THE CORRELATION BETWEEN STUDENTS' PERCEPTION OF READING LECTURER AND STUDENTS' READING ACHIEVEMENT AT THE FOURTH SEMESTER STUDENTS OF UNIVERSITY OF ISLAM MALANG

SKRIPSI

BY

GALIH GUNARDI

NPM. 21401073092

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND ENGLISH EDUCATION DEPARTMENT

2022

ABSTRACT

Gunardi, Galih. 2021. The Correlation Between Students' Perception of Reading Lecturer and Students' Reading Achievement at The Fourth Semester Students of University of Islam Malang. Thesis, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor: (I) Drs. Yahya Alaydrus, M. Pd (II) Fitri Awaliyatush Sholihah, S. Pd., M. Pd

Key Word: Correlation, Students' Perception, Reading Lecturers' Competences, and Reading Achievement

Reading is one of the fundamental skills that must be learned in order to understand the dynamic of background knowledge by the reader. Any text that was read required a high level of understanding from the student. As a result, students developed opinions regarding the abilities of reading teachers. How their teacher might provide them any therapy that allowed them to readily understand and absorb any type of literature. One of the most crucial impressions in teaching reading comprehension was when the learner luxuriated in the reading experience. In another word, students' perceptions are formed not only by themselves, but also by their surroundings and motivational support, which might affect them in increasing their comprehension. Consequently, it was necessary to find out and to do the investigation whether there was any correlation between students' perception on the reading lecturers' competences and reading achievement at the fourth semester in English Department at University of Islam Malang.

The researcher applied quantitative method in conducting this research. The population of this research is two classes of Reading 4; those are class 4A and B. The number of students in Class A is 30 and Class B is 29. He chose students of Reading 4 as his subjects who assessed their Reading lecturer by filling the questionnaires in accordance with their respective perceptions. In collecting the data researcher used a questionnaire and collected students' final scores of Reading 4. This questionnaire was adapted from Ningrum (2018).

The result of this research showed the mean of students' perception was 100.186 with standard deviation was 12.123 and Reading 4 final score was 82.694, then standard deviation is 12.360. The r observed of students' perception and reading achievement was at .960 with P value .000. The level of significance of the P value was less than 0.05 or 0.000 < 0.05. It means that there was significant correlation between students' perception on the reading lecturers' competences and students' reading achievement of fourth semester in English Department at University of Islam Malang. In the term of size, it showed that two variables were in very high categories because the contribution of students' perception and reading achievement was 92%. Likewise, the alternative hypothesis was significant at 0.01 and it could be said that students' perception on reading lecturers' competences correlated with their reading achievement.

The conclusion of calculation of this correlation research was that there was positive relation between students' perception on the reading lecturers' competences and reading achievement of fourth semester at University of Islam Malang. Students' perceptions of reading teachers' abilities were critical for each student's capacity to accomplish. Teachers' behaviors and effectiveness are constrained by the social, cultural, institutional, and

effectiveness restrictions of their professional context, regardless of their degree of expertise (Putnam & Borko, 2000).

CHAPTER I

INTRODUCTION

In chapter I, the writer presents several parts. They are the background of the study, statement of the problems, objective of the study, hypothesis, scope andlimitation, significance, and definition of key terms of the study.

1.1   Background of the study

Studies on students' views are not new, especially in the realm of education. Students' perceptions of the learning environment and its impact on learning outcomes have been studied in the past (e.g. Entwistle and Ramsden, 1983; Ramsden, 1992, 1997; Prosser and Trigwell, 1997; Entwistle, 1998). Students' impressions of teaching affect their learning more than the teaching method itself, according to Entwistle et al. (2002). Others have found that students' views have an impact on both how they view learning materials and the study and learning style they choose to use.

Teachers and students relate to one another during the teaching and learning process. Meanwhile, student's perceptions can be positive or negative, it relies on how students absorb the instructional material supplied by teachers. According to Baharuddin & Zakaria (2018), teacher performance is the activity of the teacher in fulfilled their tasks and obligations for achieving educational goals. The role of students' perspectives has received little consideration. Prior study has looked at the relationship between perceptions and the use of case studies

1

(Ballantine and Larres, 2004), the type of teaching materials used and evaluation methods (Weil et al., 2001), and the use of cooperative learning methodologies (Weil et al., 2001, Caldwell et al., 1996).

Failure to learn and to get reading comprehension can often lead to inappropriate behavior in the classroom in order to distract attention from perceived weaknesses (Chapman & Tunmer, 2002). A behavior problem can be the result of a learning deficit. Reading issues can be avoided for the majority of students if they get good classroom instruction that is suited to their needs and interests (Clay, 1998). Students who are having trouble in reading skills may be chosen for more intensive tutoring, either in the classroom or in a separate room, to work with a teacher or teacher aide to address these issues. The use of student perceptions in school reform and performance has become a trend in education (Rudduck, Chaplain, & Wallace, 1996). Meanwhile, schools involved students in school life through activities such as peer tutoring, peer mediation, and student councils, it appears reasonable to incorporate their perspectives when it comes to their learning. It may be beneficial to assess teacher in teaching reading from the students' perspective in order to enhance teachers' approach. According to Gollop (2000), when teachers need information from students, they should get it straight from students. Teachers must determine whether the reading programs they are implementing are effective.

Roit (2016) said that understanding skills are the method utilized by the reader to grasp the text; whereas understanding strategies are cognitive procedures brought by the reader to the information from the text. Students tend to have

difficulty comprehending English since they may not feel able to read English. The approach to reading might be enhanced by utilizing cognitive methods and processing information in English (Mikulecky and Jeffries (2005)).According to Richards &Renandya (2002), reading for understanding is the main approach to read, as it is an essential way for students to understand when they enhance their awareness and to understand the text.

The students' views of learning are also closely associated with their overall assessments of educational efficiency (Ryan & Harrison (1995) and Cashin & Downey (1992, 1999)) as referenced by Centra & Gaubatz (2004). The views of students are not just from their personal context, but how their environment is supported in them because students are impacted by the viewpoint of students in the assessment of conventional and alternative learning; Entwistle (1991) as cited by Struyyen, Dochy and Janssens (2002). Mulyasa (2007) further noted that teachers' performance may be assessed by means of indicators based on key skills, including pedagogical skill, personality skills, social skills or professional competence.

Language and perception are two central cognitive systems. Vulchanova et al (2019) stated that the perceptual affordances of things, particularly object shape play a significant role in the acquisition of object labels and the creation of vocabulary in early cognitive and language development. According to studies using the Visual World Paradigm, visual context constrains how listeners interpret spoken language, whereas speech helps to guide listeners' attention to visually present elements (VWP). Vulchanova et al (2019) also added, in turn gestures

come from the visual and motor systems, interact with language in a systematic way, either complementing or supplementing the verbal information.

Not all students gain the same readability. Reading begins with acquiring the knowledge of pre-literacy, including letter acquisition and improving phonemic awareness. The teaching on phonics teaches students how to draw sounds to literature and sound words follows closely.Also, several common difficulties of reading comprehension, like issues with decoding, poor comprehension, and fast reading. Importantly, this research will be conducted to find whether there is any correlation between students'perception of English lecturer and reading achievement at the fourth semester students of University of Islam Malang.

1.2   Research Problem

Based on the background of study explained above, this statement of the problem could be formulated as followed:

1.   How is the students' perception of Reading lecturer and reading achievement at the fourth semester students of University of Islam Malang?

2.   Is there any correlation difference between of Reading lecturer and reading achievement at the fourth semester students of University of Islam Malang?

1.3 Purpose of the Study

As formulated above, the purpose of the study stated as follows:

1. To find out students' perception of Reading lecturer and reading achievement at the fourth semester students of University of Islam Malang.

2. To find out the correlation between students' perception of Reading lecturer and reading achievement at the fourth semester students of University of Islam Malang.

1.4 Hypothesis

A hypothesis in this research is the basic assumption of how the result of the research would be. It is a prediction of a phenomenon. Moreover, in formulated the hypothesis, the researcher ensured that the hypothesis is real based on fact. There is a hypothesis:

There is significant difference between students' perception of Reading lecturer and reading achievement at the fourth semester students of University of Islam Malang.

1.5 Significance of the Study

Hopefully, the finding for this research gave the information about how strong the students' perception of Reading lecturer correlated with reading achievement at the third semester students of University of Islam Malang. More information was expected to be useful for the researcher, Reading lecturer and the

development of knowledge. The finding of the study would supply additional knowledge about students' perception of their Reading lecturer manner and it could correlate for their reading achievement.

For the researcher, it gives her the obvious description about students' perception on the Reading lecturer which connects with reading achievement. Then the implication of the finding research would be suggested to related people for the sake of developing the process of reading achievement.

For the English teacher/lecturer, the finding of this research hopefully can inspire them to teach, learn and develop their students' reading comprehension, therefore as well as explanation of teachers can help and improve students' reading achievement. Moreover, this study can be guidance for the reading lecturer to enrich their material and media in assesses their students' reading achievement.

For other researcher, hopefully it expected to provide their reference to carry out a researcher in similar scope.

1.6   The Scope and Limitation of the study

This research only focused on the students' perception of Reading lecturer correlated with their reading achievement. The subject of this study was fourth semester students in University of Islam Malang. The researcher chose the students of fourth semester because reading major was focused by their semester.

Since the researcher was not an expert to make the questionnaire, so he was adapted the questionnaire from the previous study.

1.7   Definition of Key Terms

Considering was not having a misunderstanding of the definition of the term in this study, so the researcher clarifies in the subchapter.

1. Perception is positive or negative responses about their teacher's competences in reading comprehension.

2. Reading teachers' competence is reading teachers' capability to educate students in the teaching reading process in order to establish reading students outcomes based on the four competencies they have, namely pedagogical, personal, professional, and social competence.

3. Reading comprehension, the capacity of students to read and grasp the meaning of the text. Students can tell the facts after reading and answer several text-related questions.

4. Reading achievement, student's reading achievement would need to maintain a superior level of reading and understanding so that they continue to be an above-average reader.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions of this research and some suggestions for students, lecturers, future researchers and all of readers.

5.1   Conclusions

In this study, there were some conclusions related the problem, purpose, and hypothesis of the research. Based on the data described in previous chapter, the mean of students' perception was 100.186 and standard deviation was 12.123, the mean of reading final score was 82.694 and standard deviation was 12.360. The researcher had N = 59 students from two classes of Reading 4 in this research, with degree of freedom was 57 (N-2 = 59-2=57). Then, it known r-observed of students' perception on the reading teachers' competences was .960 and P-value at .000 in level of significant presented by Sig.(2-tailed) and it indicated P value was less than 0.05, or .000 < 0.05. Beside that, the correlation for this research was significant at 0.01 by using SPSS 25 version, it found at r-critical of 0.05 was 0.2500 and at 0.01 was 0.3248. So, r-observed ≥ r-critical or 0.930 ≥ 0.2500, in the terms of size r-observed was very higher than 0.80 and in percentage of correlation was $0.960^2 = 0.9216 = 92\%$. The last result of description above, it could be concluded, there was significant correlation between students' perception on the reading teachers' competences and students' reading achievement, for

alternative hypothesis (H$_1$) was accepted and the null hypothesis was rejected because it was significance at 0.01.

Furthermore, this result could answer the research problem which has been stated on the first chapter. So, students' perception on the reading lecturers' competences in Reading 4, especially for students in class 4A and 4B was correlated with their reading achievement. It means that lecturers' competence is determined reading students' scores. In other words, reading teachers' competences related by what the student needed in learning process in reading class. Students' perception whether good or not on their Reading lecturers' competences also gave the relation on their capability and understanding in reading comprehension. The result to answer the first research problem about how students' perception on the reading teachers' lecturers' competences, can be seen in attachment.

5.2   Suggestions

Based on the results and discussions, the researcher would like to propose some suggestion:

1.   EFL teachers and non-English teachers

It is assumed that self-reflection can be done in order to become successful teachers that capable of producing better learning and developing a perfectly good personality, social, and educational program. While as educators, we have the ability to reorganize and redesign lecturers' preparation, professional development, and student quality in education.

2.   Theoretical framework

In terms of theoretical contribution, it is expected that this study may advocate the building theory from multiple prior studies and establish professional skills on outstanding English lecturers especially for other skills (listening, structure, or writing) in another university, which is difficult to find an evident and complete description of.

3.   The future researcher

The current researcher thinks that additional researchers might do research in a broader region using a variety of factors. The next researcher can look into how professional EFL teachers with varying levels of teaching experience might advance their professional growth.
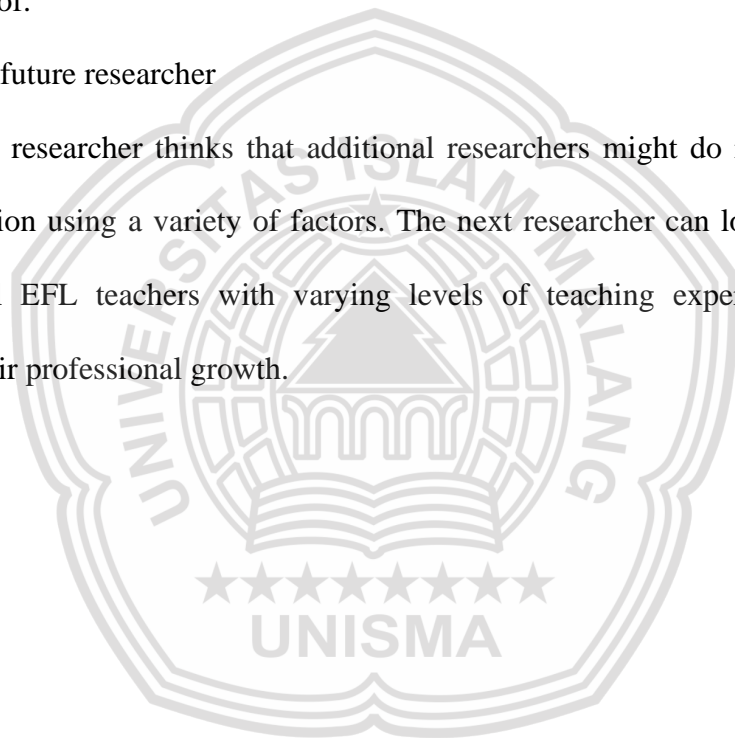
REFERENCES

Antoniou, F. &Sideridis, G. D. (2008). Prediction of reading comprehension, reading interest and reading efficacy from teaching styles and classroom climate: A multilevel random coefficient modeling analysis for students with learning disabilities. Advances in Learning and Behavioral Disabilities, 21, 223-251

Badea, M. (2012). Students' perception of teaching reading. A pilot study. *Journal of educational sciences and psychology*, *2*(1), 93-98. Retrieved from https://www.google.co.id/search?q=Students%E2%80%99+perception+of+t eaching+reading.+A+pilot+study+Mihaela+Badea*&oq=Students%E2%80 %99+perception+of+teaching+reading.+A+pilot+study+Mihaela+Badea*& aqs=chrome..69i57.589j0j7&sourceid=chrome&ie=UTF-8

Baharuddin, B., & Zakaria, R. (2018). Pengaruh kecerdasan spiritual terhadap peningkatan kinerja guru di SMA Negeri 3 Takalar Kabupaten Takalar. *Idaarah: Jurnal Manajemen Pendidikan, 2*(1), 1–10. https://doi.org/10.24252/idaarah.v2i1.5071

Bastian, J. &Helsper, W. (2000). Professional is ierungim Lehrberuf – Bilanzierung und Perspektiven. In J. Bastian, W. Helsper, S. Reh, S. & C. Schelle (Eds*), ProfessionalisierungimLehrberuf.Von der Kritik der LehrerrollezurpädagogischenProfessionalität* (167-192*)*. Leske & Budrich

Bolukbas, F. (2013). The effect of reading strategies on reading comprehension in teaching Turkish as a foreign language.*Educational research and reviews*, *8*(21), 2147-2154. Retrieved from https://eric.ed.gov/?id=EJ1017594

Brown, H. D. (2007). *Teaching by principles an interactive approach to language pedagogy* (3nded). USA: Pearson Education.

Burns, P. C., Roe, B. D., & Ross, E. P. (1996). *Teaching reading in today's elementary school* (6thed). USA: Houghton Mifflin Company.

Callahan, J. 1987. *Teaching in the secondary school*. Macmillan Publisher Co. Inc. New York.

Centra, J. A., & Gaubatz, N. B. (2005). Student Perceptions of Learning and Instructional Effectiveness in College Courses. *Listening, learning, leading*. Retrieved from https://www.ets.org/Media/Products/perceptions.pdf

Chapelle, C. A., &Hunston, S. (Eds). (2009). *Reading in a second language*. New York: Cambridge University Press

Chapman, J., & Tunmer, W. (2002). Reading self-perceptions: what beginning readers think about themselves as readers, and why some become negative. In P. Adams & H. Ryan (Eds.). *Learning to read in Aotearoa New Zealand*, pp. 261-286. Palmerston North: Dunmore Press Limited.

Clay, M. M. (1998). By different paths to common outcomes. York,Maine.: Stenhouse Publishers.

Fitri, M. N. (2013). *The relationship between self-confidence level and students' speaking ability at the fourth semester of English study program of IAIN Palangka Raya academic year 2013/2014*. The State Islamic Institute of Palangka Raya.

ETUCE (European Trade Union Committee for Education) (2008). Teacher Education in Europe.An ETUCE Policy Paper. Brussels: ETUCE. Retrieved from https://www.csee-etuce.org/images/attachments/ETUCE_PolicyPaper_en.pdf

Entwistle, N. J., & P. Ramsden. (1983). Understanding Student Learning. Croom-Helm, London.

Entwistle, N. J. (1998). Approaches to learning and forms of understanding. (Eds). Teaching and Learning in Higher Education. *Australian Council for Educational Research*. Melbourne, Vic. 72–101.

Entwistle, N. J., V. Mc. Cune, & J. Hounsell. (2002*). Approaches to Studying and Perceptions of University Teaching-learning Environments: Concepts, Measures, and Preliminary Findings.* Enhancing Teaching-learning Environment in Undergraduate Courses (Higher and Community Education, School of Education. University of Edinburgh, Edinburgh, UK.

Fundamental Laws. 2005. Ministerial Regulation No. 14/2005 about Teachers and Lecturers. Jakarta: Department of National Education.

Gilakjani, A. P., &Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement.*International journal of English linguistics*, *6*(5), 180-184. Retrieved from http://www.ccsenet.org/journal/index.php/ijel/article/viewFile/60893/33987

Gove, A., &Wetterberg, A. (Eds.). (2011). *The early grade reading assessment*. USA: RTI Press Book Series. Retrieved from https://files.eric.ed.gov/fulltext/ED531301.pdf

Guthrie, J. T et al. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of educational psychology*, *96*(3), 403-423. Retrieved from http://www.cori.umd.edu/research-publications/2004-guthrie-wigfield-etal.pdf

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Reading research handbook, Vol. III. (pp. 403–424)Mahwah, NJ: Erlbaum. Retrieved from https://books.google.co.id/books?id=4h6HDQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Gollop, M. M. (2000). Interviewing children: a research perspective. Auckland: Pearson Education New Zealand Limited.

Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) on the performance of learning. *The International Journal of Engineering and Science (IJES), 4*(2), 01-12. Retrieved from http://www.theijes.com/papers/v4-i2/Version-3/A42301012.pdf

Harmer, J. (1998). *How to teach English*. Malaysia: Pearson Longman.

Hudson, T. (2007). *Teaching second language reading*. New York: Oxford University Press.

Imron, N. (2015). *Persepsisiswatentangkompetensi professional guru hubungannyadenganefektivitaspelaksanaanpembelajaran di SMK ParamartaTangerang Selatan*. Thesis. Universitas Islam NegeriSyarifHidayatullah, Jakarta.

Kamali, M. (2016). *Profesi kependidikan*. Malang: University of Islam Malang.

Khandaghi, M. A., &Farasat, M. (2011). The effect of teacher's teaching style on students' adjustment. *Procedia Social and Behavioral Sciences*, *15*, 1391-1394. Retrieved from https://profdoc.um.ac.ir/articles/a/1021955.pdf

Knoll, C. L. (2000). *The relationship between motivation and reading comprehension*. (Masters Theses). Retrieved from http://scholarworks.gvsu.edu/theses

Kulinna, P.H., &Cothran, D. J. (2003). Physical education teachers' self-reported use and perceptions of various teaching styles. Learning and Instruction, 13, 597-609. Retrieved from https://www.sciencedirect.com/science/article/pii/S0959475202000440

Larson, K., Ledger, K., &Mastel, A. (2016, May). *Increasing motivation to improve reading comprehension*. Paper session presented at the Masters of Arts in Education Action Research, Minnesota, United States.

Mathers, N., Fox, N., &Hunn, A. (2007). Surveys and questionnaires.The NIHR RDS for the East Midlands/Yorkshire & the Humber. Retrieved from https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf

Mikulecky, B. S. & Jeffries, L. (2004), More reading power: Reading for pleasure, comprehension skills, thinking skills, reading faster, 2nd Ed, New York: Pearson Education

Mistar, Junaidi. 2013. *Statistics for Elt Studies.* Malang: University of Islam Malang.

Moorman, K., & Ram, A. (1994). *A functional theory of creative reading*. Georgia: Georgia Institute of Technology, College of Computing. Retrieved from https://www.cc.gatech.edu/faculty/ashwin/papers/git-cc-94-01.pdf

Muhammad, S., Muslem, A., & Sari, D. F. (2017). The students' perceptions toward teacher's way in teaching reading comprehension. *Research in English and Education*, *2*(1), 83-92. Retrieved from http://www.jim.unsyiah.ac.id/READ/article/view/3228

Mulyasa. (2007). Standar kompetensi dan sertifikasi guru. Rosdakarya. https://rosda.co.id/pendidikankeguruan/382-standar-kompetensi-dan-sertifikasi-guru.html

Ningrum, N, S. (2014). *The Correlation Between Students' Perception of English Teacher, Students' Learning Motivation and Students' Achievement at the Tenth Grade Students of MA Hamid Rusdi Malang*. Unpublished Thesis. Malang: FKIP, University of Islam Malang.

Nunan, D. (Ed). (2003). *Practical English language teaching* (1sted). New York: McGraw-Hill.

Parlindungan, F. (2011). *Improving Reading Comprehension Skill through Cooperative Controversy Technique of the Second Semester Students at English Department of Islamic University of Malang*.Unpublished Thesis. Malang: FKIP, University of Islam Malang.

Putnam, R.T. & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? Educational Researcher, 2 (1), 4-15.

Prosser, M., & K. Trigwell. (1997). Using phenomenography in the design of programs for teachers in higher education. *Higher Education Research and Development,16*:41–54.

Rahman, Md. H. (2007). *An evaluation of the teaching of reading skills of English in Bangladesh.*(Unpublished thesis). University of Rajshahi, Bangladesh.

Ramsden, P. (1992). Learning to Teach in Higher Education. Routledge, London.

Richards, J. C., &Renandya, W. A. (Eds.).(2002). *Methodology in language teaching*. New York : Cambridge University Press.

Rivkin, S.G., Hanushek, E.A. &Kain, J.F. (2005).Teachers, Schools, and Academic Achievement.*Econometrica*, 73 (2), 417–458. http://edpro.stanford.edu/Hanushek/admin/pages/files/uploads/teachers.econometrica.pdf

Rudduck, J., Chaplain, R, & Wallace, G. (1996). School improvement: what can pupils tell us?. London: David Fulton.

Roit, M. L. (2016). Effective teaching strategies for improving reading comprehension in K-3 students. Retrieved from https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/ocr/research-white-paper-comprehension.pdf

Ryder, R. J., & Graves, M. F. (2003).*Reading and learning in context areas* (3rded). United State: John Wiley & Sons.

Scheerens, J. (2007). Conceptual framework for the development of the PISA 2009 context questionnaires and thematic reports.*OECD, paper for the PISA Governing Board*.

Struyyen, K., Dochy, F., & Janssens, S. (2002, August). *Students' perceptions about assessment in higher education: a review*. Paper session presented at the Joint Northumbria/Earli SIG Assessment and Evaluation Conference: Learning communities and assessment cultures, University of Northumbria, Newcastle.

Sulistyo, G. H. (2011). Reading for meaning.*Theories teaching strategies and assessment*.Published: PustakaKaiswaran State University of Malang.

Valisova, A., & Subrt, J. 2012. The social competence – significant part of teachers' professional authority. *Proceeding of the IEEE Global Engineering Education Conference (EDUCON).* DOI: 10.1109/EDUCON.2012.6201057

Yang, Y. (2002). Reassessing readers' comprehension monitoring. *Reading in a Foreign Language,* 14, 18–42. Retrieved from http://nflrc.hawaii.edu/rfl/April2002/yang/yang.pdf

Yovanoff, P., Duesbery, L., Alonzo, J., & Tindal, G. (2005).Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency.*Educational measurement: issues and practice*, *24*(3), 4-12. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2005.00014.x/pdf

Yusuf, Y. Q., Natsir, Y., &Hanun, L. (2015).A Teacher's experience in teaching with student teams-achievement division (STAD) technique.*International journal of instruction*, *8*(2), 99-112. Retrieved from https://files.eric.ed.gov/fulltext/EJ1085301.pdf

Zaeni, M. (2012).*Improving student's reading comprehension through the combination of pair work and STAD model*. (Unpublished thesis). University of Islam Malang, Malang.