CHAPTER II

REVIEW OF LITERATURE

This chapter presents of review of related literature. It focuses of the definition of reading, reading skill, aims of reading, reading comprehension, factor influencing reading comprehension, definition of teaching, teaching reading comprehension, the steps of teaching-learning process of reading comprehension, the principles behind the teaching of reading, a general introductory of student team achievement division (STAD), the components of student team achievement division (STAD), the process of student team achievement division (STAD) technique in the classroom, the characteristics of junior high school students and previous study.

A. The Definition of Reading

Burn (1980 : 21) states that there are some definitions from the experts about reading. Acceptable definition of reading in classis currently available to help student read. Thus Burn explains:

(1) Reading is an interacting language that has been coded into print, (2) The product of interacting with the printed language ability, (3) Reading abilities closely related to oral language ability, (4) Reading is an

active on-going process that is effect directly   by   individual's interaction which environment (1980 : 21).

In relation with this idea, a useful definition of reading is given by Harrys. He says:

Reading is the meaningful interpretation of written or printed verbal symbol. Reading   (comprehending) is a result of the interaction between the perception of graphic   symbols that represent language and the readers. Language skill and knowledge of the   world in this process, the reader tries to recreate the meaning intended by the writer (1975 : 21).

Mean while, according to Olson and Dillner (1982 : 42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. It can be said that reading comprehension ability is taught to be a set of generalized knowledge acquisition skill which permits people to acquire and exhibit information gained as a consequence of reading printed language.

Reading is also as a process of communication between a writer and a reader. A writer has message in her mind, such feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words or printed verbal symbol.

B. **Reading Skill**

Grabe (2002 : 52) states, "reading skill are techniques that enhance comprehension and retention of information contained printed material". It will be consider the most important subject for the secondary school. Reading ability actually becomes a tool for exploring knowledge in other field. Students who are ready for more advanced skills should be helped to develop these skills as possible, because it will be help students succeed in all lesson.

Reading skill are techniques that enhance comprehension and retention of information contained printed material. It clears that reading skill need process of thinking and technique. Reading always involves the simultaneous application of great number mechanical skills and comprehension skills, all of which are influenced by reader's attitudes, knowledge, and past experience. Reading in complicated process in order to read with the comprehension, ease, enjoyment students must know all the element of sound system of the language such as phonology, linguistic, etc. All of which are influenced by the reader's attitude, knowledge, and past experience. Reading is complicated process, in order to read with comprehension, easy, and enjoyment student must know all element of sound system of the language such as Phonology and it is Syntax, structure and Vocabulary.

Harmer (1998 : 115 – 116) formulated some kinds of reading skill are needed to be mastered. They are:

1. Faster Reading

   Students often read a text word by word; they murmur every word they find, and they use their index finger to point the word in every line. This habit prevents them for being good readers. They cannot read fast

2. Skimming

   To skim is to read through a text quickly to find the gist or the main idea of the text. The gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can be skimmed by reading a text. Before the students are familiar with skimming skill, the teacher has to explain how to skim and give some exercises after wards. There are two important things to do in developing skimming skill:

   a) The time must be strictly controlled.
   b) The student must be prevented from reading the whole text.

   The purpose of skimming is to know whether the text meets the reader's needs. When the reader does skimming, the readers may go on reading, but when they do not it, they leave the text.

3. Scanning

   To scan is to read through a text quickly to find specific information needed (e.g. names, years, numbers, and words). Being interested in one text (the result of scanning), one will be eager to find further information quickly. He is not patient enough to read the whole text; what he wants is

the answer to some question which exist is in his mind immediately after scanning. For example: knowing that the text is about a traffic accident – and he is interested – one is eager to know the answer which comes into his mind immediately such as when who, and where. After he might read the text again more carefully to find other information (if he wants or he is not satisfied with what he has gotten). Again, how to scan should be introduced to the beginners by telling them scanning signs (e.g. capital letters) which help them. Strictly controlled time, prevention from reading intensively, and limited number of questions must be put into consideration.

4.   Making Prediction (Predicting)

This skill is very useful because it makes reading easier. Using the limited data a skilled reader will be able to predict what he has not known or read and his attention will be more closely focused on the context.

5.   Reading for Detailed Information

This skill is used when one wants to get the information supplied by the text in the details. Most of the questions are given by the teacher when teaching reading belongs to the skill. The teacher tends to ask anything about the text.

6. Reading between the lines

Using evidence mentioned in the text (in many parts of the text) a skilled a reader will be able to make conclusions. This conclusion is not explicitly mentioned in the text.

7. Deducting meaning from context

To get the meaning of a new word in the text one might stop reading and look up his dictionary. This is not always necessary. By reading the text he might be able to get the meaning. This ability to find the meaning of new word by making used of the clues found in the text is called deducting meaning from context. This skill is very important because one has to look up his dictionary whenever he meets a new word in the text.

8. Reference

This skill is ability to find the words, sentences, or paragraph which a pronoun refers to.

9. Deducting meaning from form

Another way to get the meaning of an unfamiliar word is by making use of morphological information. A word might be analyzed into its elements (base, affixes, or others), and then its meaning can be deducted from the meaning of all the elements.

C. Aims of Reading

When we begin to read, we actually have a number o f initial decision to make and we usually make these decisions very quickly almost unconsciously in most cases. There is a considerable amount of experimental evidence in second language reading that background knowledge can play the part envisioned for it in reading theory. All these ways of reading a few others have to be accounted for in a full explanation of reading. We believe that reading purpose can be classified under seven main heading are heuristics and many variations could be purposed.

We know that the teacher gives a reading text has purpose or aim for the students who read. These are some reading aims:

1. Reading for details or fact

   This reading is to get detail information or facts; for example, we can want to know some new invents in health medical, etc.

2. Reading for main ideas

   Reading to get main ideas is to know why the topic is good and interesting, what the problem in the story.

3. Reading for sequence or organization

   This reading is to know steps or structure, the organization of story.

4. Reading for inference

   This reading is to find the conclusion from the actions or idea in the text.

5. Reading to classify

   This reading has purpose to classify the categories information, to describe objects, to list perspectives or items of information, place information into a graphic organizer.

6. Reading to evaluate

   This reading is to find the character of the story.

7. Reading to compare or contrast

   This reading is to find the comparison and contrast component of the personal experiences, the text elements of the other texts, people and event or thing with in the text.

   (http://www.nclrc.org/essentials/reading/assessread.htm)

D. Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of the texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing

information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details.

However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good reader:

1. Read extensively

2. Integrate information in the text with existing knowledge

3. Have a flexible reading style, depending on what they are reading are motivated

4. Rely on different skills interacting: perceptual processing, phonemic and processing

5. Read for a purpose; reading serves a function.

    (http://www.nclrc.org/essentials/reading/assessread.htm)

E. **Factor Influencing Reading Comprehension**

Harrys (1975 : 18) identifies some factors that influence reading comprehension; they are background experience, language abilities, and

thinking abilities, and affection (interest, beliefs, and motivation, attitudes, feeling, and reading purpose).

1. Background Experience

   A reader's ability is to bring his personal meaning to the events or feeling of reading material. For example, if a students read a story a about car racing but he has never seen a car racing, he will find the story hard to follow.

2. Language Abilities

   A reader's ability to acquire the depth semantic (word meaning) understanding he needs to appropriate meaning for word as they are used in the context of reading material and reader's ability to retrieve the flow ideas as they are communicated by words working together in a sentence.

3. Thinking Ability

   A reader's ability to deal with the events and concepts in reading materials to greater or lesser degree or a reader ability to keep a series of events in reading material incorrect sequence.

4. Interest, attitudes, beliefs, motivation, and feeling belong to affection and they are usually closely linked.

   A reader will understand reading material better when it matches is own attitude on a topic and he will comprehend a reading material more fully if he is interested in a topic.

(http://www.nclrc.org/essentials/reading/assessread.htm)

F. Definition of Teaching

Teaching is very complex involving integrated skills of sharing ideas of opinions. It is as guidance of learning, giving knowledge to a child (Olson, 1982 : 24).

The other opinion come from Brown (1988 : 23) if teaching as helping or showing someone to learn how to do something, giving instruction, guiding in a study of something, providing with knowledge, causing to know or understands. It implies that teaching is process of facilitating learners in a learning process.

In summary, teaching can be defined as an activity to knowledge, skills and attitude. As long as there is no change and improvement in the learners it means that teaching has not taken place yet.

In general the goal of teaching is that students get the subject by a teacher in order that students have many activities in learning English they do. According to the English curriculum for Junior High School, the purpose of teaching English is that to make the students have the ability in reading, listening, writing, and speaking English. In teaching learning process the teacher must apply communicative approach.

G. Teaching Reading Comprehension

"The purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" form subculture".

(http://www.nclrc.org/essentials/reading/reindex.htm)

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by text book writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such Astra in schedules, newspaper articles, and travel and tourism Websites

Become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

H. The Steps of Teaching – Learning Process of Reading Comprehensions

Learning a language means learning all elements of the language such as: grammar, vocabulary and pronunciation. Someone must attempt to imitate exactly the forms, structure and the mode of the native speaker's utterance on a particular kind of English, one wish to learn (Fries,1982 : 34).

Mickulecky (2004 : 19) states that, "there are three steps or ways of teaching reading used "Discovery in curry" and every steps or ways of connected to each other". The three phases are as follows:

1. Pre reading

    In this step the teacher should create the activities to arouse the student's interest to the topic and lead the students in breaking the unknown word or difficult word. The teacher should give warm-up, lead in or pre-teaching.

    a) Warm up

    The teacher should give general illustration to the students. For example: education in Indonesia and then the teacher gives question that refer to the topic and teacher ask the students to read the text or to list en explanation that contain.

    b) Lead in

    The teacher gives illustration of content the interest topic. It is done before teaching by the teacher.

c) Pre teaching

The teacher gives some questions to the students. These questions help the students in understanding about text.

2. While reading

In this step the teacher can develop the skill (surface problems and deep problems).

a) Surface problem

(1) The teacher gives task I and questions what the text about

(2) After giving the text, the teacher asks the students to read individually

(3) The teacher asks the students to discuss with their friends

(4) The teacher discusses together in the classroom.

b) Deep problems

(1) The students make a small group to do the task

(2) After discussing the answers, they present the answer

(3) The teacher helps the students to find the correct answer.

3. Post reading

In this step the teacher gives change to the students to apply their knowledge that is given before.

I. **The Principles Behind the Teaching of Reading**

According to Harmer in his book entitled "How To Teach English" (1998 : 70), there are some principles to teach reading:

1. Reading is not a passive skill

   Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand argument, and work out if we agree with them. If we do not do these things and if the students do not do these things, then we only just scratch the surface of the text and we quickly forget it.

2. Students need to be engaged with what they are reading.

   As with everything else in lessons, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

3. Students should been courage to respond to the content of a reading text, not just to the language. Of course, it is important to the study reading texts for the way use language, the number of paragraph they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important and we must give students chance to respond to that message in some way. It is especially

important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines intact what articles are about and reports look like reports before we read a single word.

The moment we get this hint-the book cover, the headline, the word processed page-our brain starts predicting what we are going to read. Expectations are setup and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

5. Match the task to the topic

We would give students Hamlet's famous soliloquy "to be or not be" and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be a reason for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what hamlet means and what the menu foods actually are. Once a decision has been taken about reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by

asking boring and in appropriate questions; the most common place passage can be made really exciting with imaginative and challenge tasks.

6. Good teachers exploit reading texts to the full

Any reading text is full of sentence, word, ideas, descriptions etc. It doesn't make sense just to get the students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for *Study* and later *Activation.*

J. A General Introductory of Student Team Achievement Division (STAD)

Student team achievement division (STAD) is a one of the oldest and most extensively researched form of cooperative learning. Robert Slavin and his colleague use in John Hopkins University developed student team achievement division (STAD) teaching. Slavin states:

Student team achievement division (STAD) system is one of the simplest and most flexible of the cooperative learning method, having will be used in second grade up to twelve graders and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to three or four members in groups, with each

mirroring the others to make up the class in terms of ability, background, and gender (1995 : 33).

Cooperative learning using student team achievement division (STAD) type consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of materials, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing work sheet and answer sheet. Next, each student individually takes a quiz. Use a scoring system that ranges from 0 to 30 points and reflect degree of individual improvement over previous quiz. The criterion can be seen in improvement point table.

According to Slavin (1995:72) each team receives one of three recognition awards, depending on the average number of point seared by them. From the description above, we know that student team achievement division (STAD) is a good technique for the teachers who are new to the cooperative approach. And it uses individual quizzes at the end of class.

K. The Components of Student Team Achievement Division (STAD)

Slavin (1995:72) states that cooperative learning of student team achievement division (STAD) type consists of five major components. They are: class presentation, teams, quizzes, individual scores, and team recognitions.

1. Class Presentation

Material in student team achievement division (STAD) is introduced in a class presentation. In class presentation, most of ten direct instructions or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in student team achievement division (STAD) is different from usual teaching; it must be clearly focusing in student team achievement division (STAD) unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

(http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/1049)

2. Teams

After the teacher presents the material, the team meets to study work sheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their team mates make mistakes. The team is the most important feature in student team achievement division (STAD). At every point in student team achievement division (STAD), emphasis is place don't he team members, doing their best for team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for

such out comes as inter-group relation, self-esteem and acceptance of mains team students. Teams are composed of three or four students who represent across-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

3. Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

4. Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each Student is given a 'base' score, derived from the student's average pass performance on similar quizzes. Students earn points for their team based on score. And the group improvement scores are got 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.   Three levels of award are given for the groups who got improvement score from improvement score average for each group. The three criteria are bellow:

Table 2.1

Criteria (Team Average)	Award
15 – 19	Good Team
20 – 24	Great Team
25 – 30	Super Team

5. Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Student's team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

L. The Process of Student Team Achievement Division (STAD)

Technique in the Classroom

The process of using student team achievement division (STAD) technique in the classroom deals with the preparation and schedule of activities as the implementation of the student team achievement division (STAD) technique.

1. Preparation

   Before using student team achievement division (STAD) technique we need some preparation in order to make the learning process run successfully. The preparation is as follows:

   a) Material

   Student team achievement division (STAD) can be used with curriculum material specifically design for student's team learning or it can be used with material adopted from text books or other published source or with teacher-made material. However, it is easy to make your own material as simple making work sheet, answer sheet and a quiz for each unit you plan to teach. Each unit should occupy three to five day's instruction. In This study, the writer used some texts which are available in the source book as the material.

   b) Assigning students to teams

   As we know, student team achievement division (STAD) represents across-section of the class. A good team in the class is a three to four persons that e half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative team; it means high for the class not necessarily high compared with national norms. The writer may take likes, dislike and deadly combination of students into account in assigning students to team, but in

deciding teams do not let the students choose their own because they will tend to choose others like themselves.

Instead follow these steps:

(1) Make copies of team summary sheet

The writer makes one copy of a team summary sheet for every three to four students in her class.

(2) Rank students

On a sheet of paper, the writer ranked the students in her class from the highest to lowest in past performance. The writer used whatever information she had to do this.

(3) Decide on the number of teams

Each team should have four members if possible. To decide how many teams the writer would have, she divided the number of students in the class by seventh groups. The students of VIII A consist of 21 students and so the writer divided the students into seventh groups.

(4) Assign the students to teams

In assigning students to teams, balance the team so that 1) each team is composed of students whose performance levels range from low to average to high and 2) the average performance levels of all the teams in the class is about equal.

(5) Fill out team summary sheet

Fill in the name of the students on each team summary sheet, leaving the team name of space blank. In this study, the writer assigned the students into team. In this phase, the writer used the students' result of the last test they have done. Because the total of the students was 21 students, so they were divided into seventh groups.

(6) Determining initial base score

Base score represent students' average score on the past quizzes.

(7) Team building

Before starting any cooperative learning program, the writer started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

2. Schedule of Activities

Student team achievement division (STAD) consists of a regular cycle of instructional activities, as follows:

a) Teaching

It means that the teacher presents the lesson. The presentation should cover: opening, development, and guide-practice and assessment

respectively. (Adapted from Good, Grouws, and Ebmeir,1983). The steps of teaching are:

(1) Opening

- Tell the students what they are about to learn and why it is important

- The teacher may have students work in their team to "discover" concept or what their appetites for the lesson

- Briefly review any pre requisite skills or information.

(2) Development

- Stick close to the objectives that the teacher wants the students to learn

- Focus on meaning, not memorization

- Actively demonstrate concept skills, using visual aids, manipulative, and many examples

- Frequently assess students' comprehension by asking many questions

- Explain why and answer is correct or incorrect, unless this is obvious.

- Move to the next concept as soon as students have gasped the main idea

- Maintain momentum by eliminating interruptions, asking many questions, and moving rapidly through the lesson.

3) Guided Practice

- Have the students work problems or example or prepare answer to the questions

- Call on the students at random. This make the students prepare themselves to answer

- Do not give long class assignment at this point. Have students work one or two problems or examples or prepare one or two answers, then give them feedback.

b) Team Study

(1) Team

Half a class period

(2) Main idea

Student study in their teams

(3) Material needs

The work sheet and answer sheet for every team. During team study, team members' tasks are expected to master the material teacher presents in the lass on and to help their team mates master the material. Students have work sheet and answer sheet in their teams to practice the skill being taught and to assess themselves and their team mates. On the first day of team work in STAD technique, the teacher should explain to students what it means to work in teams.

c) Test

1) Time

Half a class period

2) Main idea

Students take quiz

3) Material needed

One copy of the quiz for each student. During the quiz, do not allow the students to work together on quiz, at this point students must show what they have learned as individuals.

d) Team Recognition

The main idea of team recognitions are figuring individual improvement scores and team scores and awarding team rewards. Team may earn certificate or the rewards if their average a certain criterion. Students' team scores may also be used determine up to twenty percent of their grades (Slavin, 1995 : 71 – 73).

M. The Characteristics of Junior High School Students

Junior High School students or teenager are categorized into adolescent learners. In this period, teenagers like to spend their time for hanging around, making friends, peers and often disruptive behavior in

class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents' learner according to Harmer (2001 : 38, 39) are: 1). They seem to be less lively and humorous than adults, 2). Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher, 3). They would be much happier if such problem did not exist, 4). They may be disruptive in class, 5). They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Thus, adolescent are a period of change, new experiences, learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves though still with the teacher's guidance.

N. Previous Study

There are some previous studies written by the student of English Department from State Islamic College of Tulungagung, entitled "The Effectiveness of Using Resiprocal Towardas as Technique in Teaching

Reading Comprehension to the Seventh Grade Students at MTs N Tunggangri Kalidawir" by Uswatun. Uswatun (2011) used a classroom action research, which consisted two cycles, each of which consisted of two seasons. Each cycles consisted of planning, implementing,observing, and reflecting. The result of the study shows that after the writer conducts the action, the student's reading comprehension mastery is higher than before. It can be seen from the result of the observation of the student's activities during the action and the mean score of written test in Pretest and Posttest. Moreover, the majority of the students gave positive response in using reciprocal. They found that learning reading comprehension though using reciprocal toward was challenging and fun. It can be conclude that using reciprocal effective the reading comprehension mastery.

There are other several previous studies written by students of English Department from State Islamic College of Tulungagung, entitled "The Effectivness of SQ3R Technique on Students' Reading Achievement to the eight grade at MTs Miftahul 'Ula (MTs M) Nglawak Kertosono" by Suji Nurmiasih. Suji's research is an experimental research. She used experimental research design with quantitative approach and administering three steps, they are pretest, treatment, and posttest. The writer compare the result of teaching before using SQ3R technique and after teaching by using SQ3R technique.

Based on the some previous above on the use of technique, the researcher will conducts study in teaching reading comprehension by using

student team achievement division (STAD) technique. The researcher use experimental research design with quantitative approach, and describes the effectiveness of using student team achievement division (STAD) technique in teaching reading comprehension by comparing between the student's score when they are taught without using student team achievement division (STAD) technique and taught using student team achievement division (STAD) technique.