CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review. This chapter covers literature review, STAD strategy, and previous studies related to STAD strategy:

A. Reading

1. Definition of Reading

Reading is one of the most important skills in education, including English. In English, students are required to understand English texts on reading ability. Sangia (2014) states that reading is a language skill that needs to be known, because this Reading ability can help students better understand the topic being taught. In other words, Reading ability is very important to use in language, b Because it can improve students' Reading ability.

According to Harmer (2007), reading ability is a receptive ability, which can help humans to receive information, besides that reading is also beneficial for language acquisition. In other words, the ability to read can make it easier to receive or provide information to others.

In this Reading ability, it requires a short practice to improve the students' Reading ability. According to Morgan and Fuch (2007), many students spend little time learning Reading ability, this can result in not being able to improve Reading ability. In other words, practicing Reading ability with a lot of time can help students to improve Reading ability.

The Reading ability is a complex activity, it involves several factors that exist within the reader or internal and also involves external factors (Sangai, 2014). Reading ability is not an instinctive ability or an innate instinct, but rather a product of humans to learn from their environment.

Students' reading ability is very influential on teaching materials. If students' Reading ability are good, students can understand teaching materials well, and if students' Reading ability is poor, students are less able to understand teaching materials.

2. Purpose of Reading

Grabe (2002) explains that there are seven main purposes of reading. The first is reading to get simple information. It is a combination of scanning and skimming that helps readers to get information. Second, reading to help understand quickly, this is a high level of reading. Third, reading as a learning tool. As a learning tool, reading can help to understand a text or sentence. Fourth, the purpose of reading is to incorporate information in learning. This is implemented in academic and professional settings such as schools or colleges. Fifth, reading for general comprehension, it expects readers to understand the main idea and supporting details that help readers get what they need. Sixth, reading as a critique texts. Seventh is reading to help the reader understand general comprehension.

Martin (1991) states that the purpose of reading is to combine ideas on the page that you need to know. By combining ideas on the page will create meaning that is easily understood by the reader and it also makes it simple for readers to grasp the content of the text they are read.

According to Sangia (2014), reading is a cognitive activity that uses descriptive signs to construct meaning. Reading requires ongoing training, growth, achievement, innovation, and critical thinking in order to provide an effective reading activity for the reader. With a good reading process, it will help the reader better understand the text that is read well too.

According to Harmer (2001), reading involves six processes, the first of which is identifying the topic. Good readers may quickly grasp the topic of a text. They will swiftly grasp what is being said or thought about by using their own outline or schemata. This capacity enables them to process text more efficiently and effectively. Second one is guessing and predicting. If the readers understand the topic, they are going to attempt to determine what is being discussed in the text.

The third is for broad comprehension. It refers to not going reviewing through all the author includes in the text. Skimming is a term that is often used (readers look at the content in order to quickly acquire the key idea). It will assist the reader in gaining a general comprehension of the literature that they have read. In addition, the fourth is specific information. In contrast to reading for content, reading for general information requires the reader to write the text, so the reader will know certain details of the text and is usually referred to as scanning.

Fifth, reading for specific information. Readers may read a text to find out all the details that are in the text. This is usually the case with written directions or instructions as the reader has to know the entire direction or instruction to gain anything from it. The final process is to interpret the text. Good interpretation relies on a shared outline. As an active reader, use the outline along with some knowledge or science to extend the text we have been given.

3. Type of Reading

According to Harmer (2007:99), the two types of reading are Extensive and intensive reading. Intensive reading is the reading of shorts texts to obtain specific information. Intensive reading focuses on a detailed focus on the structure of a

reading text, which usually happens in the classroom (Harmer, 2007). Intensive reading is divided into three types, there are Reading Aloud, Reading Comprehension, and Reading Speed. The other type is extensive reading. According to Brown (2014), extensive reading is reading long discourses, such as articles, and books that are usually read out of class.

According to Patel and Praveen (2008), there are several types of reading such as intensive reading, extensive reading, reading aloud, and silent reading. Aloud reading must be given at primary level by the teacher. Brown (2004) stated that reading can be described into four types, which are perception, selective, interactive, and extensive reading. Perceptive reading is some components of letters, words, punctuation, and other graphitic symbols. With this type, students will get a lot of benefits including student able to write and read. Selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language (Brown, 2004).

B. Teaching Reading

1. Definition of Teaching Reading

Teaching can be described as facilitating someone in learning to do something, giving directions, directing them in learning something, giving information, leading to knowing or understanding something (Brown, 2007). Based on the statements above, teaching can be described as a process or action that helps someone to gain knowledge and improve their ability to do something and it is involved skill transfer, attitudes, and Science. Teachers must lead students learning and also supposed to guide and instruct students through the learning process so that students may comprehend the material quickly.

According to Brown (2001), there are several strategies for the teaching of Reading ability, including identifying goals, using grammar and patterns for doing good in a ground-up decomposition (for beginners), use the efficient silent reading technique for understanding that is relatively fast (especially for middle and upper-intermediate levels), skimming text for main ideas, scanning text for more detailed information, using grouping or semantic mapping, Guessing when you cannot define, checking vocabulary, distinguishing from literal and implicit explanations, utilizing discourse markers for procedural relationships.

2. **Principles of Teaching Reading**

Brown (2001) states that the first, teachers must formulate specific reading learning objectives. This principle helps students to know the importance of learning to read. Second, teachers must use learning strategies in order to build students' motivation in learning to read. The strategy used must be in accordance with the needs of students, so that students can feel comfortable in the reading learning process. Third, teachers apply interactive reading models during the reading learning process. Fourth, teachers apply reading procedures. Reading procedures can be divided into three parts, namely, pre-reading, reading, and post-reading. Fifth, teachers should develop evaluation aspects used in the reading learning process to test the development of the chosen learning strategy. Sixth, teachers should conduct a final assessment. This final assessment helps teachers know whether students have mastered the material given or not.

C. **STAD Strategy**

1. **Definition STAD**

STAD is a learning method that uses simple cooperative learning. Slavin (1993) states that STAD is a cooperative learning that has been assessed and studied

thoroughly in social interactions, interpersonal relationships, academic fields and attitudes. STAD is a simple cooperative learning, which can be used to focus students in the classroom.

Umar and Astiyandha (2021) states that in learning use the Student Team Achievement Division (STAD) students are required to interact with teachers and other students to build their own knowledge. Through interaction with teachers and other friends it helps students to be able to express opinions or gain knowledge from the results of the discussions that are carried out. The knowledge gained by these students is not just memorized knowledge, but also the results of discussions carried out by students with their friends or with the teacher.

Slavin (1983) states that in STAD students are divided into 4-5 members in one group. The group consisted of students with high, medium, and low academic grades, women and men, students with various backgrounds and ethnicities. The teacher will provide new material every week and each group must study it carefully. They can discuss the material that has been given by asking each other questions or by using other means to help them understand the material. After doing the practice, students will be given a quiz that will be done individually. The quiz will be graded after the material has been done.

Isjoni (2007) states that the purpose of STAD is to encourage students to achieve good grades in learning and to make students to help each other in understanding the explanations given by educators. Students can discuss and help their friends to learn and understand the material provided by the teacher.

In other words, the Student Team Achievement Division (STAD) method is a very simple cooperative learning strategy carried out by educators and authors.

The Student Team Achievement Division (STAD) method can assist students understanding the material clearly.

2. Components of STAD

According to Slavin (1983), STAD consists of five elements: class presentations, quiz, teams, individual improvement scores, and team recognition.

a.   Class Presentation

Students must pay close attention to the teacher's presentation, class discussions, or direct instructions for this achievement. Because in this case it can help students to do the quiz well and can get a good score, because the score will affect the team score.

b.   Quizzes

This quiz can be done after the educator has discussed the lecture two or three times. This quiz is conducted individually by students, In this quiz, students are prohibited from discussing and assisting with friends.

c.   Team

Students are divided into 4-5 team members consisting of various genders, ethnicities, ethnicities, backgrounds, performances, and races. The purposes of this team is to make sure that each team member understand and prepares each team member to do well on quizzes.

d.   Individual Improvement Score

This component can provide students with performance goals that can be achieved if students do better than before. In this assessment, students can award their group with point.

e.   Team Recognition

In this component, students get prizes or certificates every time their scores meet the criteria.

3. The Purpose of STAD

Slavin (1983) states that several objectives of STAD can improve students' Reading ability, such as:

a. Students Team Achievement Division (STAD) is an effective cooperative learning used in the learning process. STAD is very effectively used to improve the ability of students in the learning process and can motivate students to get awards on their team.

b. Students Team Achievement Division (STAD) is a learning method which groups students into a team in a class. The team aims to provide direction to group friends, share knowledge with group friends, solve problems given by educators, and students can help each other to achieve common goals.

c. Students Team Achievement Division (STAD) is learning that emphasizes active students and educators as facilitators who guide students. In other words, students who dominate the class during the learning process by producing productive conversations between group friends.

D. Teaching Reading by Using STAD Method

Slavin (1983) states that STAD consists of a regular instructional cycle of activity. The following is the process of teaching procedures at STAD:

a. Teach

The beginning of the STAD learning method is that the teacher conducts lecture discussions or class presentations. In this procedure, students are expected to attend and focus intenly to the explanation given by the teacher.

b. Team Study

In this instructional procedure, team members must master the material provided by the teacher. Students can help their teammates in mastering the material. Students can assess themselves and their teammates on the worksheets and answer sheets that have been given.

c. Test

The teacher gives individual tests to students after conducting a lecture discussion. On this occasion, students are not allowed to cooperate with each other and help their friends in doing the tests given by the educator.

d. Team Recognition

In this teaching procedure the calculation of individual scores and team scores of students. If the score meets the criteria, a certificate or award will be given.

e. Figuring Individual and Team Scores

After doing the test, the teacher immediately calculates the individual scores and group scores that have been obtained by the students. The calculation of the score must be in accordance with the existing criteria, the assessment criteria are as follows:

1. Improvement Points

Students receive team grades based on the extent to which their quiz scores (percentage of questions answered correctly) transcend their own scores. The score will be donated to each of their team members' scores.

2. Recognizing Team Accomplishment

There will be three awards given out based on the average score. The following are based on the average team score (team average = total team score : number of team members):

Table 2.1

Level of Awards

Standard (Team Average)	Awards
15	Good Team
20	Great Team
25	Super Team

Adopted from: Ferina Fitri. (2015). STAD as A Strategy of Teaching Reading Comprehension in Junior High School.

E. Descriptive Text
1. Definition of Descriptive Text

Descriptive text is a text that describes a particular person, place, or object by describing their characteristics. According to Anderson and Anderson (1998), descriptive or description describes a specific individual, location, or object. According to Kane (2000), descriptive text is a description of the experience, which includes how something appears, sounds, and feels. In other terms, descriptive text describes characteristics such as size, shape, and behaviour.

Descriptive text is a genre with many types such as communicative purpose, text structure and certain linguistics features.

According to Ploeger (2000), a descriptive is used to introduce details about something physical, such as a person, location, or object. This method employed sensory language appealing to the five senses, including sight, hearing, detect, touch, and teste. According to Gerot and Wignell (1994: 208), descriptive text is a text type used to describe how something appears, smells, feels, behaves, sounds, etc. This means that when a reader wishes to explain or describe how something appears, feels, sounds, tastes, or behaves, he or she can compose a descriptive text.

According to the preceding explanation, descriptive text is used to describe or explain what something sees, hears, and senses, such as people, animals, and objects. What is meant by something in this sense is not only people, creature, animals and things but also places or location.

2. **Generic Structure of Descriptive Text**

According to Gerot and Wignell (1994), identification and description are the two generic structures that make up a descriptive text. The first assignment requires students to identify various things, including people, animals, plants, tourist sites, and other phenomena. Students will be expected to describe in depth things like features, components, and traits that something. Students are required to explain grammatical elements such as vocabulary, mechanics, and language aspects.

Generic framework Students are required to provide thorough explanations of the items listed in this descriptive paragraph. Students must

explain the features of the qualities found in objects, goods, and other things in addition to the parts.

3. Language Feature of Descriptive Text

According to Gerot and Wignell (1999), descriptive text contains four language features. In addition to focusing on particular participants, attributive and identifying processes are employed, epithets and classifiers are frequently used in nominal grouping, and the present tense is employed. Focusing on describing a single topic can help readers concentrate on it. Focus on specific participants, use of attributive and identifying processes, use of simple present tense and adjective, use of possessive verb (has/have), and use of noun phrase are characteristics of descriptive text.

F. Previous Studies

Numerous studies have been conducted in relation to this research. The first is published in 2019 by Asmida Posmauli Marpaung, Indri Yanti, and Yuliana Marzuki. This study aims to determine whether the use of Student Team Achievement Division (STAD) has a significant impact on Reading Comprehension learning. This study employs Classroom Action Research (CAR) methodology. The participants in this research were XI IPS 2 students from SMA Negeri 7 in Pekanbaru during the 2018-2019 school year. The result of this study is demonstrated by the rise in the average score of pupils from 53.37 percent in the first cycle to 80.71 percent and 27.14 percent in the second cycle.

The second source comes from Sapriani, Suhartono, and Wardah (2019). This study aims to determine whether Student Team Achievement Division (STAD) can enhance students' reading abilities. The research design utilized in this study is

Classroom Action Research (CAR), with eighth grade students from SMP Negeri 21 Pontianak during the 2017/2018 academic year as the subject. In the first cycle, only 30% (12 students) of students passed the exam, but in the second cycle, 92.5% (37 students) of students passed the test.

The third is from the 2017 publication Citra Prasiska Puspita Tohamba. The purpose of this study is to determine if the Student Team Achievement Division (STAD) Method can enhance students' Reading ability in SMAN 7 Kendari class XI IA1. This study employed Classroom Action Research (CAR) with SMAN 7 Kendari class XI IA1 students in the 2017-2018 academic year as its participants. With the results of the first cycle, the mean reading achievement score of students is only 62.2 and the percentage of students with a score above 65 is only 56.3%. In the second cycle, there were five students who received a very good score, or 15.6%, twenty-two students who received a good score, or 68.8%, five students who received a reasonably good score, or 15.6%, and no students who received low scores. During the second cycle, authors discovered that the mean score increased to 69.7 and that 84.4% of participants scored 65. It is evident that the STAD technique can be implemented within two cycles. The second source comes from Sapriani, Suhartono, and Wardah (2019). This study aims to determine whether Student Team Achievement Division (STAD) can enhance students' literacy abilities. The research design utilized in this study is Classroom Action Research (CAR), with eighth grade students from SMP Negeri 21 Pontianak during the 2017/2018 academic year as the subject. In the first cycle, only 30% (12 students) of students passed the exam, but in the second cycle, 92.5% (37 students) of students passed the test.

The fourth is by Rini Listyowati and Arisandi Setiyawan, published in 2021. The purpose of this study is to determine whether the Student Team

Achievement Division (STAD) method can enhance reading comprehension in grade ten at SMA Plus Al-Miftah Palengaan-Pamekasan. This study utilized Classroom Action Research (CAR) with the subject being class X at SMA plus AL-Miftah Palengaan-Pamekasan for the academic year 2021/2022. The results of this investigation were obtained in the first cycle. On the basis of the quiz scores, it can be concluded that the majority of students' reading comprehension was still inadequate and required refinement. Only 11% of the pupils, or three students, were engaged in the teaching and learning process. This indicates that the expected goal or success criterion of the study (85%) has not yet been met; therefore, the next implementation of the technique required some enhancements. In the second cycle, the author discovered that 21 students, or 77%, had passed the literacy examination. In the meantime, only 6 or 22% of the students failed; however, it could not be inferred that the study was a success because it did not meet the minimum success criteria, which was 85%. In this third iteration, the author obtained the results of the students' mastery of reading comprehension: 24 out of 27 students, or 88%, met the minimum standard level. In contrast, there were only three students who did not pass the course, or 12%, so it was possible to conclude that the study was a success, as it met the minimum success criterion of 85%.

Five are from Siti Aisyah, Kurniasih, Fitri Awaliyatush Sholihah (2020). The purpose of this study is to determine if the Student Team Achievement Division (STAD) can enhance the reading ability of eighth-grade students at SMP Al-Hidayah Malang. This study utilized Classroom Action Research (CAR) with the eighth grade at SMP Al-Hidayah Malang in the 2019-2020 academic year as the subject. 60% of the total participants as research subjects must attain a

minimum criterion for learning mastery (KKM) score of 70, and 80% of students have met the criteria for success, according to the findings of this study. The number of pupils who met the minimal criteria for mastery learning (KKM) rose from nine to twenty-one. Because the study met the criteria for success, it is possible to conclude that the STAD technique improved students' reading comprehension.

Based on the previous research, this study has a similar objective, to determine the effectiveness of the Student Team Achievement Division (STAD) in enhancing students' reading abilities. In addition, the similarity between previous research and my own research resides in our use of Classroom Action Research (CAR) as a research design. In addition to similarities, there are distinctions between my research and previous studies. The distinction resides in the topic chosen, the location of the research, and the year of the research.

In this case, the author conducted a study to verify whether the use of the Student Team Achievement Division (STAD) could significantly improve students' Reading ability at MTsN 5 Nganjuk. This research was conducted in class VII-A and used descriptive text as the learning material. The data collection that the authors used was the Pre Cycle, Cycle Test, observation sheet and also field notes.