

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the introduction of the research. They include the background of the research, research questions, objectives of the research, scope of the research, significance, definition of key terms, and organization of the paper.

A. Background of Research

English, as an international language or lingua franca, has become one of the dominant languages in the world. It is a global language in business, technology, science, international organizations, and education. English is a living language, and it has inevitably changed to suit specific contexts or needs Crystal 1997 in (Gunantar, 2016). In Indonesia, the English language should be learned by students as a foreign language.

In the curriculum 2013 mentioned that students are expected to have four Core Competency (KI); as follows attitude competency, social attitude competency, knowledge competency, and skills competency in Learning English. These four competencies translated into Basic Competencies (KD) that must be achieved by middle school students in learning English. For example, in basic competency of knowledge explained students could capture the meaning contextually related to social functions, text structure, and verbal elements of short and simple descriptive text with oral dan written, related to people, animals, and things around (Permendikbud, 2013). In the English

language, there are four skills that should be mastered by student, there are listening, speaking, reading, and writing.

According to Ahmad et al. 2013 in (Aisyah, 2017), reading as an ability that should be learned by students in Indonesia from elementary school to university beside listening, speaking, and writing. By reading, students will get a lot of knowledge from all over the world because almost every learning media are written. The ability to read empowers the readers to get control of their knowledge and further to determine their future.

Students of middle school should adequate in captures the meaning contextually, but in reality many students have inefficient reading habits because the teacher only give them a text and student could complete the tasks in the reading materials without knowing what the text is about, students do not have adequate grammar and vocabulary mastery, the teacher does not understand how to increase students' reading interest in teaching reading comprehension, and the teacher use the monotonous technique in teaching reading comprehension.

In the curriculum 2013 there are four mandatory approaches, such as; 1) Scientific Approach; 2) Problem-Based Learning; 3) Project-Based Learning, and 4) Discovery Learning.

In this research, the researcher uses a scientific approach for controlling class and collaborative learning in experiment class.

This research is supposed by several statements, including; the first statement is taken from (Ferina, 2015), she said that in school, students learn English through the textbook and printed material. When they faced the textbook and printed materials, they deal with words that they need to understand well. Students bear to have the good reading skill to comprehend every single material that they read. Whenever students do not own enough reading skill to master the material, then they will just be stuck there. It will be hard for the students to move on to the next material in their classroom learning process. Thus, reading becomes their needs if they want to achieve a better level of English proficiency.

The second source from (Astuti, 2014), she said that the students of junior high school still had problems in reading comprehension, especially in reading descriptive texts. It implied from their answers in a reading session in which only a few students can answer the questions about detail information from the text correctly. They also find it difficult to find the word reference of some words in the text.

The last statement is from (Lubis, 2014), she said that students do not have a reading interest because their teacher does not give a good method in teaching reading.

Based on the problem above, the researcher has big challenges to motivate the students in teaching reading comprehension. The teacher should use new strategies in teaching reading to make teaching and learning process

more interesting, comfortable, and enjoyable. As the solutions, the researcher will solve the problem by using collaborative learning and scientific approach to enhance students' reading comprehension. These methods are very effective and easy to conduct in reading comprehension because it enables students to think critically and effectively about the information that they will confront when they read.

Based on the problems above the researcher is interested to conduct a research about "*A Comparative Study Between Collaborative Learning and Scientific Approach in Teaching Students' Reading Comprehension.*"

B. Research Questions and Hypothesis

1. Research Questions

Research questions are the fundamental core of a research project, study, or review of the literature. It focuses on the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting (Gilani, 2017). Based on the background of the research, the research questions that are used to answer the problem, and as the solutions are as follows:

- 1) Is there any significant improvement and achievement between Collaborative Learning and Scientific Approach and is the use of these methods effective in teaching student's reading comprehension?

- 2) How to implement the Collaborative Learning and Scientific Approach in teaching student's reading comprehension?
- 3) What are students difficulties in learning reading comprehension through Collaborative Learning and Scientific Approach?

2. Hypothesis

In this research, there is one hypothesis which is namely the null hypothesis. Based on the problems above and literature study the hypothesis of this study is:

H_0 = There is no significant difference in achievement and effect between Collaborative Learning and Scientific Approach in teaching reading comprehension of SMP Negeri 3 Cimahi at seventh grade.

C. Research Objectives

1. To find out the significant improvement and achievement of using Collaborative Learning and Scientific Approach in teaching students' reading comprehension descriptive text.
2. To describe the implement the use of Collaborative Learning and Scientific Approach effective in teaching students' reading comprehension descriptive text.
3. To find out students difficulties in learning reading comprehension descriptive texts through Collaborative Learning and Scientific Approach.

D. Scope of Research

The research is a quasi-experimental using one kind of collaborative approach, namely STAD (*Student Teams-Achievement Division*) as the innovation from Scientific Approach. This approach is adaptive from STAD by adding student's presentations after group discussion for communicating their reading comprehension in front of the class. The research was collected data from seventh graders at SMPN 3 Cimahi.

E. Significance of Research

1. Pedagogical

Scientific Approach is good enough for teaching reading comprehension, but through Collaborative Learning students have better significance in their reading comprehension ability.

2. Theoretical

Can be a repertoire of learning theories in teaching reading comprehension.

3. Practical

Can be implemented by teachers for teaching reading comprehension through Scientific Approach. However Collaborative Learning method is more recommended.

F. Definition of Key Terms

1. Collaborative Learning

The use of Collaborative Learning in this research refers to a kind of approach where there are two or more people learning or trying to learn something together. Unlike individual learning, people involved in collaborative learning utilize the resources and skills of each other for asking information, evaluating ideas, or monitoring each other's work.

2. Student Team Achievement Divisions (STAD)

STAD is one of the simplest types in the collaborative learning approach. Students are placed in a four-person learning team, which is a mixture according to their performance level, gender, and ethnicity. The teacher presents lessons then students work in teams to ensure that all team members have mastered the lesson. Finally, all students were given a quiz about the material with a note, when they quiz they cannot help each other.

3. Scientific Approach

A kind of approach that is used in learning with an emphasis on the use of scientific methods in teaching and learning activities. Based on the essence of learning, which is a scientific process carried out by students and teacher.

4. Reading Comprehension

As the important ability in expanding reader's perspectives, with reading, giving them a chance to see the world. The ability to read empowers the

readers to get control of their knowledge, get information, and further to determine their future. It means that reading is one of a complex ability that should be learned by students to get informations through written components.

Reading cannot be separated from the knowledge readers bring to a text in understanding reading namely schema and strategies because in the process of decoding written symbols to assign meaning, what researcher means may be different from what reader gets as the definition of reading comprehension. There are several kinds of text that should be learned by students. One of them is a descriptive text. Descriptive text is one kind of text which describes in detail what a person, place, animal, or a thing is alike. The generic structures of descriptive text are identification and description.

G. Organization of the Research Paper

This paper organization into the following chapter:

- Chapter I : Introduction, Research Question, Research Objectives,
Scope of Research, Significance of Research, and
Definition of Key Terms
- Chapter II : Literature Review, and Hypothesis
- Chapter III : Research Design, Research Method, Population and

Sample, Instrument, Data Collection Technique and
Analysis

Chapter IV : Results and Discussions

Chapter V : Conclusions and Suggestions

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides a literature review of the research. They conclude with the relevant theories following the objective of the research. The theories introduced in this chapter are about Collaborative Learning, Scientific Approach, and Reading Comprehension as the macro skill of the research. There is also the Previous Study that used as the comparative source in writing this research.

A. Theoretical Framework

1. Collaborative Learning

a. Definition of Collaborative Learning

The term “Collaborative Learning” refers to an instruction method in which students at various performance levels work together in small groups toward a common goal (Le, Janssen, & Wubbels, 2018). In same line, Collaborative learning is a technique emphasizing the importance of small group learning activity to promote students' social skills, to increase student's motivation, and to develop students' academic achievement in reading comprehension (Marzban & Alinejad, 2014). It can be concluded that Collaborative Learning is a learning method that use group to develop student's individual skill with a common goal.

In accordance with Herman in (Rodphotong, 2018) claimed that there are several methods of Collaborative learning that can be used in class. The methods are STAD (Student Team Achievement Divisions), Jigsaw, TGT (Team Game Tournament), GI (Group Investigation), Rotating Trio Exchange, Academic Constructive Controversy (AC), Complex Instruction, Team Accelerate Instruction (TAI), Cooperative Learning Structures (CLS), and Group Resume. Among those methods, the researcher used STAD (Student Team Achievement Divisions) as the method to teach descriptive text in reading comprehension skills.

b. Definition of Student Team Achievement Divisions (STAD)

STAD was designed by Robert Slavin and his associates in Johns Hopkins University. “STAD is one type of Collaborative Learning model using small groups of learners with different levels of ability work together to shared learning goal with the improvement of personal skill” (Chim, 2015). Furthermore, Robert Slavin in (Al-Ato’ & Sudartini, 2016) stated that “STAD is a learning method that the teacher represents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson”. After that, the conclusion from the definition of STAD is a kind of learning strategy that used group to encourage students in obtaining the learning goal.

c. **Component of STAD**

As stated in Robert Slavin in (Deswarni, 2018) stated that Collaborative Learning of STAD type consists of five major components, which is a class presentation, teams, quizzes, individual scores, and team recognition.

1) Class Presentation

The material in STAD is introduced in a class presentation that mostly using direct instruction or a lecture-discussion conducted by the teacher, but it could include audio-visual presentations. The student must understand the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score will determine their team score.

2) Teams

After the material presented by the teacher, the teams' meet to study the worksheet or other material, it also includes students' discussion of the problem together, comparing answers and correcting any misconception if their teammates make mistakes. At STAD, the emphasis is placed on the team members, doing their best for the team and on the team doing its best to help its members. The team gives the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes

as inter-group relation, self-esteem, and acceptance of mainstream students.

Teams consist of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. It is to make sure that all team members are learning and to prepare its members to do well on quizzes.

3) Quizzes

After several periods of teacher presentation and team practice, the student takes individual quizzes. Students are not permitted to help one another during quizzes, they are responsible for knowing the material on for their quiz score. Each student will use one copy of the quiz.

4) Individual Scores

This point is to give each student a performance goal that can be attained if he/she works harder and performed better than in the past. Any of the students can attribute maximum points to their team score. Each of the students given a base score, which comes from the student's average past performance on similar quizzes. Students earn points for their team based on score, and the group improvement scores are gotten from the individual score of each member. The students earn points for their teams

based on the degree to which their quizzes score (percentage correct) exceed their base score.

5) Team Recognition

If the average score of the team is exceeding a certain criterion, they may earn certificates or another reward. The team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given the most recognition.

d. Preparation of STAD Implementation

Trianto in (Rakhman & Syatroh, 2015) stated that “STAD requires preparation before learning activities are implemented”. The preparations include:

- 1) Learning device: includes lesson plans, student books, and student activity sheets along with the answer sheet.
- 2) Forming cooperative groups: determine the group members with the heterogenic ability of the students, and between one group to another relatively homogenous.
- 3) Determining the initial score: the previous test scores, it may be changed after the quiz.
- 4) Seating arrangements: it should be regulated to support the success of cooperative learning. It could turn into chaos and failure if there is no seating arrangement in the classroom.

- 5) Teamwork: there must be the practice of teamwork to introduce each in the group.

e. Steps of STAD

According to Suprijono in (Rakhman & Syatroh, 2015), stated that there are some steps in implementing STAD as follows:

- 1) Form groups that consist of 4-5 students (heterogeneous members).
- 2) The teachers present the lessons.
- 3) The teacher gives a task to the group and it will be answered by the members of the group. The member who already understand the lesson can explain it to the other members until they understand.
- 4) The teacher gives a quiz or question to all students, which the student should not help each other out.
- 5) Giving the evaluation.
- 6) Conclusions.

f. The Advantages and Disadvantages of STAD

According to Slavin (as stated in Rakhman & Syatroh, 2015) “there are advantages and disadvantages of using STAD method in teaching in the classroom”. The advantages are:

- 1) It can develop student achievement, both in the results of the teacher-made test as well as a standard test.

- 2) Students' self-confidence increased, students feel more controlled for academic success.
- 3) The cooperative strategy provides an impressive development in interpersonal relationships between members of different ethnic groups.

The disadvantages are:

- 1) If teachers are not reminding students to always use the skills cooperative in the dynamics of the group, it will be stuck.
- 2) If the number of groups uses, that is less than four, for example, three, then a member would tend to withdraw and less active during the discussion and if the number of groups more than five, then chances for them to be passive in task completion.
- 3) If the chief of the group cannot resolve conflicts that arise constructively, it will be less effective for group work.

Student Team Achievement Division (STAD) can develop a student's academic achievement in reading comprehension with promoting student's social skills and to increase student's learning motivation.

2. Scientific Approach

a. Definition of Scientific Approach

The Scientific Approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also to emphasize on process of searching knowledge and students as the subject of learning through applying science principle (Nugraha & Suherdi, 2017). In the same line, (Sunardi & Yuliati, 2018) states that Scientific Approach has an objective for students to develop their intelligence, knowledge, personality, good behavior and skills with five steps, such as observing, questioning, experimenting, associating, and communicating. It can be concluded that Scientific Approach is a kind of teaching strategy using scientific steps to improve student's ability in detailed instruction.

b. Steps of Scientific Approach

According to the Government's file, No. 103, 2014 in (Ratnaningsih, 2017) the steps of Scientific Approach can be defined as:

1) Observing

The teacher asks the students to observe objects, events, phenomena, concepts, and procedures by using all of their senses to see, listen, read, and watch, and integrate it with the learning material.

2) Questioning

The students are required to have critical thinking to evoke a high level of thinking questions. Furthermore, students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask.

3) Experimenting

The students also experience the skill process to enhance knowledge and employ the scientific method to solve the real problem. Experimenting is intended to develop various learning objectives, attitudes, skills, and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice expressing new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion, and games.

4) Associating

Associating refers to grouping ability of various ideas and associating various events to be part of memory. Students will then process the information from the teachers and draw the conclusions out of that information.

5) Communicating

The students present communicative and effective written or spoken knowledge based on what they have learned.

3. Reading Comprehension

a. Definition of Reading

Reading as an ability that should be learned by students in Indonesia from elementary school to university beside listening, speaking, and writing. According to Grabe and Stoller 2002 in (Hamra & Syatriana, 2015) state that reading as the ability to draw meaning from the printed page and interpret this information appropriately. This definition is almost like what Snow 2003 in (Chotimah & Rukmini, 2017) states that reading means to understand the meaning of printed words, i.e. written symbols. Reading is an important ability in expanding the reader's perspectives, giving them a chance to see the world.

b. Definition of Reading Comprehension

Reading cannot be separated from the knowledge readers bring to a text in understanding reading namely schema and strategies because in the process of decoding written symbols to assign meaning, what researcher means may be different from what reader gets. Furthermore, the meaning that one reader gets from a text may be

different from that of the other readers that read the same text. This variation occurs because of influences on the reader by the family, community, and cultural environment and because of individual differences in motivation, aptitude, and another personal characteristic (Apsari & Haryudin, 2017). In other words, comprehension is the mental act or power of understanding, the ability to understand (Hornby 2000:174 in Lubis, 2014).

Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension abilities but also on the readers' experiences and prior knowledge. Reading comprehension can be defined as a thought process through which readers become aware of the idea, understand it in terms of their experimental background, and interpret it to their own needs and purposes (Kennedy, 1981: 192 in Al-Ato' & Sudartini, 2016).

c. The Importance of Reading Comprehension

Reading is very important and has the main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading something crucial also and indispensable. By reading, we can increase our knowledge about science, technology, and an easy way to get much information that is useful for us.

Reading is the main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having an effort to read many references will not pass in the time and success. More reading means more knowledge. Moreover, reading as a target language to build vocabulary for English lesson. It is realized that reading skill or reading activity will open knowledge widely give more vocabularies and information.

According to (Tarigan 2008: 9 in Ahmadi, 2017) said that there are some important things about the aim of reading, as follow:

1) The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.

2) Reading for the main idea

The readers try to know what the topic interest and the problem of the story.

3) Reading for Sequence or Organization

The reader tries to know what happens in each part of the stories, action, etc.

4) Reading for Inference

The readers try to find out the conclusion from the action or the idea in the text.

5) Reading to Classify

The readers try to classify some information or actions of the writer in the text or paragraph.

6) Reading to Evaluate

The reader tries to evaluate what the writer has done or what he tried to explain in his paragraph.

7) Reading to Compare or Contrast

The reader compares the plot of story or content, whether they have similarity with him or even contrast.

d. Strategies for Reading Comprehension

Zimmerman and Hutchins as stated in (Astuti, 2014) identify that “there are seven strategies of reading comprehension as follows”:

- 1) Activating or building background knowledge, can be conducted by activating three types of connection: text-to-self, text-to-text, and text-to-world.
- 2) Using sensory images, using sight, hearing, taste, smell, and touch or in shorter terms, all senses in reading.
- 3) Questioning can be made by both teachers and students about a text which they are going to read.
- 4) Making predictions and inferences, involves readers asking the story listener both closed and open-ended questions about the text during the reading.

- 5) Determining the main ideas can improve student's critical thinking.
- 6) Using fix-up options, regaining back losing comprehension by repeating the first five strategies.
- 7) Synthesizing, collecting altogether of the whole contents of what one has read.

4. Descriptive Text

a. Definition of Descriptive Text

Based on (Wardani & Waris, 2014) stated that Descriptive Text is a text that gives information about a particular person, place, or thing in specific ways. Gerot et. al. in (Noprianto, 2017) said that a kind of text which is the process of describing is done through ordering the characteristic clearly from classifying until identifying someone, place, animal or things.

b. Generic Structure

The descriptive text consists of two generic structures. Those are identification and description (Wardani & Waris, 2014). The identification is about the identified phenomenon (person, place, or thing) that will be described. The description is a brief detail about qualities, quantities, characteristics, etc.

B. Previous Study

The researcher uses journals about improving students reading comprehension using STAD (Student Team Achievement Division) and Scientific Approach. The studies are:

1. The Use of STAD in Teaching Reading Comprehension:

- a. A journal has been conducted by Fitri Ferina from Lambung Mangkurat University of Banjarmasin, an active journal from JEELS with the title *“STAD as Strategy of Teaching Reading Comprehension in Junior High School,”* which was published volume 2 in 2015.
- b. A journal has been conducted by Yupik Puji Astuti from Universitas Negeri Semarang, an active journal from EEJ with the *title “The Use of Student Team – Achievement Division (STAD) to Improve The Students’ Reading Comprehension Practice,”* which was published volume 1 in 2014.
- c. A journal has been conducted by Yeti Suyasti, Clarry Sada and Ikhsanudin from Tanjungpura University Pontianak, an active journal in post-graduated with the title *”Teaching Reading Comprehension Using Student Team Achievement Divisions (STAD),”* which was published volume 5 in 2016.

2. The Use of Scientific Approach in Teaching Reading Comprehension:

- a. A journal has been conducted by Intan Siti Nugraha and Didi Suherdi from Indonesia University of Education, an active journal in JEE with the title *"Scientific Approach: An English Learning-Teaching (ELT) Approach in The 2013 Curriculum,"* which was published volume 2 in 2017.
- b. A journal has been conducted by Diki Atmarizon and M. Zein from Universitas Negeri Padang, an active journal in Jurnal Pendidikan Bahasa, Sastra, dan Seni with the title *"The Implementation of Scientific Approach in Teaching English at The Tenth Grade of Senior High School 7 Padang,"* which was published volume 17 in 2016.
- c. A journal has been conducted by Ria Eriani, Oikurema Purwati and Suwonofrom Universitas Negeri Surabaya, an active journal in ICONS with the title *"Teacher's Implementation of Scientific Approach in Teaching Speaking Recount Text at Eighth Graders of Junior High School,"* which was published in 2017.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research method, population and sample, instrument, data collection technique, and analysis.

A. Research Design

According to (Creswell, 2014), the research design is an inquiry that has three types, which are qualitative, quantitative, and mixed methods approach that provides a specified direction for procedures in research design. In this research, the researcher uses quantitative designs. Furthermore, Creswell (2014, p.32) defines that “quantitative research is an approach for testing objective theories by examining among variables that can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.” Quantitative research contains two types; those are experimental designs and non-experimental designs.

B. Research Method

In this research, the researcher uses a quasi-experimental research method, which is one of the types from the quantitative experiment design. According to (White & Sabarwal, 2014) stated that “quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics of the user of a

program/policy, which to find any difference in outcomes between the treatment and comparison groups.”

The quasi-experimental design uses the non-equivalent (pre-test and post-test) control group design, in which the experimental group and the control group are selected without random assignment. Both of the groups take a pre-test and post-test, but only the experimental group receives the treatment (Creswell, 2014).

In this research, there is an experimental class and control class. The experimental group was using the collaborative learning approach, which used the STAD (Student Team Achievement Division) method, while the control group was using the scientific approach. Both of the approach or method has the same basic form of group work. The experimental group is the treatment group, which had the treatment between the pre-test and the post-test.

The pre-test is given to the participant to find out the extent to which the participant knows descriptive in the skill of reading comprehension. After being given the initial test, the researcher experimented by giving treatment in the form of learning about the descriptive text using the STAD method (Student Team Achievement Division). The last action taken by the researcher is to provide a post-test that aims to get a comparison of the data from the pre-test value to the post-test value.

C. Location and Time of the Research

The location of this research is at SMPN 03 Cimahi that took place on KPAD Sriwijaya Street, Setiamanah, Cimahi Tengah, Cimahi, West Java. The researcher researches in January until March 2019.

D. Population and Sample

1. Population

Population refers to all the members who meet the particular criterion specified for a research investigation that may be homogeneous or heterogeneous (Mohsin Alvi, 2016). The researcher took population in SMPN 03 Cimahi as much eleven classes in the seventh graders with the number of students are 385 students in the 2018-2019 academic year.

2. Sample

Sample refers to a group of a relatively smaller number of people selected from a population for investigation purposes which the members of the sample are called participants (Mohsin Alvi, 2016). The researcher took sample as much two classes to experimental class and control class in seventh-graders in SMPN 03 Cimahi. The researcher used a random technique. The research samples are as follow:

Table 3.1
Research Sample

No.	Class	Total	Type of Group
1.	VII H	30	Experimental
2.	VII J	30	Control

E. Instrument

The instrument is a measurement that used at a pre-test or a post-test stage of the research procedures (Creswell, 2014). The instrument of this research was designed and compiled before the implementation of the study.

The researcher used observation (activity and evaluation), test, and structured interviews as the instrument, are as follows:

1. Observation

This attitude observation activity is carried out during the learning activities taking place by observing participant behavior individually and with their respective groups. It contains several aspects, which is presence, activeness, thinking together with the group, honesty, and communication skills. This attitude observation assessment format is in the form of a table designed to facilitate the researcher in giving values according to pre-determined criteria.

Table 3.2
Participant Activity Observation Format

Participant Activity Observation Sheet in Teaching and Learning Activities							
Day, Date		:					
Subject		:					
Group		: Experimental / Control					
No.	Name	Aspect					Σ Score
		1	2	3	4	5	
1.							
2.							
...							
30.							

Table 3.3
Participant Activity Observation Criteria

No.	Aspect	Score	Kriteria Penilaian
1.	Attendance	3	Present on time during the learning process
		2	Late
		1	Not present because of permission/illness
2.	Activeness	3	Frequently asked questions and giving opinions
		2	Ever ask and give opinions
		1	Never ask questions and give opinions
3.	Thinking together with groups	3	Active in group discussions
		2	Less active in group discussions
		1	Not active in group discussions
4.	Honesty	3	Honest when working on the test

No.	Aspect	Score	Kriteria Penilaian
5.	Ability to communicate	2	Less honest when working on the test
		1	Not honest when working on the test
		3	Capable and able to communicate verbally in front of the class clearly
		2	Able to communicate verbally in front of the class clearly
		1	Can not communicate verbally in front of the class clearly

2. Structured Interviews

Structured interviews or standardized interviews are used in this research to answer the research questions about the implementation of the method used in the treatment, and about student difficulties in learning reading comprehension. The structured interviews have three sub-titles and a total of 13 questions. The interview activities were carried out after the post-test was given to the participants. Only students who had the highest and the lowest scores of pre-test and post-test in the experimental group and control group were interviewed. The interview questions are as follows:

Table 3.4

Questions Draft for Interview

Personal feeling

1. Do you like English subject?
2. Can you tell me, what are your reasons why do you like (dislike) English subject?
3. What are your difficulties in learning English, especially in reading skill?
4. Which one do you prefer, study individually or in a group?
5. In your opinion, what kind of method to make English more interests to learn?
6. How do you do to understand English text easily?
7. Based on your opinion, what kind of textbook that interesting to read?

- | |
|---|
| 8. What do you do when you don't understand the meaning of the text that you are reading? |
|---|

The Implementation of Teaching Method:

- | |
|--|
| <ol style="list-style-type: none"> 1. What kind of learning process do you usually do at school? 2. Do you like the learning method which given by the teacher so far? 3. Does this learning model make you feel burdened? 4. Do you feel difficulties in the learning process using the learning method? 5. What do you think about the learning model used in today's classrooms? |
|--|

3. Test

In this research, the researcher used 30 item multiple-choice questions of reading comprehension about a descriptive text that explained people like movie characters and artists. The questions in the test questions revolve around the structure of the text, things mentioned in the text, the use of linguistic elements, synonym and antonym of words in the text, etc. Each question is worth 1 point, and the maximum value is 30 points. The researcher gives the pre-test before the researcher does the research, and the post-test after the researcher gives treatment that the researcher wants to analyze and compare the data.

Below are examples of questions test given to participants both in pre-test and post-test.

Table 3.5

Example Questions Draft for Pre-test and Post-test

<i>Read the following text to answer questions number 1 to 3!</i>

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has a small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.
--

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen* pocket, or fourth-dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat tends to panic during emergencies. In an emergency, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

1. What does the text mainly talk about?

- | | |
|-----------------|-----------------|
| a. Doraemon | c. Robotic cats |
| b. Fujiko Fujio | d. Nobita |

2. “.....he will **frantically** pull out every unnecessary gadget....” (paragraph 3). The underlined word can be best replaced by....

- | | |
|------------|---------------|
| a. Happily | c. Worriedly |
| b. Calmly | d. Diligently |

3. What is the weakness of Doraemon?

- | | |
|--------------------------|-----------------------------|
| a. He has a magic pocket | c. He is only a robotic cat |
| b. He gets panic easily | d. He likes eating Dorayaki |

F. The Technique of Collecting Data and Analysis

1. Validity and Reliability

The pre-test and post-test will be tested first to the eighth-grade students to test the validity and reliability. The researcher also used Anates 4.1.0 to analyze the validity and reliability of pre-test and post-test questions before being given to students of experimental and control class as a pre-test and post-test. The following steps include:

a. Validity test

- 1) Open Anates 4.1.0 application
- 2) Klik multiple choices test

- 3) Click new file
- 4) Input number of students, number of questions and number of choices
- 5) Input the students' name and their answer
- 6) Click back to the main menu
- 7) Click validity on the data processing menu

b. Reliability test

- 1) Open Anates 4.1.0 application
- 2) Click multiple choices test
- 3) Click new file
- 4) Input number of students, number of questions and number of choices
- 5) Input the students' name and their answer
- 6) Click back to the main menu
- 7) Click reliability on the data processing menu

2. Data Collecting Technique

Data collection in this study was carried out twice, namely during the pre-test before the research activities took place, and post-test activities after the activity took place. Pre-test and post-test were conducted in the two groups studied, namely the experimental group and the control group. Test questions from the pre-test and post-test are the same questions, namely as many as 30 multiple choice questions regarding descriptive text in the

assessment of reading comprehension skills. The researcher used a pre-test to measure the degree of students' reading comprehension ability and post-test to see the improvement after the chosen method is implemented.

3. Data Analysis

After collecting the data, the writer analyzed it with several formulae before using statistic descriptive analysis. The researcher uses some formulas to analyze the pre-test and post-test scores, which are; mean, standard deviation, gain score (N-Gain) and the researcher also using t-test formula with IBM SPSS version 22. The researcher analyses the data by using the requirement test before, which consists of a normality test, homogeneity tests, and a significance test. The formulas such as follows:

a. Mean

$$\bar{x} = \frac{\sum(F_i X_i)}{n}$$

$\bar{x}$ = mean

F_i = frequency of a class interval

X_i = the average score of an interval class

n = number of sample in a group

b. Gain Score (N-Gain)

The gain score is computed to know the improvement of participants by comparing the value of post-test and pre-test. There are three criteria of gain score, those are high-g (gain score > 0.7), medium-g

($0.3 < \text{gain score} < 0.7$), and low-g ($\text{gain score} < 0.3$). The formula to count the gain score is as follows:

$$N\text{-Gain} = \frac{(\text{Post-test Score} - \text{Pre-test Score})}{\text{SMI} - \text{Pre-test Score}}$$

SMI = Ideal maximum score

c. Normality Test

A normality test was conducted to know whether the data distribution is normal or not. The normality test used is the Kolmogorov test which is the best for testing n (number of samples) that less than 33. The researcher tested the normality of the test by using IBM SPSS 22 with the level of significance $\alpha = 5\%$ in this research. The criteria of the testing follow:

Table 3.6
Criteria of Normality Test

Value (p) > significant ($\alpha = 0.05$)	H_0 accepted	Normal distribution
Value (p) < significant ($\alpha = 0.05$)	H_0 rejected	Not normal distribution

The steps were using IBM SPSS version 22 to measure the normality test as follow:

- 1) Open file
- 2) Click analyze → descriptive statistics → explore on the menu toolbar

- 3) Click and input score of reading comprehension → dependent list
and input the other variable on the factor list
- 4) Click statistics and choose 95% as the descriptive confidence
interval for mean
- 5) Click continue until it came back in the menu
- 6) Click plots (checklist normality plots with tests)
- 7) Continue and Ok

If the data distribution is normal, the test will be continued by using Homogeneity test. But if the test is not normal and homogeny, the test will be continued by using the *Mann Whitney U* test.

d. Mann Whitney U Test

- a) Open file
- b) Click analyze → nonparametric test → legacy dialogs →
2 independent samples
- c) Click and input score reading → test variable(s)
- d) Click the other variable → grouping variable → define groups
and fill in group 1 and group 2
- e) Checklist Mann-Whitney U on test type → Ok

e. Homogeneity Test

The homogeneity test is the next step if the data in normality is normal. The homogeneity test is to measure the data of the population homogeny or not. The homogeneity test is conducted by Levene's Test

Statistic test in IBM SPSS version 22 with a level of significance $\alpha = 5\%$ in this research. The criteria of the testing follow:

Table 3.7

Criteria of Homogeneity Test

Value (p) > significant ($\alpha = 0.05$)	H_0 accepted, it means that the sample has a homogeneous variant which means, the participants had the same characters on reading comprehension in descriptive text. Moreover the data was valid.
Value (p) < significant ($\alpha = 0.05$)	H_0 rejected, it means that the sample does not have a homogeneous variant, which means, the participants did not have the same characters on reading comprehension in descriptive text, and moreover the data was valid.

The steps were using IBM SPSS version 22 to measure the Homogeneity test as follow:

- 1) Open file
- 2) Click analyze → Descriptive Statistics → Explore on the menu toolbar
- 3) Click and input score of reading → dependent list and input the other variable in the factor list
- 4) Click statistics and choose 95% as descriptive confidence interval for mean
- 5) Click continue until it came back in the menu
- 6) Click plots (checklist power estimation on Levene Test)
- 7) Continue and Ok.

If the data distribution is normal but not homogeny, the test will be continued with t'-test.

f. T'-Test

- a) Open file
- b) Click analyze → Independent Samples T-Test
- c) Click and input score reading → test variable(s)
- d) Click the other variable → grouping variable → define groups and fill in group 1 and group 2
- e) Ok
- f) Check “equal variances and assume” in Sig (2 tailed)

If the data distribution is normal, the test will be continued with t-test.

g. T-Test

- a) Open file
- b) Click analyze → Independent Samples T-Test
- c) Click and input score reading → test variable(s)
- d) Click the other variable → grouping variable → define groups and fill in group 1 and group 2
- e) Ok

4. The Analysis of Implementation and Difficulties

The implementation conducts five treatments both in experiment and control class. The analysis of implementation STAD and Scientific Approach will be described in chapter four. The students' difficulties will be found during the treatments. As well as the implementation, the students' difficulties will be described in chapter four.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter describes research findings which consist of the descriptive statistic, the analysis of data, observation, interview, method implementation, student difficulty, and discussion.

A. The Research Results

The participants' score of experimental and control class are as follows:

Table.4.1

Students' Score of the Experimental and Control Class

Participant	Experimental Class			Control Class		
	Pre-test	Post-test	N-gain	Pre-test	Post-test	N-gain
ST 1	80	93	0.67	90	100	1.00
ST 2	73	86	0.50	60	80	0.50
ST 3	80	96	0.83	46	73	0.50
ST 4	53	73	0.43	86	96	0.75
ST 5	76	90	0.57	90	100	1.00
ST 6	66	80	0.45	53	76	0.50
ST 7	93	100	1.00	43	66	0.41
ST 8	73	86	0.50	43	70	0.47
ST 9	86	100	1.00	50	80	0.60
ST 10	86	93	0.50	73	90	0.63
ST 11	93	100	1.00	66	73	0.20

Participant	Experimental Class			Control Class		
	Pre-test	Post-test	N-gain	Pre-test	Post-test	N-gain
ST 12	86	96	0.75	70	86	0.56
ST 13	86	90	0.25	76	93	0.71
ST 14	63	76	0.42	96	100	1.00
ST 15	96	100	1.00	60	90	0.75
ST 16	90	96	0.67	73	96	0.88
ST 17	83	90	0.40	80	100	1.00
ST 18	70	76	0.22	73	86	0.50
ST 19	76	86	0.43	83	93	0.60
ST 20	90	100	1.00	73	83	0.38
ST 21	60	83	0.58	50	76	0.53
ST 22	96	100	1.00	76	93	0.71
ST 23	80	93	0.67	96	100	1.00
ST 24	93	100	1.00	76	80	0.14
ST 25	83	90	0.40	53	70	0.36
ST 26	86	96	0.75	63	83	0.55
ST 27	76	86	0.43	73	80	0.25
ST 28	80	90	0.50	90	96	0.67
ST 29	96	100	1.00	60	73	0.33
ST 30	80	93	0.67	47	56	0.19
Total Score	2422	2731	19.42	2071	2538	17.66
Mean Score	81	91	0.65	69	85	0.59
Max	96	100	1.00	96	100	1.00
Min	53	73	0.22	43	56	0.14

From the table above, the researcher found out that the students' experimental score got an improvement from the pre-test and the post-test. The minimum score of the pre-test is 53, while the maximum score is 96. In the post-test score, the minimum score is 73, and the maximum score is 100. The mean score of the pre-test is 81 while the post-test is 91. There is a 10 point of difference in the mean score.

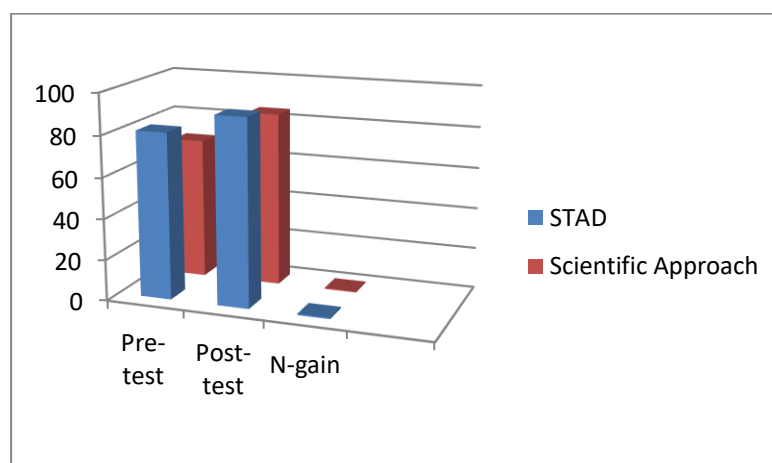


Chart 4.1

Mean Score

As well as experiment class, the participants' in control class got an improvement from the pre-test and post-test. The minimum score of the pre-test is 43, whereas the maximum score is 96. In the post-test score, the minimum score is 56, and the maximum score is 100. The mean score of the pre-test is 69 while the post-test is 85. There is a 16 point of difference in the mean score. Whereas, the mean score of the n-gain score is 0.65 for experiment class and 0.59 in the control class. There is a 0.06 point of difference in the n-gain mean score.

The improvement N-gain of the experimental class is 6% of students have a low gain score, 57% of students have a medium gain score, and 37% of students have a high gain score. While in control class, the improvement N-gain is 33% of students have a low gain score, 54% of students have a medium gain score, and 13% of students have a high gain score.

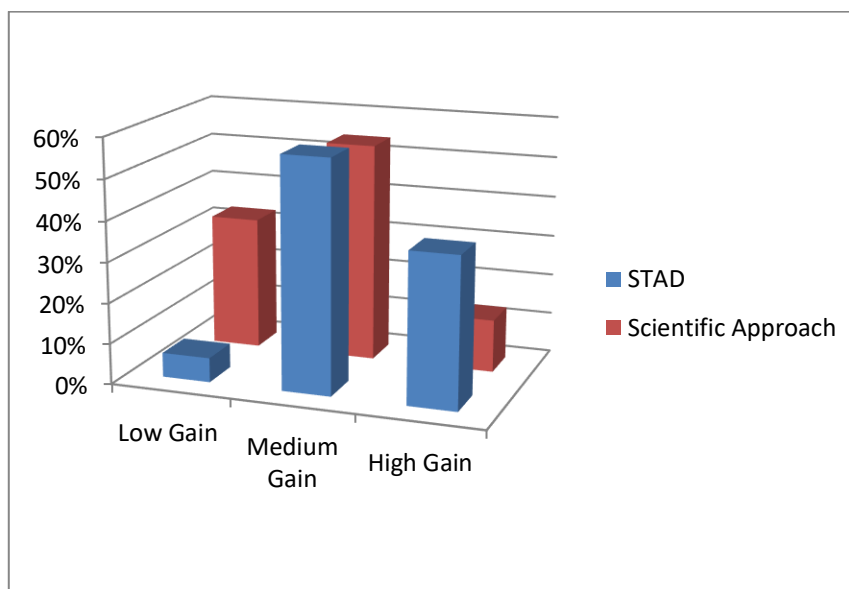


Chart 4.2

Gain Score Percentage

B. The Analysis of Data

The researcher tested the normality test after got the score of participants in reading comprehension pre-test and post-test of descriptive text by using IBM SPSS Ver. 22. The results are as follows:

1. Pre-test

a. Normality Test

The normality test is to found if the score is distributed normally between the groups. The criteria are if the value (p) is higher than the significant of $\alpha = 0.05$, then it means that the distribution is normal. Meanwhile, if the value is below the significant, it means that distribution is not normal.

Table 4.2
Normality Test of Pre-test

Tests of Normality							
	Method	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Reading Comprehension	STAD	,116	30	,200*	,952	30	,186
	Scientific Approach	,133	30	,185	,951	30	,181

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the researcher compares the pre-test of the experimental class (STAD) was 0.200 with significant 0.05. It concluded the result of the pre-test of the experimental was higher than the significant 0.05; ($0.200 > 0.05$). Furthermore, the normality in the pre-test of the control class (scientific approach) was 0.185 with a significant 0.05. The pre-test result of control was higher than the significant 0.05;

(0.185 > 0.05). Therefore, the pre-test data of the experimental and control group was normally distributed.

b. Homogeneity Test

Table 4.3

Homogeneity Test of Pre-test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-test Reading Comprehension	Based on Mean	5,769	1	58	,020
	Based on Median	4,000	1	58	,050
	Based on Median and with adjusted df	4,000	1	50,588	,051
	Based on trimmed mean	5,785	1	58	,019

Based on the table above, the homogeneity of the pre-test was 0.020 with significant 0.05. It concluded the result the pre-test data was lower than the significant 0.05; (0.020 < 0.05). Therefore, the pre-test data was not homogenous.

c. T'- Test

Table 4.4

T'-Test of Pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test Reading Comprehension	Equal variances assumed	5,769	,020	3,308	58	,002	11,800	3,567	4,660	18,940
	Equal variances not assumed			3,308	51,488	,002	11,800	3,567	4,641	18,959

Based on the table above, it showed that the T'-test was 0.002, which is lower than the significance of 0.05 ($0.002 < 0.05$). It means that H_0 is rejected in the Pre-Test data with the use of STAD and Scientific Approach.

2. Post-test

a. Normality Test

Table 4.5

Normality Test of Post-test

Tests of Normality							
	Method	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Reading Comprehension	STAD	,136	30	,165	,905	30	,011
	Scientific Approach	,127	30	,200 [*]	,942	30	,105

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the researcher compares the experimental class (STAD) was 0.165 with significant 0.05. It concluded the result of the post-test of the experimental was higher than the significant 0.05; ($0.165 > 0.05$). Therefore, the post-test data of the experimental and control group was normally distributed.

b. Homogeneity Test

Table 4.6

Homogeneity Test of Post-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post test Reading Comprehension	Based on Mean	6,410	1	58	,014
	Based on Median	6,384	1	58	,014
	Based on Median and with adjusted df	6,384	1	53,339	,015
	Based on trimmed mean	6,352	1	58	,014

Based on the table above, the Homogeneity test of the post-test was 0.014 with significant 0.05. It concluded the result the post-test data was lower than the significant 0.05; ($0.014 < 0.05$). Therefore, the post-test data were not homogeneity distributed.

c. T'-Test

Table 4.7

T'-Test of Post-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Reading Comprehension	Equal variances assumed	6,410	,014	2,464	58	,017	6,433	2,611	1,207	11,659
	Equal variances not assumed			2,464	50,802	,017	6,433	2,611	1,191	11,675

Based on the table above, it showed that the T'-test was 0.017, which is lower than the significance of 0.05 ($0.017 < 0.05$). It means that H_0 is rejected in the Post-Test data with the use of STAD and Scientific Approach.

3. N-Gain

a. Normality Test

Table 4.8

Normality Test of N-gain

Tests of Normality							
	Method	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
N-Gain	STAD	,186	30	,010	,884	30	,003
	Scientific Approach	,113	30	,200 [*]	,947	30	,139

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the researcher compare of the experimental class (STAD) was 0.010 with significant 0.05. It concluded the result of the n-gain of the experimental was lower than the significant 0.05; ($0.010 < 0.05$). Furthermore, the normality in the n-gain of the control class (Scientific Approach) was 0.200 with a significant 0.05. The n-gain result of control was higher than the significant 0.05; ($0.200 > 0.05$). Therefore, the n-gain data of the experimental and control group was not normally distributed.

Based on the data of the normality test, the researcher found the result that one of the data from N-gain is not normal. Therefore, the next step of the test for the n-gain is *the Mann-Whitney U test*.

b. Mann-Whitney U Test

Table 4.9

Mann Whitney U Test of N-Gain

Test Statistics ^a	
	N-Gain
Mann-Whitney U	404,000
Wilcoxon W	869,000
Z	-,685
Asymp. Sig. (2-tailed)	,493

a. Grouping Variable: Method

Based on the table above, it showed that the Mann Whitney U test was 0.493, which is higher than the significance of 0.05 ($0.493 > 0.05$). It means that H_0 is accepted in the N-gain data with the use of STAD and Scientific approach.

As the result of the pre-test, post-test and g-gain score, the analysis data of the research show that **H_0 is rejected** or there is any significant improvement and achievement with the use of STAD and Scientific approach.

C. Implementation of STAD and Scientific Approach

Before the pre-test is done, the try out questions are given to the eight grade students to analyse the validity and reliability test. The questions that are valid, reliable, and have a moderate or high difficulty level are then used as pre-test questions. After the validity and reliability test, students were given a pre-test of 30 multiple choice questions regarding a descriptive text that

focused on students' understanding of reading comprehension. It was determined that class VII H was the experimental class, and class VII J was the class group. The experimental class was given Collaborative Learning which used STAD (Student Team Achievement Divisions) as a learning method, while the control class was given a Scientific Approach which has often been used as a method of learning in the classroom as an approach suggested by the government to be used in the 2013 curriculum. The implementation of STAD and Scientific Approach was done in five treatments in each class by following a predetermined schedule, namely class VII H every Monday and Thursday starting from the third to fourth lesson hours, and Scientific Approach in VII J every Monday and Thursday starting from the seventh to eighth lesson. Each lesson consists of 40 minutes, with a total amount of 80 minutes for one treatment.

Table 4.10
Treatment Schedule

Treatment	STAD	Scientific Approach
1	Monday, January 21 st 2019	Monday, January 21 st 2019
2	Thursday, January 24 th 2019	Thursday, January 24 th 2019
3	Monday, January 28 th 2019	Monday, January 28 th 2019
4	Thursday, February 7 th 2019	Thursday, February 7 th 2019
5	Monday, February 11 th 2019	Monday, February 11 th 2019

The results of the implementation in experimental and control class are as follows:

1. The Implementation of STAD

The researcher has done five meetings in the experimental class. The results of the implementation in every meeting are as follows:

a. Treatment 1

As the pre-activity, the teacher guided students to do prayer before the learning begins. After that, the teacher explained the learning objectives and competencies that should be achieved by students. To develop students' learning motivation, the teacher doing warming up with games.

In the main activity, the teacher defines students into six groups in which each group consists of five students. After determining the group and its members, the teacher begins learning by delivering material at the meeting to all participants in the class experiment by using PowerPoint. During the presentation of the material and for example, participants participated passively in learning activities. Only several students whose performed group well and enthusiasm in the teaching and learning process. This activity is assessed during learning activities in observing student activities.

As individually test the teacher gave quizzes to all students as about the material that has been delivered by the teacher. The

purpose of this quiz is to see whether after being given an explanation of the material by the teacher, it can improve students' understanding of the material described or not.



Picture 4.1 Heterogeneous Group

In the post-activity phase, the teacher and students examine the results of the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

b. Treatment 2

As the pre-activity, the teacher guided students to do prayer before the learning begins. After that, the teacher called out about the last material that the students have been learned in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.



Picture 4.2 Group Discussion

In the main activity, the students do observation and discussion with the group that was defined in meeting one. The teacher showed an image and profile of an artist by using PowerPoint to identified and described by students. The teacher gave one hour for each group

to read, translate into Indonesia, and conceive the meaning. After that, each group did a presentation in front of the classroom and presented the result of the discussion. The group that was finding the best conceive and translates of the text get the best score. The teacher gave an exercise of five essay questions based on the context to every student as an individual test.

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

c. Treatment 3

In the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher checked students' attendance list before the learning activity begin. Later on, the teacher called out about the last material that students have been learned in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher uses ice-breaking activity to develop students' learning motivation.

As the main activity, the teacher gave each group a different description text about movie characters. Each group does discussion to find the main idea and to understand the contextual meaning. Afterward, each group did a presentation in front of the classroom and presented the result of the discussion. The group that was finding the best main idea and conceive the text get the best score. The teacher gave an exercise of five essay questions based on the context to every student as an individual test.



Picture 4.3 Group Presentation

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning

activities. As an addition, each group was given homework to print a descriptive text about a person that will be discussed in the next meeting.

d. Treatment 4

In the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher checked students' attendance list before the learning activity begin. Later on, the teacher called out about the last material that students have been learned in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher used ice-breaking activity to develop students' learning motivation.

As the main activity, each group does discussion to find the main idea, the translation and to understand the contextual meaning from the text as the last meeting task. Afterward, each group did a presentation in front of the classroom and presented the result of the discussion. The groups that were finding the best main idea and conceive the text get the best score. The teacher gave an exercise of five essay questions based on the context to every student as an individual test.

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to

answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

e. Treatment 5

As the pre-activity, the teacher guided students to do prayer before the learning begins. After that, the teacher called out about the last material that students have been learned in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.

In the main activity, the students do observation and discussion with the group that was defined in the previous meeting. The teacher read a descriptive text of a public figure. Then each group should catch the meaning, the main idea, and answers the teachers' questions based on the text. The teacher gave fifteen minutes for each group to conceive the meaning and answer the questions.

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates

the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.



Picture 4.4

Experimental Group in the Last Meeting

Table 4.11

Student Activities in STAD

No.	Aspect	Treatment				
		1	2	3	4	5
1.	Activity	Bad	Bad	Fair	Fair	Good
2.	Enthusiasm	Fair	Good	Good	Good	Good
3.	Group Work	Bad	Bad	Fair	Good	Good
4.	Communicative	Bad	Bad	Fair	Fair	Good

2. The Implementation of Scientific Approach

The researcher has done five meetings in the control class. The results of the implementation in every meeting are as follows:

a. Treatment 1

As the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.

In the main activity, the teacher gave an artist descriptive text by using PowerPoint as the observing stage. In the next stage, the participants are required to have critical thinking to evoke a high level of thinking questions. The teachers have to facilitate the participants with scaffolding to stimulate and encourage the students to ask. In the experimenting stage, the participants do answer the teacher quizzes individually about the descriptive texts' structure, language feature, and characteristic from their findings and comprehend based on the text. As the associating stage, the teachers combined the ability of various ideas and associated various events with being part of memory. The participants will then process the information from the teachers and draw the conclusions out of that information. The participants do an individual presentation about the descriptive texts' structure, language feature, and characteristic based on what they have learned. The participant who presented the

best understanding about descriptive text would get the highest score.



Picture 4.5
Observing Stage

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

b. Treatment 2

As the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher reminded about the last material goals in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.



Picture 4.6

Questioning Stage

In the main activity, the teacher gave some images and description of artists or public figure by using PowerPoint as the observing stage. In the next stage, the participants are required to have critical thinking to evoke a high level of thinking questions. In

this stage, the teachers have to facilitate the participants with scaffolding to stimulate and encourage the students to ask. In the experimenting stage, the participants answered the teacher quizzes individually about the description of the artist and public figure images. After that as the associating stage, the teachers combined the ability of various ideas and associated various events with being part of memory. The participants will then process the information from the teachers and draw the conclusions out of that information. The participants do an individual presentation about the signification of the text. The participant who presented the best understanding would get the highest score.

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

c. Treatment 3

In the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher reminded about the last material goals in the last meeting and explained the learning objectives and

competencies that should be achieved and would be learned by students. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.

In the main activity, the teacher gave some images and description text of a movie character by using PowerPoint as the observing stage. In the next stage, the participants are required to have critical thinking to evoke a high level of thinking questions. In this stage, the teachers have to facilitate the participants with scaffolding to stimulate and encourage the students to ask. In the experimenting stage, the participants answered the teacher quizzes individually about the description of the artist and public figure images. After that, as the associating stage, the teachers combined the ability of various ideas and associated various events with being part of memory. The participants will then process the information from the teachers and draw the conclusions out of that information. The participants do an individual presentation about the signification of the text. But the participants still perform passively and unconfident. The participant who presented the best understanding would get the highest score.

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to

answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

d. Treatment 4

In the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher reminded about the last material goals in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.

In the main activity, the teacher gave some images and description text of a movie character, public figure, and artist by using a guessing game as the observing stage to the participant representative. The participant representative comes into in front of the classroom and gives some clues to other participants. The other participants should guess the artist, movie character, or public figure that explained. During the guessing game activity, the participants are required to have critical thinking to evoke a high level of thinking questions. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to

ask. In the experimenting stage, the participants answered the teacher quizzes individually about the description of the guessing game objects. As the associating stage, the teachers combined the ability of various ideas and associated various events with being part of memory. The participants will then process the information from the teachers and draw the conclusions out of that information. The participants do an individual presentation about the signification of the text. The participant who presented the best understanding would get the highest score.



Picture 4.8

Student Presentation

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the

conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.

e. Treatment 5

In the pre-activity, the teacher guided students to do prayer before the learning begins. The teacher reminded about the last material goals in the last meeting and explained the learning objectives and competencies that should be achieved and would be learned by students. The teacher checked students' attendance list before the learning activity begin. To develop students' learning motivation, the teacher doing warming up with games.

In the main activity, the teacher gave some images and description text of a movie character, public figure, and artist by using guessing game as the observing stage to the participant representative. The participant representative comes into in front of the classroom and gives some clues to other participants. The other participants should guess the artist, movie character, or public figure that explained. During the guessing game activity, the participants are required to have critical thinking to evoke a high level of thinking questions. In this stage, the teachers have to facilitate the participants with scaffolding to stimulate and encourage the students to ask. In the experimenting stage, the participants answered the

teacher quizzes individually about the description of the guessing game objects. After that, as the associating stage, the teachers combined the ability of various ideas and associated various events with being part of memory. The participants will then process the information from the teachers and draw the conclusions out of that information. The participants do an individual presentation about the signification of the text. The participant who presented the best understanding would get the highest score.

In the post-activity phase, the teacher and students examine the results of the text and the quiz together. The teacher also appreciates the hard work of other students to be more motivated to be able to answer questions correctly and get high scores. In the last stage, the conclusion, the teacher and students make conclusions on the material learned on that day and repeat the important things around the material that has been studied to summarize the learning activities.



Picture 4.9

Control Group Student in the Last Meeting

Table 4.12

Student Activities in Scientific Approach

No.	Aspect	Treatment				
		1	2	3	4	5
1.	Activity	Bad	Bad	Fair	Good	Good
2.	Enthusiasm	Fair	Good	Good	Good	Good
3.	Self Confident	Bad	Fair	Fair	Good	Good
4.	Communicative	Bad	Bad	Fair	Good	Good

Table 4.13
Student Improvements in STAD and Scientific Approach

Treatment	Experiment (STAD)	Control (Scientific Approach)
1	During the researcher delivered the material, participants participated passively, discussing passively, and unconfident to asking questions.	The teacher gave an artist descriptive text by using PowerPoint as the observing stage. The participants are required to have critical thinking to giving their opinion about the descriptive texts' meaning, structure, and language feature. Then, the participants answer the teacher quizzes individually, and do an individual presentation. But the participants still perform passively and unconfident.
2	The teacher showed an image and profile of an artist by using PowerPoint to identified and described by students. The students' group did discussion to translate the artist's profile into Indonesia. At the same time the participants more active to collaborate with their group, enthusiasm and more willing to express their opinion.	The teacher gave an artist descriptive text by using PowerPoint as the observing stage. The participants are required to have critical thinking to giving their opinion about the description of the artist and public figure images. Then, the participants answer the teacher quizzes individually, and do an individual presentation. The participants' performed more active and confident.
3	The teacher gave each group a different description text about movie characters. Each group does discussion to find the main idea and to understand the contextual meaning actively. But they still unconfident to present their findings in front of the class.	The teacher gave some images and description text of a movie character by using PowerPoint as the observing stage. The participants are required to have critical thinking to giving their opinion about the description of the movie

Treatment	Experiment (STAD)	Control (Scientific Approach)
		character. Then, the participants answer the teacher quizzes individually, and do an individual presentation. The participants' performed confident and actively.
4	Each group does discussion to find the main idea, the translation and to understand the contextual meaning from the text as the last meeting task. Afterward, each group did a good presentation and more confident to presented the result of the discussion.	The teacher gave some images and description text of a movie character, public figure, and artist by using a guessing game as the observing stage to the participant representative. The participants are required to have critical thinking to giving their opinion about the description of the artist and public figure images. Then, the participants answer the teacher quizzes individually, and do an individual presentation. The participants' performed confident, and active.
5	The students do observation and discussion with the group that was defined in the previous meeting. The teacher read a descriptive text of a public figure. Then each group should catch the meaning, the main idea, and answers the teachers' questions based on the text. The students performed very well and confident.	The teacher gave some images and description text of a movie character, public figure, and artist by using guessing game as the observing stage to the participant representative. . Then, the participants answer the teacher quizzes individually, and do an individual presentation. The participants' performed confident, active, and very enthusiasm.

D. The Student Difficulties in Teaching Reading Comprehension using STAD and Scientific Approach

To find out student difficulties, the researcher does interview and observation.

The result of the student difficulties are as follows:

1. Interview

An interview is used after the post-test given to the participant. The interview consists of two aspects, which are the students' personal feelings, and the implementation of the teaching method.



Picture 4.10

Interview Session with Chosen Participant

The first part of the interview is about students' personal feeling about language in general and students' difficulties in English subject, it consists of eight questions. From the six participants interviewed, most of the participants have the same opinion about the questions given. In the first question, it was asked about students' interest in the English language subject at a junior high school level. Some of the participants said that the English subject was not interesting than other subject, while other participants told the teaching model that has been used sometimes

boring. The other participants said that it is more interesting and more effective and understandable.

The second question about the reason for student interests of the English language. Four out of eight participants interviewed agreed that the English language material is very difficult to understand what makes the students dislike English subject. Meanwhile, four participants answer that they like to learn English because it is very important and needed for his/her future.

The third question is about the participant difficulties in learning the English language, especially in reading skill. Three participants said that they couldn't find the contextual meaning of a text without Google Translate, because their vocabulary mastered are very low. Four of the participants said that their difficulties in reading are pronunciation and grammar and tenses because it is very complicated and boring to learn. Meanwhile, the rest of the participants interviewed said that they haven't any difficulties in reading English text because they love reading and also use English to communicate with their games partners.

The fourth question is about their enjoyable in individual or group tasks. Most of the participants answered that they prefer to learn in a group. Only two participants said that they prefer to learn individually.

The fifth question is about the participants' opinion about what kind of method to make English more interests to learn. All of the participants answered that English more interest to learn with games and song.

The sixth question is about the participants' ways to understand an English text. Seven of the participants answered that they read the text briefly and translate every single word by using a dictionary, ask their teacher, or use Google Translate. Only one participant said that he/she read the text briefly and catching the meaning sentence by sentence.

The seventh question asks about participant opinion about the kind of textbook that interesting to read. Most of the participants said that an interesting text should be consists several image or colour. Its can make the participant not bored and conceive the meaning easily. Meanwhile, two students said that they love every kind of English text.

For the last question, the participant asked about their trick to solve a difficult text to understand. All of the students said Google Translate is the best ways to solve the problem.

In the next part, the participants asked about the way the material is given by the teacher can be understood by them and the effectiveness in learning method that they were get from the teacher. Most of the participants said that the way the teacher delivered the material to them, make them understand the material. Meanwhile, only several of them said that the material is too difficult, so it is hard to understand the

material even though the teacher has delivered the material well and correctly.

The conclusion of this interview result with the participant chosen is that most of the students think that the English language is a difficult subject to master because the vocabulary and the grammar they master is in a minimum quantity. One of the main reasons for the lack of mastery of vocabulary and grammar in students is because of the lack of exposure and use of the language itself. The learning process is only done on a limited time and only focuses on knowledge, while the practice of using language is very lacking, causing language to be rarely used and the ability of students not to develop.

The implementation of teaching method find out that students have about skill-related is that both the experimental and control groups both find difficulties with a lack of understanding of the text due to the lack of vocabulary, grammar used, and discussion of material that they think is too fast. There is no significant difficulty regarding the understanding of the material provided, except that the basic abilities of students are lacking which is a major factor in the emergence of difficulties in understanding texts related to vocabulary and grammar used in existing texts.

2. Observation

The researcher also does observation to find out the students difficulties through the observation that has been done as long as the treatment is given to the participant in the experimental and control groups, the researcher got some results from the participant behavior during the treatment given by the researcher. The criteria that have been observed are attendance, activeness, thinking together with groups, honesty, and the ability to communicate. In each aspect, the scoring ranges from 1 – 3. The higher the score means the participant was giving the best they can in that aspect.

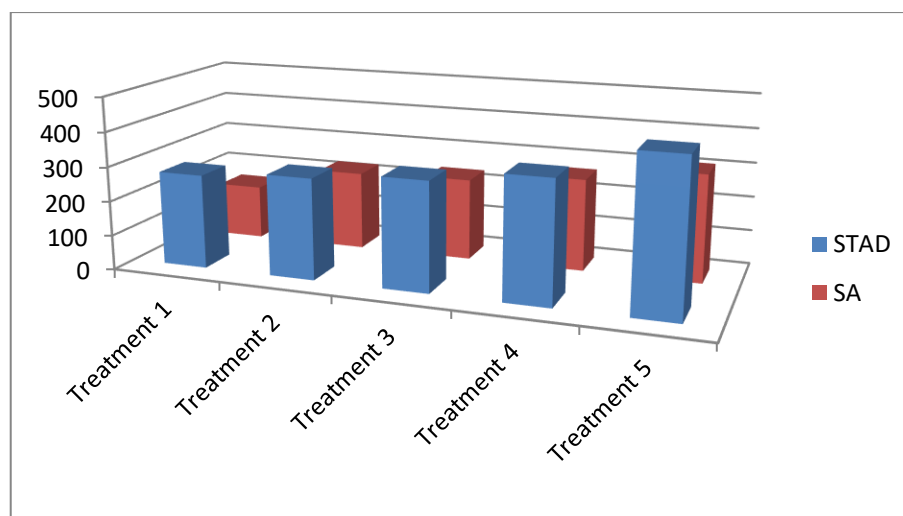


Chart 4.3

Participant Activity Observation Score in Each Meeting

Based on the diagram above, it shows that the experimental group that using the STAD teaching method score higher than the control group of the Scientific Approach (SA) teaching method. In the first treatment,

there is a 20 score difference between the STAD method and the SA method. While the increased score of STAD and SA got ten increases. There is a 45 point increase of STAD method in meeting 3, and a 30 point increase in the SA method. An increase of 40 points of the STAD method in the 4th meeting, and an increase of 10 points of the SA method. Meanwhile, there is an increase of 10 points of the STAD method and 10 points of the Scientific Approach method.

Even though the STAD method got a higher score than the SA method, and in the increased score, which is in the 3rd meeting and the 4th meeting, but in the 1st and 5th meeting the increased scores are same. This increase in score indicates that the participant develops along with the meeting given through the first meeting until the last meeting of the fifth.

E. Discussion

As it has been mentioned in chapter one that this research was conducted in order to know whether there are a significant achievement and improvement between the use of collaborative learning and scientific approach in the on teaching reading comprehension, the implementation of STAD and Scientific Approach to the related skill, and also about the student difficulties in learning skill, related through the use of STAD and Scientific Approach in the class. To answer those questions above, the researcher used the research

result for the first question and used the observation and interview to answer second and third questions.

From the description of data, the researcher got a result of pre-test and post-test score difference between the experimental group (STAD) and control group (Scientific Approach). Looking from the mean score of the two groups, the experimental pre-test score is 81, and the post-test score is 91, there is a 0.65 point of gain in the mean score of the experimental group. Meanwhile, the control pre-test score is 69, and the post-test score is 85, there is a 0.59 of gain in the mean score of the control group. Looking from this, the experimental group has a higher gain after given the treatment.

To know if the hypothesis is accepted or rejected, the researcher used IBM SPSS Ver. 22 to test the data of pre-test, post-test, and n-gain from the experimental and control class with requirement tests that consist of a normality test, homogeneity test, t'-test and the significance test (*Mann Whitney U* test). These tests are using the level of significance at 5% ($\alpha = 0.05$) to determine whether the H_0 is accepted or rejected.

In the normality test, pre-test score of both experimental class and control class is normally distributed. Then proceed with a homogeneity test that shows a number lower the specified significance, which means that the pre-test results are not homogeneous. The last test was followed by a t'-test that shows numbers less than significance, which means that H_0 was rejected

where there was any significant achievement and improvement in the STAD and Scientific Approach.

The post-test score of experimental class is normally distributed while the control group is normally distributed. Then proceed with a homogeneity test that shows a number under the specified significance, which means that the post-test results are not homogeneous. The last test was followed by a t' -test that shows numbers lower than significance, which means that H_0 was rejected where there was any significant difference in the STAD and Scientific Approach.

The N-gain score of experimental group is not normally distributed while the control group is normally distributed. Because there is a point that not normally distributed than for the last test it used the *Mann Whitney U* test is not normal, which means in n-gain score that H_0 is accepted or there is no significant improvement and achievement between Collaborative Learning (STAD) and Scientific Approach in teaching reading comprehension.

As the result of pre-test, post-test, and n-gain analysis test, the data shown that score that **H_0 is rejected** or there is any significant improvement and achievement between Collaborative Learning (STAD) and Scientific Approach in teaching reading comprehension.

Seeing from the previous study which has the closest results from the results of research conducted by the researcher, namely Fitri Ferina with the title "STAD as Strategy of Teaching Reading Comprehension in Junior High

School” which is explained by the use of STAD classrooms becomes more active, improving positive behavior, and also increases students' abilities in reading comprehension skills. Meanwhile, the previous study that best fits the researcher's research on the use of STAD is the journal by Yupik Puji Astuti with the title “The Use of Student Team – Achievement Division (STAD) to Improve The Students' Reading Comprehension Practice” who explained that using STAD can improve students' ability to get better results than before the STAD was given to participants, with the use of group discussion techniques also helping students in solving problems that arise.

Through the interview, the researcher also found that the results of pre-test and post-test had a relationship with the participant's perspective on English based on their personal feeling, which are the participant interests, participant difficulties, and the delivery of the material from the teacher. Most of the participant agrees that English subject in a junior high school is more complex and difficult than in primary school; meanwhile, the learning method is more interesting and understandable. Although the teacher has delivered the material in detail, English is a difficult language that makes them less able to master the material with only in a short time.

They realize that the English subject is important to help them in work later, which is why they have more motivation to learn the language than in primary school. Many things make them more interested in learning English, mostly because it is a foreign language, boring materials with different vocabulary and grammar.

In the implementation of Collaborative Learning (STAD) and Scientific Approach in teaching reading comprehension to the participants, the researcher did not find any significant problem in using the learning method to deliver the material to the student. During the observation, the researcher observes student behavior during the learning process from the first meeting until the last meeting. The behaviour that has been observed is attendance, activeness, thinking together with groups, honesty, and the ability to communicate.

From the first until the fifth treatment, there is an increase of score in each treatment both in the experimental and control group. It shows that whether by using STAD or Scientific Approach in the class, the participant got developments in their behaviour. That means that no significant difference whether the researcher using STAD or Scientific Approach as the learning method to the participant.

Besides using the observation, the researcher also uses the interview with the chosen participant that gets the lowest and the highest score in each group about the implementation of STAD and Scientific Approach. Almost all of the participants that get interviewed agree that learning in a group, whether using STAD or Scientific Approach is an effective method for them because they did not learn all by themselves, but they could cooperate to solve a problem given about the material that been delivered to them. The only shortcoming from the use of these methods is if the member of the group is

not participating in discussion activities, then their group will find some difficulty and left behind by another group that has better teamwork.

The researcher also uses the interview to know about students' difficulties in learning reading comprehension through the use of Collaborative Learning (STAD) and Scientific Approach in the class. Based on the results of the interview, the researcher found that almost all participants did not find difficulties in understanding the material provided and in their learning activities. As for the difficulties that arise in learning the material given are the amount of new vocabulary that is unknown in meaning, the use of grammar and tenses, the finding of the main idea, and the delivery of material that is too fast for some students. Because of these difficulties, students found it hard to answer the questions in the test given to them, because almost all of the students did not understand the question itself.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter presents the conclusion of the study and suggestions for teachers and researchers in terms of reading comprehension in descriptive text.

A. Conclusions

Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there is any significant differences in the learning outcomes of the students who learned reading comprehension, focusing on the descriptive text through STAD with the student who learned through Scientific Approach. The scores showed that the increase in STAD students from pre-test to post-test is better than Scientific Approach students. Likewise, the n-gain level from STAD has a better score than the Scientific Approach.

As in the implementations, the researcher found no significant difficulties in its use. It can be seen from the observations that the classes have become more active, enthusiasm and confident because of the games and the creation of two-way communication between teacher and students of the learning process. Besides, the students also become more able to collaborate with their groups in carrying out tasks given in the learning activity. Participants feel more motivated by the use of learning methods in group discussions because they can help all students to develop better on learning outcomes that arise due to the use of group discussion techniques.

The difficulties faced by students in skill reading comprehension are related to the necessary mastery of English itself, such as vocabulary mastery, grammar, and to finding the main idea. That is what makes participants challenging to work with the researcher questions about skill reading comprehension, especially in descriptive text. Students found no difficulties in following the learning process regarding descriptive text and other supporting materials.

B. Suggestions

Based on the results from the research, the researcher provides suggestions for the teacher, students, and other researchers to have a clear understanding of the teaching and learning process of reading comprehension, especially with descriptive text by using STAD or Scientific Approach.

1. For an English Teacher

To develop the students reading comprehension achievement, it is better for the English teacher to guide, motivate, and make the students interested in learning English by using STAD (Student team achievement division) and Scientific Approach.

2. Students

The researcher suggests that students pay more attention to studying through method STAD (Student Team Achievement Divisions) and Scientific Approach to enhance their reading comprehension achievement.

3. Other Researcher

The result from this research can be used as an input or a reference to conduct further research dealing with a similar problem by using another design such as classroom action research, or case study to develop students' English achievement.

Finally, the researcher considers that this study still needs validation from the next researcher, which has the same topic as this study.

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