teaching lerning activities.

According to Kagan, there are some kinds of techniques in student team learning, one of them is STAD. STAD is a simple technique of cooperative learning which consists of five major components, namely class presentation, teams, quizzes, individual improvement score and team recognition.³⁹It means this technique is focus on team work, so the students can discuss and learn together with their team. In addition, they can also share knowledge each other.

According Shlomo Sharan, STAD is also very adaptable, it has been used in science,social studies, English and many other subjects.⁴⁰ It mean this technique very appropriate in teachning many subjects than other cooperative learning and

³⁸*Ibid*, p.71

³⁹Spancer Kagan,*Kagan Cooperative Learning* (San Clemente: Kagan Publishing,2009), p.460

⁴⁰Shlomo Sharan,*Op.Cit*, p.4

can be used for every level education. STAD expect students learn together with other team mates in small team to studey the subject that is present.

According to Slavin, STAD consists of five main components:

1. Class Presentations

The teacher explained the material to the whole group using Verbal presentation or text. Material in Student Team Achievement Division (STAD) is initially introduced in class presentation. Class presentation in Student Team Achievement Division (STAD) different from usual teaching only, in this case the students must be clearly focused on Student Team Achievement Division (STAD). It means in this way, the students realize they must pay careful attention during the class presentation, because it is can helps them do well on the quizzes, and their quiz scores determine their team score.

2. Group Work (Team)

Students are assigned to four or five member learning teams. The team member should represent a cross section of the class in term of academic performance, gender and ethnicity. It means team member work together to study worksheet or other study device to master the academic material, which consist of problems and information to be mastered. Then help each other to learn the material on team discussion. The major function of team is to make sure that all team members prepare to do well on the quizzes.

3. Quizzes

After the team practices, the students' assess individual quizzes that include many questions, then the students may not help one another during the quizzes.⁴¹

4. Scores of Individual Advancement

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if she or he works harder and performs better than in the past. Each student is given a "base" score, derived from the student's average past performance on similar quizzes. Then the students earn points for their team based on the degree to which their quiz score.

5. Team recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students' team scores may also be used to determine up to 20 percent of their grades.⁴²

Based on the explanation above, it can be concluded that Student Team Achievement Division (STAD) technique is a good and effective technique. Student Team Achievement Division (STAD) technique helps the students' reading comprehension and the students tend to really enjoy these interactive learning, because they share the new idea with their friends.

2. Procedure of Student Team Achievement Division (STAD)

⁴¹Robert Slavin, *Op.Cit*, p4

⁴²*Ibid*, p.4

According to Slavin, there are four steps of STAD for implementation in the classroom

1. First, teaching in which the teacher introduces new materials through a lecture, class discussion or some form for a teacher presentation.
2. Second team study in which heterogeneous team members cooperate on worksheet designed to extend and help boost the material taught by teacher.
3. Third, the test are individual quizzes students take on assigned material, teammates are not allowed to help one another during the quizzes
4. The last team recognition stage where quiz scores are juxtaposed to past average, points are given based on improvement from past performance, high scoring team are awarded by gift or putting their names on bulletin or by granting certificates to them.⁴³

3. The Advantages and Disadvantages of Student Team Achievement Division (STAD)

There are some advantages and disadvantages of Student Team Achievement Division, as follows:

1. The Advantages of Student Team Achievement Division (STAD)

There are some advantages of STAD technique in learning. One of them is that students can share the idea that they work together to learn and responsible for their own teammates' learning to achieve a goal. In addition, in this student-

⁴³*Ibid*p.136

centered learning, the students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions.

According to Slavin, there are some advantages of STAD in teaching and learning:

1. Students cooperate in achieving the goal of fostering the norms of the group.
2. Students active to helping and motivating spirit to gain the succeed together
3. Students will get new experience in solving the problems with others.
4. Interaction between students can train them to give opinions.
5. To increase the acquisition of individual and group.⁴⁴

Therefore this technique is good enough to make students have more motivation to learning English, particularly in reading skill. By using STAD technique, the students will get new experience in solving the problems with the others. The activity of talking for individual students increasingly, it is encourage skill of cooperation and negotiation between students in learning English, especially in reading comprehension.

2. Disadvantages of Student Team Achievement Division (STAD)

⁴⁴*Ibid*, p.71

However, as one of Cooperative Learning, STAD also has some disadvantages as stated Cruickshank and Jenkins :

1. It takes much time to organize the group
2. The class situation become noisy,
3. Wasting instructional time
4. It need more time for teacher to implement Student Team Achievement Division (STAD) technique well in class. Because for the first time the students need to adapt with their teammates.⁴⁵

However this technique has some weaknesses in teaching and learning. This technique needs much time in teaching and learning, so the teacher must be able to organize the time in a way the teacher choose the group without students intervention, it can make the teacher more easy to shorten the time in teaching and learning. The teacher must be able to manage the students if the teacher wants to use this technique, so the students more active in teaching and learning.

5. Teaching Reading Comprehension by Using STAD Technique

According to Slavin, Student Teams Achievement Divisions (STAD) consists of regular cycle of instructional activities⁴⁶ as follows:

1. Teach

⁴⁵Cruickshank, D.R, Deborah BJ and Kim KM, *The Act of Teaching*,(New York :Mc Graw Hills, 2006), p.238

⁴⁶Robert Slavin, *Op cit*, 75

The teaching learning process in Student Teams Achievement Divisions (STAD) begins with a class presentation. The presentation should cover the opening, development and guided practice components of the local lesson.

2. Team Study

During team study, the students work on worksheets in their teams to master the material presented by the teacher. Only two copies of the worksheets and answer sheets are given to each team, this forces teammate to work together. Before beginning team work, students discuss the following team rules:

- a. Students have a respond ability to make sure that their teammates have learn the materials.
- b. No one finishes studying until all teammates have mastered the subject.
- c. Ask all teammates for help before asking the teacher.
- d. Teammates may talk to each other softly.

3. Test

Students take individual quizzes or other assessments (such as essays or performances). The teacher gives students adequate time to complete it. The students must do work individually on the quiz. At this point they must show what they have learned as individuals.

4. Figuring Individual and Team Scores.

As soon as possible after each quiz, the teacher should compute individual improvement scores and team scores. Team scores are computed on the basis of team members' improvement scores, certificate, a class newsletter, or a bulletin board recognizes high scoring teams. If it is possible, announcing team scores in the period after the quiz is required to increase their motivation to do their best. There are three components which influence the scores⁴⁷:

a. Improvement Points

Students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base score. The purpose of base scores and improvement points is to make it possible for all students to get maximum points to their teams, whatever their level of past performance, students understand that it is fair to compare each student with his or her own level of performance.

b. Recognizing Team Accomplishment

Three levels of awards are given. These are based on average team scores.⁴⁸

⁴⁷*Ibid*, p.75

⁴⁸*Ibid*, P.75

Based on the explanation above, it can be concluded that Student Teams Achievement Divisions (STAD) consists of regular cycle of instructional activities, such as teach, team study, test and figuring individual and team scores.

D. Lecturing Technique

1. Definition of Lecturing Technique

Lecturing technique is often indispensable, particularly in large class with hundreds of students, it is inaccurate because an effective lecture one that induces effective processing in one students can be successful method of teaching.⁴⁹ It means that lecturing technique is effective technique that induces effective processing in teaching and learning.

Lecturing technique is old technique because this technique has used as tool of oral communication between teacher and the students in teaching learning process. Lecturing technique is the way delivering of the knowledge which do by teacher by using oral explanation to the students.⁵⁰ It means lecturing technique make the teacher as a central in teaching and learning .

Based on the explanation above, it can be concluded that lecturing technique as one of teacher-centered that encourage teacher to give lecture during lesson. When the teacher has mastered the lesson and determined the sequence of presentation, then the teacher presenting it in front of the classroom. Students pay

⁴⁹Robert A Bjork, *successful lecturing : Presenting Information in Ways that Engage Effective processing*(London: Wiley periodicals Inc, 2002), p.19

⁵⁰Rahmi EndahStrategi Pembelajaran,2013, available Online at <http://strategipembelajaranrahmi.blogspot.com>, Accessed on August 12nd2018

attention to the teacher talk, trying to capture what was the teacher explained and make notes. In this research the researcher used lecturing technique to teach control class.

2. Procedure of Teaching Reading by Using Lecturing Technique

There are some important steps of lecturing technique to help students comprehend the text:

Pre-teaching

1. Presenting information, in the learning process the teacher as a central for the students to get information, the teacher explains what they will learn.

Whilst- Teaching

1. Clarifying, topic and discussed, the teacher tells the students what the text is about by encouraging students to think about text.
2. The teacher asks the students to read a text

Post teaching

3. Finally, the teacher will ask the students to answer the question.⁵¹

Based on the explanation above, it can be concluded that there are some steps that can be followed by teachers when they are going to teach by using lecturing technique. Those steps can guide the teachers in teaching and learning.

⁵¹Irma Yunita, *The Influence of using Collaborative Strategic Reading (CSR) Towards students' Reading Comprehension in Descriptive Text at the First Semester of the Eight Grade of MTs Darul Huda Bandar Lampung*: English Education of UIN Raden Intan Lampung, 2016, p.30, Unpublished

3. Procedure of Teaching Recount Text by Using Lecturing Technique

Lecturing technique is the most common technique of teaching that usually used by some teachers to teach English. According Stafford and Kelly there are some steps to teach reading using lecturing technique.⁵² Further, these are the procedure to teach recount text by using lecturing technique.

1. Presenting Information, in the learning process the teacher as a central for the students to get information, the teacher explain what they will learn .
2. Clarifying topics and discussed, the teacher tells the students what recount recount text is by encouraging students to think about text.
3. The teacher asks the students to read at recount text.
4. Finally, the teacher will ask the students answer the questions.⁵³

Based on the explanation above, the researcher can take a conclusion that there are some steps that can follow by the teachers when they are going to teach recount text by using a lecturing technique.

4. The Advantages and Disadvantages of Lecturing Technique

There are advantages of using lecturing technique, there are:

⁵²Ken Stafford and Kelly Stafford, *An Introduction to lecturing*, (Canada: University of Canada, 1993), P.1

⁵³*Teaching and Learning Centre*, Available Online at :<http://oshu.edu/xd/education/teaching-and-learning-Centre/for-faculty/lecture-strategies.cfm>, Accessed on November 7th, 2018.

1. The Advantages of lecturing Technique

According to Brown the advantages of lecturing technique are several :

1. Facilitates large class of communication
2. Can complement and clarify text material
3. Can be use to arise the students' interest in a subject.
4. Allow the teacher to precisely determine the goal of presentation.⁵⁴

Therefore, the writer used this technique to teach in the control class, because this technique is a good to be use in teaching and learning reading especially for large group in the class.

2. The Disadvantages of Lecturing Technique

There are some disadvantages of lecturing technique, there are

1. It is waste of time to repeat the matter already presenting books.
2. The teacher to make the lecture impressive may care for manner and style but very little for matter or content.
3. If the lecture very fast, the students cannot easy to take notes and will not have any written record of the silent points made out
4. A lecture delivered in a style not easily understood by students will serve no purpose.

⁵⁴*Lecturing : Advantages and Disadvantages of Traditional Lecturing Technique*, Available Online at <http://cirtl.net/node/2750>, Accessed on September, 3rd 2018

5. In the process of lecturing, the learners are more passive than be active in class.
6. The problem solving attitudes of students may disappear in lecture technique
7. There is no cooperation and interaction between the teacher and students in the process.⁵⁵

Therefore, this technique will make students become passive in teaching learning that cause of a communication in one way and teacher is not good in educating and explaining. When the teacher becomes passive in learning, the learning process was difficult to be measured. Not only that, the teacher also need to prepare the material as well as possible and make an interesting class by giving interesting things in learning process so the students will not be passive anymore.

E. Frame of Thinking

Reading is one of essential skills that is needed for students. By reading many books, the students can get much information. For students, reading is important skill in learning English to achieve the academic success.

However, in reality students are difficult to comprehending English text. The reading ability to comprehend is not easy, because in learning process was found

⁵⁵Gupreet Kaur, “ *Study and Analysis of Lecture Model of Teaching*”, *International Journal of Eduaction Planning and Administartion*, Vol.1 No.1 (2011), p.4 Available on https://www.ripublication.com/ijepa/ijepav1n1_001.pdf accessed on December 8th 2018

some students' problem such as they have lack of vocabulary and their reading interest is less. Therefore by using specific learning technique in reading comprehension will be a problem solving most of students face difficulty in comprehending the text.

The STAD technique is an effective technique for reading comprehension, because this technique emphasize the learning process to collaborates with other student. In other word, the students will share the material with their friends. By using this technique, students have responsibility for part of reading text as their task to read, comprehend and share with the group. Then, the students who have less reading interest, by doing cooperatively, it will be easier for them, because without whole of text, they will still comprehend the text through each member team explanation.

Based on the statement above, it can be concluded that using STAD technique is the effective to students reading ability. This technique emphasize on learning in group to solve problems of learning and make students actively in in learning process, it likely could give a significance improvement of the students' reading comprehension. This technique does not only encourage students in learning, but also engage them to support and to increase a good interaction among students in the classroom. It help students to easily to get conclusion of the text after discuss with the whole class and teacher, therefore they can answer reading based on text correctly.

F. Hypothesis

Based on the frame of thinking, the writer formulated the hypothesis of the research as follows:

H_a : There is significant influence of using Student Team Achievement Division (STAD) technique towards students' reading comprehension on recount text at the eighth grade of MTs Pelita Gisting in the academic year of 2019/2020.

H_o : There is no significant influence of using Student Team Achievement Division (STAD) technique towards students' reading comprehension on recount text at the eighth grade of MTs Pelita Gisting in the academic year of 2019/2020.

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