IMPROVING STUDENTS’ READING COMPETENCE THROUGH TWO STAY TWO STRAY TECHNIQUE

(A Classroom Action Research to the Students of Class VIII A of SMP YPPK Biak Numfor in the Academic Year of 2010/2011)

THESIS

By

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Written to Fulfill One of the Requirements of Graduate Degree of English Education of Sebelas Maret University

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LEGALISATION

This thesis has been examined by the Board of the Thesis Examiners and approved as a fulfillment of the requirements of obtaining Graduate Degree in English Education of Sebelas Maret University.

Orc: August 8th, 2011

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MOTTO

The Lord is my Strength and my Song, He has become my Salvation, He is my God, and I will praise Him, my father's God, and I will exalt Him (Exodus 15:2)
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “Improving Students’ Reading Competence Through Two Stay Two Stray Technique”, A Classroom Action Research to the Students of class VIIIa of SMP YPPK Biak Numfor in the Academic Year 2010/2011. It is not plagiarism or made by others. Anything related to others’ work is written in Quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, August 8th, 2011
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ABSTRACT


The aim of the this thesis is to know whether two stay two stray technique can improve students’ reading competence for the students of class VIIIa of SMP YPPK Biak or not, and to know the strengths and the weaknesses of the two stay two stray technique when it is applied in teaching reading. The preliminary research showed that the students had problems on main idea, word meaning, referent word, explicitly stated information, and implicitly stated information.

The research was done in SMP YPPK Biak Numfor from January- March 2011. The subject of the study was the students of class VIIIa of SMP YPPK Biak Numfor consisting of 26 students. It was a classroom action research. The writer did some steps for each cycle. They were planning, action, observation, and reflection. In collecting the data, the writer applied several techniques including observation, interview, questionnaire, and test. The quantitative data were analysed by using descriptive statistics. It compared between the scores of pre-test (before implementing two stay two stray technique) and post-test (after implementing two stay two stray technique), while the qualitative data were analysed by using constant comparative method which consisted of comparing incidents applicable to each category, integrating categories into their properties, delimiting theory, and writing theory.

The result of the research showed that: (1) two stay two stray technique can improve students’ reading competence, which covered: main idea, word meaning, referent word, explicitly stated information, and implicitly stated information. The improvement can also be seen from their results of post-test. The averages of the scores improved from cycle to cycle. The average score of pre-test was 57.019. Then, it increased to 64.62 in post-test 1 and 72.788 in post-test 2, and (2) The students became more active and enthusiastic in learning process. They were brave to give their opinion using English language. Besides, the class became active and alive. Moreover, they could collaborate with others well.

In conclusion, two stay two stray technique is able to improve students’ reading competence. It stimulates students to be responsible and active. In short, it is recommended that the English teachers use two stay two stray technique in teaching reading competence, so that it can be students’ own reading strategy in order to improve their reading competence.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language and human beings cannot be separated because language provides means for people to take their places in society, to express their wants and convey information, to learn about the people and the world around them. Billows (1980: 102) defines language as a social affair; it is the most important binding element in society. Language is a means of communication, oral and written. It can also be used to understand and express the information. Nowadays English has become one of languages people use into introductory language in the earth as stated by Harmer (2001: 1) English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words such as bank, chocolate, computer, hotel, piano, radio, etc. They use English to communicate each other, express their ideas, and thoughts anywhere they are. Without using language, the communication does not run well and they cannot express their feeling, desires, ideas, and so on. Meanwhile, language itself can survive and develop because people use it and teach it to other people. Harmer (1998: 52) states that there are four things that students need to do with new language: (1) be exposed to it; (2) understand its meaning; (3) understand its form (how it is constructed), and (4) practice it. Human being might be and can do something wrong if they cannot read a direction, a text, or a message. Williams (1984: 108) states that information may be presented in several ways, in written or spoken language, in drawings, photographs, maps or graphs, or as a combination of
these. So, mastering language as a means of communication in human life is very important.

In English, there are four skills which are important to be learnt. They are listening, speaking, reading, and writing. Reading is one of the four basic skills which learners are required to master if they want to learn a foreign language (http://www.italki.com/ 2010). English reading can improve a reader’s perception so as to give a lot of help to improve listening, speaking, and writing. Reading skill is one of those skills that should be mastered by students in all levels of schools. Moats (1999: 5) states that reading is the fundamental skill upon which all formal education depends. She adds that the most fundamental responsibility of schools is teaching students to read. Reading skill is very important, in all subjects in the school, for students. Success in school, particularly in reading, has a strong impact on students’ feelings of worth and accomplishment. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students (Harmer 1998: 68). He adds that reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Aebersold and Field (1997: 15) state that reading is what happens when people look at a text and assign meaning to the written symbols in that text. Furthermore, Davies (1995: 1) states that reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Reading is a window of the world. That means reading activity gives more opportunities to someone to find needed information.
The ability to read makes one get closer to wider information from texts, especially English written texts.

It is stated by Moreillon (2007: 10) that reading is making meaning from print and from visual information. She adds reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts, while Zimmermann and Hutchins in Moreillon (2007: 11) identify seven reading comprehension strategies: (1) activating or building background knowledge; (2) using sensory images; (3) questioning; (4) making predictions and inferences; (5) determining main ideas; (6) using fix-up options; and (7) synthesizing, while Chesla (2009: 17) states that reading comprehension covers four basics: (1) finding the basic facts in a passage; (2) determining the main idea of a passage; (3) determining the meaning of unfamiliar words from context; and (4) distinguishing between fact and opinion.

There is an important point related to the purpose of teaching English. In the Kurikulum Tingkat Satuan Pendidikan for junior high school, English teaching has a purpose to develop communicative competency in the form oral and written language. It means the teacher has to teach students to learn language. Moreover, the purpose of teaching English at Junior High School, as stated in Permendiknas No. 22 year 2006, is to support the students in achieving their competences to: (1) increase their communicative competences, oral and written, to achieve the functional literacy level; (2) have awareness about the importance of English to increase the Indonesian capability in competing with other nations in the world; and (3) increase students’ understanding about interrelationship between language and culture. Moreover, in Ujian Akhir Nasional at Junior High School, reading is
one of the materials that are tested. The questions presented in this test are usually around understanding the meaning of the texts and dialogues by deciding the topic of the text, finding information in detail, finding explicit and implicit information of the text, finding main idea, finding references, synonym, and antonym (Panduan materi Bahasa Inggris SMP/MTsN-Depdiknas in Asih 2006: 178).

Permendiknas No. 22 year 2006 states that the competence standards of reading at the first semester of the second grade at Junior High School are as follows:

Competence standards: Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan monolog terutama dalam wacana berbentuk descriptive.

Basic competence: (1) Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis dalam bentuk descriptive sederhana, serta instruksi/larangan pendek; (2) Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk descriptive sederhana; (3) Memahami berbagai makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk descriptif sederhana.

Based on the theories and indicators in the KTSP, it can be concluded that ideal condition of reading competence of eight grades is the ability of the students in comprehending the text, in which they read accurately and efficiently to recognise word meaning, to identify main idea, to understand lexical devices, to
identify reference of the word, and to understand explicitly and implicitly stated information.

However, in SMP YPPK Biak Numfor Regency, Province of Papua, many students have problems in their four skills of English, especially in reading skill. The problem faced by students here is the low reading competence of the students. The students’ mastery on vocabulary and grammar is still limited. For examples, the students at class VIIIa generally do not understand what their teacher wrote on the blackboard, asked them to do something in English. They have difficulties in comprehending reading text, especially related to the understanding of: (1) main idea of the text; (2) word meaning; (3) identify reference of the word, (4) explicitly stated information, and (5) implicitly stated information.

The other problem happened because there are not varieties in teaching English used by the teacher in the classroom, the teacher only uses a method in the whole day, even for a semester. It makes the learning process monotonous, because the class is dominated by the teacher, and the students do not have opportunity to develop their communicative competence. Therefore, the class seems boring to the students. The students are lazy to come to an English class.

Students of class VIIIa are passive in English subject, especially in reading class. Another cause is there is a canteen between class VIIIa and class VIIIb. It disturbs the students’ concentration in learning a subject in the class, including English class. Sometimes the students do not sit in to follow a lesson but hiding in the canteen until the break time or time to go home.
To respond this condition, the writer will use one of cooperative learning methods; that is *two stay two stray* technique, as a technique to improve their reading competence. The writer is sure that *two stay two stray* technique can be more interesting than other ways, because it can make learning more enjoyable, students can create their ideas and share with their friends in groups to achieve their learning goal in which they work together to share their understanding about the text, of course, the topics which are related to academic materials. In *two stay two stray* technique, the students will be divided into several groups, a group contains four students. Two students stay to receive visitor from other groups and two students stray to the other groups. The teacher will explain about the generating ideas of the topic, after that the teacher gives a text to the students to be discussed in their group and shared with other groups to recognize word meaning of the text, to identify its main idea, to understand its lexical devices, to identify reference of the word, and to understand explicitly and implicitly stated information of the text. Therefore, the students are hoped be able to find out some of new words, creating ideas and sharing them each other according to the text the teacher gives them, beside that, the students will be able to identify main idea, recognise word meaning, identify reference of the word, understand explicitly stated information, and understand implicitly stated information.

Therefore, the writer is interested in conducting a research entitled “IMPROVING STUDENTS’ READING COMPETENCE THROUGH *TWO STAY TWO STRAY* TECHNIQUE”.

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B. Problem Formulation

Based on the description above, the problems can be formulated as follows:

1. Can *two stay two stray* technique be an effective way in improving students’ reading competence?

2. What are the strengths and weaknesses when *two stay two stray* technique is applied in teaching reading?

C. The Research Objective

The objectives of this research are:

1. To know whether *two stay two stray* technique can improve students’ reading competence.

2. To know the strengths and the weaknesses of the *two stay two stray* technique when it is applied in teaching reading.

D. The Research Benefits.

The writer hopes that this study can be useful for the school, English teacher, the students, the other researchers, and even to the writer himself. Firstly, this study can help school, SMP YPPK Biak Numfor because *two stay two stray* technique can make the students in class more active. Secondly, it can improve the teacher’s ability to make innovations, effective strategies of teaching reading. Third, students will get a better learning system, they will be able to improve their ability to memorize grammar and vocabulary by other students’ help in groups, they will have better language skills, they will have more chances to practice reading English in mutual situations, and will be able to improve social skills, such as cooperating, appreciating other opinions, etc. The last one is for the writer and
other researchers. The writer hopes that this study can gives more understanding about two stay two stray implemented in classroom and can be a reference for other researcher in the future time.
CHAPTER II

REVIEW OF RELATED LITERATURE

It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. The concepts are related with theoretical description underlying research, rationale, and action hypothesis.

A. Reading

1. Definition of Reading

Reading is what happens when people look at a text and assign meaning to the written symbols in that text (Aebersold and Field 1997: 15). Williams (1984: 2) adds that a simple (and provisional) definition of reading is a process whereby one looks at and understands what has been read. He adds the key word here is ‘understand’ – merely reading aloud without understanding does not count as reading, while Heilman (1981: 182) states that reading is a complex process in requiring not only the ability to recognise words, but also the ability to comprehend and evaluate the meaning of written text. Meanwhile, according to Davies (1995: 1) reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.

Davenport (2007: 61) states that common types of questions found in the reading sections also include the following: (1) identifying main idea, main point, author’s purpose, or an alternate title for the passage; (2) recognizing the tone of the passage or identifying the style; (3) comprehending information directly stated in the passage; (4) answering relational questions about the author’s opinions or ideas, even
if not directly stated; (5) recognizing the structural methodology employed to develop
the passage, for example, sequencing; and (6) extending limited information given by
the author to a logical conclusion using inference.

Heaton (1988: 105-106) defined reading as the ability to: (1) recognise words
and word groups; (2) deduce the meaning of words; (3) understand explicitly stated
information; (4) understand relations within the sentence; (5) understand relations
between parts of a text through both lexical devices, grammatical cohesive devices,
especially anaphoric and cataphoric reference, and connectives; (6) perceive temporal
and spatial relationships, and also sequences of ideas; (7) understand conceptual
meaning; (8) anticipate and predict what will come next in the text; (9) identify the
main idea and other salient features in a text; (10) generalise and draw conclusions;
(11) understand information not explicitly stated by (a) making inferences, and (b)
understanding figurative language; (12) skim and scan; (13) read critically; and (14)
adopt a flexible approach and vary reading strategies according to the type of material
being read and the purpose for which it is being read.

Ulguhart and Weir (1998: 15) define reading as an active process to get
information through language. In other word it can be said that reading is an
interactive process that goes on between the reader and the text, resulting in
comprehension. The text presents letter, words, sentences, and paragraphs that encode
meaning. The reader uses knowledge, skills, and strategies to determine what the
meaning is. According to them reading is a process of receiving and interpreting
information encoded in language via the medium of print (1988: 22), while Kennedy
(1995: 5) states that reading is the ability of an individual to recognize a visual form,
associate the form with a sound or meaning acquired in the past, and on the basis of past experience, understand, and interpret its meaning. So, reading involves processing language message.

Gere, et al. (1992: 51) state that reading students as individual learners is important, but it is also true that these individual students come together in groups. They add if our goals are to help students become enthusiastic, thoughtful, independent readers, we must give them opportunities to select their own reading material (1992: 250). According Vaughn, et al. (2000; 371) there are six factors which influence reading: (1) cognitive factors: intelligence, memory, attention span, cognitive learning strategies; (2) neurophysiological factors: auditory acuity, visual acuity, brain development, brain function; (3) educational factors: opportunity for appropriate instruction, exposure to print, quality of early reading instruction, early intervention of reading problems; (4) communication factors: listening abilities, speaking abilities, language abilities, (5) personality factors: motivation, sense of personal competence, ability to work in groups, consistency in behavior willingness to ask for help; and (6) textual factors: print type, clarity of writing style, vocabulary, sentence structure, format design.

Ur (1996: 138) states there are some assumptions about the nature of reading:

a. Perceiving and decoding letters in order to read words.

b. Understanding all the words in order to understand the meaning of a text.

c. The more symbols (letters or words) there are in text, the longer it will take to read it.

d. Gathering meaning from what we read.
e. The understanding of a text comes from understanding the words of which it is composed.

2. Purpose of Reading

A person may read for enjoyment or to improve his/her knowledge. According to Davies (1995: 133-134) reading purposes are (1) for pleasure: to follow a narrative and enjoy the ‘sound’ and rhythm or rhyme of a literary text; (2) for a general impression: to gain an idea of the writer’s viewpoint, gain an overall impression of the ‘tone’ of a text, and to decide whether or not to read the text; (3) for organizing reading and study: to identify the important content a text, to answer a specific question(s), and to decide which section of a text to start studying; (4) for learning content or procedures: to gain an understanding of new concepts, learn certain facts from text, and to follow instructions; and (5) for language learning: it is for ‘translating’ the text, literally, or metaphorically, and then to learn new vocabulary, to identify ‘useful’ structures or collocations, to use the text as a model for writing, and to practice pronunciation.

Good readers read extensively, integrate information in the text with existing knowledge, have a flexible reading style, depending on what they are reading.

3. Micro- and Macro-skills for Reading Comprehension

Reading comprehension involves some skills that can indicate the students’ competence in having good reading skill. Brown (2003: 187-188) states that there are fifteen micro- and macro-skills of reading comprehension.
a. Micro-skills

1) Discriminate among distinctive graphemes and orthographic patterns of English.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognise a core of words, and interpret word order patterns and their significance.

5) Recognise grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.

6) Recognise that a particular meaning may be expressed in different grammatical forms.

7) Recognise cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

8) Recognise grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.

b. Macro-skills

1) Recognise the rhetorical forms of written discourse and their significance for interpretation.

2) Recognise the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification.

5) Distinguish between literal and implied meanings.

6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Reading is an activity which needs a prior knowledge to understand messages from a writer. Reading is not only an activity people do in a leisure time but also an activity to develop knowledge, competence, and etc. Reading needs a process, a process in people daily life to practice to read something every day. It must be as a habit for daily activity. Readers can interpret what they read, and it needs process to interpret the right message from written language. So, it comes to a conclusion that reading means ability in understanding the message from the written materials they read, in other words, people are not only hoped to know the word but also its meaning.

Therefore, based on the theories, the writer concludes that reading competence is a complex process whereby one looks at and understands what has been read, to identify main idea, recognise word meaning, identify reference of the word, understand explicitly stated information, and understand implicitly stated information.
4. Strategy of Reading

To make reading comprehension successful, there are some strategies which can be practiced in the classroom technique. Davies (1995: 51) states there are five types of strategy, as follows:

a. Control reading process.
   It engages consciously or unconsciously. The action of this process can be observable. For example, regressing, pausing, and marking text;

b. Monitor reading process.
   It attempts to find ways into the meaning of the text and/or by evaluating such attempts.

c. Interact with text.
   It expresses the feeling etc on the basis of at least an interim interpretation of the text; hence interaction represents a response to the text rather than the evaluation of a route into the text;

d. Utilise source of information.
   It pays attention to linguistic features of the text, and/or on one’s own textual/linguistic knowledge as it is evoked by reading the text, for example, grammar, repletion of words, text structure, etc.

e. Utilise source of information
   It draws on non-textual knowledge which may be evoked by, but it is not given in the text, for example, knowledge of topic, content area, culture, etc.
Furthermore, Brown (2003: 188-189) adds that the assessment of reading can imply the assessment of a storehouse of reading strategies. Here are some principles of strategies for reading comprehension:

a. Identify the purpose in reading a text.
b. Apply spelling rules and conventions for bottom-up decoding.
c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
d. Guess at meaning (of words, idioms, etc.) when you are not certain.
e. Skim the text for the gist and for main ideas.
f. Scan the text for specific information (names, dates, key words).
g. Use silent reading techniques for rapid processing.
h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
i. Distinguish between literal and implied meanings.
j. Capitalize on discourse markers to process relationship.

B. Cooperative Learning

Arends (1989: 403) states that cooperative learning is a model of teaching that goes beyond helping students learn academic content and skills to address important social goals and objectives. Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education (Johnson, et al., 2000: 1). Jolliffe (2007: 3) adds that cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others, while Jacob (1999: 13) states that cooperative learning is a diverse group of
instructional methods in which small groups of students work together and aid each other in completing academic tasks.

Haycraft (1978: 17) states that to give more practices in spoken English to your class, break them up into pairs or small groups. This encourages those who are shyer or reluctant to participate. Group work gives the students chances for greater independence. Because they are working together without the teacher controlling every move, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing (Harmer, 1998: 21).

Johnson, et al. (1994: 21) state that within cooperative learning, there is a process of interpersonal exchange that promotes the use of higher-level thinking strategies, higher-level reasoning, and metacognitive strategies. Students working together cooperatively expect to, and do in fact, explain what they learn to group mates, elaborate on what is being learned, listen to others' perspectives and ideas, monitor each other's participation and contributions, give each other feedback, and engage in intellectual conflict. They add that cooperative learning is:

a. A small group interactive instructional strategy that allows students to collaboratively work on meaningful tasks.

b. Students work to help themselves and others in the group to learn.

c. Academic engagement through social interaction.

d. Activities are structured so that students need each other to accomplish tasks.

Cooperative Learning Strategy helps:

a. Motivate students
b. Students construct their own knowledge

c. Students develop social and group work skills necessary in life

d. Promote positive interaction among students

e. Students learn through active involvement rather than sitting and listening and watching

According to Jolliffe (2007: 14) there are six items making how cooperative learning is inclusive:

a. Questions are never asked of individuals. If a question is worth asking, it is worth asking of everyone.

b. Children work in heterogeneous groups, which consist of mixed gender, ability, and background.

c. Children are supported and given training in interpersonal and small group skills. Regardless of background or home situation, there is no assumption that children can work with others effectively.

d. Every child contributes and their contribution is valued, indeed is crucial, to the success of the group.

e. Learning is active and social, not passive and as such it appeals to everyone, particularly boys.

f. It creates a mutually supportive classroom.

Apple (2006: 277) states that group work in the educational context generally involves a small number of students working together to achieve a task. He concludes the reason why cooperative learning succeeds as an educational methodology was its use of convergent tasks: group goals based on the individual responsibility of all group
members lead to increase learning achievement, regardless of subject or proficiency level of students involved (see Figure 2.1).

Figure 2.1: Factors influencing learning gains (based on Slavin 1995: 45)

Cooperative learning is a relationship in a group of students that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face primitive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

There are six factors why cooperative learning enhances student learning: (1) providing a shared cognitive set of information between students; (2) motivating students to learn the material; (3) ensuring that students construct their own knowledge; (4) providing formative feedback; (4) developing social and group skills necessary for success outside the classroom; and (5) promoting positive interaction between members of different cultural and socio-economic groups. (http://www.utc.edu/Administration/WalkerTeachingResourceCenter).
Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. In general, cooperative learning methods share the following five characteristics: (1) students work together on common tasks or learning activities that are best handled through group work; (2) students work together in small groups containing two to five members; (3) students use cooperative, pro-social behavior to accomplish their common tasks or learning activities; (4) students are positively interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities; and (5) students are individually accountable or responsible for their work or learning (http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/CooperativeLearning/index.html).

Yamarik (2005: 3) defines cooperative learning as a teaching method where students work in small groups to help one another learn academic material. In the groups, students are expected to help each other to find answers to questions, rather than seeking answers from the instructor. Cooperative work rarely replaces teacher instruction, but rather replaces individual lecture and drill. If implemented properly, students in cooperative groups work with each other to make sure that everyone in the group understands the concepts being taught.

Jacobs (2004: 1) states that there are some definitions of cooperative learning: first, the instructional use of small groups so that students work together to maximize their own and each other’s learning and the second one is principles and techniques for helping students work together more effectively. Williams (1996: 36) adds that one
possibility is to encourage learners to motivate themselves through a self-access scheme where they choose and work on their own texts. The point is that cooperative learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to help students make the experience as successful as possible.

Orlich, et al. (1998: 260) state that the group size is an important variable that influences learner participation. There is no absolute minimum or maximum number of persons that must be included in a small group to ensure a successful discussion. Ideally, group size in the classroom is two-six students work together to reach a common goal (http://www.cooperative learning article.pdf). Some suggest that four is the ideal size (Cohen, 1994: 3), while others assert that six is the maximum (Johnson 1994: 14). However, Orlich, et al. (1998: 260) suggest that the optimal group size is from six to eight students. When four or fewer individuals are involved in a discussion group, the participants tend to pair off rather than to interact with all numbers.

They have found when a group consists of ten or more participants, student interaction begins to diminish. With larger groups—that is, fifteen or more—a few students participate actively, a few participate in a more limited way, and most remain silent or passive. Therefore, they suggest to divide the class into groups of not more than four before initiating a small group.

There are four basic concepts related to small group methods: (1) process, the interactions that take place within the group. (2) Role, each group member’s specific responsibilities within the group. (3) Leadership, the capacity to guide and direct others in a group setting. (4) Cohesion, group member’s support for one another.
a. Types of cooperative learning

According to Jolliffe (2007: 43) cooperative learning utilises three types of cooperative learning groups:

1) Formal cooperative learning groups: these last from one lesson to a few weeks and need to consist of the following to work effectively:
   a) team-building activities to establish team identity and cohesion
   b) specific teamwork skills highlighted each lesson and/or week
   c) teacher monitoring and support for task and teamwork skills
   d) evaluation of learning and teamwork by pupils and teacher

2) Informal cooperative learning groups: these last from a few minutes to a whole lesson and usually consist of “turn to your partner” discussion or think/pair/share and can be extended from pairs to fours or eights (often termed “snowballing”).

3) Cooperative base groups: these usually last for a term or a school year and consist of heterogeneous cooperative learning groups with stable membership to build on support and encouragement to each other. The elements described in formal cooperative learning groups above will need to be incorporated and built on.

b. Role of the teacher

The teacher’s role in cooperative learning is fundamentally different from that in a more traditional model. It is vital that the teacher first provides the supportive classroom ethos to encourage cooperative learning and opportunities for team-building. Alongside this is the necessity for developing interpersonal skills as part of a planned programme. The teacher is often described as being ‘a guide on the side, not a sage on the stage’ who undertakes the following (Jolliffe, 2007: 47):
a. Plans lessons that decide on (1) objectives; (2) size of groups; (3) how to group pupils; (4) group roles; (5) organisation of the classroom; and (6) materials needed.
b. Explains the task and the cooperative skill with criteria for the success of both.
c. Monitors and intervenes with groups where necessary.
d. Evaluates the quality and quantity of achievement and ensures that groups reflect on their achievement and effectiveness as a group and set goals for improvement.

The formation of groups is a key part of the teacher’s role. It is stated by Jolliffe (2007: 50) that there are three major ways to form groups in the classroom:

a. Random selection. This is useful at the beginning of a lesson to help students to get to know each other. This can be done by numbering everyone in the class (1–4) and then asking all the 1s to form a group, 2s a group, and so on. With an uneven number, explain that any students left can be ‘stars’ for the day and can choose which group to work with. Ensure that each group comprises a maximum of five students.
b. Student selection. It can cause difficulties, reinforce social cliques in the class and result in ‘off-task’ behavior if the students choose according to friendship. If, on occasions, students’ selection is seen as desirable, it may be better for them to select by other criteria than friends, for example they write a favorite pop group, television programme or sport on a slip of paper and then form a group with others that like the same.
c. Teacher selection. This is generally the best way of forming groups to ensure the greatest effectiveness of cooperative learning. The aim is to mix abilities, genders and skills, that is achieve heterogeneous groupings.
When students first begin to work together in pairs or groups they may be unsure about what they have to do. Giving them a specific function or role within the group or pair will help them to take on responsibility for their own actions. The assignment of roles can help:

a. To foster positive interdependence – everyone must play their part if the group is to succeed
b. To help develop teamwork – teachers can introduce skills and functions needed in a group through the use of assigned roles for specific tasks
c. Assigning roles moves responsibility into the group and away from the teacher
d. Many roles that can be assigned to students depending on the task to be undertaken

According to Orlich, et al. (1998: 276) the benefits of cooperative learning are:
(1) improves comprehension of basic academic content; (2) reinforces social skills; (3) allow student decision making; (4) creates active learning environment; (5) boosts students’ self-esteem; (6) celebrates diverse learning styles; (7) promotes student responsibility; and (8) focuses on success for everyone.

1. Two Stay Two Stray

Cooperative learning takes many forms within classrooms. One of them is *two stay two stray*. *Two stay two stray* is a cooperative learning techniques adapted from one stay three stray (Kagan in Jacobs, et al. 1997: 65). *Two stay two stray* technique is an interactive process which can be used to build knowledge or summarise learning through sharing (http://www.cap.nsw.edu.au/qi/tools/index.htm). It also gives students experience in gathering information and reporting back to their teammates (Kagan in
http://www.allbusiness.com). In this technique, two members of each cooperative group visit another group to share procedures near the beginning or middle of an activity, or findings near the end of an activity or session. The group member who strayed rejoins his/her original group to share what he/she learned from the visited group (http://www.biochemnetwork.com/download.php?). Two members from each group moves to another group and explains his/her original group’s explanation of the problem. If there are 10 groups you have 10 students simultaneously giving reports. A second rotation is also possible (http://www.hbe.com).

For example, students can work in groups to solve a set of problems for review. When they have completed the problem set, the teacher can signal groups to send two members to the group on the right. The stray and the visited group can compare answers to the problem set. They can discuss differences and attempt to arrive at common answers. When the stray has completed consulting, the stray returns to his/her group. The group now shares what they learned from the stray that visit and the group their stray visit. During the “straying,” the teacher may want to stay with one group to ensure that answers/problem solutions are correct. The teacher can reconvene the class to go over any information or problems that were unresolved.

In two stay two stray, four group members work together to solve a problem, while two group member “strays” to another group to compare and discuss their ideas (http://www.bioscience.heacademy.ac.uk/ftp/events/dlforum07/difflearnreport/pdf). After the problem solving discussions are complete and all team members indicate that they can give the team’s report, the teacher designates the student from each team who will “stray.” That is, one student from each group (such as the “number one” or
the “diamond”) leaves it and rotates to an adjoining team to give the report. In large classes it is essential that the order of rotation is clear (http://www.utexas.edu/academic/ctl/gsi/coursedesign/basic.php).

*Two stay two stray* is one of cooperative learning approaches that students are involved in planning both the topics for study as well as how to proceed with their investigation (Arends, 1989: 409). *Two stay two stray* involves the integration of four essential features: investigation, interaction, interpretation, and intrinsic motivation (Sharan & Sharan, 1992 in www.users.muohio.edu 2010). It provides a social context for learning. Teachers who use the *two stay two stray* approach normally divide their classes into three or four member heterogeneous groups. In some instance, however, groups may be formed around four friendships or around an interest in particular topic. http://www.indiana.edu/bobweb/presentaion/present describes the following five steps of the *two stay two stray* procedures:

a. Give a task to small group of students.

b. Assign two persons as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.

c. Group assigns two persons from their group to stay behind and share product or ideas with others who visit their poster or station.

d. Discussing. The class discusses, first in groups and then as a whole class. All of the groups in the class give an interesting presentation of the topics studied. Discussing is coordinated by the teacher.
e. Evaluation. In cases where groups pursued different aspects of the same topic.

Pupils and teacher evaluate each group’s contribution to the work of the class as a whole. Evaluation can include either individual or group assessment, or both.

The other expert describes procedures of *two stay two stray* technique in each of the four rounds, two of the team members travel to another team to share his/her team’s ideas or product with that team.

a. In Round 1, #1 and #2 travel with the team’s ideas or product one team to the right (or left). #3 and #4 stay and listen to the presentation by the visiting #1 and #2. All members return to the home teams.

b. In Round 2, #2 and #3 travel with the team’s ideas or product two teams to the right (or left). #3 and #4 stay and listen to the presentation by the visiting #2 and #3. All members return to the home teams.

c. In Round 3, #3 and #4 travel with the team’s (or left). #1, and #2 stay and listen to the presentation by the visiting #3 and #4. All members return to the home teams.

d. In Round 4, #4 and #1 travel with the team’s ideas or product four teams to the right (or left). #2 and #3 stay and listen to the presentation by the visiting #4 and #1. All members return to the home team.

Two persons from each team stay seated in the team’s place while the other teams rotate from table to table. The team’s representative shares the team’s information with all the other teams as they rotate through. (http://www.hbe.com.au/PUBLIC/HBEItemsImages/pdf/kA1554.pdf).

According to http://www.utexas.edu/academic/ctl/gsi/coursedesign/basic.php the advantages of *two stay two stray* are: (1) students can exchange ideas and build social

*commit to user*
skills such as asking probing questions; (2) it offers students the opportunity to learn by teaching; (3) Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the “authority-figure” instructor. Meanwhile, the disadvantages of *two stay two stray* are: (1) active students dominate in discussing and some of the passive students depend on his /her friends in the group; (2) the students will not succeed if they cannot work well together as a team.

C. Rationale

Reading is one of the language skills that can be learned by students. Reading is about understanding written texts that contain messages from the writer. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Reading is not only a receptive of taking information from page in word by word but also an active process to comprehend the text. Reading is not only an activity people do in a leisure time but also an activity to develop knowledge, competence, and etc. If students have good reading competence, they will be able to identify main idea, recognise word meaning, identify reference of the word, understand explicitly stated information, and understand implicitly stated information.

Based on the pre observation, it is found that the students get difficulties to identify general idea of the text, to identify main idea of the text, to find word meaning, to identify reference of the word, to understand explicitly stated information, and to understand implicitly stated information. These difficulties indicate that
students’ reading competence is poor and make the students of class VIIIa are passive in English subject, especially reading skill. Those problems occur because: the students’ have low reading competence, lack of practices, and mastery on vocabulary and grammar is still limited.

The other problem comes from the teacher. The teacher only uses a method in her learning process, there are not varieties in her taught. Finally, the situation of the classroom. Because of class VIIIa is near the canteen, it makes the students’ concentration in learning a subject in the class, including English class hampered. Sometimes the students do not sit in to follow a lesson but hiding in the canteen until the break time or time to go home.

Therefore, the writer will try to solve these problems using an interested technique, that is a cooperative learning technique, in teaching reading, in this case is two stay two stray technique. In two stay two stray technique, the students will be divided in small groups, one group consists of four students. The students will be given a topic by the teacher and try to solve the problem with their group themselves and share the answer with the other groups, so that, it will develop their motivation in learning reading, and improve their ability in comprehending the text. The writer is sure two stay two stray technique can help the students to improve their reading competence, because in two stay two stray technique, there are interaction among the students in creating ideas and sharing them each other about the text which the teacher gives them that contains of indicators of reading skill. Therefore, the writer assumes that two stay two stray technique can improve the students reading competence.
D. Action Hypothesis

After discussing the theoretical description and rationale, the hypothesis of the study is that *two stay two stray* technique can improve students’ reading competence of class VIIIa of SMP YPPK Biak Numfor in the Academic Year of 2010/2011.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would like to discuss research methodology which contains: setting of the research, subject of the research, method of the research, procedure of the research, data collecting technique, and techniques of analysing data.

A. Setting of the Research

This research was carried out in SMP YPPK Biak Numfor. It located in Jl. A. Yani No. 32 Biak. Telp (0981) 21997. This research was conducted from November 2010 until April 2011.

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Table 3.1. The time table of the research
B. Subject of the Research

The subject of the research was the eighth grade of SMP YPPK Biak. In the second class there were three classes: VIIIa, VIIIb, and VIIIc. Each class consisted of twenty six till thirty two students, and every class had its own characteristics. The characteristics of class VIIIb were active, wanted to do the given exercises, submitted the assignment on time, if they did not understand the lesson, they asked the teacher, students listened to the teacher seriously when the teacher explained the lesson, they did all the activities which are given by the teacher. In class VIIIc the students were active, did the lesson, submitted the assignment although not all the students submitted the assignment on time, some students asked the teacher if they did not understand the lesson. Meanwhile, class VIIIa was different class. Students of class VIIIa were passive in English subject, especially reading skill. When the teacher gave some assignments to do in the class, they were not able to finish them until the time was running out. Therefore, the writer took class VIIIa as a subject of this research.

There were twenty six students in the class consisting of twelve male and fourteen female students. Most of the students were female. It made most of the students like chatting with their friends. The classroom was ideal, it is 7 x 9 m. There was one white board, six windows on the left of the class, but class VIIIa was beside the canteen. If the owner of the canteen cooked something, the smells disturbed the students. Between 07.00 to 09.00 am, the entire curtain might be closed because the sun disturbs the students in the class. It made the class very hot at 08.00 to 11.00. The students sometimes did not concentrate to the lesson. If there was an examination, most the students did not concentrate to the lesson. They often did their homework in
their class by borrowing their friend’s work. Most of the students seldom did their homework at home.

That’s why the writer chose class VIIIa as the subject of the research. Further, students were very lazy, most of them did not submit the assignment on time, if they did not understand the lesson, they did not want to ask the teacher. They kept silent and did not respond to the lesson but when they had to do the task they were usually noisy. It happened because sometimes they did not understand the instruction or they did not know the answer of the assignment. Besides, they were not able to answer the questions, therefore, they always chat to others in different topics, for example, film, music, healthy. They had low motivation to join English class especially in reading activity. In reading activity, most of the students did not want to bring their textbook, they said that they forgot to bring it because they have other assignments. Most of the students said that they were not interested in reading textbook, because the texts were not interesting. Most of students did not want to read loudly because they did not understand what they read. In reading class, most of the students kept silent, seldom answer the question. Sometimes the situation of the class was very awkward. In vocabulary section, they had a little vocabulary.

C. The Method of the Research

The research method used in this thesis was classroom action research (CAR). Action research is investigation which seeks to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practices (Gregory, et al. in Richards, 1997: 12).
1. **Definition of Classroom Action Research.**

Burns (2010: 2) states that the main aims of action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening, while Sagor (1992: 7) states that action research is conducted by people who want to do something to improve their own situation. Lodico, et al. (2006: 288) define that action research has the potential to produce change quickly because the research is carried out by educators in their own work settings.

The goal of action research is to understand some elements of classroom by collecting data. Action research is research done by teachers, for themselves: it is not imposed on them by someone else. Action research engages teachers in a four step process: (1) identifying an area focus; (2) collecting data; (3) analysing and interpreting data; and (4) developing an action plan (Mills 2000: 7). Wallace states that the aim of action research is to demonstrate a particular strategy for accelerating and enhancing that kind of development, with special reference to language teaching. The strategy is basically a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analysing in order to come to some decision about what the future practice should be (1998: 4). It means that before research begins, a plan is in place that describes what data to collect and when, how, and how often the teacher will collect the data.
According to Arends (1988: 495) there are two aspects of classroom life that teachers can directly control: classroom environments and instructional strategies. However, because the classroom is so complex, working toward improvement can be a difficult process. Action research is one tool that can be used by beginning teachers. He adds action research is based on several premises about the processes of change and the role of valid information in helping bring about change. Action research is a way for teachers to:

a. Collect valid information about their classrooms.
b. Use this information to make informed choices about learning activities and classroom procedures.
c. Share the information with students in order to gain their ideas and internal commitment to specified learning activities and procedures.

2. Characteristics of Classroom Action Research

According to Lodico, et al. (2006: 290) there are four characteristics that are common to all types of action research as follows:

a. Action research is conducted in the researcher’s own educational setting. The setting can be a classroom, school, district, or community program; the situated nature of the research is what enables the research to draw on insider perspectives. It also ensures that the research is based in the reality of everyday educational practices.
b. It involves collaboration with other educators and persons involved in the educational process. Practitioners involved in action research often work with others at the school, including other teachers. Although action research emphasises
that action researchers can work independently, they do also collaborate with professional researchers at times.

c. Action research focuses on taking action to change and improve educational practices. This action might be as simple as changing an assignment for the next school year, or it might involve a rethinking of how students are graded. At the school or district level, changes in policies for retaining students or assigning students to special education might result from an action research project.

d. It is ongoing and includes several waves of data collection, reflection, and action. Because action researchers are educators who deal with problems in their everyday practices, research continues beyond the initial data collection. All good research builds knowledge incrementally. In action research, lessons learned in the initial wave of data collection may lead to new questions, refinements in practice, or identification of new problems. Action researchers are uniquely positioned to continue to collect data and extend their research into these new areas. Therefore, action research typically includes several waves of data collection, reflection on the data, and trying out actions to improve one’s practice.

3. The Procedures of Classroom Action Research

According to Kemmis and McTaggart in Burns (2010: 8) action research typically involves four broad phases in a cycle of research, as follows:

a. Planning

In this phase the writer identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the writer considers: (i) what

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kind of investigation is possible within the realities and constraints in teaching situation; and (ii) what potential improvements the writer thinks are possible.

b. Action

In this phase, the plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the writer puts into action over an agreed period of time. It means that the writer will use two stay two stray as a technique in teaching learning process as long as this research is done.

c. Observation

This phase involves the writer in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. It is a data collection phase where the writer uses ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening. The writer will also be helped by his collaborator to observe the teaching learning process. The function of collaborator here is to observe, evaluate, and give suggestion about the implementation of two stay two stray technique in the classroom.

d. Reflection

At this point, the writer reflects on, evaluate, and describe the effects of the action in order to make sense of what has happened and to understand the issue the writer has explored more clearly. The writer may decide to do further cycles of action research to improve the situation even more.

Form the explanation above, the four fundamental steps in running action research are planning, observation, action, and reflection. The cycles in action research consists of them that should be done until the problem can be solved. In
order to make it clear, classroom action research can be illustrated based on Kemmis and McTaggart’s view of action research in Burns (2010: 9).

Figure 3.2: Cyclical AR model based adapted on Kemmis and McTaggart (2010)

D. Procedure of the Research

This action research was carried out in cycles. Each cycle consisted of four steps. They are planning, acting, observing, and reflecting. The more detail about research procedures were explained as follows:
1. Planning

In planning, the writer made some preparation such as: preparing lesson plan, materials, list of students’ names, sheets for classroom observation, questionnaire, and test.

Pre-test was carried out to know the students’ real ability in reading before they are taught using *two stay two stray* technique. Before pre-test was done the pre-test instrument was tried out in other class to ensure that the instrument was valid and reliable.

The interview was to get more information about the students’ needs, interest, and problems in reading. So, the writer could select appropriate approach, techniques, and materials for the students.

The questionnaire was to know the students’ opinion about the reading teaching learning process, the students’ needs, interest, and problems in reading.

Based on the result of the pre-test, interview, and questionnaire, the appropriate treatment was designed to be applied in the teaching learning process which was teaching reading using *two stay two stray* technique. The treatment in this cycle had four meetings.

The steps were designed before doing action so that the next step would run well. To make the research run optimally, the other English teacher was needed as collaborator. The roles of the collaborator in this research were as follows:

- Participating in designing the plans.
- Observing and making notes what happened in the classroom when the treatments were given to the students.
- Giving suggestions for the better treatment
Posttest was carried out to know the students’ ability in reading competence after being given treatment in first cycle. The results of this test were used as a core consideration in designing the activities in the second cycle.

2. Acting

Based on the previous plans, some of the activities were done as follows;

a. Pre-test
   1) The students were asked to do the test.
   2) The writer checked and gave score the students’ works.
   3) The writer analysed the students’ score

b. Interview
   1) The writer interviewed some students to get information about the students’ interests and learning problems.
   2) The writer wrote the result of the interviews as an additional data.

c. Observation
   1) The writer and the collaborator observed the teaching learning process to get information about the reading teaching learning process, the interaction between the writer and the students, and the students and their friends in the classroom.
   2) The writer and the collaborator made the field note what was happening in reading class.
d. Questionnaire

1) The questionnaire was given to the students to get the information about the students’ comment toward reading teaching learning process and what they needed to make them had better learning and reading competence.

2) The writer made conclusion based on the result of the questionnaire.

e. Treatment

In the treatment, the writer taught the students by using two stay two stray technique to improve students’ reading competence in understanding the text. The treatments were carried out in four meetings, and each meeting consisted of: (1) introduction, (2) main activities; it consisted of (a) pre-reading activities, (b) whilst-reading activities, and (c) post-reading activities, and (3) closing.

f. Post test

Post test was given to the students to find out the students’ reading competence after being given implementation in the first cycle. The result of the post test in the first cycle was used as main consideration in designing the activities in the second cycle.

3. Observing

In this step the writer and the collaborator observed what happened entirely and monitored the effect of the actions. The observation was done during the teaching learning process when two stay two stray technique was implemented in the classroom practice. The writer and the collaborator made some notes such as students’ attention and participation during observation. There is consideration that
some actions which had effect can be immediately seen out but there were some actions which had effect can be seen much later. Therefore, the observation was carried out while the writer was carrying out the treatments.

4. Reflecting

In this stage the writer and the collaborator analysed what happened in the classroom and also discussed any success, failure, and effect of the action. The information was used to know whether the treatments that the writer applied were appropriate or not and could improve the students’ reading competence and class condition or not.

E. Technique of Collecting the Data

For this research, the writer used both qualitative and quantitative technique in collecting the data.

1. The qualitative data

For qualitative data, the instruments used are observation, interview, and questionnaire.

a. Observation

Observation was carried out for collecting the data. The data gathered were related to students’ activities and behaviors in the classroom during teaching learning process. The observation was focused on students’ reading activity using two stay technique. The writer also asked the collaborator to observe and make notes about the teaching learning process. The collaborator helped the writer to observe, evaluate, and offer suggestions about the implementation of two stay two
stray technique in teaching reading. It was recorded and supported by document analysis, photograph, and diaries.

1) Document Analysis

Document could provide information which was relevant to the issues and problems under investigation. Therefore, the writer analysed the document to support the research. In the context of classroom action research, relevant documents could include: syllabus and scheme of work; examination papers and test used; work cards and assignment sheets; section from textbook; and sample of students’ written work.

2) Photograph

Photography was also one way of collecting data. It could capture the visual aspects of a situation. In the classroom action research they could visually capture: pupils working on the classroom tasks; what was going on in the classroom; the physical layout of the classroom; the pattern of social organization in the classroom; the teacher’s physical posture and position when talking to the students.

3) Diaries

It was useful to keep a diary on the research. It could help the writer in order to know what was going on during reading class. The situation in the class, students’ attitude, students work can be recorded in the diary. Keeping diary was necessary because one way of ensuring students control was for the teacher and students to hold periodic evaluation session after reading the diaries.
b. Interview

The interview was done to get information from the students and the collaborator about their personal perception, experiences, opinions, and ideas related to the implementation of two stay two stray technique in the classroom. The information covered their idea about the use of two stay two stray technique in teaching reading, their motivation toward reading, and the strengths and weaknesses of two stay two stray technique in teaching reading. To get the valid qualitative data, the triangulation data was used. In this research the data were collected from three sources; (1) the students, (2) the events, and (3) the teacher and collaborator.

c. Questionnaire

Questionnaire was a basically a list of questions one wants to ask other people. It was one way of checking students’ perception or opinion related to the subject. Therefore, it could support the data which have been gathered before.

2. The quantitative data.

The quantitative data were collected by giving tests. To collect the data, the written tests were conducted by the writer, those were a pre-test and post-test in reading competence to find out the students’ reading competence, before and after teaching reading using two stay two stray technique. The purpose of test was to know whether reading competence in this class improves or not. To get the valid test, the writer used internal validity and reliability as stated in Ngadiso (2009: 1-2). The formula was as follows:
a. Internal Validity

\[ S_T = \sqrt{\frac{\sum x^2}{n}} \]

Where:

- \( S_T \) = standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents
- \( \sum x^2 \) = the total of the square of each deviation score
- \( n \) = the number of respondents

\[ r_i = \frac{\bar{X}_i - \bar{X}_T}{S_T} \sqrt{\frac{p_i}{q_i}} \]

Where:

- \( r_i \) = the validity of each item
- \( \bar{X}_i \) = sum of correct answers within the row divided by the sum of correct answers within column.
- \( \bar{X}_T \) = the average of the total correct answer
- \( S_T \) = standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents.
- \( p_i \) = the total of the correct answers divided by the number of respondents.
\[ q_i = \frac{\text{the total of the incorrect answers divided by the number of respondents.}}{\text{(Ngadiso, 2009: 3)}} \]

b. Internal Reliability

\[ r_{kk} = \frac{k}{k-1} \left( \frac{\sum pq}{s_t^2} \right) \]

Where:

\[ r_{kk} = \text{internal reliability} \]
\[ k = \text{the total valid item} \]
\[ \sum pq = \text{the sum of multiplication of the proportion of the correct answers and the incorrect answers.} \]
\[ S_t = \text{standard deviation of the square root of the square of each deviation score divided by the number of respondents.} \]

(Ngadiso, 2009: 3)

F. Techniques of Analysing Data

The process of data analysis was conducted by using qualitative and quantitative methods. The results of observation, interview, and questionnaire belong to qualitative data. The result of written test belong the quantitative data. The qualitative data were analysed by using CCM (constant comparative method), while the quantitative data were analysed by descriptive statistics and t-test. After analysing the data, the writer could found the problems of the students in comprehending descriptive and recount

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texts, and the writer conducted better teaching in the next cycle to improve students’ reading competence.

1. Analysing qualitative data

The writer used constant comparative method in analysing qualitative data. According to Glaser and Strauss (1967: 103), the constant comparative method is designed to aid the analyst who processes these abilities in generating a theory that is integrated, constant, plausible, and close to the data, while Lodico, et al. (2006: 272) state that constant comparison is a procedure where the researcher compares one component of the data with other components of the data to determine similarities and differences. There are four stages in analysing the data using constant comparative method (Glaser and Strauss, 1967: 105-113). They were as follows:

a. Comparing incidents applicable to each categories

This stage was started by coding each incident in the data, in the classroom activities during teaching reading process using two stay two stray technique, into as many categories of analysis as possible.

b. Integrating categories and their properties

In this process, the constant comparative units changed from comparison of incident with incident to comparison of incident with properties of the category result from initial comparison of incident.

c. Delimiting the theory

Delimiting the theory was the stage when the writer delimit the theory that are irrelevant with the problems in the teaching reading process. Therefore, after coding and integrating categories and their properties, the writer should delimit
the theory. The theory taken in this stage are just relevant theory with the problems.

d. Writing the theory

At this stage in the process of qualitative analysis, the writer processed coded data, a series of memo, and a theory. The coded and memos provided the content behind the categories which later becomes the major themes of theory presented in papers.

When the writer was convinced that the analysis framework formed a systematic substantive theory that caused accurate statement of the matter studied and it was couched in a form that could be used at the same field of use, then the writer could publish the results with confidence. To start writing one’s theory, it was necessary to collate the memos on each category which was easily accomplished when the memos covered all categories.

2. Analysing quantitative data

To analyse quantitative data, the writer compared students’ reading competence before and after each cycle of two stay two stray technique was done. It meant that there were pre-test and post-test which were done by the students. The pre-test and post-test were conducted to find the score of the students before and after the technique was applied. The quantitative data which were all in number-form were analysed by:

a. Computing the students’ correct answer.

b. Calculating the percentage of the correct answers of each student. The percentage is used to measure the students’ reading competence.
The percentage formula that was used:

\[ s = \frac{R}{N} \times SM \]

Where:

S = The students’ mastery in %
R = The students’ right answer
N = The maximum number of the whole answer
SM = Standard mark (100)

In determining the level of the students’ reading competence, the five categories described by Arikunto (1998: 38) are as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 – 100</td>
<td>Very good</td>
</tr>
<tr>
<td>61 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>41 – 60</td>
<td>Fair</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Poor</td>
</tr>
<tr>
<td>0 – 20</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

The students’ reading competence was found from the percentage of the correct answers.

After analysing the scores of the written test, the writer used descriptive statistic to find the students’ mean score. The formula was as follows:
The pre-test mean: 

\[ \bar{X} = \frac{\sum X}{n} \]

Where:

\( \bar{X} \) = mean (the score) 

\( \sum X \), \( \sum Y \) = the total score 

\( n \) = number of students 

To know whether the result improves or not, the writer used t-test of non-independent formula to find the significant difference between the pre-test and post-test, with the level of significance \( \alpha = 0.5 \). According to Ngadiso (2009: 17), the formula was as follows:

\[
t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n(n-1)}}}
\]

Where:

\( t \) = the t-value for non-independent (correlated) means 

\( D \) = the differences between the result of the pre-test and post-test divided by number of the sample. 

\( \sum D^2 \) = the sum of the \( D \) square 

\( n \) = the number of the sample
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Introduction

The aim of the research was to know whether two stay two stray technique could improve students’ reading competence for the students of class VIIIa of SMP YPPK Biak or not, and to know the strengths and the weaknesses of the two stay two stray technique when it was applied in teaching reading.

B. The Description of Previous Situation

Teaching English in junior high school needs well preparation, especially in the Papua with the low social and economic condition. These situations insisted the teachers to teach patiently and always try to improve their ability in teaching. The writer is a part-time teacher whose experience of teaching English in SMP YPPK Biak Numfor since 2007. During this time, he has faced many problems in teaching English. One of them is the low reading competence of the students. Based on the daily observation and experience in teaching the lesson in SMP YPPK Biak Numfor, especially in reading competence, most of the students got difficulties in their English reading. They had difficulties in comprehending reading text, especially related to the understanding of: (1) main idea of the text; (2) word meaning of the text; (3) referent word of the text; (4) explicitly stated information of the text; and (5) implicitly stated information of the text.

The facts above were supported by their result of reading competence pre-test which was carried out on Tuesday, February 1st, 2011. The result of pre-test showed that there were 20 students (76.92%) who got under the minimum standard score
(KKM) which was 65. The average score of students’ reading skills were as follows: for understanding main idea was 55.12, for finding word meaning was 55.98, for finding referent word was 62.817, for finding explicitly stated information was 58.97, and for finding implicitly stated information was 53.29. The total of average score was 57.234. Below was the table of the average score viewed from the students’ reading skills of pre-test.

Table 4.1. The average score viewed from the students’ reading skills of pre-test.

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Average score of pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>55.12</td>
</tr>
<tr>
<td>2</td>
<td>Word meaning</td>
<td>55.98</td>
</tr>
<tr>
<td>3</td>
<td>Reference</td>
<td>62.817</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly stated information</td>
<td>58.97</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly stated information</td>
<td>53.29</td>
</tr>
<tr>
<td></td>
<td>Total average</td>
<td>57.234</td>
</tr>
</tbody>
</table>

There were some factors influencing students’ low reading competence, the students’ mastery on vocabulary and grammar is still limited, the way of teacher’s teaching, and classroom situation. There were not varieties in teaching English used by the teacher in the classroom. It made the learning process monotonous, because the class was dominated by the teacher and students always kept silent. For further description it could be explained in detail; firstly, students were lazy to study. Their motivation to study was low. They were not active in teaching learning process, because the students did not have opportunity to develop their communicative competence. Secondly, the teacher had an important role on student’s achievement. Teachers were insisted to realise their role in the classroom. Customarily, the teacher came and taught the students without realising whether their students understood the lesson or not.
The other cause was a canteen between class VIIIa and class VIIIb. It had influenced on the students’ concentration in learning a subject in the class, including English class. This condition influenced teaching learning process in the class, because sometimes the students did not sit in to follow a lesson but hide in the canteen to eat or drink something together with his/her friends until the break time or time to go home. So, students did not get much knowledge. Meanwhile, they were insisted to be good students who could develop their ability in English communication both in oral and written.

In this case, the writer interviewed some students directly to get a detail description as a proof that the difficulties happened to the students. The writer wanted to know the students’ condition and their difficulties in learning process. In general, all of the students liked English. However, they had difficulties in comprehending a reading text. Besides that, classroom situation did not also give good contribution for teaching learning process in the classroom. All of the students were disturbed with the canteen beside their classroom and the beam of the sunlight in the morning. They were supported by CW. He gave his opinion when he was interviewed by the writer;

“Saya suka Bahasa Inggris tapi untuk memahami bacaan sih susah, menentukan ide utama juga gampang-gampang susah karena kosa kata bahasa inggris saya juga sedikit pak guru. Terus pak guru, saya juga tidak suka ada kantin di sebelah kelas, karena terlalu ribut. Pak guru, kalau jam I sampai ke 4 itu, kita tidak bisa membaca apa yang guru tulis di white board karena silau cahaya matahari pak (CW)”.

Another student said;

“Kalau saya suka Bahasa Inggris pak, tapi agak sulit-sulit sedikit. Saya tidak memahami teks bacaan karena saya tidak mengerti pak guru. Saya sangat sulit menemukan informasi secara eksplisit dan implisit juga. Kalau kantin dan
cahaya matahari juga sangat menganggu, karena bikin ribut kelas, perhatian kami tidak fokus ke pelajaran (AR).”

In another day, the writer continued the interview. This interview was still emphasised on finding the fact, what the students felt in reading class. The writer chose 6 students to come to the library during the break time. The writer called the first student to do the interview. His name was HB, and then the writer asked what he felt in English class, whether he had difficulties to comprehend the reading text, how he overcame those difficulties, whether he liked the teaching method that was used by the teacher in the teaching learning process, and whether he liked the English class, especially reading skill. The answer of HB could be described as follows:


The second, the third, and fourth student had the same opinion. They got difficulties in comprehending reading text. They felt confused to find the meaning of word.

“sukar pak guru, abis saya tidak punya kamus yang lengkap untuk cari kata-kata sukar (SA).”

The teaching and learning difficulties were also described by the teacher. In the morning, when the writer sat in the office to prepare material for meeting after the break time, he chatted with one of Indonesian Language teachers. She grumbled and seemed angry. The writer asked her why, what happened to her, she said,

“gimana pak anak-anak, bisa tidak nangkap pelajarannya. Saya saja yang ngajar Bahasa Indonesia setengah mati mereka mengerti, bagaimana dengan Bahasa Inggris ya. Kepala nya harus dipukul dulu baru bisa mengerti ya pak?”

The writer said and smiled,
“Begitu sudah bu. Moga-moga teknik yang saya pakai ini bisa menarik mereka untuk mengikuti pelajaran Bahasa Inggris dan mereka bisa aktif di dalam kelas”.

The causes above could be seen from the result of students’ questionnaire that was held by the writer on Tuesday, January 25th, 2011 in table 4.1.

Table 4.2. Result of Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect asked</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading subject is difficult</td>
<td>0% (0)</td>
<td>19.2% (5)</td>
<td>42.3% (11)</td>
<td>38.5% (10)</td>
</tr>
<tr>
<td>2</td>
<td>It is difficult to comprehend the reading text</td>
<td>0% (0)</td>
<td>23% (6)</td>
<td>30.8% (8)</td>
<td>46.2% (12)</td>
</tr>
<tr>
<td>3</td>
<td>It is not easy for me to identify the main idea of a paragraph</td>
<td>42.3% (11)</td>
<td>15.4% (4)</td>
<td>42.3% (11)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>4</td>
<td>It is difficult for me to find word meaning</td>
<td>0% (0)</td>
<td>7.7% (2)</td>
<td>38.5% (10)</td>
<td>53.9% (14)</td>
</tr>
<tr>
<td>5</td>
<td>It is difficult for me to find the referent of pronoun</td>
<td>0% (0)</td>
<td>11.5% (3)</td>
<td>53.84% (14)</td>
<td>34.6% (9)</td>
</tr>
<tr>
<td>6</td>
<td>It is difficult for me to find explicitly stated information</td>
<td>0% (0)</td>
<td>19.2% (5)</td>
<td>61.6% (16)</td>
<td>19.2% (5)</td>
</tr>
<tr>
<td>7</td>
<td>It is difficult for me to find implicitly stated information</td>
<td>0% (0)</td>
<td>11.5% (3)</td>
<td>50% (13)</td>
<td>38.5% (10)</td>
</tr>
<tr>
<td>8</td>
<td>The situation of classroom hampered me in learning</td>
<td>0% (0)</td>
<td>19.2% (5)</td>
<td>80.8% (21)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>9</td>
<td>The beam of sun which entered in the class disturbed me when the learning process was going on</td>
<td>0% (0)</td>
<td>23% (6)</td>
<td>30.8% (8)</td>
<td>46.2% (12)</td>
</tr>
<tr>
<td>10</td>
<td>It is difficult for me to concentrate in learning as long as the canteen is beside the class</td>
<td>0% (0)</td>
<td>23.1% (6)</td>
<td>53.8% (14)</td>
<td>23.1% (6)</td>
</tr>
<tr>
<td>11</td>
<td>The attention of the teacher in teaching and learning process is important for me</td>
<td>0% (0)</td>
<td>11.6% (3)</td>
<td>69.2% (18)</td>
<td>19.2% (5)</td>
</tr>
<tr>
<td>12</td>
<td>The media that are used by the teacher influence me in learning</td>
<td>0% (0)</td>
<td>11.5% (3)</td>
<td>80.8% (21)</td>
<td>7.7% (2)</td>
</tr>
</tbody>
</table>
13. The teacher has not implemented teaching method which facilitates me to participate actively in the teaching learning process.  

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>19.2%</th>
<th>80.8%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(0)</td>
<td>(5)</td>
<td>(21)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

14. A new method in teaching reading is needed  

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>23.1%</th>
<th>76.9%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(0)</td>
<td>(6)</td>
<td>(20)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

The questionnaire showed that most of the students agreed that the reading subject was difficult. The result of questionnaire showed that 10 students (38.5%) strongly agreed and 11 students (42.3%) agreed. Meanwhile, 12 students (46.2%) strongly agreed and 8 students (30.8%) agreed, they were hard to comprehend the reading text. Almost all of the students had difficulties in their skills of reading. Furthermore, 11 students (42.3%) strongly disagreed and 4 students (15.4%) disagreed that it was not easy for them to identify main idea of the paragraph. 10 students (38.5%) agreed and 14 students (53.9%) strongly agreed that they had difficulty to find word meaning. The other result of questionnaire shows that the students had difficulty to find the referent word. It could be shown that 14 students (53.84%) agreed and 9 students (34.6%) strongly agreed about that. Besides that, 16 students (61.6%) agreed and 5 students (19.2%) strongly agreed, they had difficulty to find explicitly stated information. The students had also difficulty to understand implicitly stated information. The result shows that 13 students (50%) agreed and 10 students (38.5%) strongly agreed, it was hard to understand it. Moreover, the situation of classroom and the teaching method did not assist them to participate actively in the teaching learning process. There were 8 students (30.8%) agreed and 12 students (46.2%) strongly agreed that the beam of sun which entered in the class disturbed them when the learning process was going on and 21 students (80.0%)
agreed that the teacher should implemented teaching method which facilitated them to participate actively in teaching learning process. So, a new method in teaching reading is needed.

Besides that, this condition could be seen from the result of their pre-test. The result was not good enough, the students were not able to understand a reading text, especially in finding main idea, recognising word meaning, finding reference of the word, understanding explicitly stated information, and understanding implicitly stated information. The pre-test was conducted on Tuesday, February 1st, 2001. Below are the tables of the students’ score viewed from the reading skills in pre-test.

Table 4.3. Table of average score of pre-test viewed from students’ reading skills.

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Highest</th>
<th>Lowest</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>77.77</td>
<td>44.44</td>
<td>55.12</td>
</tr>
<tr>
<td>2</td>
<td>Word Meaning</td>
<td>77.77</td>
<td>44.44</td>
<td>55.98</td>
</tr>
<tr>
<td>3</td>
<td>referent</td>
<td>83.33</td>
<td>50</td>
<td>62.81</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly Stated Information</td>
<td>77.77</td>
<td>33.33</td>
<td>58.97</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly Stated Information</td>
<td>71.42</td>
<td>28.57</td>
<td>53.29</td>
</tr>
<tr>
<td></td>
<td>Total of Average Score</td>
<td></td>
<td></td>
<td>57.234</td>
</tr>
</tbody>
</table>

The total number of the questions in the pre-test was 40. The data show that highest score of understanding main idea was 77.77. The lowest score was 44.44 and the average score was 55.12. The highest score for finding word meaning was 77.77. The lowest score was 44.44. The average score was 55.98. The highest score for finding reference word was 85.33. The lowest score was 50. The average score was 62.81. The highest score for finding explicitly stated information was 77.77. The lowest was 33.33. The average score was 58.97. The highest score for finding implicitly stated information was 71.42. The lowest score was 28.57. The average score was 53.29. The total of average was 57.234 in pre-test. In analysing students’
pre-test, the writer could conclude that the students had difficulties in comprehending reading text, especially related to identifying main idea of the text, finding word meaning, identifying reference of the word, understanding explicitly stated information, and understanding implicitly stated information.

It could be seen from 26 students; six students got under 50, fourteen students got under 60, four students got under 70, and two students got under 80. The highest score was 77.5, the lowest score was 45, and the average score was 57.01. The scores of the pre-test could be shown in table 4.3.

Table 4.4. The average score of pre-test.

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>77.5</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest score</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>Average score</td>
<td>57.01</td>
</tr>
</tbody>
</table>

Having looked that their achievement which was not satisfied, this condition made the writer want to find out the way how to teach reading more interestingly. Then, the students can achieve the competency which is stated in *kurikulum* 2004 and the main goal of English lesson which is to develop the ability in English communication both in oral and written. Therefore, the writer did the research to improve students’ reading competence and to improve learning condition using *two stay two stray* technique. It was expected that students would be more active and have higher motivation to study. Each cycle consisted of a series of steps, namely; planning the action, implementing the action, observing and monitoring the action, evaluating and reflecting, and the last is revising the plan.

*commit to user*
In doing the research, it was important to establish the target to be reached. The target of this research was that the students can improve their reading competence. Based on the target above, the writer finally wished that:

1) 80% of students could improve their reading competence.

2) 80% of the students could study more actively to interact in the classroom and have higher motivation to study.

To gain the target of this research, the writer would train the students to comprehend the text and help the students to identify main idea, to find word meaning, to find reference, to find explicitly stated information, and to find implicitly stated information.

The instrument of the test had been arranged and prepared before, under the guidance of the writer’s consultant I and consultant II. The questions which were given were based on the junior high school of grade eight’s syllabus, construct, and indicators.

The collaboration was needed in constructing and finishing the research. So, the writer needed a collaborator, that was, an English teacher of SMP YPPK Biak Numfor (Teacher AR). In the processes of action research, teacher AR became an observer and the writer was a teacher who conducted the action. The writer and the collaborator always discussed about the action research before and after the implementation of the research.

There were two cycles conducted in the action research. Each cycle consisted of four meetings. The procedure of the research was divided into three stages, namely pre-research, research implementation, and result of discussion. The procedure of the research was described in table 4.5.
<table>
<thead>
<tr>
<th>No</th>
<th>Procedure</th>
<th>Activity</th>
<th>Doer</th>
<th>Specific activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-research</td>
<td>Observation</td>
<td>The writer</td>
<td>Observation to identify the problems and technique used in teacher AR’s classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview</td>
<td>The writer interviewed the students</td>
<td>Identifying the problems, students’ background, and technique used in reading class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>The writer</td>
<td>Identifying students’ reading competence and problems</td>
</tr>
<tr>
<td>2</td>
<td>Research Implementation</td>
<td>Cycle I Planning</td>
<td>The writer and his Collaborator</td>
<td>Planning the action for cycle I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementing</td>
<td>The writer</td>
<td>Implementing the action in four meetings and one meeting was used for post test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observing</td>
<td>The writer and his Collaborator</td>
<td>Observing the actions of cycle I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflecting</td>
<td>The writer and his Collaborator</td>
<td>Reflecting the observation results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cycle II Planning</td>
<td>The writer and his Collaborator</td>
<td>Planning the action for cycle II based on the weaknesses found in cycle I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementing</td>
<td>The writer</td>
<td>Implementing the action in four meetings and one meeting was used for post test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observing</td>
<td>The writer and his Collaborator</td>
<td>Observing the actions of cycle II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflecting</td>
<td>The writer and his Collaborator</td>
<td>Reflecting the observation results</td>
</tr>
<tr>
<td>3</td>
<td>Result Discussion</td>
<td>Discussion</td>
<td>The writer</td>
<td>Discussing the result of the research as a conclusion</td>
</tr>
</tbody>
</table>
C. The Implementation of the Research

This research was aimed at improving students’ reading competence. This research was based on some facts taken in pre-observation, interviews, and pre-test. The technique used in this research was *two stay two stray*. There were two cycles in this research. Each cycle consisted of four meetings. The texts of this research were descriptive and recount text. The texts were based on syllabus of the second grade of junior high school. The first cycle was held on February 15th, 16th, 22nd, and 23rd while the second cycle was held on March 8th, 9th, 15th, and 16th. The timetable of the implementation of the research could be presented in the following table:

Table 4.6. Timetable of the implementation of the research.

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st cycle</td>
<td>1st meeting</td>
<td>Tuesday, February, 15th, 2011</td>
<td>07.15 – 08.35</td>
</tr>
<tr>
<td></td>
<td>2nd meeting</td>
<td>Wednesday, February, 16th, 2011</td>
<td>08.35 – 09.55</td>
</tr>
<tr>
<td></td>
<td>3rd meeting</td>
<td>Tuesday, February, 22nd, 2011</td>
<td>07.15 – 08.35</td>
</tr>
<tr>
<td></td>
<td>4th meeting</td>
<td>Wednesday, February, 23rd, 2011</td>
<td>08.35 – 09.55</td>
</tr>
<tr>
<td></td>
<td>Post-test 1</td>
<td>Tuesday, March, 1st, 2011</td>
<td>07.15 – 08.35</td>
</tr>
<tr>
<td>2nd cycle</td>
<td>1st meeting</td>
<td>Tuesday, March, 8th, 2011</td>
<td>07.15 – 08.35</td>
</tr>
<tr>
<td></td>
<td>2nd meeting</td>
<td>Wednesday, March, 9th, 2011</td>
<td>08.35 – 09.55</td>
</tr>
<tr>
<td></td>
<td>3rd meeting</td>
<td>Tuesday, March, 15th, 2011</td>
<td>07.15 – 08.35</td>
</tr>
<tr>
<td></td>
<td>4th meeting</td>
<td>Wednesday, March, 16th, 2011</td>
<td>08.35 – 09.55</td>
</tr>
<tr>
<td></td>
<td>Post-test 2</td>
<td>Tuesday, March, 22nd, 2011</td>
<td>07.15 – 08.35</td>
</tr>
</tbody>
</table>

1. The First Cycle

a. Planning the action.

Based on the reality that is proven by the pre-test result and the result of the observation, questionnaire, and interview, it can be concluded that students
had difficulties in comprehending a reading text. Students still got difficulties in comprehending the text so *two stay two stray* was implemented to solve the problem. Therefore, the writer cooperating with collaborator arranged a plan for doing the action. The plan or preparation used before implementing the action includes designing lesson plan, designing instrument of observation, designing interview guide, the process and the result of the action, selecting teaching material and teaching aid for cycle 1, determining the criteria or the measurement of the learning achievement, designing students’ worksheet, and setting group. To know the improvement of learning process, students were given post-test at the end of cycle.

The lesson plan was written for four meetings. So, this cycle was implemented in two weeks. Every meeting was focused on improving students’ reading competence by using one of cooperative learning technique called *two stay two stray*. The reading text for the first meeting was “Giraffe”, the second meeting was “The four season”, for the third meeting was “Newspaper”, and for the last meeting was “My personal Expression”. The lesson plan consisted of Competence standard, basic competence, Indicator, Learning method and technique, Instructional Material, Teaching and Learning Activities, and Assessment. The lesson plan of every meeting in cycle 1 are in appendix: 1.a until 1.d. Meanwhile, the observation list and observation checklist were prepared by the writer and the collaborator too. They were aimed at getting the data of teaching learning process. The collaborator could observe both the writer and the students in teaching learning process. She also could give comment about the teaching learning process. The list and checklist of observation could be seen
in appendix 2 and 3. The observation list and the observation checklist could not cover all the information from teaching learning process. So, the writer used “field note” to complete the data. The field note is in appendix 3.

Students were divided into 6 groups. Each group consisted of four students, but there were two groups consisting of five students. They were grouped based on their pre-test score and based on the writer’s observation. At the end of the cycle, the writer gave test to know the students’ improvement in their reading competence.

b. Implementation the action

In this stage, the writer implemented the action plan. The collaborator observed the writer and the students’ activities and interaction in the classroom. In the first cycle, the writer introduced descriptive and recount texts that were used in this cycle. These activities in implementing the action could be described as follows:

1) First Meeting
   a) Opening

   It was on Tuesday, February 15th, 2011. The writer and the collaborator entered to the classroom, the students welcomed the writer and the collaborator by saying good morning, and the writer and the collaborator replied them by saying good morning too, and asking their condition. The students said that they were fine, and they asked the writer and the collaborator’s condition again. The writer and the collaborator answered them
that they were fine too. After that the writer as the teacher put his teaching material on the teacher’s table, while collaborator took a seat in the back side.

The teacher called the students’ names one by one, and synchronized it with the attendance list. The students who was present was given point sign while the student who was absent was given the word a in his/her column. In this meeting, only 2 students did not follow the lesson. The total number of the students was 26. So, there were 24 students present in the first meeting.

The students seemed lazy to do the lesson. It was assumed that they were not enthusiastic in doing the task. The teacher smiled and tried to look at all his students intensively, then moved forward by greeting them friendly.

The teacher explained what they should do for that day. He tried to create a good situation by telling the students that the day’s activities would be reading lesson by using two stay two stray technique as a kind of cooperative learning. They would work in groups. The students seemed enthusiastic. After that the writer prepared the media and learning resources used that day.

b) The main activity

In this stage, the teacher gave an explanation the objectives of the teaching and learning on that day using two stay two stray technique. It was implemented to comprehend the reading text. Then, the teacher explained about the technique and what the students should do in every step of two stay two stray technique.

The teacher explained that in this technique the students would work in groups. Each group consisted of 4 students, two members of each group would visit another group to share what the other group has learned, and
meanwhile two members of each group who stayed in group would be visited by the other groups. *Two stay two stray* involved the integration of four essential features: investigation, interaction, interpretation, and intrinsic motivation. It was hoped there was an interactive process which can be used to build knowledge or summarise learning through sharing idea among groups. In this activity, they could share and solve a set of the reading problems. From the reading text, the students were asked for identifying main idea, finding word meaning, finding reference word, finding explicitly stated information, and implicitly stated information. They could discuss differences and attempt to arrive at common answers. When the stray had completed his/her visit, the stray returned to his/her group, after that, the members of the group shared what they learned from the visited group.

Realising that it was the first time for the students to use the technique, the teacher explained the steps very carefully to make sure that all students understood. Having been convinced that all the students understood the technique, the teacher described a topic of that day that was a descriptive text. The text that would be discussed was “*Giraffe*”.

After that, the teacher divided the class into 6 groups based on the students’ score result of pre-test and the collaborator’s recommendation. The aim was to make the teaching learning process run well. After all students had their group, the teacher distributed a text “*Giraffe*”. Each student in groups got a text.

The students were given a chance to discuss and tried to solve the reading text problem in their group and then two members of each group
visited another group to share, discuss, and compare answers to the problem set, on the contrary the other group did the same activities. However, the situation of the class when the students did the exercise was not quiet. The classroom was so noisy, some of students were confused how to begin the discussion. They always asked its procedure to their teacher. During the lesson, the teacher moved from one group to another to control the students. He explained the teaching steps clearly and loudly and students were active to follow teacher’s instruction, however, some of the students did not do it seriously. After the problem solving discussions were complete and all team members indicated that they could give the team’s report, the teacher asked the students to return to their own group.

The teacher asked the students to discuss, first in groups, and then the teacher invited them to present their result of discussion in front of the class. At the first time, they were reluctant to come in front of the class. But when the teacher told them that they were all learning, they had bravery to present it. Only three groups presented theirs because the time was almost up. The presentation was coordinated by the teacher. After that, he gave the students the tasks to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. Afterwards, the teacher asked the students to submit the result of their task and discussed it together.

c) Closing

This part showed how the teacher closed the meeting. The teacher reflected the result of learning activities. Some students followed the teacher’s...
instruction but other students talked with others, the teacher praised students who worked hard during the lesson, he reminded the class to study harder and remembered two stay two stray technique to prepare for the next meeting. He said that the process ran well although some students had no bravery to present their results. Most of them could follow the procedure easily. He also explained that in the next meeting, students would be divided into groups. “Any questions?” the students answered, “no sir”. If there is no question, I closed the meeting, thank you very much for attending and your attention, see you”. The students responded him, “See you too”.

2) Second Meeting

The second meeting was conducted on Wednesday, February 16th, 2011, at 08.35 a.m. The students were grouped in the same way as the previous meeting. The students with the same score or almost the same score were grouped together.

The steps were opening, the main activities, and the last was closing. They would be explained in the following parts.

a) Opening

This activity was not different from the activity in the first meeting. When the teacher entered the classroom with his collaborator, some students did not come yet. A few minutes later, they all came. Then, the teacher opened the class by saying good morning and students answered good morning too. The students seemed ready to join the lesson. They sat and paid attention to their teacher’s speaking. But on the left back side two students made a little
conversation and looked busy to open the book. Next the teacher checked their attendance and called the students one by one. The total of the students was 26 students.

The teacher gave questions to check their memorisation about the previous lesson. In this session the students were expected to memorise the steps of *two stay two stray* technique and remembered how to apply them (investigation, interaction, interpretation, and intrinsic motivation). Not all the students answered the questions. Most of them were only silent.

b) Main activity

Considering the students’ condition when the teacher asked them in the opening class, so he repeated the previous material by giving explanation about *two stay two stray* technique. He began to explain how to compare and discuss their ideas with other groups. The students were asked to investigate what the other groups learnt from the reading text, and interact to discuss about how they identify main idea, finding word meaning, finding reference, finding explicitly stated information, and implicitly stated information. After investigation and interaction, the students were asked to interpret their result in groups and then as a whole.

The teacher then asked his students again “do you understand?” The students replied him “yes sir”. Having been sure that all students understood the technique, the teacher gave the students a topic of discussion. The topic was about “*The Four Seasons*”. Next, teacher divided the students in group. It was still the same group with the first meeting, but the role of the stayer and strayer were changed. The students seemed enthusiastic with their new role in
group. However, the teacher found some students busy with their own activity. Then, he warned them to be silent and gave more attention to the teaching and learning process.

The following activities, the teacher distributed the topic of discussion entitled “The Four Seasons”. All of the students in groups got the text. The teacher gave time to them to read the text individually, and then the students shared and discussed the problem set in their own group. After that, two students from each group were asked to visit to find out what the other group has done and two members to stay to explain their group’s discussion result to the strayers from the other groups.

Although the class situation was so noisy, there were interactions and responses among the students in discussing and sharing their ideas. The strayer students did investigation to the stay students by asking how to identify main idea, find word meaning, find reference, find explicitly stated information, and find implicitly stated information. The teacher walked around the room to know closer the students’ activity and listen to the student’s interaction and help the students had difficulties in doing their visiting. He guided the students to apply steps of two stay two stray technique, but some of the students found the difficulties. They had difficulty in investigating, interacting, and interpreting. They did not use English language in teaching and learning process. However, the teacher motivated them to speak English.

The teacher gave the sign when the visiting time in other group was up. Afterwards, the strayers returned to their original groups and told about what they got. Each student presented what they got and shared it in their
group. The teacher then gave chance to some groups to present the result of
discussion in front of the class and the other students listened it.

After that, the teacher gave the students task to check their
comprehension of the text they had read. When the students had finished the
task, the teacher asked them to submit it. Both the teacher and the students then
discussed about the result of the reading task.

c) Closing

There was 5 minutes for the teacher to close the lesson. He asked the
students to give comments or questions about the teaching learning process that
day, however, there were no questions from the students. The teacher reviewed
the process and the result of two stay two stray that day. He said that the
process ran well. Most of them could follow the procedure easily. Having
finished all the activities on that day, then the teacher closed the class by
saying thanks for the students’ attention and cooperation. He reminded the
students to prepare the next meeting. Finally, he said see you next week to the
students.

3) Third meeting

The third meeting was carried out on Tuesday, February 22\textsuperscript{nd}, 2011.
This activity was not different from the activity in the previous meetings. In
this third stage, the teacher did the activities consisting of opening the class,
main activity, and the last was closure. The following were detail information:
a) Opening

The teacher and the collaborator entered the classroom and said good morning to the students, and then the students answered good morning, too. The teacher and the collaborator smiled happily because all the students have sat neatly. Then, the teacher put his teaching material on the teacher’s table, while collaborator took a seat in the back side. The teacher opened attendance list and gave a check mark. On that day all the students were present.

The teacher reminded the students about the technique they used in reading class that day, that was two stay two stray technique and its procedures. All of students answered that they still remembered it. Afterwards, the teacher prepared the media and learning resources which were used that day.

b) Main activity

The teacher explained what they were going to do on that occasion. He also told the objectives of the teaching and learning that day. To stimulate the students’ comprehension about the text that they would read, the teacher asked them about a teenager singer pop, Justin Bieber. Besides on television, where they could find out information about Bieber, most of the students answered “newspaper”. The teacher then explained that that day the topic they would discussed was “Newspaper”. And then, he asked the students to make group. The groups were same with previous meeting, but that day, one member of group who became strayer last week would be a stayer, and one member of group who became stayer last week would be a strayer. Having explained student’s role in groups, the teacher distributed the material that would be discussed to the students. All of the students in groups got the text.
The students were given time by the teacher to read the text individually, then, the students were asked to discuss in their own group. After that, two members of each group visited the other groups to find out what the other group has done and two members to stay to explain their group’s discussion result to the strayers from the other groups.

Having done investigation, all of the members returned to their original groups and told about what they got. After that, some of groups were asked by the teacher to present their group result in front of the class. The students were not reluctant to come in front of the class like the first meeting, in fact, there were some groups who wanted to present theirs but the time was almost up.

Later, the teacher gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. Afterwards, the teacher asked the students to submit the result of their task and discussed it together.

c) Closing

Having done all the activities, there was 5 minutes for the teacher to close the lesson. The teacher gave a chance to the students to ask question. Then, he closed the class by saying thanks to the student’s attending and participating. Finally, he said “good bye” and “see you”.
4) Fourth meeting

a) Opening

That day was Wednesday, 23rd February 2011. That was fourth meeting of first cycle, the sky looked so sunny, and the students seemed so concerned because the beam of the sun entered their classroom. The teacher and the collaborator greeted the class and there were no students missing. The teacher checked attendance list and gave a check mark. On that day all the students were present.

Having checked the students' attendance list, the teacher gave questions to check their memorisation about the steps of two stay two stray technique and reminded how to apply them (investigation, interaction, interpretation, and intrinsic motivation). All the students answered that they still remembered it.

b) Main activity

The teacher explained the objectives of the teaching and learning on that day, and then the teacher asked some questions to the students in order to stimulate the students' comprehension about the text that they would read. After that, the writer gave the students a topic of discussion. That day the topic was "Barbecue in the Park", it was a recount text. Then, the teacher divided the students into some groups (a group consists of 4 students).

When the students had sat in his/her groups, then the teacher distributed the text that would be discussed to the students. After that the teacher gave the time to the students to read the text individually, and then he asked the students to discuss the text in their group firstly. The teacher would
ask two members of each group to investigate what the other group has done and two members to stay to explain their group’s discussion result to the strayers from the other groups. The teacher asked the strayers to ask questions and make suggestions to group that they visited. The last, the teacher asked the strayers to return to their original groups and tell about what they got.

Next, the teacher asked the students to discuss, first in groups, and then as a whole class. Discussing was coordinated by the teacher. Therefore, the teacher invited the passive students to report the result of their discussion in front of the class. After that, he gave the students the tasks to check their comprehension of the text they had read. The tasks related to the content of the text which had to be answered individually. The teacher monitored and helped the students who had difficulties in doing their tasks. Afterwards, the teacher asked the students to submit the result of their task and discussed it together.

c) Closing

The teacher reflected the result of learning activities, and gave a chance for the students to ask some questions related to the topic that day. Before closing the class, he said that he would give a test to evaluate what they had learned before. The form of the test was written test. In the test students had to answer the questions on the paper sheet which had been provided. Afterwards, the teacher and the collaborator said good bye to the students.

5) Post Test of Cycle 1

The post-test of cycle 1 was held on Tuesday, March 1st, 2011. The time was 07.15 a.m. all students were present that day. The test was conducted...
to know whether students’ reading competence improves or not by using *two stay two stray* technique. There were forty test items in the form of multiple choices. Nine items were about main idea, nine items were about meaning of word, six items were about referent word, nine items were about explicitly stated information, and seven items were about implicitly stated information.

c. Observation

There were two things that the writer and his collaborator observed. They were the process of teaching and learning in the classroom and the learning progress which the students achieved. Observation was done by the writer as the teacher and his collaborator during the implementation of the action were doing in the classroom. Based on the observation, the writer could describe the process of teaching and learning in the classroom and the learning progress which the students achieved when *two stay two stray* technique was applied in teaching reading in the classroom as follows:

1) Teaching and Learning Process of Cycle 1

In this part, the writer would like to describe about what he had observed and noticed for the teaching learning process which was going on at every meeting in cycle 1.

In the first meeting, when he opened the class, the students seemed lazy to follow the lesson and did not have higher motivation, however, the writer tried to smile friendly to attract his students’ attention to be comfortable in doing the lesson. He also gave motivation to the students. After greeting them and the students responded him then he checked students’ attendance one by one. There
were two students absent in this meeting. However, when the writer told that he would use a new technique, that was \textit{two stay two stray}, the students seemed enthusiastic. It could be concluded that they were not interested in the method used by their teacher previously. The writer divided the students into 6 groups based on the students’ score of pre-test and the collaborator’s recommendation. During the lesson, the writer moved from one group to another to control the students. He explained the teaching steps clearly and loudly and students were active to follow teacher’s instruction. He guided the students to apply the steps of \textit{two stay two stray} technique, but some of the students still found the difficulties, they were confused how to begin the discussion. They had difficulty in investigation, interaction, and interpretation. Most of the students used Indonesian language in expressing their ideas. The situation of the class when the students doing discussion was so noisy. The writer gave the sign when the visiting time in other group was up. The students were asked to discuss by the writer, first in groups, and then presented their result of discussion in front of the class. They were reluctant to come in front of the class, only three groups presented theirs. The presentation was coordinated by the teacher. To check their comprehension of the text they had read, the writer gave the task to the students. The tasks were related to the content of the text which had to be answered individually. Before the writer closed the meeting, he reflected the result of learning activities and reminded the class to study harder and remembered the technique to prepare for the next meeting.

In the second meeting, the students seemed enthusiastic to follow the lesson. When the writer entered their classroom, most of the students asked him
whether he would use *two stay two stray* technique that day or not. The writer was so happy to see that situation. The teacher opened the class by saying good morning to the students. After greeting the students and the students responded him then he checked students’ attendance one by one. All of the students were present in this meeting. To check their memorisation about the previous lesson, the writer gave some questions and remembered them the steps of *two stay two stray* technique. Most of the students were only silent. The writer gave the students a topic of discussion, then, he divided them into 6 groups. It was still the same group with the previous meeting, but the role of the stayer and the strayer were changed. The students seemed enthusiastic with their new role in group. During the lesson, the writer moved from one group to another to control the students. The class’s situation was so noisy, some of the students had difficulty in investigating, interacting, and interpreting. So, the writer guided the students to apply steps of *two stay two stray* technique patiently. The students did not use English language in teaching and learning process, however, the writer always motivated the students to speak English. The writer gave chance to some groups to present the result of discussion in front of the class and the other students listened to it, but some of students were reluctant to come in front of the class. The writer gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. Before the writer closed the meeting, he reviewed the process and the result of *two stay two stray* that day.

In the third meeting, all the students were present. When the writer reminded them about the technique they used in reading class that day, all of
students answered that they still remembered it. The process of teaching and learning ran well. The students were active in discussion, both of visiting other group and theirs. The students were reluctant to come in front of the class like the previous meetings when they were asked to present their group result, but there were some groups who wanted to present theirs but the time was almost up. The writer gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. Before the writer closed the lesson, he gave a chance to the students to ask question.

In fourth meeting, all the students were present. When the writer gave questions to check student’s memorisation about the steps of two stay two stray technique and reminded how to apply them, all the students answered that they still remembered it. The writer divided the students into some groups (a group consists of 4 students). The writer asked the strayers to ask questions and make suggestions to group that they visited. The process of teaching and learning ran well. The students were active in discussions, both of visiting other group and theirs. The students were reluctant to come in front of the class when they were asked to present their group result, in fact, there were some groups who wanted to present theirs but the time was almost up. The writer gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. He monitored and helped the students who had difficulties in doing their tasks. The writer reflected the result of learning activities, and gave a chance for the students to ask some questions related to the topic that day.

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2) Learning Progress of Cycle 1

Using *two stay two stray* technique in the classroom stimulated the students’ interest in learning reading. It was able to improve the student’s achievement in comprehending a reading text. The result of their assessment showed that their understanding of reading improved better than the pre-test’s result. However, the percentage was not too significant. The writer analysed the result of the students’ post-test and compared to the result of their pre-test. It was done to know whether there was an improvement on the students’ reading competence.

Table 4.7. The average score of pre-test and post-test 1

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Pre-test score</th>
<th>Post-test 1 score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>77.5</td>
<td>82.5</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>45</td>
<td>47.5</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>57.01</td>
<td>64.62</td>
</tr>
</tbody>
</table>

Table 4.8. The average score of pre-test and post-test 1 viewed from students reading skills.

<table>
<thead>
<tr>
<th>No</th>
<th>skills</th>
<th>Average score of pre-test</th>
<th>Average score of post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>55.12</td>
<td>63.67</td>
</tr>
<tr>
<td>2</td>
<td>Word meaning</td>
<td>55.98</td>
<td>62.39</td>
</tr>
<tr>
<td>3</td>
<td>Referent</td>
<td>62.81</td>
<td>69.87</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly stated information</td>
<td>58.97</td>
<td>67.09</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly stated information</td>
<td>53.29</td>
<td>62.08</td>
</tr>
</tbody>
</table>
a) The strengths of *two stay two stray* technique;

(1) Most of the students were active in group discussion

There was a good interaction among students in group, the stray students were active to start a conversation by asking questions related to the topic to the stay students.

(2) The students’ reading competence improved

To evaluate the student’s reading competence in that cycle, the writer and his collaborator took the result of the students’ post-test. It was used to measure the student’s achievement in cycle 1. Having evaluated the result of post test 1, the writer could report that there was improvement on students’ reading competence. The highest score gained by the students increased from 77.5 in pre-test to 82.5 in post test 1. The lowest score increased from 45 in pre-test to 47.5 in post test 1. The average score also increased from 57.01 to 64.62. In brief, the average score of pre-test and post-test 1 could be shown in table 4.6.

The result of post-test 1 based on students’ reading skills was also evaluated by the writer. The data show that highest score of understanding main idea between pre-test and post-test 1 were still the same, which was 77.77. The lowest score increased from 44.44 in pre-test to 55.55 in post-test 1. The average score increased from 55.12 in pre-test to 63.67 in post-test 1. The highest score for finding word meaning between pre-test and post-test 1 were still the same, which was 77.77. The lowest score remained the same in pre-test and post test 1, 44.44. The average score increased from 55.98 in pre-test to 62.39 in post-test 1. The highest score for finding reference word
increased from 85.33 in pre-test to 100 in post-test 1. The lowest score remained the same in pre-test and post test 1, 50. The average score increased from 62.81 in pre-test to 69.87 in post-test 1. The highest score for finding explicitly stated information increased from 77.77 in pre-test to 88.88 in post-test 1. The lowest score increased from 33.33 in pre-test to 44.44 in post-test 1. The average score increased from 58.97 in pre-test to 67.09 in post-test 1. The highest score for finding implicitly stated information increased from 71.42 in pre-test to 85.71 in post-test 1. The lowest score increased from 28.57 in pre-test to 42.85 in post-test 1. The total of average score increased from 57.234 in pre-test to 65.02 in post-test 1.

Based on the data, it could be concluded that the students were successful in finding referent word and explicitly stated information. The students still had difficulty in identifying main idea, understanding word meaning, and finding implicitly stated information.

b) Weaknesses of two stay two stray technique.

(1) The students were supposed to understand the content of the paragraph. Unfortunately, the students just memorised every word in the sentences without understanding the content of the paragraph.

(2) The students were supposed to analyse the meaning of word in the paragraph. The fact was that the students did not do the step as they were told to do. They just memorised every word in the sentences without understanding the meaning of the paragraph.
(3) The students had difficulty to find implicitly stated information of the text. The students were supposed to investigate the other group by asking to elaborate the reading problems in detail.

(4) Some of the students still got problems in expressing ideas. They were shy to express their ideas, because they were afraid to make mistake.

(5) Some of the students were still confused to give personal comment. They were not usual to speak in front of the class.

(6) The situation of the class became crowded. *Two stay two stray* is a new technique for the students. It was a cooperative learning, therefore the students were divided into some groups to discuss a reading topic which was given by the teacher. There were 6 groups in that class. So, when they discussed in each group at same time, the class was very noisy.

d. Reflection

After the implementation of the action in cycle 1, the writer and his collaborator did reflection. It was done to evaluate the action in the cycle 1 when the writer used *two stay two stray* technique in the teaching and learning process. There were two main points that were evaluated; the process of teaching and learning and the learning progress.

1) Teaching and learning process

a) The positive results of the teaching and learning process of cycle 1 were as follows:

(1) The students could create ideas and share it with his/her friend in groups and in fact even for others group.
(2) *Two stay two stray* technique gave the students a new impression so that it reduced their boredom and made the atmosphere of learning more relaxing.

(3) The situation of the classroom was passionate. There was a good interaction between the writer and the students, the students and the students in group, and among the students in doing discussion with other groups. This condition made the writer could create a good atmosphere to motivate the students in the teaching and learning process.

b) The weaknesses of the teaching and learning process of cycle 1 were as follows:

(1) Some of the students still got some problems in expressing ideas.

(2) Some of the students were still confused to give personal comment.

(3) The discussion ran well but the atmosphere became crowded and lots of them made a noise because *two stay two stray* was a new technique for them.

(4) Teacher did not give a clear explanation. He explained the material too fast. Teacher clarified the material using English Language that students felt difficult to understand.

2) The result of learning progress of the cycle 1

To know the result of learning progress of the cycle 1, the writer and the collaborator used field note and post-test. According to the result of field note and post-test, the students’ learning progress was good enough. The students were active in group discussion. There were interactions among the students in their own group, in spite of, some students still used *Bahasa Indonesia* when they created ideas and try to share them to the other ones. The situation of the class was inspiring. The students enjoyed the new role in teaching learning process. In this cycle, especially in meeting 1 and 2, the students were still afraid to report the
result of their discussion in front of the class. But the condition got better in meeting 3 and 4, almost all of the students were brave to report the result of their discussion.

There were interactions between teacher and students. The students were active in answering questions from the teacher and also active in asking questions when they did not understand about particular things. There was a good interaction among students in group. In group discussion, especially in investigation, the stray students were active to start a conversation by asking questions related to the topic to the stay students. The students were able to interpret what the stay students explained to them related to the topic. Therefore, the writer needed an extra effort to motivate them. The writer as a teacher had to be more creative than before, not only as the man who set the discussion in group or in whole classroom but also had role as a model for them.

Even though most of the students had shown an increasing achievement in interaction among them, however, there were some students who still got problems in expressing their ideas. They were shy to express their ideas, because they were afraid to make mistake. These students were still confused to give personal comment. They had not usual to speak in front of the class.

Meanwhile, the writer and his collaborator took the result of students’ post test 1 to evaluate the students’ reading competence in cycle 1. It was used to measure the student’s achievement in that cycle.

From the total 26 students; one student got under 50, twelve students got under 60, seven students got under 70, four students got under 80, and two
students got under 90. The highest score was 82.5, the lowest score was 47.5, and the average score in this test was 64.62.

Having evaluated the result of post test 1, the writer could report that there was improvement on students’ reading competence. The highest score gained by the students increased from 77.5 in pre-test to 82.5 in post test 1. The lowest score increased from 45 in pre-test to 47.5 in post test 1. The average score also increased from 57.01 to 64.62. In brief, the average score of pre-test and post-test 1 could be shown in table 4.9.

Table 4.9. The average score of pre-test and post test 1

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Pre-test</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>77.5</td>
<td>82.5</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>45</td>
<td>47.5</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>57.01</td>
<td>64.62</td>
</tr>
</tbody>
</table>

The result of post-test 1 based on students’ reading skills was also evaluated by the writer. Below is table of the students’ score viewed from the reading skills to compare the score between pre-test and post-test 1.

Table 4.10. Table of average score of pre-test viewed from students’ reading skills.

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Highest</th>
<th>Lowest</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>77.77</td>
<td>44.44</td>
<td>55.12</td>
</tr>
<tr>
<td>2</td>
<td>Word Meaning</td>
<td>77.77</td>
<td>44.44</td>
<td>55.98</td>
</tr>
<tr>
<td>3</td>
<td>referent</td>
<td>83.33</td>
<td>50</td>
<td>62.81</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly Stated Information</td>
<td>77.77</td>
<td>33.33</td>
<td>58.97</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly Stated Information</td>
<td>71.42</td>
<td>28.57</td>
<td>53.29</td>
</tr>
</tbody>
</table>

Total of Average Score 57.234
Table 4.11. Table of average score of post-test 1 viewed from students’ reading skills.

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Highest</th>
<th>Lowest</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>77.77</td>
<td>55.55</td>
<td>63.67</td>
</tr>
<tr>
<td>2</td>
<td>Word Meaning</td>
<td>77.77</td>
<td>44.44</td>
<td>62.39</td>
</tr>
<tr>
<td>3</td>
<td>referent</td>
<td>100</td>
<td>50</td>
<td>69.87</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly Stated Information</td>
<td>88.88</td>
<td>44.44</td>
<td>67.09</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly Stated Information</td>
<td>85.71</td>
<td>42.85</td>
<td>62.08</td>
</tr>
<tr>
<td></td>
<td>Total of Average Score</td>
<td></td>
<td></td>
<td>65.02</td>
</tr>
</tbody>
</table>

The data show that highest score of understanding main idea between pre-test and post-test 1 were still the same, which was 77.77. The lowest score increased from 44.44 in pre-test to 55.55 in post-test 1. The average score increased from 55.12 in pre-test to 63.67 in post-test 1. The highest score for finding word meaning between pre-test and post-test 1 were still the same, which was 77.77. The lowest score remained the same in pre-test and post test 1, 44.44. The average score increased from 55.98 in pre-test to 62.39 in post-test 1. The highest score for finding reference word increased from 85.33 in pre-test to 100 in post-test 1. The lowest score remained the same in pre-test and post test 1, 50. The average score increased from 62.81 in pre-test to 69.87 in post-test 1. The highest score for finding explicitly stated information increased from 77.77 in pre-test to 88.88 in post-test 1. The lowest score increased from 33.33 in pre-test to 44.44 in post-test 1. The average score increased from 58.97 in pre-test to 67.09 in post-test 1. The highest score for finding implicitly stated information increased from 71.42 in pre-test to 85.71 in post-test 1. The lowest score increased from 28.57 in pre-test to 42.85 in post-test 1. The average score increased from 53.29 in pre-test to 62.08 in post-test 1. The total of average score increased from 57.234 in pre-test to 65.02 in post-test 1.
After analysing the pre-test and post-test 1 by using t-test for non-independent, it was found that \( t \) was 9.32. Because \( t_0 \) (9.32) is higher than \( t_{0.05} (2.060) \), or \( t_0 > t_{0.05} \), \( H_0 \) is rejected and it can be concluded that there is a significant difference between the result of pre-test and post-test 1.

Based on the data, it can be concluded that the students were successful in finding reference word and explicitly stated information. The students were successful in finding referent word because they followed every step which was told by the teacher. The students succeeded to ask the stayer group in elaborating the referent word in the text, and then compared it with theirs. In finding explicitly stated information, the strayer students succeeded in investigation what the other group learned by asking questions related with this skill. Conversely, the stayer groups were able to explain the information they had to the strayer in detail. However, the students still had difficulty in identifying main idea, understanding word meaning, and finding implicitly stated information. The problems occurred because of some reasons. They were as follows:

a) Main Idea

In investigation, the students were asked to investigate what the stay groups found in the text. The students were hoped to interpret every word that the stay groups explained related to the content of each paragraph, and then, it could be a referent for them to find the main idea after it was synchronized with theirs. Doing this, it was hoped they could identify its main idea. Unfortunately, the fact was not what it was hoped.
b) Word Meaning

The students were supposed to analyse the meaning of words in certain paragraph. Being able to identify the word meaning, the students would be able to understand the whole paragraph. The fact was that the students did not do the steps as they were told to do.

c) Implicitly Stated Information

As the result that the students did not understand the content of the paragraph, therefore, they had difficulty to find the implicitly stated information of each paragraph.

From the explanation above, the writer concluded that the first cycle did not give significant contribution to the result even though the result of the first reading test had shown an increasing achievement. So, there must be a further cycle.

2. Description of Cycle 2

a. Revising the plan

Considering the unsuccessful things happened in cycle I, the writer shared ideas with his collaborator. To overcome the unsuccessful things, they revised the plan for the next cycle, so that the problems would not occur anymore and the aims of the research could be achieved. They decided that it was important to improve students’ reading competence and class condition by planning some actions in the second cycle as follows:

1) The teacher would ask the students not to memorise the sentences of each paragraph but they had to understand the meaning of the sentences. They
would be able to understand the message in the reading text. Hopefully by doing this, it would be easy for them to identify the main idea of each paragraph.

2) The teacher would guide the students to find the meaning of the difficult words so that it would be easy for them to understand the content of the text. It means controlled vocabulary is developed. Thereby, the students were hoped to find the word meaning of a reading text.

3) The students were asked to ask questions to other groups how they find implicitly stated information in investigation step. The stayer was hoped to explain their group result of discussion in detail to the strayer, especially about how to identify implicitly stated information. It would help the students to identify implicitly stated information of each paragraph.

4) Enhancing the role of the teacher to keep the class active and interactive. It means that the teacher had to approach and guide students. The teacher also had to motivate the students in learning by using two stay two stray technique little by little. They do not have to be afraid to make mistakes.

5) The teacher had to give a high motivation, and guide the students to learn patiently, support them not to be worried to make mistakes and always give strong motivation.

6) The teacher had to motivate the students to practise their speaking using English language, and give same opportunity to all students, especially the passive ones, to be active and not be afraid anymore to speak up.

7) Four meetings would be held for the cycle 2.

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Cycle 2 involved four important stages. They were planning, action, observation, and reflection. Cycle 2 was conducted from March 8th, 2011 for first meeting, the second meeting was held on March 9th, 2011, the third meeting was held on March 15th, 2011, and fourth meeting was held on March 16th, 2011. After the fourth meeting was done, a post-test 2 was carried out. It was held on March 22nd, 2011. The detail of those four stages was explained as follows:

Before conducting the research, the writer and his collaborator did some activities. Those activities were preparing the handout and making lesson plan. The lesson plans of every meeting in cycle 2 were in appendix: 2.e until 2.h. The texts were descriptive texts and recount texts. The topics were “My Personal Experience” for the first meeting, “Smart Health Clinic” for the second meeting, “Young Stars” for the third meeting, and “Octopus” for the fourth meeting.

b. Implementing the Action

In this stage, the writer implemented the action plan. The collaborator observed the writer and the students’ activities and interaction in the classroom. The second cycle was conducted in four meetings. The writer still used the descriptive and the recount texts in that cycle. These activities in implementing the action could be described as follows:

1) First meeting
   a) Opening

   That day was on Tuesday, March 8th, 2011. The weather was windy while the sky was cloudy, they made the air cold. The teacher and the collaborator entered the classroom, the students welcomed the teacher and the
collaborator by saying good morning, and then the teacher and the collaborator replied them by saying good morning too, and asking their condition. The students said that they were fine, but today was very cold, and they asked the teacher and the collaborator’s condition again. The teacher and the collaborator answered them that they were fine too, and agreed with their opinion that that day was very cold. Most of the students wore sweater in the class, because they felt cold. Furthermore, the teacher as the teacher put his teaching material on the teacher’s table, while collaborator took a seat in the back side.

The teacher called the students’ names one by one, and synchronized it with the attendance list. All of the students were present today. The total number of the students was 26.

Meanwhile, the students seemed enthusiastic to do the lesson. They asked the teacher about their result post-test 1. It was assumed that they enjoyed the lesson energetically. The teacher smiled and told them that their result was not bad, but there were some their reading skills which were not satisfying yet.

Therefore, the lesson that day was still reading skill. The teacher explained what they should do for that day. The technique used in teaching learning process was still the same with the first cycle, which was, two stay two stray technique as a kind of cooperative learning. They would work in groups. The students seemed enthusiastic. After that the teacher prepared the media and learning resources used that day.
b) The main activity

In this stage, the teacher gave an explanation the objectives of the teaching and learning on that day using *two stay two stray* technique. It was implemented to comprehend the reading text. Then, the teacher explained about the technique and what the students should do in every step of *two stay two stray* technique.

The teacher explained that in this technique the students would work in groups. It was still the same as first cycle, each group consisted of 4 students, two members of each groups would visit another group to investigate what the other group found, meanwhile two members of each group who stayed in group would be visited by the other groups. *Two stay two stray* involved the integration of four essential features: investigation, interaction, interpretation, and intrinsic motivation. It was hoped there was an interactive process which can be used to build knowledge or summarise learning through sharing idea among groups. In this activity, they could share and solve a set of the reading text problems. From the reading text, the stayer was asked to elaborate how they identify main idea, find word meaning, and implicitly stated information, conversely the strayer was hoped to understand and interpret the answer the stayer gave. They could discuss differences and attempt to arrive at common answers. When the stray had completed consulting, the stray returned to his/her group, after that, the members of group shared what they learned from the stray that visited and the group their stray visited.
Having been convinced that all the students still remembered the technique, the teacher described a topic of that day that was recount text. The text that would be discussed was “My Personal Experience”.

After that, the teacher divided the class into 6 groups based on the students’ score result of post-test 1 and the collaborator’s recommendation. The aim was making the teaching learning process run well. After all students looked for their group, the teacher distributed a text “My Personal Experience”. All students in groups got texts.

Each student read the material assigned to the class. Students then worked together in their group to help one another in process and digest the material. Afterwards two members of each group visited another group to share, discuss, and compare answers to the problem set, on the contrary the other groups did the same activities. The classroom was calmer than previous cycle. The students had understood the steps and the procedure of two stay two stray technique. During the lesson, the teacher moved from one group to another to control the students. The teacher motivated them not to be worried to make mistake and always guided them patiently. After the problem solving discussions were completed and all team members indicated that they could give the team’s report, the teacher asked the students to return to their own group.

Next, the teacher asked the students to discuss their discussion result, first in groups, and then the teacher invited them to present their result of discussion in front of the class. Most of the groups wanted to present theirs, but the teacher told them that only three groups which would present their result of
discussion in front of the class, because the time was almost up. However, the teacher promised to the groups who did not get the time that they would get the chance in the next meeting. The group who consisted of the passive students in the first cycle would be main priority by the teacher. The aim was making them active and braver to speak up. The presentation was coordinated by the teacher. After that, he gave the students the tasks to check their comprehension of the text they had read. The tasks were related to the content of the text, that were main idea, word meaning, referent word, explicitly stated information, and implicitly stated information, which had to be answered individually. Afterwards, the teacher asked the students to submit the result of their task and discussed it together.

c) Closing

In this stage, the teacher closed the meeting after reflecting the result of learning activities. All of the students followed the teacher’s instruction, the teacher praised the students who worked hard during the lesson, he reminded the class to study harder and always remembered the steps and procedure of two stay two stray technique to prepare for the next meeting. He said that the process ran well that day, the students were brave to present their results. “Any questions?” the students replied, “no, sir”. If there is no question, I closed the meeting, thank you very much for attending and your cooperation, see you”. The students responded him, “See you, too”.

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2) Second Meeting

The second meeting was conducted on Wednesday, March 9\textsuperscript{th}, 2011, at 08.35 a.m. The students were grouped the same as the previous meeting. The students with the same score or almost the same score were grouped together.

The steps were opening, the main activities, and the last was closing. They would be explained in the following parts.

a) Opening

The teacher and his collaborator came into the class. They said good morning to the students, and then the students answered good morning, too. The students looked energetic to join the lesson that day.

Having taken the seat in front of the class, the teacher began checking the student attendance and called their names one by one. All of the students were present. The total of the students was 26 students.

To stimulate the students’ way of thinking, the teacher gave questions to check their memorisation about the previous lesson. All of the students seemed to be enjoying the situation of the class.

b) Main activity

In this stage, the teacher explained the objectives of the teaching and learning that day and then stimulated the students’ comprehension about the text that they would read. The next activity was giving the students a topic of discussion. Before, the teacher distributed the text that would be discussed by the students, he divided them into groups. All of the students in groups got the text.
The students were given time by the teacher to read the text individually, afterwards, they were asked to discuss in their own group, and then two members of each group were delegated to investigate what the other groups found from the text. The stayer were asked to elaborate in detail how they identified main idea, found word meaning, found referent word, found explicitly stated information, and found implicitly stated information. The strayer was hoped to be able understanding and interpreting the stayers’ explanation to them. The teacher walked around the room to know closer the students’ activity and listen to the student’s interaction and help the students which had difficulties in doing their visiting. He guided the students to apply steps of two stay two stray technique. Having done investigation and interaction, the students reported the result of investigation which they got from other groups for their own group and then as a whole.

The students became braver and braver using English language in doing interaction among them. They were not shy to interact using English in their group, receiving the strayer or doing investigation in other groups, moreover when presentation in front of the class. The teaching learning process itself had motivated the students to make them better.

The teacher gave the sign when the visiting time in other group was up. Afterwards, the strayers returned to their original groups and told about what they got. Each student presented what they got and shared it in their group. The teacher then gave chance to some groups to present the result of discussion in front of the class and the other students listened to it.
Next, the writer gave the students the task to check their comprehension of the text they had read. The students could do the entire task faster than before. The students could really do the task well. The teacher asked the students to submit the task when they had finished doing it. Both the teacher and the students then discussed about the result of the reading task.

c) Closing

The teacher asked the students to give comments or questions about the teaching learning process that day before he closed the lesson, however, there were no questions from the students. The teacher reviewed the process and the result of *two stay two stray* that day. He said that the process ran well meeting by meeting. All of the students could follow the procedure easily. The teacher closed the class by saying thanks for the students’ attention and cooperation. He reminded the students to prepare the next meeting. Finally, he said “see you next week” to the students.

3) Third meeting

The third meeting was carried out on Tuesday, March 15th, 2011. This activity was still the same with the activity in the previous meetings. In this third stage, the teacher did the activities consisting of opening the class, main activity, and the last one was closing. The implementation of this meeting is described as follows:

a) Opening

The sky was bright, when the teacher and his collaborator entered the classroom. The students welcomed his teacher and the collaborator by saying
good morning, and then they answered good morning too. The teacher and the collaborator smiled happily because all the students looked happy. Then, the teacher put his teaching material on the teacher’s table, while collaborator took a seat in the back side. The teacher opened attendance list and gave a check mark. On that day all the students were present. There were 26 students at that class.

The teacher reminded the students about the technique they used in reading class that day that was two stay two stray technique and its procedures. Afterwards, the teacher prepared the media and learning resources which were used that day.

b) Main activity

The teacher explained the objectives of the teaching and learning that day. In order to stimulate the students’ comprehension about the text that they would read, the teacher asked them prior knowledge related to the topic which was given. The teacher then explained that that day the topic they would discussed was “Young Stars”. And then, he asked the students to make group. The groups were still same as previous meeting. Having explained student’s role in groups, the teacher distributed the material that would be discussed to the students. All of the students in groups got the text.

The students were given time by the writer to read the text individually, then, the students were asked to discuss in their own group. After that, two members of each group visited the other groups to investigate what the other group has learned and two members stayed to explain their group’s result of discussion to the strayers from the other groups. The strayers were
asked to make questions and ask the stayer to elaborate their findings in detail, especially in finding main idea, finding word meaning, finding referent word, finding explicilty stated information, and finding implicitly stated information. The class was very active, all of the students interacted each other. Most of them had bravery to express their ideas using English. The teaching learning process itself had motivated the students to make them better.

Having done investigation, all of the members returned to their original groups and reported what they got. After that, some of groups were asked by the teacher to present their group result in front of the class. The students were not reluctant to come in front of the class like the first cycle, in fact, all of groups wanted to present theirs.

Later, the teacher gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. Afterwards, the teacher asked the students to submit the result of their task and discussed it together.

c) Closing

The teacher reflected the result of learning activities. He gave a chance to the students to ask question. Then, he closed the class by saying thanks to the student’s attending and participating. Finally, he said “good bye” and “see you”.

4) Fourth meeting

a) Opening

That day was Wednesday, 16th March 2011. The sky looked so sunny, the teacher and the collaborator greeted the class and there were no students
missing. The teacher checked attendance list and gave a check mark. On that
day all the students were present.

Having checked the students’ attendance list, the teacher gave
questions to check their memorisation about the steps of two stay two stray
technique. Afterwards, the teacher prepared the media and learning resources
which was used that day.

b) Main activity

The teacher explained the objectives of the teaching and learning on
that day, and then the teacher asked some questions to the students in order to
stimulate the students’ comprehension about the text that they would read.
After that, the teacher gave the students a topic of discussion. That day the
topic was "Octopus", it was a descriptive text. Then, the teacher divided the
students into some groups, each group consisted of 4 students.

The teacher distributed the text that would be discussed to the
students. After that the teacher gave the time to the students to read the text
individually, and then asked the students to discuss the text in their group
firstly. Next, the teacher asked two members of each group to investigate what
the other group found and two members stayed to explain their group’s result
discussion to the strayers from the other groups. The teacher asked the strayers
to make questions and ask the stayer to elaborate their findings in detail,
especially in finding main idea, finding word meaning, finding referent word,
finding explicitely stated information, and finding implicitly stated information.
The last, the teacher asked the strayers to return to their original groups and tell
about what they got.
Next activity, the teacher asked the students to discuss, first in groups, and then as a whole. Discussion was coordinated by the teacher. Therefore, the teacher invited the passive students to report the result of their discussion in front of the class. After that, he gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. The teacher monitored and helped the students who had difficulties in doing their tasks. Afterwards, the teacher asked the students to submit the result of their task.

c) Closing

The teacher reflected the result of learning activities and gave a chance for the students to ask some questions related to the topic that day. Before closing the class, he said that he would give a test to evaluate what they had learned before. The form of the test was written test. In the test the students had to answer the questions on the paper sheet which had been provided. Afterwards, the teacher and the collaborator said good bye to the students.

5) Post-test 2

In this meeting the students got the post-test 2. It was held on Tuesday, March 22nd, 2011. The time was 7.00 a.m. all students were present that day. The test was used to measure the students’ achievement in reading competence. There were forty test items in the form of multiple choices. Nine items were about main idea, nine items were about word meaning, six items were about referent, nine items were about explicitly stated information, and seven items were about implicitly stated information.
c. Observation

Similar with previous cycle, the writer and the collaborator observed the implementation of the action. The observation was held during the teaching and learning process. It was done to know the teaching learning process in the classroom and the learning progress that the students achieved, especially to see if there was any improvement from cycle 1 or not. The result of the observation could describe as follows:

1) Teaching and learning process of cycle 2

Comparing the teaching and learning process cycle 2 and teaching learning process cycle 1, there were some differences. The teaching learning process in every meeting in cycle 2 was more effective than cycle 1. In first meeting of cycle 2, the students were enthusiastic to do the lesson, they enjoyed the lesson energetically. There was a good communication among the students, in their own group and in the other group when they visited each other or received the strayers from others group. Its process built knowledge through sharing idea among them. The students were able to elaborate and interpret how they identified main idea, found word meaning, and implicitly stated information. Students could work together in their group to help each other. It made the passive ones active. There was good cooperation in each group. They helped each other to finish the task and discussed the task actively. The classroom situation was calmer than previous cycle, it indicated that the students were able to understand the steps and the procedure of *two stay two stray* technique.
During the lesson, the teacher moved from one group to another to control the students. The teacher motivated and supported them not to be afraid to make mistake and always guided them patiently. In that meeting, almost of the groups wanted to present their result, but the teacher had priority to the groups who consisted of the passive students in the first cycle. The aim was to make them to be active and braver anymore to speak up in English. The students felt to flatter when the teacher always praised them at the end of the class. It made the students more energetic in learning English. They were not afraid and shy anymore to ask about the lesson if they found problems in teaching learning process.

In the second meeting of cycle 2, the teaching learning process ran well. The students were energetic to join the lesson that day. The teacher did some activities to stimulate students’ comprehension toward the lesson, there were about the previous lesson, the text that they would read, and the technique they used. The teacher explained the objectives of the teaching and learning that day. The students became braver and braver using English language in doing interaction among them. They were not shy to interact using English in their group, receive the strayer or do investigation in other groups. Moreover, the students were not reluctant anymore when they presented their result of discussion in front of the class.

The students’ activity when doing discussion was being monitor by the teacher. The teacher walked around the room to know closer the students’ activity and listened to the student’s interaction and helped the students which had difficulties in doing their visiting. He guided the students to apply steps of
two stay two stray technique and motivated the students to do the best. The students were gave the opportunity to presentation their discussion result in their own group and then as a whole.

The teacher always gave the time to the students in applying teaching learning process. The teacher gave the students the task to check their comprehension of the text they had read. It was important to do to know the learning progress that day. In this meeting, the students could do the entire task faster than before. The students really could do the task well. Both the writer and the students discussed about the result of the reading task, all at once to solve the difficulties the students found on the text.

The students were asked to give comments or asked questions about the teaching learning process that day by the teacher. The writer reviewed the process and the result of two stay two stray that day. All of the students could follow the procedure easily. The teacher always reminded the students to prepare the next meeting.

In third meeting, the students’ activity was still the same as the previous meeting. The students received the lesson that day energetically. The teacher asked prior knowledge related to the topic which is given to stimulate the students’ comprehension. To make the discussion run well, the students were asked making group. The teacher explained the student’s role in groups based on the steps and procedure of two stay two stray technique. The teacher distributed the material that would be discussed to the students and ascertained that all of the students in groups got the text.
To solve the problem of their reading competence, especially to find main idea, find word meaning, find referent word, understand explicitly stated information, and understand implicitly stated information, the teacher asked the stayer to elaborate their findings in detail, especially those skills above to the strayer. Almost all of the students had understood how to find the main idea, find word meaning, find referent word, understand explicitly stated information, and understand implicitly stated information. It could be seen from the discussion which ran faster than before.

The class was very active, all of the students interacted each other. Most of them were brave to express their ideas using English. The students were not reluctant to come in front of the class like the first cycle, in fact, all of groups wanted presenting theirs. The number of passive student was fewer than before. The teacher gave the students the task to check their comprehension of the text they had read. The tasks were related to the content of the text which had to be answered individually. The teacher asked the students to submit the result of their task and discuss it together when they had finished doing it. To convince that the students did not have difficulties in teaching learning process, the teacher gave a chance to the students to ask question.

In fourth meeting, the teacher and the collaborator greeted the class and there were no students missing, he also checked attendance list and gave a check mark. Same as previous meetings, the teacher reminded the students about the technique they used in reading class that day that was two stay two stray technique and its procedures. Afterwards, the teacher prepared the media and learning resources which was used that day. The teacher explained the
objectives of the teaching and learning on that day, and then the teacher asked some questions to the students in order to stimulate the students’ comprehension about the text that they would read. After that, the teacher gave the students a topic of discussion. Then, the teacher divided the students into some groups (a group consists of 4 students).

Following activity, the teacher distributed the text that would be discussed to the students and gave the time to the students to read the text individually, then asked the students to discuss the text in their group firstly. After that, the teacher asked two members of each group to investigate what the other group found and two members stayed to explain their group’s discussion result to the strayers from the other groups. The teacher asked the strayers to make questions and ask the stayer to elaborate their findings in detail, especially in finding main idea, finding word meaning, and finding implicitly stated information.

The teacher asked the students to discuss, first in groups, and then as a whole class. Discussing was coordinated by the teacher. The students enjoyed the lesson that day, they were so active in doing discussion among them. The discussion ran well, even faster than previous meeting. It could see that most of the students were able to solve their reading competence problems. To check the students’ comprehension of the text they had read, the teacher gave them a task. It had to be answered individually. The teacher monitored and helped the students who had difficulties in doing their tasks. Afterwards, the teacher asked the students to submit the result of their task. The teacher reflected the result of learning activities, and gave a chance for the students to ask questions related
to the topic that day. Before closing the class, the teacher reminded the students that he would give a test to evaluate what they had learned before. The form of the test was written test.

The role of the teacher in this cycle was a motivator, problem solver, even a friend for the students. It was done to make the students enjoy the lesson. It made their self confidence grow, they were braver and braver in interaction among them. Most of them were not reluctant to talk in English. All of them were active in discussion.

2) Learning progress of cycle 2

The classroom was well organised. The students were not reluctant in expressing their ideas using English, although it was not complete.

The writer analysed the result of the students’ post-test and compared with the result of their tests before. The result of student’s post-test 2 showed that their understanding of reading improved better than the pre-test and post-test 1 results.

The result of the post test 2 showed that the students’ reading competence improved. It could be seen in table 4.11.

Table 4.12. The average score of pre-test, post-test 1 and post-test 2

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Pre-test score</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest</td>
<td>77.5</td>
<td>82.5</td>
<td>97.5</td>
</tr>
<tr>
<td>2</td>
<td>Lowest</td>
<td>45</td>
<td>47.5</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>57.01</td>
<td>64.62</td>
<td>72.78</td>
</tr>
</tbody>
</table>
From the total 26 students; one student got under 60, thirteen students got under 70, eight students got under 80, two students got under 90, and two students got under 100. The highest score was 97.5, the lowest score was 55, and the average score in that test was 72.858.

That result showed that there was improvement on students’ reading competence. It was better than previous tests. The average score also increased from 57.01 in pre-test to 64.62 in post-test 1, and 72.858 in post-test 2.

The students’ understanding about main idea improved better than the previous one. Reading the whole text, investigation, interpretation, and discussion intensively the content of each paragraph helped the students to find the main idea. Students’ vocabulary mastery also improved. The activities in interaction made the students find new words. It helped them to identify word meaning, and to understand the whole paragraph.

Students’ understanding about implicitly stated information of each paragraph was also getting better. In investigation and interpretation, the students were asked to elaborate their explanation in detail. It helped the students to understand implicitly stated information.

d. Reflection

Having implemented cycle 2, the writer and the collaborator analysed what had gone on in cycle 2 when the teaching and learning process using two stay two stray technique was done. The reflection was used to know whether the teaching and learning is successful or not.
1) The result of the teaching and learning process of cycle 2

According to the result of field note, the teaching learning process in every meeting in cycle 2 ran effectively. The teacher opened the meeting by greeting. All of the steps and procedure of two stay two stray technique was done well by the teacher. The class became alive by applying two stay two stray technique. It was more active than previous cycle. The role of the writer was not only as a teacher but also as a friend for the students. The teacher motivated the students in order to braver in expressing their idea. The teacher gave opportunity to the students to ask the material. It encouraged the teaching learning process become more energetic. The teacher came on time in class every meeting. He was always checking students’ attendance list and asking students’ condition before started the class.

The students enjoyed two stay two stray technique. The students understood the topic which they were talking about. Almost all of the students were brave to make questioning to their friends. The students worked together in a group well, and helped each other in their group. There was interaction among the students in the class. The students were able to express their ideas without being afraid of making mistake. The students were active in answering the questions from the teacher and also asking questions to the teacher when they did not understand things related to the topic.

The students knew how they should do in every step of the technique. Even though some problems still occurred in this cycle, the process of teaching and learning seemed more alive. However, there were some of students who
depended on his/her friends on discussion. It made the group discussion was dominated by the active students.

2) The result of learning progress of cycle 2

The writer and his collaborator took result of students’ post-test 2 to evaluate the students’ reading competence. From the total 26 students, one student got above 60, thirteen students got above 70, eight students got above 80, two students got above 90, and two students got above 100.

The improvement could be recognised by comparing the students’ average score of post-test 1 and the students’ average score of post-test 2. The students’ average score of post-test 1 is 64.62 and the students’ average score of post-test 2 was 72.788. The result of post-test 2 showed that there were 22 students (84.61%) who got above the minimum standard score (KKM) which was 65. Therefore, it could be concluded that the activities in cycle 2 were successful, its progress was very satisfying.

The result of the post-test 2 based on the students reading skill was also evaluated. The average score of: (1) main idea was 71.36; (2) word meaning was 70.08; (3) reference was 80.12; (4) explicitly stated information was 73.5; and (5) implicitly stated information was 69.23. Below is the table of the students score of post-test 2 viewed from their reading skills.

<table>
<thead>
<tr>
<th>No</th>
<th>skills</th>
<th>Highest</th>
<th>Lowest</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>88.88</td>
<td>55.55</td>
<td>71.36</td>
</tr>
<tr>
<td>2</td>
<td>Word meaning</td>
<td>100</td>
<td>55.55</td>
<td>70.08</td>
</tr>
<tr>
<td>3</td>
<td>Reference</td>
<td>100</td>
<td>50</td>
<td>80.12</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly stated information</td>
<td>100</td>
<td>55.55</td>
<td>73.5</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly stated information</td>
<td>100</td>
<td>57.14</td>
<td>69.23</td>
</tr>
<tr>
<td></td>
<td>Total of average score</td>
<td></td>
<td></td>
<td>72.858</td>
</tr>
</tbody>
</table>
It was clear that the students were successful in understanding main idea, finding reference, understanding word meaning, understanding referent, understanding explicitly stated information, and understanding implicitly stated information. Therefore, the teaching and learning reading using *two stay two stray* technique was not necessary to be continued to cycle 3.

The writer and the collaborator compared the average score of the students viewed from the reading skills between pre-test, post-test 1, and post-test 2.

Table 4.14. The average score viewed from the students’ reading skills of pre-test, post-test 1, and post-test 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Average score of pre-test</th>
<th>Average score of post-test 1</th>
<th>Average score of post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>55.12</td>
<td>63.67</td>
<td>71.36</td>
</tr>
<tr>
<td>2</td>
<td>Word meaning</td>
<td>55.98</td>
<td>62.39</td>
<td>70.08</td>
</tr>
<tr>
<td>3</td>
<td>Reference</td>
<td>62.817</td>
<td>69.87</td>
<td>80.12</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly stated information</td>
<td>58.97</td>
<td>67.09</td>
<td>73.5</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly stated information</td>
<td>53.29</td>
<td>62.08</td>
<td>69.23</td>
</tr>
<tr>
<td></td>
<td>Total average</td>
<td>57.234</td>
<td>65.02</td>
<td>72.858</td>
</tr>
</tbody>
</table>

The data shown that the average score of understanding main idea, increased from 55.12 in pre-test to 63.67 in post-test 1, and 71.36 in post-test 2. The average score of word meaning, increased from 55.98 in pre-test to 62.39 in post-test 1, and 70.08 in post-test 2. The average score of understanding reference word, increased from 62.817 in pre-test to 69.87 in post-test 1, and 80.12 in post-test 2. The average score of understanding explicitly stated information, increased from 58.97 in pre-test to 67.09 in post-test 1, and 73.5 in post-test 2. The average score of understanding implicitly stated information, increased from 53.29 in pre-test to 62.08 in post-test 1, and
69.23 in post-test 2. The total of average scored increased from 57.234 in pre-test to 65.02 in post-test 1, and 72.858 in post-test 2.

After analysing the post-test 1 and post-test 2 by using t-test for non-independent, it was found that \( t \) was 9.13. Because \( t_0 \) (9.13) is higher than \( t_{(25,0.05)} \) (2.060), or \( t_0 > t_{\alpha} \), \( H_0 \) is rejected and it can be concluded that there is a significant difference between the result of post-test 1 and post-test 2.

3) The weaknesses of the teaching and learning.

There was no problem in cycle II. The weaknesses that appeared in cycle II was the limited time for the research and it was related to the technical aspects which was not the main concern of the research. That was why it was not necessary to conduct cycle III.

D. Research findings

Having analysed the data of this study, the writer found several findings to answer the problems of the research: (1) Can two stay two stray technique be an effective way in improving students’ reading competence?; (2) What are the strengths and weaknesses when two stay two stray technique is applied in teaching reading?

The findings were presented in the following section.

1. Improvement of the students’ reading competence.

Before the study, the writer found that the students in the class VIIIa had low score in reading. The writer tried to solve the problems by using two stay two stray technique so that the students’ reading competence improved. The result of teaching and learning reading using two stay two stray technique showed that the students’
reading competence improved. The improvement could be observed by comparing the average score of the students viewed from the reading skills between pre-test, post-test 1, and post-test 2.

Table 4.15. Table of average score of pre-test, post-test 1, and post-test 2 viewed from students’ reading skills.

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Average score of pre-test</th>
<th>Average score of post-test 1</th>
<th>Average score of post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>55.12</td>
<td>63.67</td>
<td>71.36</td>
</tr>
<tr>
<td>2</td>
<td>Word meaning</td>
<td>55.98</td>
<td>62.39</td>
<td>70.08</td>
</tr>
<tr>
<td>3</td>
<td>Reference</td>
<td>62.817</td>
<td>69.87</td>
<td>80.12</td>
</tr>
<tr>
<td>4</td>
<td>Explicitly stated information</td>
<td>58.97</td>
<td>67.09</td>
<td>73.5</td>
</tr>
<tr>
<td>5</td>
<td>Implicitly stated information</td>
<td>53.29</td>
<td>62.08</td>
<td>69.23</td>
</tr>
<tr>
<td></td>
<td>Total average</td>
<td>57.234</td>
<td>65.02</td>
<td>72.858</td>
</tr>
</tbody>
</table>

The level of the students’ reading competence also improved. It could be seen in the following table.

Table 4.16. The level of the students’ reading competence of pre-test, post-test 1, and post-test 2

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Interpretation</th>
<th>Number of students (N=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>81 – 100</td>
<td>Very good</td>
<td>-</td>
</tr>
<tr>
<td>61 - 80</td>
<td>Good</td>
<td>6</td>
</tr>
<tr>
<td>41 - 60</td>
<td>Fair</td>
<td>20</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Poor</td>
<td>-</td>
</tr>
<tr>
<td>1 - 20</td>
<td>Very poor</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the table above, it could be concluded that the level of the students’ reading competence improved. The number of the students at very good and good levels increased for each cycle and the number of the students at fair levels decreased for each cycle.

Besides comparing the highest score, lowest score, and average score of the pre-test and post-test, the writer analysed the mean score of pre-test and post-test. The result of mean score of pre-test was 57.01, the mean score of post-test 1 was...
64.62, and the mean score of post-test 2 was 72.788. The total number of students was 26 students and the mean score was from the total of the score divided by 26. Below is the figure of the students’ mean score improvement of reading competence.

Based on the chart above, it could be concluded that the students’ reading competence improved. The student’s mean score for each cycle was increasing significantly.

2. The strengths when *two stay two stray* technique is applied in teaching reading

The strengths when *two stay two stray* technique is applied in teaching reading are as follows: (1) The technique attracted the students more in learning. *Two stay two stray* technique brought new for students in learning English. It trains the students to become more active in learning process. Every student shows their ability to guide their friends in analyzing a text. Based on the research findings it is found that students are more active in discussing activity. The students were not bored with the situation in the classroom, they could took a part in teaching learning process.
actively. They could interact among them, it made them more energetic to solve the reading problem. As one of the student said “Pak guru, ini boleh, kita bisa berdiskusi di dalam kelas, habis ibu guru tidak pernah bagi kita dalam kelompok.” The result of questionnaire showed that 21 students (80.8%) strongly agreed and 5 students (19.2%) agreed. Meanwhile, the collaborator said the class was active when the technique was applied in the classroom. (2) Two stay two stray helped the students overcome their reading skills problem. Based on the writer’s research finding. It can be said that two stay two stray is effective to help the students increase their language skill. Briefly, implementing the steps and procedure of two stay two stray encourages the students to train actively their language skills. After using two stay two stray technique, the students get an easier way to understand the text. There were 4 students who had same opinion about implementing two stay two stray technique in the classroom, they said that the technique helped them to understand the text clearly, every step in the technique made them interact each other, therefore this process helped the students to find new words. The result of questionnaire showed that 20 students (76.9%) agreed and 6 students (23.1%) strongly agreed. (3) Two stay two stray technique is the technique fitted to classroom workgroup. The data showed, students’ reading competence improved, it means that two stay two stray was suitable as a technique used in the classroom. Almost all of the students said that when the technique was applied in the class, they could share and express their idea, all at once they could practise their English orally. The result of questionnaire showed that 4 students (15.4%) agreed and 22 students (84.6%) strongly agreed.

More complete information about the result of questionnaire could be seen in the following table:
Table 4.17. The result of questionnaire after cycles

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect asked</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can follow the class process when the teacher teaches me using <strong>TWO STAY TWO STRAY</strong> technique</td>
<td>0%</td>
<td>0%</td>
<td>84.6</td>
<td>15.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(22)</td>
<td>(4)</td>
</tr>
<tr>
<td>2</td>
<td><strong>TWO STAY TWO STRAY</strong> technique that was used by the teacher in teaching reading attracted me and other students more in learning</td>
<td>0%</td>
<td>0%</td>
<td>19.2%</td>
<td>80.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(5)</td>
<td>(21)</td>
</tr>
<tr>
<td>3</td>
<td><strong>TWO STAY TWO STRAY</strong> technique encouraged me to relax and focus on the task</td>
<td>0%</td>
<td>0%</td>
<td>73.1%</td>
<td>26.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(19)</td>
<td>(7)</td>
</tr>
<tr>
<td>4</td>
<td><strong>TWO STAY TWO STRAY</strong> technique helped me to identify the main idea of the text</td>
<td>0%</td>
<td>0%</td>
<td>38.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(10)</td>
<td>(16)</td>
</tr>
<tr>
<td>5</td>
<td><strong>TWO STAY TWO STRAY</strong> technique helped me to find word meaning.</td>
<td>0%</td>
<td>0%</td>
<td>38.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(10)</td>
<td>(16)</td>
</tr>
<tr>
<td>6</td>
<td><strong>TWO STAY TWO STRAY</strong> technique helped me to find reference</td>
<td>0%</td>
<td>0%</td>
<td>11.5%</td>
<td>88.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(3)</td>
<td>(23)</td>
</tr>
<tr>
<td>7</td>
<td><strong>TWO STAY TWO STRAY</strong> technique helped me to find the explicitly stated information</td>
<td>0%</td>
<td>0%</td>
<td>57.7%</td>
<td>42.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(15)</td>
<td>(11)</td>
</tr>
<tr>
<td>8</td>
<td><strong>TWO STAY TWO STRAY</strong> technique helped me to find the implicitly stated information</td>
<td>0%</td>
<td>0%</td>
<td>57.7%</td>
<td>42.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(15)</td>
<td>(11)</td>
</tr>
<tr>
<td>9</td>
<td><strong>TWO STAY TWO STRAY</strong> technique motivated me to read more</td>
<td>0%</td>
<td>0%</td>
<td>30.8%</td>
<td>69.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(8)</td>
<td>(18)</td>
</tr>
<tr>
<td>10</td>
<td><strong>TWO STAY TWO STRAY</strong> technique facilitated me in comprehending the text</td>
<td>0%</td>
<td>0%</td>
<td>76.9%</td>
<td>23.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(20)</td>
<td>(6)</td>
</tr>
<tr>
<td>11</td>
<td><strong>TWO STAY TWO STRAY</strong> technique stimulated me to ask question</td>
<td>0%</td>
<td>0%</td>
<td>19.2%</td>
<td>80.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(5)</td>
<td>(21)</td>
</tr>
<tr>
<td>12</td>
<td><strong>TWO STAY TWO STRAY</strong> technique encouraged me to share information to the other students in teaching learning process</td>
<td>0%</td>
<td>0%</td>
<td>19.2%</td>
<td>80.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(5)</td>
<td>(21)</td>
</tr>
<tr>
<td>13</td>
<td><strong>TWO STAY TWO STRAY</strong> technique encouraged me to clarify idea in the teaching learning process</td>
<td>0%</td>
<td>0%</td>
<td>19.2%</td>
<td>80.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(5)</td>
<td>(21)</td>
</tr>
<tr>
<td>14</td>
<td><strong>TWO STAY TWO STRAY</strong> technique fitted for a classroom workgroup</td>
<td>0%</td>
<td>0%</td>
<td>15.4%</td>
<td>84.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(4)</td>
<td>(22)</td>
</tr>
<tr>
<td>15</td>
<td><strong>TWO STAY TWO STRAY</strong> gives more opportunities to me and other students to participate in discussing a reading text.</td>
<td>0%</td>
<td>0%</td>
<td>19.2%</td>
<td>80.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(5)</td>
<td>(21)</td>
</tr>
<tr>
<td>16</td>
<td>It is necessary to use <strong>TWO STAY TWO STRAY</strong> technique in teaching reading</td>
<td>0%</td>
<td>0%</td>
<td>23.1%</td>
<td>76.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(6)</td>
<td>(20)</td>
</tr>
</tbody>
</table>
3. The weaknesses when *two stay two stray* technique is applied in teaching reading

When *two stay two stray* technique was applied in teaching reading, it had the following weaknesses: (1) The process took time. The teacher had difficulty to manage the time. In the first cycle meetings, the field note showed that the teacher did not give the chance to some groups to present their result because the time was almost up. (2) The passive students depended on his/her friend. *Two stay two stray* is one of cooperative learning technique. Therefore, the students had to work in group. There were some students who were not able to interact with the other. The success of learning process depended on the member of group; if one member of group did not participate actively, the objectives of teaching and learning would not be reached.

E. Discussion

After describing the teaching and learning process in implementing *two stay two stray* technique for improving students’ reading competence, it can be found that *two stay two stray* technique is effective viewed from the students’ condition in learning progress. Moreover, it can improve students’ reading competence and their motivation to study raise. In general, the results of implementing *two stay two stray* technique in this research can be classified as follows:

1. Improvement of the students’ reading competence

Based on the research findings in the Class VIIIa SMP YPPK Biak Numfor, after the students gain the information of the learning and teaching process in improving students’ reading competence through *two stay two stray* technique, the students get an easier way to understand the text and it help students for improving
their understanding when reading. The students worked together to solve their reading skills problem. Panitz states that *two stay two stray* technique helped the students speak orally, recalled the knowledge, and comprehended the texts well and happily (http://balaibahasa.upi.edu/wp-content/uploads/2011). In recalling the knowledge, the students led to find the detail information including the way the writer arranged his idea which was reflected on the way he arranged the paragraph and reference. Recalling the knowledge helped the students to find main idea, referent word, and explicitly stated information. In comprehending the text, the students were led to find meaning of word and implicitly stated information of the text. Therefore, they needed a lot of words to complete their sentences. Richards (1997: 136) states that the ability to use the words and information would serve students well in almost every reading. Patel and Jain (2008: 85) add that new words and their meanings are easily understood by learner. It means controlled vocabulary is developed. It helped the students to find word meaning.

Jacobs, et al. (1997: 60) stated that the groups read the passage section-by-section, and students take turns clarifying, locating the main idea, summarising, and predicting. He added groups can work on analysing their reading passage to look for main idea, meaning word, recognise words, understanding figurative language, and etc. Therefore, by analysing the reading text the students were led to find main idea, word meaning, referent word, explicitly stated information, and implicitly stated information. Meanwhile, Frey, et al. (2009: 14) state that students have opportunity to work together on a shared task in order to jointly construct their knowledge and understanding of the content. Gillies, et al. (2008: 98) add that *two stay two stray* contributed significantly to students reading fluency on the target passage and

*commit to user*
transfers to increased reading fluency on future reading tasks. Thereby, this technique can improve students’ reading competence.

2. The strengths and weaknesses of two stay two stray technique

a. The strengths of two stay two stray technique

1) Two stay two stray technique attracted the students more in learning

A way of teaching could influence a learning process in the class. Based on the result of the study, two stay two stray technique was able to attract the students more in learning. The students enjoyed the teaching learning process. The two stay two stray technique is the best way in guaranteeing the success of collaborative activities in the teaching of reading (www.liaconferences.com/wp-content/uploads/2011/pdf). Within two stay two stray technique, students discussed the material to be learned with each other, helped and assisted each other to understand it, and encouraged each other to learn hard. Moreover, two stay two stray structures give the opportunity for the groups to share their result, findings, and information with the other groups available (www.KaganOnline.com). Frey, et al. (2009: 38) say that when students actively invest in and support their groupmates’ learning, they are practicing the skills required to be part of an effective learning team. Therefore, this technique was able to change the teaching learning process in the classroom from monotonous become energetic.
2) *Two stay two stray* technique is the technique fitted to classroom workgroup

The situation of the classroom was inspiring while *two stay two stray* technique was applied. *Two stay two stray* technique can also cheer up and brighten up the classroom and bring more variety and interest into language lesson such as giving students opportunity to answer questions, making dialogue, summarizing and dramatizing the material given (http://www.balaibahasa.upi.edu/wp-content/uploads/2011). Teaching learning process was more active when students were in group. By arranging students into small groups, students feel free to give their opinion. They look happier to do task. Harmin and Toth, (2006: 94) state that students are most active when they talk in group. *Two stay two stray* technique motivated the students making communication. By working together in group, they could help each other. Marzano (2003: 23) adds that group work, particularly cooperative group work, is a powerful instructional activity. Indeed, research indicates that cooperative learning groups have a positive impact on student achievement, interpersonal relationships, and attitudes about learning. These positive benefits are usually attributed to increase students’ interaction with the content and with each other. Based on the research findings in the Class VIIIa SMP YPPK, students’ interactions raise. They interact with each other as teammates. Group members work responsibly to support one another (Tomlinson and Imbeau, 2010: 120). They have their own responsibility to make their group to be the best. Group members feel that what helps one member helps all and what hurts one member...
hurts all. So, the students always try to do the tasks well. Each person wants to show his opinion and idea to complete the works.

b. The weaknesses of *two stay two stray* technique

1) The process took time

The teacher had difficulty to manage the time, because in *two stay two stray* the students needed the time to divide the group, do discussion in each group, walk around the class to visit the other group, and then come back to their original group to report their result investigation, and finally report their findings in front of the class. Groups needed longer time to organise than individually. At beginning and ending of group work activities, especially where people move around the class, they can take time and be chaotic (Harmer 2001: 118). The teacher gave the time to the students in doing the activity, however, they always come to their group late.

2) The passive students depend on his/her friend

When the *two stay two stray* technique was applied in the teaching learning process, some students did not have responsibility toward his/her group. They gave no contribution to their group, indeed for the strayer. Harmer (2001: 118) said that individuals may fall into group roles that become fossilised, so that some are passive whereas others may dominate. Therefore, the discussion seemed dominated by his/her friend. It made one student do all the work while the others sat back (Erwin 2004: 76).
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

To solve the problem faced by the students of SMP YPPK Biak Class VIIIa needs appropriate technique. One of the techniques is *two stay two stray* technique. After the writer carried out the action research by implementing *two stay two stray* technique to improve the students’ reading competence for the students of SMP YPPK Biak class VIIIa, he finds that there is significant improvement in the students’ reading competence. In addition, the scores of all five skills of students reading competence that cover understanding main idea, finding word meaning, finding referent word, finding explicitly stated information, and finding implicitly stated information of a reading text improved thoroughly. The students’ reading competence improves significantly. It proves that *two stay two stray* technique gives the contribution to improve students’ achievement in reading competence. Furthermore, there is also improvement in students’ behavior during teaching learning process. The students are active taking part in the process of teaching learning. Conducting discussion has attracted students’ interest to be actively involved during the teaching learning process. The students become more active and enthusiastic in learning process. They are brave to give their opinion using English language.

Based on the result of the result above, it can be concluded that:

1. The use of *two stay two stray* technique can improve the students’ reading competence.

*commit to user*
2. *Two stay two stray* technique becomes an appropriate way to overcome the problems occurring in passive class.

As additional information, after implementing *two stay two stray* technique to improve students’ reading competence, it was found that this technique also improved students’ motivation to study.

However, there were some weaknesses of *two stay two stray* technique, they are its process takes time and the passive students depend on his/her friend.

**B. Implication**

Based on the result of this research, *two stay two stray* technique can improve students’ reading competence, especially for students class VIIIa of SMP YPPK Biak Numfor and it can also improve students’ motivation in learning process. The strategies of *two stay two stray* technique help the students to understand a text. Firstly, students investigate what the other groups learn. Then, they have to interact with other group to help them find the reading text problems. Thirdly, they interpret what they learn from other group in groups and then as a whole. The interaction makes the students feel free and comfortable to give their opinion.

*Two stay two stray* technique is set up as a discussion technique. This technique makes learning process more conducive. Most of the students want to show their ability. They need praise from others. Therefore, they try hard to do the best. So, it can be said that *two stay two stray* technique is a good technique to improve the students’ reading competence and to raise students’ motivation and interaction in teaching and learning process.
Furthermore, when *two stay two stray* technique is implemented in reading activities, the teaching and learning process can run more attractively. The teacher does not dominate the class anymore but he gives more opportunity to the students to involve and be active in the class activities. By implementing *two stay two stray* technique in his class, the teacher tend to be a facilitator. The teacher is always ready to give necessary assistance when the students get difficulties. Being given more opportunities, the students are neither ashamed nor afraid of expressing their ideas. They feel confident and enjoy listening instruction.

C. Suggestion

After conducting this research, the writer realises that there are some negative and positive sides in using *two stay two stray* technique. Therefore, the writer would like to give some suggestions to English teacher, students, and the other researcher. The suggestions are as follows:

1. For English teacher

*Two stay two stray* technique should be introduced to the students to improve their understanding of text. Teacher should be patient when applying *two stay two stray* technique. It is important to train the students intensively to apply the steps of *two stay two stray* technique. Teacher has to give a special attention to the students who get difficulties in learning process and it is very important to encourage and give praise to the students.

2. For the students

Students have to study seriously. They must be brave and active in practicing *two stay two stray* technique. The most important point is having the awareness
that to commit an error is human, so never give up to improve your reading competence. There is a way to be better.

3. For the other researcher

The writer is aware that this research is far from perfect, but it is expected to become an input for other researchers to do the research using *two stay two stray* technique to improve students’ reading competence.