

**THE INFLUENCE OF USING STUDENT TEAM  
ACHIEVEMENT DIVISION (STAD) TOWARDS STUDENTS'  
READING COMPREHENSION ABILITIES IN DESCRIPTIVE  
TEXT**

**A Thesis**

**Submitted as a Partial Fulfillment of The Requirements  
for S-1 Degree**

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## **ABSTRACT**

The objective of this research was to know whether there was any significant influence of using Student Team Advision Division towards students' reading comprehension ability in in descriptive text at the first semester of the Eighth Grade of SMPN 1 Tumijajar in the academic year of 2020/2021. This research applied STAD to solve the problem, one way that could help the students improve their simple present tense mastery.

This research used quasi-experimental design. The research used cluster random sampling to determine the sample. The sample of the research were two classes, VIII A as experimental class and VIII D as control class. In collecting the data, the research used test. Before doing the treatment, the students did the pre-test, and after doing the treatment, the students did the post-test. After finishing the research, the next thing to do was analyzed the data using Independent Sample T-Test.

After analyzing the data, it was found that the result  $P_{value}$  (Sig.) or Sig. (2-tailed) = 0.00 and  $\alpha = 0.05$ . It meant that  $H_a$  was accepted. It could be concluded that there was significant influence of using STAD towards students' reading comprehension ability in descriptive text at the first semester of the Eight grade of SMPN 1 Tumijajar in the academic year of 2020/2021.

***Keywords : STAD, Reading Comprehension, Descriptive Text***

## **DECLARATION**

I hereby stated that this thesis entitled “The Influence of STAD Towards Students’ Reading Comprehension ability in Simple Descriptive Text at The First Semester of The Eighth Grade of SMPN 1 Tumijajar in The Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.





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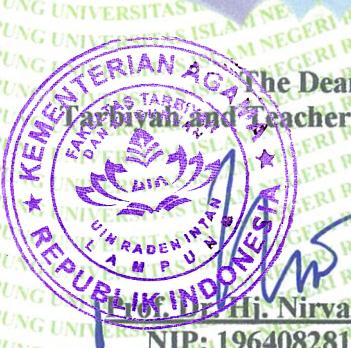
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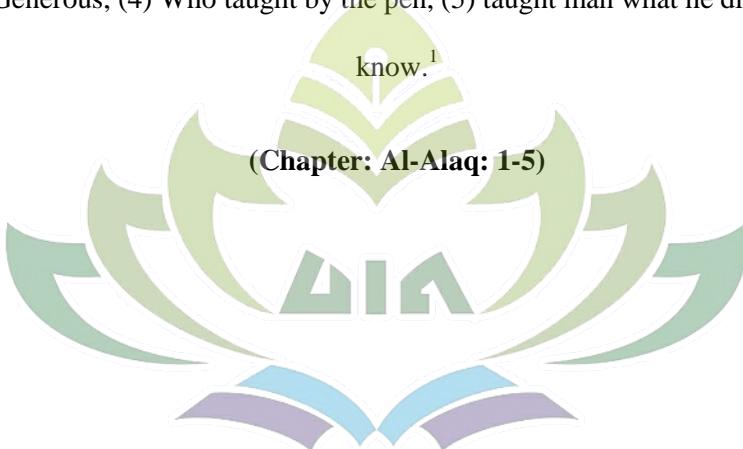
## MOTTO

أَقْرَأْتُمْ بِاسْمِ رَبِّكُمُ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَنَ مِنْ عَلَقٍ ٢  
وَرَبُّكُمْ أَكْرَمُ ٣ الَّذِي عَلِمَ بِالْقَلْمَنِ ٤ عَلِمَ الْإِنْسَنَ مَا لَمْ  
يَعْلَمْ ٥

(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.<sup>1</sup>

(Chapter: Al-Alaq: 1-5)



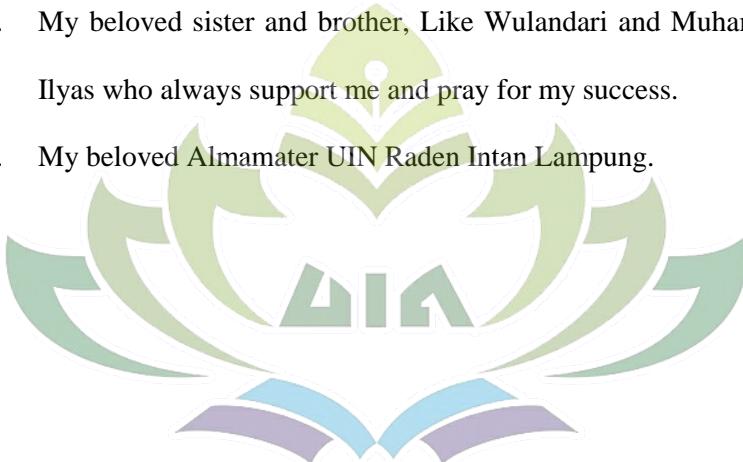
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<sup>1</sup>“Tafheem ul Quran Surah 96 Al-‘Alaq, Ayat 1-5” (On-Line), Available on: <http://www.islamicstudies.info/> (October, 01 2018).

## **DEDICATION**

All praises be to Allah the Almighty for blessing me, so that I am able to finish this thesis, This thesis is proudly dedicated to:

1. My beloved parents, my father, the late Mr. Suparno and my mother, Ms. Wartini who always pray for my success also who always there for me whenever and wherever.
2. My beloved sister and brother, Like Wulandari and Muhammad Ilyas who always support me and pray for my success.
3. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Agung Dwi Prasetyo was born on June 7, 1998 in Tumijajar, Tulang Bawang. Agung is the second child of two children of a couple, Mr. Suparno and Ms. Wartini. He has one sibling her name is Like Wulandari.

He began his study at SDN 1 Tumijajar in 2004 and finished in 2010. After that, he continued his school at SMPN 1 Tumijajar and finished in 2013. Thus, he continued his school at SMAN 1 Tumijajar and finished in 2016. He continued to study in UIN Raden Intan Lampung as S1 -degree student of Tarbiyah and Teaching Training Faculty Study Program in English Education.

While studying in UIN Raden Intan Lampung, the writer was active as a member of regional organization IKAM TUBABA ( Ikatan Mahasiswa Tulang Bawang Barat).

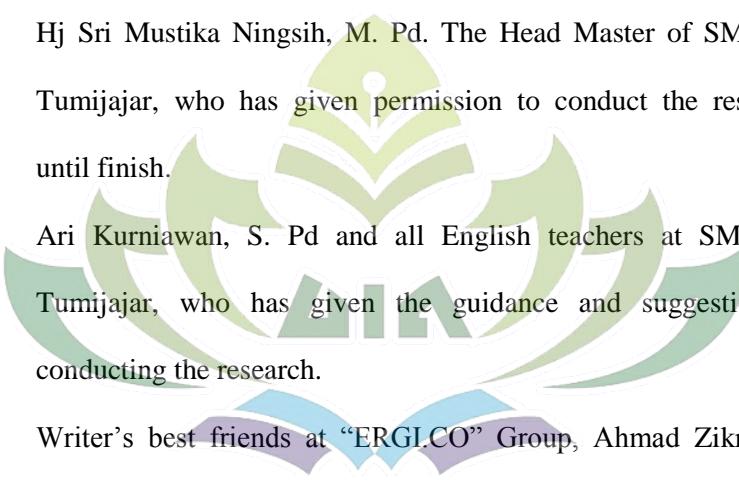
## **ACKNOWLEDGEMENT**

Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

This thesis entitled “The Influence of STAD Towards Students’ Reading Comprehension ability in Descriptive Text at The First Semester of The Eighth Grade Of SMPN 1 Tumijajar In The Academic Year of 2020/2021” is submitted as compulsory fulfillment of the requirement for S-1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic Universityof Lampung.

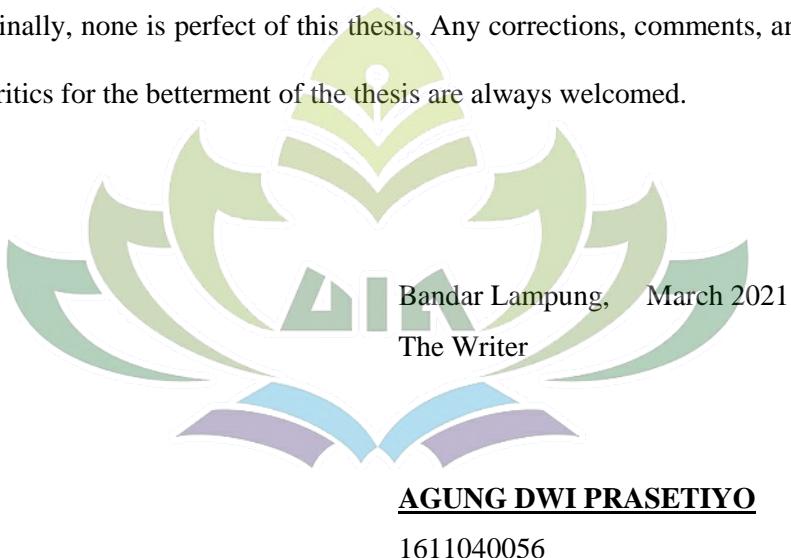
However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the writer would sincerely thanks :

1. Prof. Dr. Hj. Nirva Diana, M. Pd. The Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M. Pd. The Chairwoman of English Education Study Program of UIN Raden Intan Lampung.

- 
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Finally, none is perfect of this thesis, Any corrections, comments, and critics for the betterment of the thesis are always welcomed.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Reading is an activity where the reader can collect information from what they read. Reading is an activity that could increase language ability.<sup>1</sup> Through reading, people can increase their skills in speaking, grammar, and any other subjects. Reading also becomes something important for the students because through reading they can get information from the text that can increase their knowledge. Consequently, it is reasonable to say that everyone should be able to read.

The problem that often happens is lack of comprehension ability. As a consequence, reading instruction must be tailored in such a way that it can help students to get through the reading process effectively and comfortably in the learning process. The students usually feel difficult to comprehend the text in descriptive text. They faced several obstacles when they are reading descriptive text. One the problem is the use of method or strategies that the teacher use. As we know some teachers only focus to give the material straight from the teacher, the teacher just explain and give an assignment in the learning process, not involving students in activities, it will make students feel bored in the learning process teacher should be more creative.

Comprehension is the goal of reading activity.<sup>2</sup> Reading text in English is not an easy thing if students need to define the meaning of the text. In order to understanding the point of the text, students should have reading comprehension. Students will find some troubles, such as vocabulary problems and difficult to find the main idea of the text, those

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<sup>1</sup> Jeremy Harmer, *How to Teach English* (London: Pearson Longman, 2007), p.99

<sup>2</sup> Lulut Widyaningrum, *Mapping Readability of the Texts and Reading Abilities of the Users*, (Semarang: LP2MUIIN Walisongo Semarang, 2014), p.23

things will influence students' comprehending of text. Reading comprehension can be used to help students in the reading section.

Teaching reading skills should be oriented to make students able to comprehend the text. An appropriate method should be prepared to make students easier to understand the topic of material and try to not makes students feel bored in a learning situation. A good atmosphere will help student feel relax and in good condition, that will help the learners in learning process. Based on Oemar Hamalik statemnt, one of the criteria professional teacher is a teacher should be able to solve and implement good teaching techniques.<sup>3</sup>

Indonesian School sets reading as a part of the topic for English Subjects in the learning process. Reading is one of the skills besides writing, listening, writing, and speaking. Based on that things there are some texts need to be mastered by junior high school students. One of the texts taught in schcool is descriptive text. Descriptive text is focusing to know something or particular thing such as person, place.<sup>4</sup> The social function to inform the reader about a specific thing or in general about something such as place, person or thing. Based on the previous research, the students sometimes are difficult to comprehend the text in descriptive text. They faced several porblems when they reading descriptive text.

Based on the English syllabus of eight grade, students are expected to be able to comprehend descriptive text. Nevertheless, based on the preliminary research, there are some problems faced by the students at eight grade of SMPN 1 Tumijajar. There were a lot aspects that might have been the cause of teaching reading is not omptimal. By interviewing Ari Kurniawan as an English teacher, he said that the students got torubles in comprehending the text because lack of vocabulary

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<sup>3</sup> Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, (Jakarta: Bumi Aksara, 2002), p.38

<sup>4</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), p.192

and the students' reading comprehension was still not achieve the target.<sup>5</sup>

One of the problem is the use of learning technique that teacher used because the teacher using a monotouns way to teach. It makes students bored and less active in a learning processs.

The interviewed continued with questions for students to know their problem in reading. They bored because of the way teacher teach reading less creative. The teacher just exlpained the material and the text, then he corrected what students read by asking them to answer the questions. It makes students felt difficult to learn especially in comprehend the text in English. The students learn by them self after receive the explanation from the teacher, not all the students can understand about the meaning of the text that they read, it can be misunderstanding for learners and the result of learning process not optimal.

The learning process should effective to get an optimal result for the student. If the teacher not use an appropriate technique for the students it will make a lesson less effective, in this case the teacher use lecturing technique.

The preliminary research show that students in SMPN 1 Tumijajar still faced a few problems that makes them still lack in reading comprehension.

The score of their English subject can be seen in table 1 :

**Table 1**  
**The Students' score of Reading at The Eight Grade SMPN 1  
Tumijajar Based on Preliminary Research**

No.	Score	Class			Total	Precentage
		8A	8B	8C		
1	< 75	17	20	11	48	50%
2	≥ 75	15	12	21	48	50%

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<sup>5</sup> Ari Kurniawan S.Pd The English teacher of SMPN 1 Tumijajar

<b>TOTAL</b>	32	32	32	96	100%
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Score : The data of students' score of English subject at the Eight Grade of SMPN 1 Tumijajar.<sup>6</sup>

Discussing the case above, this researcher assumes that the use of cooperative learning will help to overcome the problem. Cooperative learning will bring students to higher-level thinking skills with all different points of view interact, they challenge each other's assumption and bring different data to the argument. This will encourage each student to higher-level of synthesis than if they worked alone.<sup>7</sup>

Cooperative learning makes students answer the questions together to teach them about help each other, responsibility, and leadership. In order to increase the students' reading comprehension on descriptive text by using cooperative learning, STAD (Student Team Achievement Division) can be chosen as an alternative way to teaching reading comprehension on descriptive text.

STAD is a cooperative learning emphasizes interaction between students and can be used in all of students level. This method also can be applied in all of the subject such as language, math, science.<sup>8</sup> Based on that the research will be using STAD to know the impact for students and however, cooperative learning is not only putting students in groups and do something the teacher ask them to do. There are a lot things students will learn by teamwork to complete the task.

STAD developed by Robert Slavin and his colleagues at John Hopkins University. In the implementation of the STAD, students are divided into a small group to work together to complete the learning objectives.<sup>9</sup> The principles of the STAD

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<sup>6</sup> The data of students ' score of English subject at Eight Grade of SMPN 1 Tumijajar

<sup>7</sup>Spencer Kagan, Miguel Kagan, *Kagan Cooperative Larning* (San Clemente: Kagan Publishing, 2009) p.112

<sup>8</sup>Slavin, E Robert, *Cooperative Learning* (Bandung: PT Nusa Media, 2010) p.142

<sup>9</sup> Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogjakarta: Pusaka Pelajar, 2014), p. 201

are tools that teachers use to develop mutual helpfulness in the group and the active participation of all of the members.<sup>10</sup> Based on that statement by using STAD it is expected the students can be more effective in the learning process by work as a team than learning alone because they can share the information about the subject. In the previous research, any researchers had an investigation and research on STAD in teaching reading.

Zumrotul Ma Sumah, in her thesis entitled "*The Influence of Student Team Achievement Division (STAD) in Reading Comprehension on Narrative Text An Experimental Study at Eleventh Grade of MA Durul Alum Semarang in Academic Year of 2015/2016*", this research has proven the Student Team Achievement Division (STAD) effective in improving student ability in Reading Comprehension.<sup>11</sup> The result of this thesis shows that the average post-test the experimental class was 70.64 which was higher than the average of post-test of the control class 65.96. That means its working using STAD.

Yusuf Wicaksono, in his thesis entitled "*The implementation of cooperative learning type learning type student teams achievement division (STAD) to improve students' motivation and learning activities in accounting class of XI AK 2 SMK 1 Klaten academic year of 2014/2015*", based on the result of this research, known that the implementation of Cooperative Learning type Student Teams Achievement Divisions (STAD) can improve students ability which students' learning activities scores increased by 16.50%.<sup>12</sup> This show that STAD can be used to all subject in the learning process.

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<sup>10</sup> Jack C Richard And Willy A Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002),p. 52

<sup>11</sup> Zumrotul Ma'sumah, *The influence of Student Team Adision Division (STAD) Method in Reading Comprehension on Narrative Text An Experimental Study at Eleventh Grade of MA Durul Alum Semarang in Academic Year of 2015/2016* (Semarang : Islamic State Universtiy Semarang, 2016)

<sup>12</sup> Yusuf Wicaksono, *The Implementation of Cooperative Learning Type Student Teams Achievement Division (STAD) To Improve Students' Motivation and Learning Activities in Accounting Class of XI AK 2 SMKN N 1 Klaten Academic Year of 2014/2015*, (Yogyakarta: Yogyakarta State University, 2015)

Based on Surayani' journal "The Use of STAD to Improve Students' Writing Skill" Based on the result, it was found that the t-test score of the post-test in experimental and control groups is higher than the t-table score ( $4.21 > 1.69$ ).<sup>13</sup> This means that the alternate hypothesis was accepted or the implementation of STAD improves the students' ability in writing descriptive text.

The differences in the thesis above and the researcher thesis are the subject of the material for students, skill aspects in the learning process. The researcher uses reading comprehension descriptive text as the material, meanwhile the thesis above uses different skill and subject material.

In conclusion, this method is expected to be effective in improving students reading comprehension mastery. The researcher interested to take a research by the title "The Influence of Student Team Achievement Division (STAD) Method in Reading Comprehension on Descriptive text."

## B.

### **Identification of the Problem**

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

1. Students' get difficulties in comprehending the text.
2. The students' lack of vocabulary
3. The technique used by the teacher made student feel bored because of the way teacher teach reading less creative.

## C.

### **Limitation of the Problem**

In this research, the research focused on the Influence of Student Team Achievement Division (STAD) towards students

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<sup>13</sup> Suryani, *The Use of STAD to Improve Students' Writing Skill* (Aceh: Abulyatama University, 2018)

comprehension especially in descriptive text at the SMPN 1 Tumjajar.

#### **D. Formulation of the Problem**

Based on limitation of the problem, the research was formulated to know “is There any influence of students’ reading comprehension in descriptive test after being taught by the STAD?”.

#### **E. Objective of the Research**

The objective in this research to find out whether there is any significant influence of using STAD towards reading comprehension on descriptive text at SMPN 1 Tumijajar.

#### **F. Uses of the Research**

The uses of the research are :

##### **1. Teacher**

By using the STAD, the teacher have other option methods to develop their student's reading comprehension.

##### **2. Students**

This research was expected to improve students' reading comprehension and students become more active in the English learning process.

##### **3. School**

The use of the STAD can give a contribution to the effort to improving the teaching-learning process in reading to increase student's reading comprehension on descriptive text.

#### 4. Writer

To get information about the student achievement in reading comprehension in the descriptive text by using STAD.

### G. Scope of the Research

The scope of research as follows :

#### 1. The Subject of the research

The subject of this research was students at the school semester of Eight grade of SMPN 1 Tumijajar.

#### 2. Object of the research

The object of the research was using STAD and students' reading comprehension in descriptive text at Eight grade of SMPN 1 Tumijajar.

#### 3. Place of the Research

The research was conducted at Eight grade at SMPN 1 Tumijajar

#### 4. Time of Research

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

## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Reading

Reading is important for human almost every day we read something such as text, novel, newspaper, magazine, or when chatting in a cell phone. When we are reading, we are clearly engaged in a great deal of mental activity, some of it automatic, some of it conscious.<sup>14</sup> Through reading, we learn a lot and it is the most prominent language skill. In literate societies, normal children learn how to read by the age of five or six, and in some cases even earlier. With the exception of the small number of people with learning disabilities, reading is a skill that is taken in a special way needs more dedication and time. In foreign language, reading is likewise a skill that teachers simply expect learners to acquire. Reading arguably fundamental skill for success in all educational contexts.<sup>15</sup> This shows that reading really vital as key for general language ability.

Reading is an incredibly active occupation. To do it successfully, we have to understand what words mean.<sup>16</sup> Based on that statement, the reading activity will be successful if the reader understands the meaning of the text, that is why very important to knowing the meaning of words of the text to make students not misunderstanding the point of the text.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning of them.<sup>17</sup>

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<sup>14</sup>J. Charles Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000) p.13

<sup>15</sup>H. Douglass Brown, *Language Assessment : Principle and Classroom Practice*, (San Francisco: Pearson Education, 20013) p.104

<sup>16</sup> Jeremy Harmer, *How to Teach English*, (London: Person Educational limited, 1998), p.70

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

From the above definition can know that a person's ability also be a factor to understand the meaning of the text.

According to Lems, reading is an interactive process that takes place between the text and the readers' processing strategies and background knowledge.<sup>18</sup> It means that reading a process where student read the text and try to understanding the meaning of the meaning of the text. Based on the explanation above, it can be assumed that reading is an interactive process between the reader and the text to understand written form. Students should practice more often in reading it will give better comprehension for the reader and they will easy to face many types of text. Therefore, reading helps the reader to get new information by understanding the meaning of the text.

## B. Reading Comprehension

Reading comprehension is process of constructing meaning by coordinating a number of complex processes that include word reading, dword knowledge and fluency.<sup>19</sup> Based on that definition with comprehend the text readers can get information from the text and the readers can sharpen their ability in reading skill. Reading Comprehension is an important skill nedded for all areas of school.<sup>20</sup> Hence, we as a reader can comprehend what the writer means which writte by print. Moreover, we can carry out these in process to get meaning in learning reading skill. The Statement supported by Mark A. Clarke and friend, reading comprehesion is careful reading to get the meaning of the passage. At this level of comprehenesion the readers is able to summarize the author's ideas but has not yet made critical evaluation of the ideas.<sup>21</sup> According to Brown, reading

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<sup>18</sup> Kristin Lems, *Teaching Reading To English Language Learners*, ( New York: Guilford Press, 2010), p.33

<sup>19</sup>Anderson, Hiebert, Scott & Wikison 1985 and friends, *Teaching Reading Comprehension to Students with Learning Difficulties*, The Guildford Press, New York London,2007. P.17

<sup>20</sup>Ibid. p.3

<sup>21</sup> Mark A. Clarke at al, *Reader's Choice*, (Lansing: The University of Michigan Press Ann Arbor, 1982), p.25

comprehension is primarily a matter of developing appropriate, effective comprehension strategies.<sup>22</sup> 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.

Referring to the definition above, reading comprehension in this research is defined as the process of getting a message from the writer through written text and students' reading comprehension is a complex intellectual process involving several abilities. Reading is not simply making a sound of the text, but it is about comprehending the idea of the text. The assessments are determined at which grade level students successfully comprehend text. The assessments are useful for providing leveled practice materials and serve as a straight point for instruction as teachers move struggling students to grade-level proficiency.<sup>23</sup>

Then, brown says that there are some aspects that commonly used in measuring students reading comprehension, they are:

- a. Main idea/topic sentence: ask the students to identify the central theme of the passage.
- b. Expression/idioms/pharse in context:
- c. Grammatical feature: equired knowledge of events in their order of occurrence.
- d. Detail: ask for bits of information conveyed by the material.
- e. Excluding facts not written (unstead details)
- f. Supporting idea: ask students to go beyond the material and create new ideas based on the ideas they have read

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<sup>22</sup> H Douglas Brown ,*Teaching by principles An Interactive Approach to Language Pedagogy* (San Francisco : Longman, 1998), p .291

<sup>23</sup>Orna Lencer, *Placement and Diagnostic Assessment*, (New York: McGraw Hill Companis,Inc, 2007), p.18

- g. Vocabulary in context: ask for the meaning of words used in the passage.<sup>24</sup>

Based on the definition above, reading comprehension in this research is defined as the process of getting message from the author through a written text and students reading comprehension is complex intellectual thing involving a number of abilities. Then, the criteria commonly used in measuring reading comprehension ability are: inference, main idea, grammatical feature, detail, vocabulary in context, and supporting idea. Reading comprehension must be include overall of the criteria start of the main idea to vocabulary.

### C. Teaching Reading

Teaching reading is processed by which individuals are taught to derive meaning from the text.<sup>25</sup> Based on the statement teaching reading not only teaching how to read the text, but students are taught to use critical thinking to capture what text tries to inform. It means the reading section important in learning to guide students into the topic of the learning process so the learning section will be success.

All aspects of the learning process cannot be separated from the teaching process, learning is process to get knowledge. 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.<sup>26</sup> A reading activity can improve students' abilities such as vocabulary, pronunciation, grammar. It means teaching reading is one of the important aspects that can increase students' skill in English subject.

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<sup>24</sup>H Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Sanfransisco: Pearson Education Longman 2004), p.123

<sup>25</sup> S.Elizabeth Pang, *Teaching reading* (Chicago : Internal Academy of Education.Series 12 2003), P.15

<sup>26</sup> Jeremy Harmer, *How To Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman,2001), p.68

There are some principles in teaching reading. Those principles can guide the teacher in teaching reading. The principles are:

1. Encourage students to read as much as possible so that can improve the students reading comprehension.
2. Students need to be engaged with what they are reading.  
the teacher provides an interesting text so that student engagement with the text
3. Students should be encouraged to respond to the content of the reading text, not just to language.
4. Prediction is a major factor in reading.  
The students have to look at the cover and back cover to help them get into the book.
5. Match the task and the material.  
Students are asked to read based on the level then students have to do the task which is appropriate with the text that they read.
6. Good teacher exploit reading texts to the full.  
The teacher make the reading text into interesting lesson sequence and using arrange of activities to bring the text to life.<sup>27</sup>

It shows that the teacher role to be a facilitator for students and make students active in class. The teacher needs to checking students' activity during reading to anticipate if students find difficulties in understanding the text or meaning of the words. Teaching reading will be very helpful for the students to develop their knowledge. It means the learning process needs to be effective then students will get the best result from the learning process.

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<sup>27</sup> Amy J Devitt, *Writing Genres* ( New York : Southern Illions University Press, 2004), p.5

## D. Text

A text is completed act of communication such as a novel, movie, television, advertisement.<sup>28</sup> A good place to begin is to say more precisely what functional linguistic mean by text. A text's length is not important and it can be either spoken or written.

What is important is a harmonious collection from the meanings appropriate to the context. The unity of purpose gives a text both texture and structure. Texture comes from the way meanings in the text fit coherently with the other content in text. Structure refers to way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context.

### 1. Genre of text

Genre is traditionally known as an artificial and rhetorical, a classification system deriving from literary and rhetorical criticism that names types of texts according to their forms.<sup>29</sup> If the genre of the text is the classification of text types according to their forms and content.

According to Gerrot and Wignel, There are fourteen types of genre text, those are:

- a. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- b. Spoof is a kind of genre used to retell events with a humorous twist.
- c. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

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<sup>28</sup> Pete Kaagan. Wankins, Megan, *Generic Text, Grammar* (Sindey: University of New South Wales Press Ltd, 2005), p.29

<sup>29</sup> Amy J Devitt, *Writing Genres* ( New York : Southern Illinois University Press, 2004), p.5

- d. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- e. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, man made and social phenomena in our environment.
- f. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- g. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
- h. Discussion is a kind of genre used to present (at least) two points of view about an issue.
- i. Description is a kind of genre used to describe a particular person, place or thing.
- j. Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining.
- k. News items is give tye text that give informs to reader events of the day which are considered newsworthy or important.<sup>30</sup>

Based on these types there are kinds of texts, each texts have of different characteristics and purposes. The researcher will use descriptive text because based on the interview with the English teacher in SMP Tuimjajar, reading about descriptive is difficult for the students because the descriptive text contains various adjectives that usually make the students confused about the meaning. Therefore, the researcher has to choose the right technique to solve that problem.

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<sup>30</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales : Gerd Stabler, 1994), p.192

STAD is the appropriate technique to solve this problem because STAD let the students work in a group so it is easier to understand the reading.

## **E. Concept of Descriptive text**

### **1. Definition of Descriptive Text**

Gerot states that the social function of descriptive text is to describe a particular person, place, or thing. It means that descriptive text is a text that describes a specific particular object, the object can be a person, a place, or a thing.<sup>31</sup> It means descriptive can be used to inform people about a particular object.

Description is a written English text in which the author describes an object.<sup>32</sup> It can be assumed that descriptive text is showing about an object, in this text, the object can be a concrete object or an abstract object. It can be a person, an animal, a place or a thing.

### **2. Generic Structure of Descriptive Text**

#### a. Identification

Identifies phenomenon to be described

#### b. Description

#### Significant Lexico grammatical Features of Descriptive Text

- a. Focus on specific participants
- b. Use attributive and identifying processes
- c. Frequent use of epithets and classifiers in nominal group
- d. Use of simple present tense<sup>33</sup>

Based on the information above, it can be assumed that descriptive text is describing a particular object. The students need to understand the characteristics of the

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<sup>31</sup> *Ibid.* p.192

<sup>32</sup> *Op Cit*, p.89.

<sup>33</sup> *Op Cit*, 208

text to make it easier to understand the text. The topic will be taught are about describing person, place, or thing.

### **3. The Example of Descriptive text**

#### **(Identification)**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

#### **(Description)**

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.<sup>34</sup>

## **F. Cooperative Learning**

Cooperative learning is particularly structured- organized where every learner communicates with others and all learners are motivated to improve each other knowledge.<sup>35</sup> That assumes the cooperative learning make students easier to understand the topic of material in the learning process because they will get help from their team to solve learning problems, the team interactions will be very useful for all the members of the group

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<sup>34</sup> Utami Widiati and Zuliaty Rohmah, *Bahasa Inggris – Studi dan Pengajaran* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2013) p,73

<sup>35</sup> Carolyn Kessler, *Cooperative Language, Learning*, (New York: Prentice Hall, 1992), p.1

to share about the information they have to improve the knowledge.

The cooperative learning will teach students about working as a team to solve the problem, to help each other to finish the task from the teacher. 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.<sup>36</sup> This indicates that cooperative learning is suitable as a learning task method where students do the task together by follows the instruction of technique, and also there is some cooperative learning which suitable for reading activity. There are few techniques in cooperative learning which can be used by teachers in the teaching and learning process, such as, Student Team Achievement Division (STAD), Teams Games Tournament (TGT) and Jigsaw.

Based on the statements above, the writer can be assumed that cooperative learning is a branch of learning model which gives a chance to interact and interact with each other. Cooperative learning is not just setting students into a group, but they should learn in social skills. The cooperative learning technique requires students to be active in the group and achieve the main goal of each member of the group. The writer was limit the research only in Student Team Achievement Division (STAD).

## G. Student Team Achievement Division

### 1. Definition of STAD (Student Team Achievement Division)

Student Team Achievement Divisions (STAD) is a type of cooperative learning that very simple. It is also the best technique for a beginner for a teacher who is not implement

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<sup>36</sup>Davidson, 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](http://northweststate.edu/wp-content//boundarycrossings.pdf), accessed on September 3<sup>rd</sup> 2018

a cooperative learning yet.<sup>37</sup> The students' expanding curiosity in their world. It should be student-centered and responsive to the students' increase in social interests and activities. In this case, he believed school had a responsibility to make on students' natural interests in their activities, they learn socially appropriate behaviours, and they understand what is involved in cooperating and working together.

STAD can ensure that all group members participate in the learning process actively.<sup>38</sup> It means by using stad in learning process learner will be active in learning process because they will discussing about the topic of learning with their team mate.

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.<sup>39</sup> It means this technique can make the students more active while they are do the task by a group.

STAD is also very adaptable, it has been used in science, social studies, English and many other subjects.<sup>40</sup> This indicates that using STAD can fit teaching in language subjects such as English or any other subject for the learning process. STAD expects students to learn together with other teammates in a small team to study.

In Conclusion STAD is part of cooperative learning that can be used by teacher to teaching student in many subjects, and by using STAD it is not only will hel student in learning but also in communicate with one and another.

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<sup>37</sup> Robert E Slavin, *Cooperative Learning Theory, Practice and Research* (Massassuchets: Allyn and Bacon,1990), p.213

<sup>38</sup> Newman. *The sounds of Silence in Communicative Encounters. Communication Quarterly*, (Cambridge: Cambridge University Press, 1982), p.149

<sup>39</sup> Robert E Slavin, *Cooperative Learning Theory, Practice and Research* (Massassuchets: Allyn and Bacon,1990), p.71

<sup>40</sup> Shlomo Sharan, *Handbook of Cooperative learning Methods*, (Wetsport: Preager Publisher, 1994), p. 4

Student will be very helpful by taught using STAD, because they not only learning by themself but also with their friends, they can help each other to answer the questions from the teacher. By working together as a team students can share their opinion about the topic and help their friend that maybe still don't understand or struggling with the topic in learning process.

## **2. According to Slavin there are 5 main components.**

- 1) Presentation of the class. In STAD, early learning material presented in class presentation, the teacher explain how STAD method runs. Then students are emphasized to know the concept of STAD method. The teacher will give the material or guided class discussion. During the presentation time, students should really pay attention because it can help them in individual quiz and also determine the score of the group.
- 2) Team works. Each group consisted of 4-5 students, the main function of group is to prepare members of the group so they can work well in quiz section. After teacher explain the material, each member of the group discuss the worksheets, comparing with the other member if meet problem or difficulties.
- 3) Quizzes. Then after teacher gave explanation , student will be given individual quiz. Each members of the group not allowed to help their friend during the quiz runs. Each student is responsible for studying and understanding the material that already explain by the teacher.
- 4) Individual score improvement. Increasing of score of individual is made to show the goals of learning. It also show the result of their effort.
- 5) Team recognition. Group earn certificates or other awards if the average group the highest than the other team.<sup>41</sup>

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<sup>41</sup> *Ibid*, p.4

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

## H. Advantages and Disadvantages of STAD

### 1. Adantages

- 1) Students cooperate in achieving the goal of fostering the norms of the group.
- 2) Students active in helping and motivating spirit to gain the succeed together
- 3) Students will get new experience in solving problems with others.
- 4) Interaction between students can train them to give opinions.
- 5) To increase the acquisition of individuals and the group.<sup>42</sup>

The students will learn how to communicate in a group and will give and gain their interaction with people. They learn how to give and take advice from people and know what to do for the next.

### 2. Disadvantages

- 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.

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<sup>42</sup> *Ibid*, p.71

## I. The Procedure of Teaching Reading Comprehension by Using STAD

Refers to Slavin, Student Teams Achievement Divisions (STAD) consists of a regular cycle of instructional activities as follows:

1. Teachers deliver materials and problems in learning to the students according to the basic competence that will be achieved.
2. The teacher gives a quiz or test to each student individually so that would be obtained the early score.
3. The teacher give student time to ask about topic they don't understand.
4. The teacher form groups. Each group consists of 4 to 5 students with different abilities (high, medium and low).
5. The materials that have been prepared are discussed in the group to achieve basic competence. Cooperative learning in type STAD, usually used to strengthen the understanding of material.
6. The teacher facilitates the students in making a summary, directing, and giving emphasis on learning materials that have been studied.
7. The teacher gives a quiz or test to each student individually.
8. Teachers give awards to groups based on the acquisition of Individual Score Improvement from the base score to the next score. These are based on average team scores.<sup>43</sup>

Based on that information STAD consists of few instructional that can gain students' ability as personal or work as a team and students can learning together with their friend.

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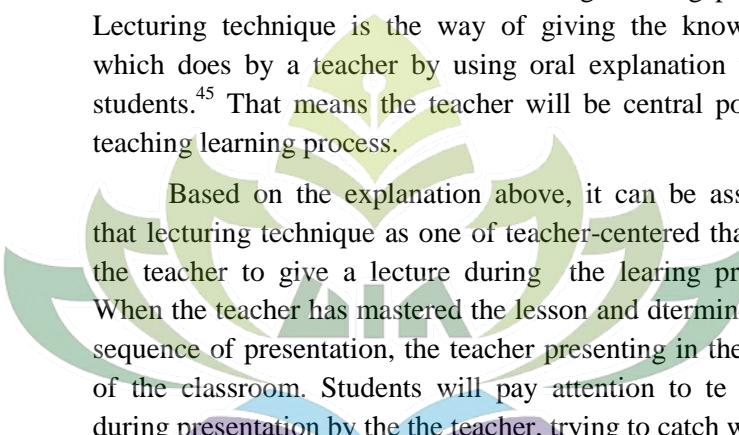
<sup>43</sup> Robert Slavin, *Op ci,75*

## J. Lecturing Technique

### a. Definition of Lecturing Technique

The technique is usually needed, especially in a large class with hundreds of students, it is inaccurate because an effective lecture one that induces effective processing in one student can be successful method of teaching.<sup>44</sup> It means the Lecturing technique can be used to teach in a large class because it oriented to teacher as central point.

The technique is an old technique because this technique has been used as a tool of oral communication between teachers and the students in the teaching learning process. Lecturing technique is the way of giving the knowledge which does by a teacher by using oral explanation to the students.<sup>45</sup> That means the teacher will be central point in teaching learning process.



Based on the explanation above, it can be assumed that lecturing technique as one of teacher-centered that aids the teacher to give a lecture during the learning process. When the teacher has mastered the lesson and determined the sequence of presentation, the teacher presenting in the front of the classroom. Students will pay attention to the teacher during presentation by the teacher, trying to catch what is the teacher explaining and make notes.

### b. Procedure of Teaching Reading Comprehension by Using Lecturing Technique

There are some fundamental parts of lecturing technique to help students comprehend the text:

Pre-teaching

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<sup>44</sup> Robert A Bjork, successful lecturing: Presenting Information in Ways that Engage Effective Processing (London: Wiley periodicals Inc, 2002). P.19

<sup>45</sup>Rahmi Endah Stratehi Pembelajaran, 2013 available Online at <http://strategipembelajaran.blogspot.com> Accessed on March 09 2020

1. Presenting information, the learning process the teacher as a central

for the student to get information, the teacher explain what they will learn.

#### Whilst-Teaching

2. Clarifying the material and discuss, the teacher tells the students what the text is contain about by encouraging students to think about text.
3. The teacher ask students to read a text.

#### Post-teaching

4. The last, the teacher will ask students to answer the question.<sup>46</sup>

Based on those procedures , it can be assumed that there are few steps tat can be followed by the teachir when they are going to teach by using Lecturing Technique.

### c. Procedure of Teaching Reading comprehension in Descriptive text By Using Lecturing Technique

Lecturing technique is most common technique of teaching that usually use by the teacher to teach English. Based on Stafford and Kelly statements there are some steps to teach reading using lecturing technique.

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

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<sup>46</sup> Irma Yunita, *The influence of Using Collaborative Strategic Reading (CSR) Towards students' Reading Comprehension in Descriptive text, 2016: English Education of Uin Raden Intan Lampung of UIN Raden Intan Lampung, 2016, p.2013*

4. The last step, the teacher will ask student answer the questions.<sup>47</sup>

It means, there are some steps that can follow by the teachers when they want to teaching descriptive text by Lecturing.

#### **d. The advantages of Lecturing technique**

Based on Brown's there are several advantages by using Lecturing technique:

1. Facilities large cass 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.<sup>48</sup>

Those are the advantages by using Lecturing technique based on Brown.

#### **e. The disadvantages of Lecturing Technique**

1. The teacher to make the lecture impressive may care for manner and stle but very little for matter or content.
2. If the lecture very fast during the presentation, the students cannot tak notes and will not have any written record of the silent points made out.
3. A lecture deliverd in a style not easy to understood by students will serve no purpose.
4. In the process of lecturing, the learners are more passive than be active in class.

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<sup>43</sup> Ken Stafford and Kelly Stafford, *An Introduction to Lecturing*, (Canda: University of Canda. 1993), p.1

<sup>48</sup> Lecturing: *Advantages and Disadvantages of Traditional Lecturing Technique*, Available Online at <http://cirtl.net/node/2750> Accessed on March 03, 2020

5. The problem solving attitudes of students may disappear in lecture technique.
6. There is no cooperation and interaction between teacher and students in the learning process.

## K. Frame of Thinking

Reading is one of fundamental skills that students need to help them in increase their ability in English subject. However in reality students are difficult to comprehending English text, sometimes students have trouble to comprehend the text because in learning process was found some students' problems such as they have lack in vocabulary and reading interest is less. Therefore by using specific learning technique in reading comprehension can be a solution for students in comprehending the text.

The STAD technique that can be used to teaching reading comprehension because it emphasize the learning process to collaborates with other student. It means ,students will share what they know about the material to their friends.

Based on the statement above, it can be assumed STAD can give significant influence towards students reading comprehension ability in descriptive text.

## L. The Hypothesis

Based on the theoretical assumption above, this research makes hypothesis as follows:

$H_a$  : There is no significant influence of using the stad towards students' reading comprehension ability in descriptive text.

$H_o$  : There is a significant influence of using the stad towards students' reading comprehension ability in descriptive text.

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