THE READING COMPREHENSION OF REPORT TEXT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 MAYONG JEPARA IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING TWO STAY TWO STRAY

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2014

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SKRIPSI

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in English Education

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2014

MOTTO AND DEDICATION

MOTTO

- *There is no elevator to success. You have to take the stairs.*
- *Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (Albert Einstein).*
- *It is not what you think. You can do that is important; it is what you really do. (Mario Teguh).*
- *Education is the ability to listen to almost anything without losing your temper or your self-confidence. (Robert Frost).*
- *You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. (Dr. Seuss)*

DEDICATION

This skripsi is dedicated to:

- *Her beloved mother and father*
- *Her sister and brothers*
- *Her little star, Aishabila*
- *Her beloved one, Muhammad Ferry*
- *Her friendship, Dyan Safitri*
- *Her best friends in her life.*

ADVISORS' APPROVAL

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In completing this research the writer realized would not be able to complete this skripsi without great support, advice, and encouragement from some great people around me. Therefore, the writer would like to express her sincerest gratitude to:

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Kudus, March 2014
The writer

Naning Risti Hanifah

ABSTRACT

Hanifah, Naning Risti. 2014. "*The Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 Taught by Using Two Stay Two Stray"*. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisor (i) Fitri Budi Suryani, SS, M.Pd. (ii) Rismiyanto, SS, M.Pd.

Key words: Reading comprehension, report text, two stay two stray

Reading is one of the language skills which has important roles for the students in enriching their knowledge and adding more experience. However, many students get difficulties to understand the meaning of the text in reading comprehension. It is caused by the lack of vocabulary and still depends on the teacher in teaching learning process. They feel difficult to share their idea about the material that is learned. In teaching process, teacher has to choose appropriate technique with the student's condition in order to that the aim of teaching learning process can be raised. Two Stay Two Stray is one of teaching technique that can be used in teaching reading to develop the students reading skill. This technique significantly improved students' reading comprehension especially in reading report text. In this research, the writer focuses on report text as the material.

The objective of this research are to find out whether or not there is significance of the difference between the Reading Comprehension of Report text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 taught before and after using Two Stay Two Stray.

Design of this research is an experimental research. The population of this research is the eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/ 2014. The subject of this research is students in XI.IPA 3, which consist of thirty three students. The research instrument used by the writer is test. The form of the test is multiple choices and consists of thirty items.

The result of this research, it was found that of the reading comprehension of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/ 2014 before being taught by using Two Stay Two Stray was sufficient. The mean is 59.15, and the standard deviation is 9.64. Meanwhile of the reading comprehension of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/ 2014 after being taught by Two Stay Two Stray was categorized good. The mean is 78.48 and standard deviation is 7.25. Moreover the calculation of t-observation (to) 12.55 was higher than t-table (tt) 2.04 in level of significance 5%. It means there is significance difference between the the reading comprehension of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/ 2014 before and after being taught by using Two Stay Two Stray.

Based on the result above, the researcher suggested that the English teacher is expected can use Two Stay Two Stray as an alternative technique to teach the students in reading comprehension. The teacher are suggested to use Two Stay Two Stray as one of technique to stimulate the students' learning reading spirit and interest in teaching learning process.

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ABSTRAKSI

Hanifah, Naning Risti. 2014. "*Pemahaman Membaca Teks Report Para Siswa Kelas XI SMA Negeri 1 Mayong Jepara Tahun Ajaran 2013/2014 yang Diajar Menggunakan Teknik Two Stay Two Stray*. *Skripsi"*. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pengetahuan, Universitas Muria Kudus. Dosen Pembimbing (i) Fitri Budi Suryani, SS, M.Pd. (ii) Rismiyanto, SS, M.Pd.

Kata kunci: Pemahaman membaca, teks report, Two Stay Two Stray

Membaca adalah salah satu kemampuan bahasa yang memiliki peran penting untuk memperkaya pengetahuan mereka dan menambah pengalaman. Bagaimanapun, banyak siswa mengalami kesulitan untuk memahami arti dari sebuah teks dalam pemahaman membaca. Hal ini disebabkan kurangnya penguasaan kosakata dan masih tergantung pada guru dalam proses belajar mengajar. Mereka merasa kesulitan untuk mengungkapkan ide mereka tentang sebuah materi yang dipelajari. Di dalam proses pengajaran, guru harus memilih teknik yang sesuai dengan kondisi para siswa sehingga tujuan proses pengajaran dan pembelajaran dapat tercapai. Two Stay Two Stray adalah salah satu teknik pengajaran yang dapat digunakan dalam pengajaran membaca untuk mengembangkan kemampuan membaca para siswa. Teknik ini secara signifikan meningkatkan kemampuan pemahaman membaca siswa. Dalam penelitian ini penulis menggunakan teks report sebagai materi.

Tujuan penelitian ini adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara pemahaman membaca teks report para siswa kelas XI SMA Negeri 1 Mayong Jepara tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan Two Stay Two Stray.

Desain penelitian ini adalah sebuah penelitian eksperimen. Populasi pada penelitian ini adalah siswa kelas sebelas SMA Negeri 1 Mayong Jepara pada tahun akademik 2013/2014. Subjek penelitian ini adalah siswa di XI.IPA 3, yang terdiri dari tiga puluh siswa. Instrument penelitian yang digunakan oleh peneliti adalah tes. Bentuk dari tes adalah pilihan ganda dan terdiri dari tiga puluh soal.

Hasil dari penelitian ini, telah ditemukan bahwa pemahaman membaca teks report siswa kelas XI SMA Negeri 1 Mayong Jepara tahun ajaran 2013/ 2014 sebelum diajar menggunakan Two Stay Two Stray dikategorikan cukup. Nilai rata-rata adalah 59.15 dan standar deviasi adalah 9.64. Sementara pemahaman membaca teks report kelas XI SMA Negeri 1 Mayong Jepara tahun ajaran 2013/ 2014 sesudah diajar menggunakan Two Stay Two Stray dikategorikan baik. Nilai rata-rata adalah 78.48 dan standar deviasi adalah 7.25. Perhitungan t-observation (to) 12.5 lebih tinggi dari t-table (tt) 2.04 dengan tingkat signifikan 5%. Ini bermakna bahwa ada perbedaan yang signifikan antara pemahaman membaca teks

report kelas XI SMA Negeri 1 Mayong Jepara tahun ajaran 2013/ 2014 sebelum dan sesudah diajar menggunakan Two Stay Two Stray.

Berdasarkan hasil tersebut, peneliti menyarankan agar guru bahasa inggris dapat menggunakan Two Stay Two Stray sebagai teknik alternatif untuk mengajar pemahaman membaca para siswa. Guru disarankan untuk menggunakan Two Stay Two Stray sebagai salah satu teknik untuk menstimulasi semangat pembelajaran membaca siswa dan ketertarikan di dalam proses pembelajaran.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about Two Stay Two Stray that will be implemented in the Eleventh Grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014. The discussion is the begun by definition and explanation about reading comprehension. Then, the problems and factors that cause low reading comprehension found in the field and the last that explanation about Two Stay Two Stray.

1.1 Background of the Research

Reading is one of activities which are often done by people every day. It includes reading books, novels, newspapers, etc. It seems that people do reading activity every day and every time. Reading is an important aspect in language learning. Mikulecky and Jeffries (1986:1) explain, "there are some reasons for importance of reading in language learning such as: reading helps us learn to think in the new language, helps us build a better vocabulary, and makes us more comfortable with written English." It means that by reading more, the reader can increase his or her acquisition in the new language as he or she can get new vocabulary.

Reading for students, is one of language skills that can be found at every level of education dealing with teaching English in the school. It is because by the

reading is the important skill. By reading, students will get a lot of useful information for their learning. They also can share their information that they got from reading to others.

Based on School-Based Curriculum *(Kurikulum Tingkat Satuan Pendidikan)* and abbreviated as the *KTSP*, reading in every education level is oriented to master four competences of the language. Those are listening, reading, speakingand writing. Reading is one of the skills that should be given more attention on the language learning. According to Brown (2004:185) reading is far more complicated that sounding out words, or trying to remember them all.

Reading skill is not only ability of pronouncing words but also comprehending the meaning and getting information the text. Reading comprehension is the process where the readers understand the contents of the text or the meaning of the context of the text. The students can get the message by reading a text if they comprehend the text.

Moreover, Smith, Banton and Robinson (in Surjosuseno, 2011:125) state that reading comprehension means the understanding, evaluating, and utilizing of information gained through an interaction between the reader and the author. From the definition above, we can say that reading comprehension is the way to understand the meaning of the text in written language. So, the reader can clearly understand what text talked about.

According to the School-Based Curriculum, there are some genres that are taught in the first semester of the eleventh grade students in Senior High School. They are report, narrative and analytical exposition. In this research, the writer

chose report text as a genre of reading text to be researched on reading comprehension. It cause the reading comprehension of report text of the students of SMA Negeri 1 Mayong Jepara is still not good enough. As we know that information report or report text is an information report is a factual text, which means it provides information about something. An information report is used as a way to gain a better understanding about a living or non-living subject.

Based on the writer's observation, there were some difficulties which were faced by students on report text. The first, students were difficult to identify the information in generic structure of report text like general classification, and description. The second difficulty was students did not really understand about language features on report text. The third difficulty was student lack of vocabulary. The last, students had difficulty to understand the implicit meaning and conclusion of the text. This information was gotten based on the explanation of the teacher when the writer conducted observation in SMA Negeri 1 Mayong Jepara.

On other hand, based on the English teacher in SMA Negeri 1 Mayong Jepara, "one of the factors which causes the problem appear is the reading technique or method used by the students is monotonous and tend to be bored" (Rusijah, the English teacher, August 31, 2013). The technique that the teacher used that is three phase technique. It makes the students do not have any challenge to read more and more. The direct implication is the students difficult to nderstand the material given and hate reading activity. It creates the laziness of students in

doing reading activity because they cannot find an effective and interested reading method.

The standard of KKM in SMA Negeri 1 Mayong Jepara is 73. In fact the several students get score under KKM. According to the English teacher in SMA Negeri 1 Mayong Jepara, she/he is using discussion in teaching reading also. In my opinion, it makes the student bored in the class. So, the writer wants to help the students give new information and knowledge about technique of reading report text using Two Stay Two Stray to learn English, especially reading comprehension.

The Two Stay Two Stray is a technique of cooperative learning. It is adapted from Kagan1990 (Huda, 2011:140). In learning process, this technique can give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students. Roger (in Huda, 2011:29) states that cooperative learning is group learning activity organized in such a way that learning is based on the society structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

According to Lie (2002) Two Stay Two Stray techniques give the students chance to share their ideas, arguments and information to other groups. In this technique, there are some activities that give a chance to students to discuss. Then, by using this technique, students help each other's. The high level and the low level of students will work together to achieve the purpose of their group.

Thus, based on the explanation above, the writer is interested in choosing the research entitled “the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in the Academic Year 2013/2014 Taught by Using Two Stay Two Stray”

1.2 Statement of the Problem

Based on the background above, the problem of the research can be determined as follow:

Is there any significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray?

1.3 Objective of the Research

Based on the statement of the problem, the writer determines the objective of the research as follow:

whether there is a significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray.

1.4 Significance of the Research

In this study, the writer hopes that the result of this research will be useful. The significance of the research can be stated theoretically and practically, as follow:

1. Theoretically, it can give knowledge about the use of Two Stay Two Stray in English education, especially in English lesson such as suggestion about appropriate English teaching technique for eleventh grade students of SMA Negeri 1 Mayong Jepara.
2. Practically, it is expected to give new information or contribution for English teacher and students of SMA Negeri 1 Mayong Jepara in education framework that the Two Stay Two Stray technique can be applied in teaching learning process.

1.5 Scope of the Research

Considering that the research has broader scope, the writer feels it is necessary to make boundaries. So the research is effective and not too wide in discussing the problem.

In this research, the writer uses Two Stay Two Stray as teaching technique in reading comprehension of report text. In addition, the subject of the research is eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014.

1.6 Operational Definition

Based on the title, there are four term need to be defined; the reading comprehension, report text, the eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 and two stay two stray.

1. Reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. In reading comprehension, the students read the text and try to understand the meaning. It is also including the ability in identifying the author's organization such as the participant, the main idea, topic, and whatever the text discussing.
2. Report text is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.
3. Eleventh grade students of SMA Negeri 1 Mayong Jepara means the eleventh grade students in science program who study in SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 and take English as one of the subject in the classroom.
4. Two Stay Two Stray is a technique of cooperative learning who gives the students chance to share their ideas, arguments and information to other groups. In this technique, there are some activities that give a chance to students to discuss.

CHAPTER II

REVIEW TO RELATED LITERATURE AND HYPOTHESIS

In this chapter presents some theories related to the topic of this research. The writer observes the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before and after being taught by using Two Stay Two Stray. From the reason, the writer explain about teaching of English at SMA Negeri 1 Mayong Jepara, reading as a language skill, report as a genre, two stay two stray, reviews to previous research, theoretical framework and hypothesis of the research.

2.1 Teaching English in SMA Negeri 1 Mayong Jepara

Teaching is an activity which conveys the interaction between teacher and students in learning environment for example school, which the materials are arranged by the teacher in order to reach the expected goal in teaching process. According to Brown (2000:7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Meanwhile, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In teaching English, teacher has to understand of the students' learning style to reach the purposes of teaching. It is also related with the method and technique that is used by the teacher in class.

There are many definition of term ‘Teaching English”. They depend on the person states. According to Sardiman (in Prajasari, 2005:7) teaching English is conveying knowledge or science from the teacher to the learner. It is implanting attitudes, values, knowledge and skill from educated person to the others. Teaching English is guiding someone to learn and to succeed English.

In Educational Unit-Oriented Curriculum *(Kurikulum Tingkat Satuan Pendidikan*), the objectives of teaching reading are clearly stated. For Senior High School students, they are expected to be able to read and comprehend: description, narration, procedure, recount, news item, report, exposition, spoof, review and explanation (BSNP, 2006:18).

In SMA Negeri 1 Mayong Jepara, English is being taught from tenth grade up to the last grade or twelfth grade. The materials of English must be appropriate to the National Education Department. The English teachers in SMA Negeri 1 Mayong Jepara also join in English MGMP in Jepara. The English teacher must follow the enactment from Educational Department containing in the curriculum developed in a syllabus and planned in a lesson plan in conveying the materials. The writer believe that the English teacher in SMA Negeri 1 Mayong Jepara know for sure the need for students to be able to study English in the classroom especially in teaching reading comprehension.

Based on the statements above, the writer can conclude that teaching English an effort to transfer the English knowledge from the teacher to the students and it is an activity aim at achieving of learning that consists of emotional and intellectual achievement.

2.1.1 English Curriculum in SMA Negeri 1 Mayong Jepara

A curriculum is used as a reference and guidance in English teaching and learning process. Curriculum is the basic guide for the teacher in conducting teaching and learning process. Brown (2001:16) state, "Curriculum is the design for carrying out a particular language program which concern with the specification of linguistics and subject-matter objectives, sequencing and material to meet the need of designed group of learners in defined context". Dubin and Olshtain cited in Nur (2011:9) said that curriculum is the document of official nature published by leading or central education authority in order to serve as a framework. It can be conclude that curriculum is something that is prepare for teaching learning process to reach the goal of Educational Institution.

Recently, the government policy about a renewal curriculum which is known as *Kurikulum 2013* but in SMA Negeri 1 Mayong Jepara still use School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Hartoyo (2011) cites that basically the *KTSP* develop from standard of content by school based on their context and potentiality. Thus, each school has different way in performing *KTSP*. The *KTSP* each school has different characteristic (http://triyanuarsih.wordpress.com/2011/08/12/the-implementation-of-the-school-based-curriculum). The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and increase the students' competencies too.

In SMA Negeri 1Mayong Jepara, English is taught for the tenth, the eleventh and the twelfth grade students. For the eleventh grade students, English is taught for twice a week which contains forty five minutes time of teaching in each. The materials are based on the standards that have been determined by The Ministry of National Education. Based on School Based curriculum of SMA Negeri 1 Mayong Jepara, "There are four language skills which are being the focus of the English teaching and learning, those are listening, speaking, reading and writing skill".

2.1.2 The Purpose of Teaching English in SMA Negeri 1 Mayong Jepara

Every activity must have plan, organization and purpose or goal. According to Djamarah (2000:26) the purpose of teaching is "The purpose of education which wants to reach in teaching level". Thus, it is clear that purpose of the teaching beside to from the students behavior also to get students master the four language skills, they are listening, speaking, reading, and writing.

SMA Negeri 1 Mayong Jepara use curriculum *(Kurikulum Tingkat Satuan Pendidikan)* for teaching activities. In the curriculum for senior high school, it is mentioned that English teaching has purpose to:

1. Develop communication ability in this language, both oral and written form. The language basically consists of speaking, listening, writing and reading.
2. Grow the awareness about absolutely and the importance of English as one foreign language to be the primary learning tool.

3. Develop understanding about the relationship among language and culture. Therefore, the students have wide cross culture knowledge and entangle them in culture differential.

From the explanation above, the writers assume that students of SMA Negeri 1 Mayong Jepara are hoped to master those skills include reading and also get knowledge and information from it well.

2.1.3 The Material of Teaching English in SMA Negeri 1 Mayong Jepara

Teacher is the main facilitator in teaching learning process. Teacher must makes the students interest in language learning especially in English subject. Besides the teacher give general material, the teacher also give the good material that makes the students can be active in the classroom.

English teaching and learning process for the students SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 uses many sources. They are the student's worksheet (LKS), internet and inter-language science and social study program books. According to the curriculum of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 uses *KTSP (Kurikulum Tingkat Satuan Pendidikan)*, and the material of English subject are reading, speaking, listening, and reading. Especially in reading subject consist of narrative, report, and analytical exposition. And here the writer focuses on reading report text. Those materials are supported by the referential books; some handbooks that used are LKS, Inter-language, and English Focus.

2.1.4 The Technique of Teaching English in SMA Negeri 1 Mayong Jepara

Teaching English is guiding and facilitating of learning, enable the learner to learn, setting the condition for learning English. Besides the teacher give the good material that makes the students can be active in the classroom, the teacher also need the technique of teaching.

The technique of teaching in SMA Negeri 1 Mayong Jepara used Three Phase Technique. It is one of technique in teaching English, especially in reading. It is also applied in KTSP curriculum. There are three activities of teaching in this technique, namely, pre activity, and post activity.

1. Pre-Reading Activity

   Pre-reading activity done before the students read the text to get the message. Ediger and Pavlik (in Fajriyah, 2012:11) that pre-reading is the exercises before reading a text, students are asked to answer a series of questions design to prepare them for the reading and improve their understanding. In this activity, the teacher can do some activities before the students read the text for the message. There are:

   a. Teacher gives questions, explanation or description to arouse the students' interest to the text. The teachers can use pictures, realia, and even songs relevant with the topic.
   b. Teachers give a communication activities related to the text.
   c. Developing for predicting skill.

2. While-Reading Activity

   While-reading activity is the main activity of teaching reading. In general, this stage aims at helping learners to develop their reading strategies/ skill so that they can effective and independent readers. By implication, students should be flexible in their ways of reading which are appropriate to the given text. The objectives of this stage are commonly:

   a. To understand the writer's purpose
   b. To understand the text structure
   c. To clarify the content.

3. Post-Reading Activity

   Post-reading stage is intended as a kind of follow up activity. In this stage, the teachers give the task that related to the topic of reading. The task should be a new ability and useful for the students. There are some activities that are used by the teacher in giving the task to the students;

   a. Giving vocabulary activities
   b. Giving grammar activities
   c. Making a debate on the theme of the text
   d. Retell the story using the students' own words.

2.2 Reading as Language Skill

Reading is just one form of language, the written-down version. Knowing how to use all forms of language well, those are speaking, listening, reading, and writing. Reading also involves thinking and problem solving. It requires us to use

knowledge we already have. We must know how to figure out what a word says, and how to put words together to make sense of what is being read (Davis, 1997).

Reading is what happens when people look at a text and assign meaning to the written symbols in that text (Aebersold and Field in Lewaherilla, 2011:21).Reading is a skill that makes people able to get much information. Nunan (in Anggraini, 2006:6) defines reading is an interactive process between what a reader already knows about a given topic or subject and what the writer write.

We should know what reading is. However, it is difficult to explain it briefly and correctly. According to Urquhart & Weir (in Ueta, 2005) reading is the process of receiving and interpreting information encoded in language form via the medium of print. Moreover, Anderson (1999:1) states reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader.

From the definition above, reading includes intricate processes and skills which differ according to tasks, purposes and language abilities. Without knowing these elements independently, the concept of reading remains unclear.

2.2.1 Reading Comprehension

In getting information and understood with the meaning of the texts, readers must have the ability to comprehend the reading texts or written page. It means reading comprehension is very important in order to reach the goal of

reading itself. Comprehension is the basic goal of reading. By comprehending the reading text or written page, the readers are able to get any kinds of information and knowledge provided on the written page.

Grabe and Stoller (2002:17) stated that reading for general comprehension is its most obvious sense, the ability in understanding information of a text, and interpreting it appropriately. Harmer (2001:202) argued that reading for general comprehension means no stopping for every word and no analyzing everything that the writer includes in the text. Moreover, Smith, Banton and Robinson (in Surjosuseno, 2011) state that reading comprehension means the understanding, evaluating and utilizing of information gained through an interaction between the reader and the author. So, the researcher can conclude that reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. In reading comprehension, the students read the text and try to understand the meaning. It is also including the ability in identifying the author's organization such as the participant, the main idea, topic, and whatever the text discussing.

Reading comprehension can be defined as a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspects of comprehension (Graesser, 2007:6). This assumption mainly regards the cognitive aspect in context of the reader while reading. Text is made by the author under the particular context. Then, every text has a context. Context is the field or condition and situation where the passage belongs to. The knowledge that is got from the text is able to develop the reader comprehension of the particular discussion. Therefore, it can be said that the more he or she reads

the more he or she gets the information. Then, reading is one of skills that is suggested in every level of education.

2.2.2 Purpose of Reading Comprehension

The purpose of reading comprehension is to understand the text in order to get the information and knowledge. Those are the basic purpose after doing the reading activity. Grabe and Stoller (2002:13) state the purpose of reading as follow:

1. Reading to search for simple information

   One of purpose of reading is to get simple information such as reading an announcement in the school, market, on the road, in the airport and others. In reading to search, we typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

   This purpose is to know the main idea of the text or passage, the same as a combination of strategies for guessing where important information from the text or passage. For example in reading newspaper, commonly some people just read a few pages to know the main ideas of newspaper.

3. Reading to learn from texts

   Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4. Reading to integrate information

   Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

5. Reading for general comprehension.

   The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

2.2.3 Technique of Reading

To achieve the purpose of reading one should read effectively. Rahman (1998:8) states that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose. According to Sharpe (in Nur, 2012:15)the techniques of reading are:

1. Previewing

   Previewing help you to form a general idea of the topic in your mind. To preview, read first sentence of each paragraph and the last sentence of the passage. You should do this as soon as possible. Remember, you are not reading in specific information but for an impression of the topic.

2. Reading for main ideas

   By reading for main ideas, you identify point of view of the author.

3. Using contexts for vocabulary

   Before finding a context, reader must understand what the context is. In English language, a context is a combination of vocabulary and grammar that surrounds a word. Reader can find the context from a general the sentence or paragraph or passage. Contexts help reader to make a general prediction about the meaning. It is because of knowing the context is the first step to understand the concept, when reader knows the concept, he/she will directly understand what is the text or passage talking about.

4. Scanning for details

   In scanning, let the eyes travel over the text or passage for some contents of words or synonym of the words. Scanning can guide to find the answer in detail and where should the reader find the answer from the passage.

5. Making inferences

   In reading a passage, reader finds direct statements or facts which directly focus to the topic. Sometimes, we are difficult or absolutely clear that the direct statements or facts are nothing in the passage. Then reader needs to use

the evidence to make an inference. It can talk about the passage itself or about the writer's point of view.

6. Identifying exceptions

   The deep understanding to the grammatical gives reader more powerful to distinguish each meaning to every sentence and generally to the text.

7. Referring to the passage

   By the time of reading, when reader reads a long sentence or passage, reader usually forgets the beginning. To read in high speed and understand, reader should not let him/her eyes stop on each word. Reader should let him/her eyes more over a phrase before he/she stops it.

2.2.4 The Important Elements of Reading

Some people think that reading is fun where they can get new knowledge and information from it. Actually there are some important elements in reading. According to National reading panel in Washington DC (2000), there are five important elements of reading, they are;

a. Phonemic awareness

   Phonemic awareness is an ability to notice, think about kinds of sounds in spoken English.

b. Phonics

   Phonics knowledge of relationship between the letters of written language and the sounds of spoken English

c. Fluency

Fluency is an ability to read a text quickly and accurately. John and Berglund (2006) extend the definition of fluency, to include the ability to comprehend the material being read. The components are:

1) Speed refers to the number of words a person correctly reads per minute (WCPM).
2) Accuracy refers to reading the material with few errors. John (2005) suggests that if a student misses more than 10% of the words in passage, the text is too difficult for instruction.
3) Expression refers to the ability of the reader to use correct phrasing, tone, and pitch while reading text aloud.
4) Comprehension refers to the ability to understand the text being read.

d. Vocabulary is recognizing and understanding the meaning of words in reading and writing as well as oral language.

e. Comprehension is an ability to understand what is reading.

2.2.5 Strategy of Reading

To make reading comprehension successful, there are some strategies which can be practiced in the classroom technique (Davies, 1995:51):

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 on the basic 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.

2.3 Reports as a Genre

Defining genres may not initially seem particularly problematic but it should already be apparent that it is a theoretical minefield. Since classical time's literary works have been classified as belong to general types which were variously defined. In literary the broadest division is between poetry, prose and drama, within which there are further divisions, such as tragedy and comedy within the category of drama.

Swales (1990:58) defines “genre as a class of communication events, the members of which share some set of communication purposes”. “This definition is adopted by English for specific purposes that regards purposes as rationale of genre that help to shape the ways a text is structured and also shape the choice of content and style” (Hyland, 2002:7).According to literary to literacy and education research network (1990:9), “Genre is texts which are pattered in a distinctive way to achieve particular goal”. People achieve particularly social goal though language.

2.3.1 Definition of Report Text

According to Linda, (1995:196) Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

Then, Mark Anderson and Kathy Anderson (1997) defined that information report is a piece of text that tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behaviour and qualities.

Mark Anderson and Kathy Anderson (1997) defined the steps of constructing information report the text structure/generic structure of information report and the language feature used in information report is as follow:

1. Generic Structure.
    a. General Classification

        General opening statement that introduce the subject of the report, it can include a short description and definition.

    b. Description

        A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.

    c. A conclusion that summarizes the information and signals the end of the report (optional/not always). It just to make the text clearly in the end of the text and make the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.

2. Language feature
    a. Use timeless present tense
    b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
    c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
    d. Use descriptive language (color, shape, size, function, habit, behavior)
    e. Use technical terms.

2.4 Two Stay Two Stray

The Two Stay Two Stray was developed by Spencer Kagan 1990 (Huda, 2011:140). The structure of Two Stay Two Stray gives a chance to the group to share the result and information to other groups. It is done because a lot of learning activities are individual oriented activities. Based on individual activity in teaching and learning, the students do their task by themselves and not allowed to cheat to the other students.

When students learn cooperatively, there is both individual and group accountability, which helps them to understand that there is much more to cooperative learning than just putting people into groups, Johnson in Cohen et.al (2004). Two Stay Two Stray is one of the cooperatively work that stimulates student becomes active, creative, critic, and responsible.

According to Englander (in Febriyanti and Saun, 2011:166) cooperative learning is an approach of teaching and learning in which students consist of some small groups or teams. So, by doing this, there are many ideas that will appear and all of the students can share information and ideas.

Johnson and Johnson (in Anne,1999) indicate five features of a successful cooperative learning activity: (1) students learn that their success depends upon working together independently, (2) students are accountable while achieving group goals, (3) students support and assist one another's success through face face interaction, (4) students develop social skills by cooperative and working

together effectively, and (5) students as a group have the opportunity to reflect on effectiveness of working together.

Kagan in Lie (2002: 62) defines that Two Stay Two Stray is working in groups in order to manage and assist each other in problem solving, share the knowledge and information that they have held from the discussion to another group, and encourage each other to gain the best achievement by staying to share and discuss and straying to explain information.

The advantages of Two Stay Two Stray according to http://www.utexas.edu/academic/ctl/gsi/coursedesign/basic.php are:

(1) Students can exchange ideas and build social skills such as asking problem questions.

(2) It offers students the opportunity to learn by teaching

(3) Placing the report-out responsibility on the students reinforce the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor.

Meanwhile, according to Abdiyaningsih, Istiyati, and Sukarno (2011:3) the disadvantages of Two Stray Two Stray are the spend much time, the student still confuse with the technique (Two Stay Two Stray), active students dominate in discussing and some of the passive students depend on his/her friends in the group. So, the writer should give the explanation clearly about the implementation of Two Stay Two Stray, give the explanation to the students, this is the responsibility all of groups, and improve the activity of the students because the students will not succeed if they cannot work well together.

2.4.1 The Characteristics of Two Stay Two Stray

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). This technique has several characteristic (http://www.coretanpenacianda.wordpress.com/2013/02/10model-pembelajaran-two-stay-two-stray/), as follow:

a. The students work in the groups to complete the learning material and consists four students.
b. The group consists of students that have high, middle, and low ability.
c. If possible in the group is consists of different racial, gender, and culture.
d. The reward is more dedication for the group than individual.

2.4.2 The Figure of Two Stray Two Stray

Kagan (in Suprijono, 2004) states that using the Two Stay Two Stray technique, the teacher divides students into some groups. One group consists of four students. But, there is an exception for a class that has odd number of students. For example: the number of students is about 17 students, the teacher will divide students into four groups; and one of the groups is consists of five students. It can be illustrated by the following chart:

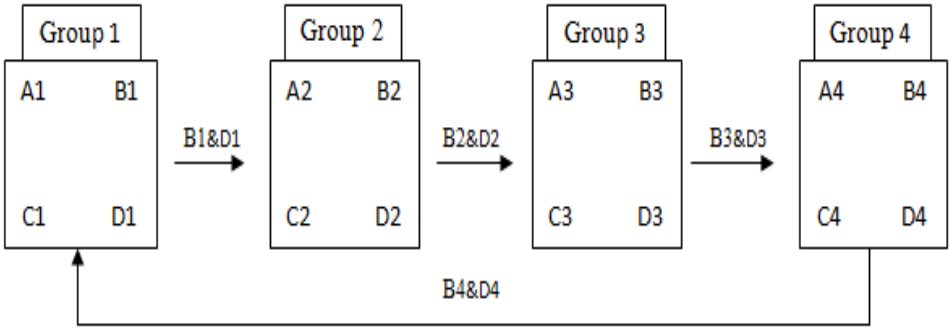

Figure: 2.4 The Figure of Two Stay Two Stray

Note:

A1, A2, A3, andA4 : The first member of group.

B1, B2, B3, and B4 : The second member of group.

C1, C2, C3, and C4 : The third member of groups.

D1, D2, D3, and D4 : The fourth member of group.

From explanation above we can conclude that, the members of groups will stray to other groups are (group 1; B1, D1), (group 2; B2, D2), (group 3; B3, D3), and (group 4; B4, D4). Then, the members of groups will stay in groups are (group 1; A1, C1), (group 2; A2, C2), (group 3; A3, C3), and (group 4; A4, C4).

In this activity, teacher has an important role. The teacher controls the process of this activity and helps the students who have difficulties in this activity. Then, the teacher should pay attention to the allocation time during this activity.

The Two Stay Two Stray process is an excellent technique to enable students to get feedback from their peers when groups have been developing ideas in relation to an open-ended question or investigation. Two members of a group of

four move to the table of another group. The remaining two students stay back to explain the product to the visiting group.

2.4.3 The Steps of Two Stay Two Stray

Two Stay Two Stray is one of cooperative learning approaches that student are involved in planning both the topics for study as well as how to proceed with their investigation (Arends, 1989:409). The Two Stay Two Stray involves the investigation of four essential features: investigation, interaction, interpretation, and intrinsic motivation Sharan & Sharan (1992 in http://www.users.muchio.edu.2012).

There are some steps in Two Stay Two Stray (Lie, 2002:60:61). Students corporation to do their task. After finishes understand the material two students will leave their group to visit the group each other. Then two students stay in the group to share result and information from their material to the guests. The guest comeback to their group each other to report what they get from the other group. The group will match and discussion result of their task.

Meanwhile, according to Kagan (in Huda, 2011:141), the Two Stay Two Stray consists of some steps as follow:

1. The students are set in group of four students.
2. Teacher gives the assignment to each group.
3. Then, two students of each group will leave the group, each of the two students will stray to other groups.

4. The two staying students have task to share informational and work result to their guests.
5. The guests excuse themselves and back to their group and report their findings from other groups.
6. The group matches and discusses the information.

2.4.4 The Implementation in Teaching Reading Comprehension throughTwo Stay Two Stray

The Two Stay- Two Stray was developed by Spencer Kagan 1992 (in Huda, 2011:140). In this technique, each group (containing four members) is given an opportunity to share the result of their group discussion to other groups by sending their two "representatives" to the other groups in the class. The other two members will stay within their group and become host for the "guests" who are coming from other groups to search for information. Two Stay Two Stray strategies is designed into small group of mixed ability, including one high, average, and low achiever.

The following procedures will exemplify how to use this technique to teach reading comprehension of report text. The students are the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014, as follow:

1. Preparing

   Before teaching teachers must make syllabus, lesson plan, learning design (Two Stay Two Stray) and prepare the task for students. Then, teacher divides

the group and in a group consists of four students. In each group must heterogeneous on the grade academic and ethnic.

2. The Teacher's Presentation

   The teacher will tell indicators of learning, introducing, and explaining materials based on the lesson plans that have been made.

3. The Groups' Activity

   Each group will give papers that contain tasks and every student in group must learn that materials. Each group member has to underline the difficult words in the reading text. Then, each of them tries to help each other to understand these difficult words by opening dictionary or directly telling their friends the meaning of the words (if they happen to understand). Having completed this activity, the group members will discuss together about the content of the text, try to comprehend the text and answer the questions.

   Then two students of four students from each group will leave the group to visit the others group. For example, the first group will send their two members to second group; second group will send their two members to third group, and so on. Next,two members who stay in the group will "welcome" the guest and share the result and information to them. The teacher has to make sure that everyone in the class has their chance to speak with the equal time. So, he/she has to indicate when someone has to speak or stop to speak by ringing the bell or clapping his/her hands. In this case, the teacher is the time keeper. After the guests get the information, they will came back to their

group to report what they get from the others group and discuss about their material to finish it.

The teacher has the important role in this activity. It is because during the discussion it will spend much time. So, the teacher should pay attention and control the time allocation. Besides, the teacher has role to control the students during the discussion. The students turn around to control the students' activities in the group.

4. Formality

   After the group finish their tasks, one of four groups will presentation for discussing with the others group. The teacher only give add and feedback.

5. The Individual Quiz

   Each student will take an individual reading quiz in which they have to answer five to ten questions related to the reading text they have discussed. The form of quiz is multiple choice because easy to account the score and it is simple. In this activity, the teacher collects the individual students' worksheet to measure the ability of the students about the text.

2.5 Review of Previous Research

This research also supported by the previous research entitle "Improving Students' Reading Comprehension Through Two Stay Two Stray Learning Model in the Academic Year 2011" The writer used that material as a previous study. The population of that study was the second grade students of classes XI-IPA

SMA GAJAH MADA Medan consisted of 28 students in the academic year 2011. It was found that the average score of students in every evaluation kept improving. It can be seen from the improvement of mean of students' score, 59.14 in the first evaluation, 63.71 in the second evaluation and 77.00 in the last evaluation. So, the application of Two Stay Two Stray significantly improved students' reading comprehension of the text.

Another research entitled "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 2010/2011)" by August Lewaherilla, thesis a student of English Education Department, Sebelas Maret University. The result of the research showed that Two Stay Two Stray technique can improve students' reading competence. The result from the average score of pretest was 57.019. Then it increased to 64.62 in posttest 1 and 72.788 in posttest 2. The students' became more active and enthusiastic in learning process. So, this research significantly improved students' reading competence to the students of class VIII of SMP YPPK Biak Numfor in the academic year 2010/2011.

2.6 Theoretical Framework

According to Lie (2002) "Two Stay Two Stray" technique gives the students chance to share their ideas, arguments and information to other groups. In this technique, there are some activities that give a chance to students to discuss. Then, by using this technique, students help each other's. The high level and the

low level of students will work together to achieve the purpose of their group. The writer does believe that Two Stay Two Stray is an effective technique in a way to improve reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014.

The writer assumed in Two Stay Two Stray the students are share their ideas to others and exchange them with other groups, to obtain the best understanding of the text. The teacher distributes one same short reading text to each group. Then, the students will work in group. After that, they will try to share what the group has comprehended to other groups.

According to Linda, (1995:196) Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. Information report is a piece of text that tells information about a subject. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. The generic structure of report text is general classification, it tells what the phenomena under discussion. Secondly, description, it tells what the phenomenon under discussion is like in term of part, qualities, and habit. Significant lexicogrammatical features of report text are focus on generic participant, use of relational processes, use simple present tense and no temporal sequence.

From the explanation above, the writer assumes that there is a significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014.

2.7 Hypothesis

The hypothesis of the research can formulated as follows there is a significant difference between the reading comprehension of report text of the eleventh grade students of SMAN 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using two stay two stray.

CHAPTER III

METHOD OF THE RESEARCH

This chapter consists of five points. They are design of the research, population and sample, research instrument, technique of collecting data and technique of analyzing data.

3.1 Design of the Research

Design of the research is a design made by researcher as the guidance in carrying out the research. The research design aims to give the responsibility for setting the next steps to make the result more accurate and objective (Arikunto, 1990:4). This research is quasi-experiment. It is the experiment that is close to the real experiment, so there is no possibility to discuss in deciding the validity based on the variable.

Here, there are two variables, independent and dependent variable, there are:

1. Independent variables the condition influencing the appearance of an experiment or called treatment variable. In this research the independent is called X variable, that is Two Stay Two Stray.
2. Dependent variable is an indication appearing because of the implementation of an experiment or called effect variable. In this research is called Y variable, which means the reading comprehension of report text of the eleventh grade students in SMA Negeri 1 Mayong Jepara in academic year 2013/2014.

The experiment research uses one group pre-test design, because it is done in one group only without control group. So, that is experiment is called quasi-experiment. The experiment research is applied to the eleventh grade students of SMAN 1 Mayong Jepara to explore the result of their reading comprehension before and after being taught by using Two Stay Two Stray. The writer gives the students a pre-test, then continued by implementation of teaching reading by using Two Stay Two Stray and the last stage given to them is post-test. This is formulated by Ali (1984: 136).

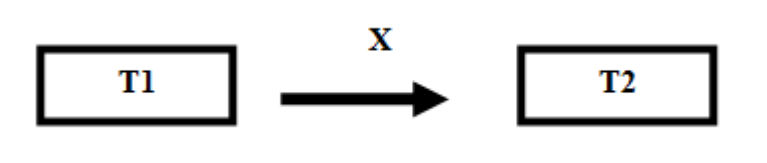

Figure 3.1. Design of Experimental

Explanation:

T1 : Pre-test

X : Experiment

T2 : Post-test

In this design involves three steps: (1) administering a pre-test measuring the dependent variable (T1);(2) applying the experimental treatment using Two Stay Two Stray to the subject; (3) administering a post-test (T2) to measuring the dependent variable.

Based on the formula above, there are three steps in one-group pretest and posttest design of experimental (Ali, 1984:136):

1. The writer held a pretest to find out the reading comprehension of eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before being taught by using Two Stay Two Stray. The pretest is formulated as T1.
2. The writer applied the experimental treatment to the subjects. The students will be taught by using Two Stay Two Stray. The experiment or treatment is formulated as X.
3. The writer concluded a posttest to measure the reading comprehension of eleventh grade students after being taught by using Two Stay Two Stray. The posttest is formulated as T2.

3.2 Population and Sample

In this research, population and sample are important elements. "Population is total number of research respondent." (Arikunto, 2006:130). Meanwhile Hadi (2000:220) says that population is any group of person or individuals having qualities or characteristic in common. It does not only refer to person of human beings, but also refer to animal and things. The population of this study is the eleventh grade students of SMA Negeri 1 Mayong Jepara. This school has seventh classes, three classes are science program, and four classes are social program. The total number of the students is 253 students.

Table: 3.1: The Total Population of Eleventh Grade Students of SMA Negeri 1 Mayong Jepara

No.	Classes	Number of Students
1.	XI-IPA 1	32
2.	XI-IPA 2	33
3.	XI-IPA 3	33
4.	XI-IPS 1	39
5.	XI-IPS 2	38
6.	XI-IPS 3	38
7.	XI-IPS 4	40
Total		253

Ali (1984:54) also defines, "Sample is the part of whole individuals or subjects in the research that are representative to whole population that was taken with particular technique". Sample is limited number of individuals, the smaller than that of population.

The writer used a technique called cluster random sampling through lottery. The steps to do the cluster random sampling as follow:

1. Writing all the names of classes on a small piece of paper.
2. Rolling the small paper and put it in a tin.
3. Taking the rolling and then the writer got XI-IPA 3 as a sample.

The sample of this research is the students in XI-IPA 3class of SMA Negeri 1 Mayong Jepara in academic year 2013/2014. The total number is 33.

3.3 Instrument of the Research

To measure the accurateness of the data in this research is an instrument. Instrument is equipment for the researcher to find the method of collecting data. There are different kinds of instrument such as questioner, observation sheet, interview, test, etc. the writer should be able to choose the appropriate ones in order that the instrument can collect the data more accurately. Besides, the researcher should also choose the technique of collecting the data since both the instruments and the technique are dependable each other.

According to Arikunto (1998:139), research instrument is divided two types, test and non-test. Test is a series of question or exercise used to measure skill, knowledge, intelligence, abilities or talents, which are possessed by individual or group. Test is sample of behavior under controlled or specified condition and aimed toward providing a basis for forming judgment. In using test as instrument to gather data on this research must be objectives, suitable, valid and reliable (Ali, 1993:83).

In this case, the writer uses a test as an instrument of the research. The writer uses multiple choice item tests, because it is simple. The test is given to the eleventh grade of SMA Negeri 1 Mayong Jepara. The items of pretest and posttest were similar. The test consist of thirty items, so the test score are obtained it by multiplying the number of the correct answer by 100, then dividing it by 30. Therefore the highest score will be 100 and the lowest score will be zero. The data description of students' test score will be classified into five criteria. According to Hamalik in Ulfah (2013:30), the criteria are following:

Table 3.3: Classification of the Students' Score.

Score	Explanation
85 – 100	Excellent
70 – 84	Good
55 – 69	Sufficient
40 – 54	Low
<40	Poor

The test that is used has to fulfill the validity and reliability to get the accurate data. Validity is an accurate stage of instrument to test the things in a certain group (Ali, 1984:101). The validity used as reference is content validity which is the extent to which it measures mastery of a specific skill or the content of a particular course of study (Suprihadi, 2001:22). Content validity is the validity that depends on a careful analysis of the language being tested and particular course subjects (Lestari, 2012:27). The writer used content validity because the test designed based on the table specification on English curriculum.

Beside the validity, the writer also calculates the reliability. Reliability of the test shows the stability of the test when the test is used. Ali (1984:106) says the reliability that is found by classifying the total of the score of even items and odd items in the instruments of the test that are experimented to the sample. Reliability refers to the consistence of test score. In this research, the writer uses coefficient of internal consistency reliability.

To know the reliability of the test, the writer gives try-out test to the other classes that is XI-IPA 1of SMA Negeri 1 Mayong Jepara. They are taken as respondents and then they have to do the test which consists of 30 items. The test materials are taken from teaching materials at eleventh grade students of SMA Negeri 1 Mayong Jepara. To calculate the reliability of the test items, the writer applied the following formula. The formula as stated by Arikunto (1990:225) is as follow:

$$r_{xy} \frac{N.\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N.\Sigma x^2 - (\Sigma x)^2\}.\{N.\Sigma y^2 - (\Sigma y)^2\}}}$$

Explanation:

r_{xy} = The correlation of x variable and y variable

N = The number of samples/ respondents

Σx = The sum of x scores

Σy = The sum of y scores

Σxy = The sum of the result of x and y score for each student

Σx^2 = The sum of x scores of x square

Σy^2 = The sum of y scores of y square

The result of the computation is then applied into The Spearman-brown formula to estimate the reliability of the entire test. The formula is:

$$r_{11} \frac{2(r_{xy})}{1 + r_{xy}}$$

Explanation: r_{11} = The obtained reliability of entire test

r_{xy} = The obtained reliability of half test

The criteria of reliability value use as follows:

r = 0.00 up to 0.20 : there is no reliable

r = 0.21 up to 0.40 : lowest reliability

r = 0.41 up to 0.60 : low reliability

r = 0.61 up to 0.80 : high reliability

r = 0.81 up to 1.00 : reliability

Based on explanation above, the writer find out the test of XI IPA 1 to know the criteria of the reliability of the test, the result of the calculation of reliability of the test is 0.62. It means that the test item has high reliability.

3.4 Data Collection

To collect the data, the writer conducts several steps as follows:

1. Asking permission to the Dean of FKIP of Muria Kudus University and Headmaster of SMAN 1 Mayong Jepara to hold a research in SMA Negeri 1 Mayong Jepara.
2. Choosing the subject of the research or sample by using cluster random sampling and class XI-IPA 3is chosen as a sample of this research.

3. Doing try-out Reading comprehension test of the XI-IPA 1 students in SMA Negeri 1 Mayong Jepara.
4. Giving the pre-test to find out the students' achievement in reading comprehension before being taught by using Two Stay Two Stray.
5. Giving treatment for four times through Two Stay Two Stray.
6. Giving post-test in form multiple choice to find out the data of the reading comprehension after being taught by using Two Stay Two Stray.
7. The writer scores the reading comprehension of the students.

3.5 Data Analysis

Based on the statement of the problem stated in the previous chapter the data that should be analyzed are:

a. Calculating the mean pre-test and post test score.
b. Calculating the standard deviation of pre and post test score.
c. Doing the t-test to find out the differences between the students' comprehension of reading report text before and after being taught by using two stay two stray.

In analyzing reading comprehension of the students, there were some formulas needed. In the analyzing the data of eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 before and after being taught by using two stay two stray, there are two things need to be calculated.

They are Mean and Standard Deviation using formula by Ali (1984:179) as follows:

1. Calculating the Mean of pre-test and post-test score. The formula of Mean score is:

   $$Mean\ (\bar{X}) = \frac{\Sigma fx}{N}$$

   Note:

   $\bar{X}$: The mean

   f : Frequency

   x : Middle score of the interval class

   N : Number of sample

2. Calculating the Standard Deviation of pre-test and post-test score. The formula of Standard Deviation is:

   $$SD = i.\sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

   Note:

   SD : Standard Deviation

   i : Interval width

   f : Frequency

   x' : Middle score of interval class

   N : Number of sample

Based on the data that will be gathered, this study will use a method to analyze the data using t test formula.

3. Calculating the t (obtained) by using the formula as follow:

$$t_o = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Explanations:

t_o : The t-value for dependent (correlated) means

$\overline{D}$: The mean of difference

D : The differences between paired scores

ΣD^2 : The sum of the squares differences scores

N : The number of sample

Formula to compute the mean difference:

$$\overline{D} = \frac{\Sigma D}{N}$$

Explanations:

$\overline{D}$: The mean of the differences scores

D : The difference between the paired scores

N : The number of sample

4. Testing the hypothesis that has been formulated using the following steps:
   a. Making assumption and meeting requirements
   b. Stating the null hypothesis

      $\mathbf{H_0 : \mu_1 = \mu_2}$

      $(\boldsymbol{H}_a : \boldsymbol{\mu_1 \neq \mu_2})$

H_0 : there is no significant difference between the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before and after being taught by using Two Stay Two Stray.

Ha : there is a significant difference between the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before and after being taught by using Two Stay Two Stray. Where:

μ_1 : Mean score of the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before being taught by using Two Stay Two Stray.

μ_2 : Mean score of the Reading Comprehension of Report Text of Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 after being taught by using Two Stay Two Stray.

c. Selecting the sampling distribution and establishing the Critical Region

d. Computing the test statistic

Making a decision and interpreting the result of the

CHAPTER IV

FINDING OF THE RESEARCH

This chapter presents the research findings and the hypothesis testing of the data has been obtained to find out if there is significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray.

The purpose of doing this research is to find out whether there is significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray. To reach the purpose, the writer given two tests: those are pre-test and post-test, for thirty three students of eleventh grade students (XI IPA 3) of SMA Negeri 1 Mayong Jepara in academic year 2013/2014.

4.1 The Reading Comprehension of Report Text of Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before being Taught by Using Two Stay Two Stray

Before giving pretest, the writer had to measure the validity and reliability of the test which should be given to the experimental class. The writer had done the try-out test in the class XI IPA 1 of SMA Negeri 1 Mayong Jepara. They are taken as respondents and then they had to do the test which consists of 30 items.

The test materials are taken from teaching materials as the eleventh grade students of SMA Negeri 1 Mayong Jepara. The calculation of reliability is (0.62). It means that the reliability is high correlation so the test can be used as data collection. The calculation is shown in appendix.

After that, the writer gave the students reading pre-test to measure the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before being taught by using Two Stay Two Stray, the writer found the highest score is 86.67 and the lowest score is 40 from the data of 33 students as a research subject. The result of data can be seen in the table below.

Table 4.1 Scores of the Students' Reading Comprehension Test of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before being taught by using Two Stay Two Stray.

Students' Code	Score	Students' Code	Score
1	66.67	12	60
2	66.67	13	40
3	60	14	70
4	66.67	15	60
5	76.67	16	60
6	70	17	53.33
7	46.67	18	66.67
8	56.67	19	86.67
9	60	20	53.33
10	60	21	60
11	60	22	66.67

Table 4.1 Continued

Students' Code	Score	Students' Code	Score
23	80	29	60
24	46.67	30	46.67
25	70	31	66.67
26	60	32	60
27	73.33	33	53.33
28	66.67		

From the data, the table of frequency distribution can be drawn as follows:

Table 4.2 The Frequency Distribution of the Reading Comprehension Test of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before being Taught by Using Two Stay Two Stray.

Interval Scores	f	x	fx	Percentage (%)
80-87	1	83.5	83.5	3.03
72-79	3	75.5	151	9.09
64-71	10	67.5	675	30.30
56-63	12	59.5	714	36.37
48-55	3	51.5	154.5	9.09
40-47	4	43.5	174	12.12
Σ	33		1952	100

Based on Table 4.1, the writer draws a bar diagram as follow:

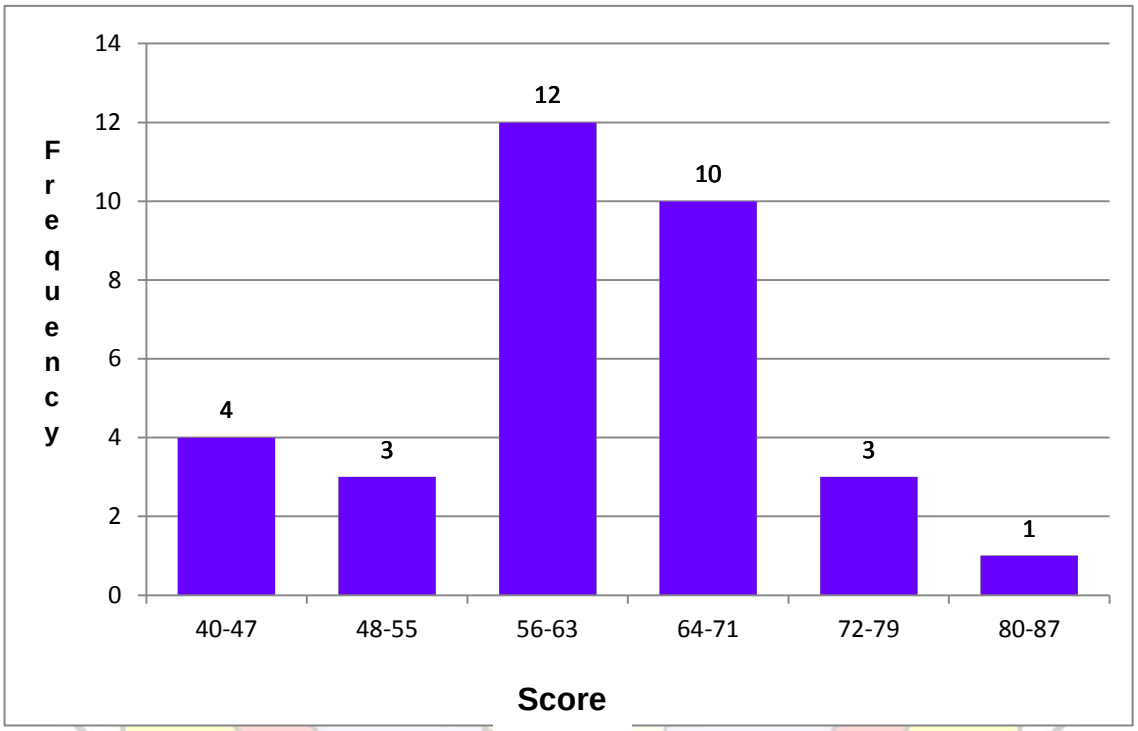

Figure.4.1 The Bar Diagram of the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 Before Being Taught by Two Stay Two Stray.

The result of the calculation shows that before being taught by using Two Stay Two Stray, the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014, it is found that the Mean ($\bar{x}$) is 59.15 and Standard Deviation (SD) is 9.64 (the calculation is available in appendix). It means that the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before being taught by using Two Stay Two Stray can be categorized as "**sufficient**".

4.2 The Reading Comprehension of Report Text of Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 after being Taught by Using Two Stay Two Stray

After getting the pretest data, the writer continued giving the treatment to the experimental group ended by posttest to find out the result of the reading comprehension of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 after being taught by using Two Stay Two Stray, the writer found that the highest score is 96.67 and the lowest score is 60.

Table 4.3 Score of the Students' the Reading Comprehension Test of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 after being Taught by Using Two Stay Two Stray.

Students' Code	Score	Students' Code	Score
1	76.67	14	76.67
2	80	15	76.67
3	70	16	80
4	80	17	76.67
5	80	18	86.67
6	76.67	19	96.67
7	76.67	20	70
8	70	21	70
9	76.67	22	76.67
10	76.67	23	96.67
11	93.33	24	86.67
12	76.67	25	80
13	60	26	76.67

Table 4.3 Continued

Students' Code	Score	Students' Code	Score
27	90	32	86.67
28	86.67	33	76.67
29	80		
30	70		
31	80		

The result of posttest will be described as follows:

Table 4.4 The Frequency Distribution of the Reading Comprehension Test of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 after Being Taught by Using Two Stay Two Stray.

Interval Scores	f	x	fx	Percentage (%)
95-101	2	98	196	6.06
88-94	2	91	182	6.06
81-87	4	84	336	12.12
74-80	19	77	1463	57.58
67-73	5	70	350	15.15
60-66	1	63	63	3.03
Σ	33		2590	100

The result of the calculation shows that after being taught by using Two Stay Two Stray, the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014, it is found that the Mean ($\bar{x}$) is 78.48 and the Standard Deviation (SD) is 7.25 (the calculation is available in appendix). It means that the reading comprehension of

report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 after being taught by using Two Stay Two Stray can be categorized as "**good**".

Based on Table, the writer draws a bar diagrams as follows:

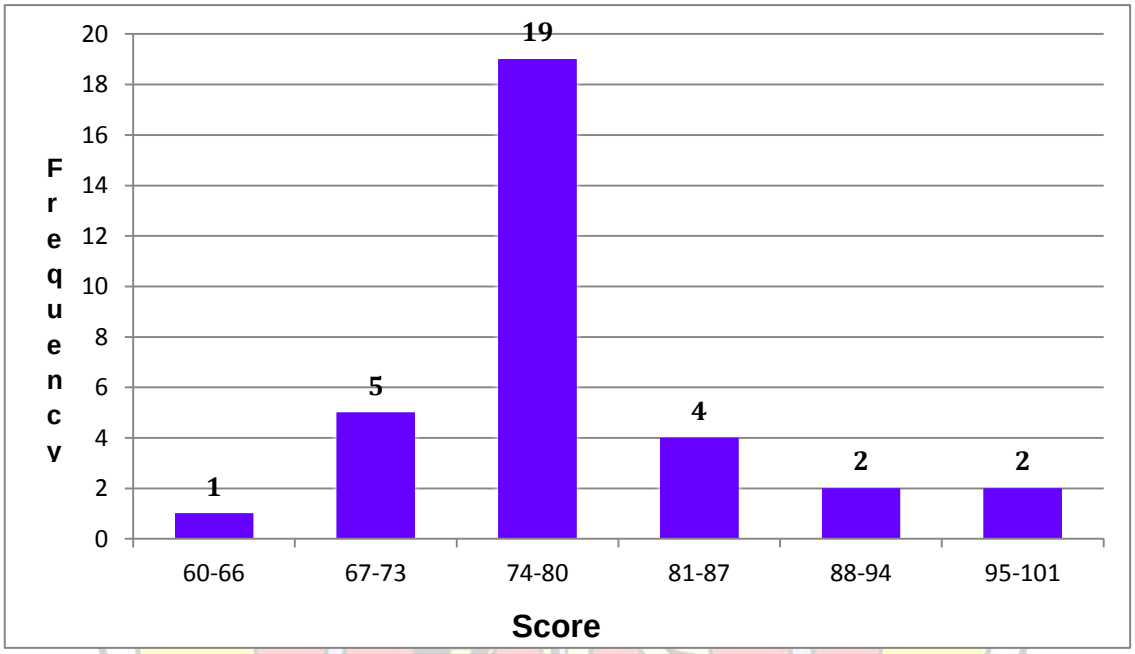

Figure 4.2 The Bar Diagram of the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 after being Taught by Two Stay Two Stray.

4.3 Hypothesis Testing

After finding the data of the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray, the writer uses the five step model in hypothesis testing as developed by Healy (2009:213) as follows:

a. Making assumption and meeting requirements

Model : Cluster random sampling

Level of measurement is interval

Sampling distribution is normal

b. Stating the null hypothesis

$\boldsymbol{Ho}: \boldsymbol{\mu_1 = \mu_2}$

$(\boldsymbol{H}\text{a}: \boldsymbol{\mu_1 \neq \mu_2})$

It means there is no significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014 before and after being taught by using Two Stay Two Stray.

Selecting the sampling distribution and establishing the Critical Region Sampling distribution = t distribution

α = 0.05, two tailed test

df = n-1

= 33-1 = 32

$t(\text{critical})$ = 2.04

c. Computing the test statistic

Table 4.5 The Summary of t-test Result of the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before and after Being Taught by Using Two Stay Two Stray.

Group	N	Mean	SD	*Df*	t-table	t-observation
Pre-test	33	59.15	9.32	32	2.04	12.55
Post-test		78.48	7.25			

t-obtained = 12.55 (see in appendix)

d. Making a decision and interpreting the result of the test

i. Accept Ho and reject Ha if t_o does not fall in the critical region

ii. Reject Ho and accept Ha if t_o falls in the critical region as seen in the following figure:

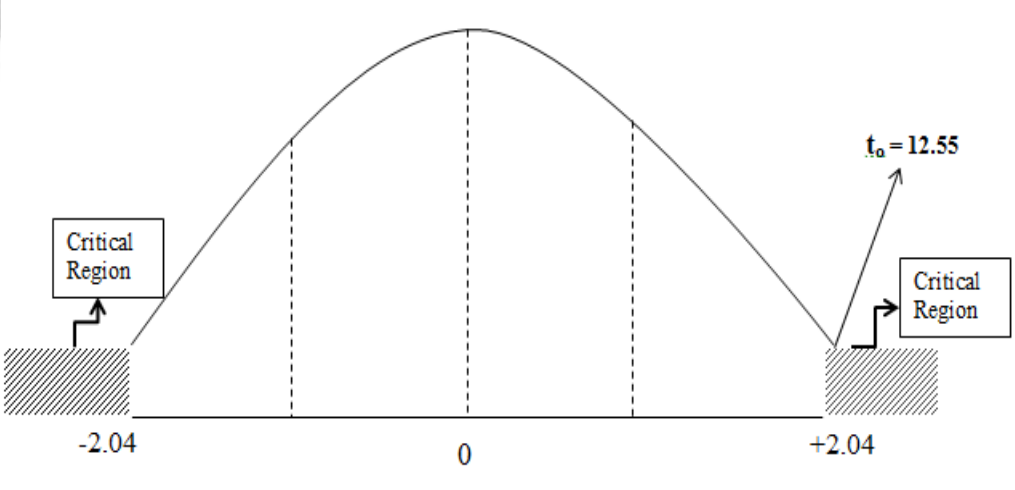

Figure 4.3 The Curve of t-test result of eleventh grade students of SMA Negeri 1 Mayong Jepara in the academic year 2013/2014.

The writer rejects the null hypothesis (Ho) and accepts the alternative hypothesis (Ha), because t_o (obtained) falls in the critical region. So, there is a significant difference between the reading comprehension of report text of the eleventh grade

students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray.

CHAPTER V

DISCUSSION

In this chapter, the writer tells about the discussion about the significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray.

5.1 The Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before being Taught by Using Two Stay Two Stray.

The Two Stay Two Stray is kind of the cooperative learning. This technique is very helpful for the students in order to reading, especially reading comprehension of report text. The writer applied this technique in SMA Negeri 1 Mayong Jepara, because the students are still difficult in the learning, especially in reading skill. Then, the writer designed the material of report text as well as the competency test or posttest using Two Stay Two Stray.

After the test which contains thirty multiple choice items as the research instrument, the writer gets result the reliable of the test is 0.62, it can be said that the test has high reliability. After that, the writer did pretest for the experimental group (XI.IPA 3) in the first meeting to find out the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before being taught by using Two Stay Two Stray. And

the result of pretest showed the Mean ($\overline{X}$) is 59.15 and the Standard Deviation (SD) is 9.64.

From the result above, the writer concludes that most of the students did not understand well about the material given on the test, and difficult to answer the questions. Because, the technique that teacher used before using Two Stay Two Stray make students felt bored and difficult to comprehend the material. Therefore the result of the students' ability in reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before taught by using Two Stay Two Stray is sufficient. Most of the students get lowest score in pre-test. It means that they were still difficult in understanding the content of the text and understand the component of report text.

5.2 The Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 after Being taught by using Two Stay Two Stray.

After the writer gave pre-test to the students and known that the ability of reading comprehension of report text is sufficient. Then the writer gave treatment to the students for four times by teaching them using Two Stay Two Stray. The writer used report texts as the material to comprehend English texts. In implementing this technique, the writer guided the students to used Two Stay Two Stray in order to reading comprehension of report text cooperatively. First, the writer explained the role of the students clearly. Then, the writer divided the students into several group consists of four students each group and also gave

time around fifteen minutes to discussed together about the content of the text. The student answered the questions and tries to comprehend the text. After discussing with group, two members of each group visited to another groups. They asked, share and gather information about that text from their home group and other group. In this activity, the writer handled and controlled the students during the discussion.

After those activities, the writer gave an individual quiz in which they answered five questions related to the reading text they have discussed. The students had time ten minutes to answer the questions. Finally, the writer collected the individual students' worksheets to measure the understanding of the students' ability of report text. The writer will explain the treatment for four times in XI.IPA 3 of SMA Negeri 1 Mayong as follow:

The first meeting, the first thing in this meeting is pre reading. The writer tries built students' brainstorming by asking some questions to the students; for example "have you ever been learnt report text this week?". Then, the writer delivered report text as a material and shown to the class by using power points. Next, the writer gave a chance to the students to read the text to and comprehend the text. For the last in the pre-activity, the writer asked to the student related to the text.

In the whilst-activity, the writer divided the group consist of 4 or 5 students. Then, the writer explained the role of the students clearly about the implementing of Two Stay Two Stray. After that, the students learnt the text and discuss together in their group about the difficult words, generic structure of the

text, purposes of the text, try to comprehend the text and answered the question. In this meeting, the writer found that the students still did not understand what did the writer means. Almost of the students was confused with the implementation of Two Stay Two Stray itself. So, the writer must be explained again to make students understand well. Besides that, the condition of the class was very noisy when the students visited to other group to share and gather the information about the text. Some of students still passives. Certainly, it makes the writer to be more handled the situation in the class and spent much time while discussion. After the students visited, they back to their group and share together what they got from other group. Next, the writer asked and gives feedback to the students. For post-activity, the student take an individual reading quiz related to the text they had discussed.

For the second time until the last meeting, the writer gave a command to the students about the timing of discussion. The writer gave around times 15 minutes to discussing in a group, 15 minutes to visiting other groups. Though, still same with the first meeting. But then, for the third and the last meeting shown that the students become more active and make the atmosphere of the class alive. The discussion running well and the condition of the class restrained. They had shown that they could understand and comprehend well about the text. So, in this activity is effective better than the first meeting.

Beside that technique had high degrees of interaction with other; it could help students communicated each other. The Two Stay Two Stray also could improve their confidence in reporting what they got from other group. In this

technique the students become the center of teaching and learning process. The teacher is a facilitator in the discussion process and gives confirmation in the end of teaching and learning process. After applying the Two Stay Two Stray, the students of (XI.IPA 3) of SMA Negeri 1 Mayong Jepara were more active and enjoyable in learning, so the students can gain better understanding of knowledge in text contents.

After treatments, the writer gave the posttest to students to find out the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 after being taught by using Two Stay Two Stray. And the result of posttest showed the mean ($\bar{X}$) is 78.48 and the Standard Deviation (SD) is 7.25. It indicates that after being taught by using Two Stay Two Stray, they had good ability of reading comprehension.

5.3 The Significant Difference of the Reading Comprehension of Report Text of the Eleventh Grade Students of SMA Negeri 1 Mayong Jepara in Academic Year 2013/2014 before and after being Taught by Using Two Stay Two Stray.

After conducting the experiment, it can be found that there is an improvement of the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray. The writer uses t-test formula with the level significance 0.05 and the degree freedom is 32. Based on the calculation, the writer got t-observation (t_o) is 12.55, meanwhile t-table (t_t) in level

significance 0.05 is 2.04, and it means that t observation falls in the critical region. Therefore, the Null Hypothesis that states there is no significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after taught by using Two Stay Two Stray is rejected.

In detail, after being taught by using Two Stay Two Stray, the Mean is 78.48 or categorized as good. It is higher than the Mean of the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara before being taught by using Two Stay Two Stray which is 59.15 or categorized as sufficient. Therefore, the Alternative hypothesis of the research that states that there is a significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray is accepted.

So, it can be seen that the students' reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 after being taught by using Two Stay Two Stray is better than before being taught by using Two Stay Two Stray. Beside they gather the information; they should give feedback to other group. In this case, the students try to understand the material well, so they can help each other and have a contribution to gather and share the material. Meanwhile, before the writer used Two Stay Two Stray to teach the students, they feel bored and difficult to understand the material well. Therefore, the score of pretest is lower than the posttest score.

Based on the result above, it can be concluded that Two Stay Two Stray was working well in improving students' understanding of report text. The students were easy to understand the text so that they did the test successfully.

CHAPTER VI

CONCLUSION AND SUGGESTION

The last chapter, the writer delivers the conclusion and suggestion related to the research that is using Two Stay Two Stray in reading comprehension of eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014.

6.1 Conclusion

After completing this research, the writer concludes that Two Stay Two Stray is more effective in improving the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014. It is proved by the answers of the statements of the problem as follows:

There is a significant difference between the reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray. In the level significance 0.05 or 5% and degree freedom (df) 32 showed that the data of t table (t_t) is 2.04 and from t-test is found that t observation (t_0) is 12.55. It means that t observation falls in the critical region, so the null hypothesis is rejected and the alternative hypothesis is accepted. The result of pretest is categorized as sufficient, which is the high score is 86.67 and the lowest score 40. In the pretest score is found the Mean ($\bar{X}$) is 59.15 and Standard Deviation (SD) is 9.64. Meanwhile the result of posttest is categorized as good. The use of Two Stay Two Stray is effective to improve the reading comprehension of report text of the

eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014. It is found the high score is 96.67 and the lowest score is 60. After the posttest is calculated, the Mean ($\overline{X}$) is 78.48 and Standard Deviation (SD) is 7.25.

6.2 Suggestion

In this sub chapter, as the end the chapter, based on the conclusion above, the writer would like to give suggestion as follows:

1. The teacher are suggested to use Two Stay Two Stray as one of technique to stimulate the students' learning reading spirit and interest in teaching learning process.
2. The students should be more creative and confident in exploring, gathering and sharing their idea and information both in their own group and other group, so they can help each other and understand well about the material of report text.
3. For further researchers, this research can be useful as the reference for further research in all of skill because the Two Stay Two Stray can be implemented for all of materials, skills, and the level of students

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