

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' READING COMPREHENSION
ABILITY THROUGH TWO STAY TWO STRAY (TSTS) TECHNIQUE AT
TENTH GRADE OF MA-PESANTREN SATU ATAP (PSA) ISTIQOMAH
ISLAMİYAH PANARAGAN JAYA TULANG BAWANG BARAT**

By:

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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ISLAMIAH PANARAGAN JAYA TULANG BAWANG BARAT**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
In English Department

By:
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STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1439 H / 2018 M



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NOTIFICATION PAGE

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb

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APPROVAL PAGE

The Title : Increasing the Students' Reading Comprehension Ability through
Two Stay Two Stray Technique at Tenth Grade of MA-Pesantren
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RATIFICATION PAGE

No: B-0327/In.28.1/D/PP.00.9/01/2018

An Undergraduate Thesis entitled: **Increasing the Students' Reading Comprehension Ability through Two Stay Two Stray (TSTS) Technique at Tenth Grade of MA-Pesantren Satu Atap (PSA) Istiqomah Islamiyah Panaragan Jaya Tulang Bawang Barat.**

Written by Diah Alfiatun Ni'mah, Student Number 13106037 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 17th, 2018 at 08.00-10.00.

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**INCREASING THE STUDENTS' READING COMPREHENSION
ABILITY THROUGH TWO STAY TWO STRAY (TSTS) TECHNIQUE AT
TENTH GRADE OF MA-PESANTREN SATU ATAP (PSA) ISTIQOMAH
ISLAMIAH PANARAGAN JAYA TULANG BAWANG BARAT**

ABSTRACT

BY:

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The main purpose of this research was to investigate the students' reading ability at MA-PSA Istiqomah Islamiyah Panaragan Jaya in comprehending the information from reading text and to know that Two Stay Two Stray (TSTS) Technique could help the students' learning process. The researcher tried to prove that that Two Stay Two Stray (TSTS) can be one of the techniques to increase the students' reading comprehension ability.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subject of research was 21 students in tenth grade of MA-PSA Istiqomah Islamiyah Panaragan Jaya. In collecting data, the researcher used test including pre-test, post-test I and pos-test II, observation and documentation. The researcher was conducted collaboration with the English teacher of MA-PSA Istiqomah Islamiyah Panaragan Jaya.

And then, the result of this research showed that Two Stay Two Stray (TSTS) Technique had positive result in increasing the students' reading comprehension ability at the tenth grade of MA-PSA Istiqomah Islamiyah Panaragan Jaya. It could be proven by the students' average score that reached in pre-test was 48,66, post-test I was 58,66 and become 76,61 in post-test II. It can be concluded that through Two Stay Two Stray (TSTS) Technique can increase the students' reading comprehension ability.

Keyword : Reading Comprehension Ability, Two Stay Two Stray (TSTS) Technique, Classroom Action Research

**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
MELALUI DUA TINGGAL DUA BERTAMU (TSTS) TEHNIK DI KELAS
SEPULUH DI MA-PESANTREN SATU ATAP (PSA) ISTIQOMAH
ISLAMIYAH PANARAGAN JAYA TULANG BAWANG BARAT**

ABSTRAK

OLEH:

DIAH ALFIATUN NIMAH

Tujuan utama dari penelitian ini adalah untuk mengkaji kemampuan membaca siswa MA-PSA Istiqomah Islamiyah Panaragan Jaya dalam memahami informasi yang terdapat dalam teks bacaan dan untuk mengetahui bahwa Dua Tinggal Dua Bertamu tehnik (TSTS) dapat membantu proses belajar siswa. Peneliti mencoba membuktikan bahwa Dua Tinggal Dua Bertamu tehnik (TSTS) dapat menjadi salah satu tehnik untuk meningkatkan kemampuan pemahaman membaca siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini adalah 21 siswa dari kelas sepuluh MA-PSA Istiqomah Islamiyah Panaragan Jaya. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test II), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris MA-PSA Istiqomah Islamiyah Panaragan Jaya.

Hasil dari penelitian ini menunjukkan bahwa Dua Tinggal Dua Bertamu tehnik (TSTS) memiliki hasil positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas sepuluh MA-PSA Istiqomah Islamiyah Panaragan Jaya. Hal ini dibuktikan berdasarkan rata-rata yang dicapai siswa pada nilai pre-test adalah 48,66, post-test I adalah 58,66 dan nilai post-test II menjadi 76,61. Dapat disimpulkan bahwa melalui Dua Tinggal Dua Bertamu tehnik (TSTS) dapat meningkatkan kemampuan pemahaman membaca siswa.

Keyword : Kemampuan Pemahaman Membaca, Dua Tinggal Dua Bertamu, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, January 2018

The Researcher



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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Yang menyatakan



DIAH ALFIATUN NI'MAH
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MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا (Al-Isro',17:7)

If you do good, you do good for your own souls, and if you do evil, it is for them
(in like manner)

“Life is not about finding yourself. Life is about creating yourself”

Lolly Daskal

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Suwandi and Mrs. Mardiah)

My Beloved Sister and Brother

(Diah Nur Azizah and Muhammad Yusuf Al-Bastomi)

My Beloved Friends

**(Zahratul Lathiifah, Pancaning Utami, Sefvirda Arniatika, Rudianto, Imas Sukma
Negara, Azzahra Aprillia, Desy Indriani, Zuharoh Ivosari and soon),
Absolute (TBI B) Class of TBI 2013 and my Beloved Campus IAIN Metro**

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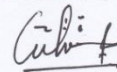
Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled "Increasing the Students' Reading Comprehension Ability through Two Stay Two Stray (TSTS) Technique at Tenth Grade of MA-Pesantren Satu Atap (PSA) Istiqomah Islamiyah Panaragan Jaya Tulang Bawang Barat". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

First of all, the deepest gratitude would be addressed to my beloved parents, Mr. Suwandi and Mrs. Mardiah, for their endless love, understanding and supports to finish this undergraduate thesis soon.

Secondly, the greatest gratitude would be addressed to Mrs. Akla, M.Pd, the Dean of the Faculty Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd, the Head of English Education Department and also the advisor, Mr. Drs. Kuryani Utih, M.Pd and Mrs. Syahreni Siregar, M.Hum who have constantly given their endorsement, time and guidance so that the researcher could finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 2017



Diah Alfiatun Ni mah
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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is foreign language that much learned in level of school. English is usually a required subject for some years during compulsory education. English was be requirement subject that should be taken to require the curriculum of school. So that, English is foreign language subject which is already familiar among levels of school especially for Senior High School.

English is as foreign language which is has four basic skills, there are listening, speaking, reading and writing. We use all of them to understand our world through mastering those skills in order to communicate our felling with each other. When we meet other people directly, it uses speaking. If anyone is speaking to us, we should be listening what they said. Writing can use when we cannot communicate orally so sending message by written text is good ways. In other time, we receive message (written text), reading is the only ways to know what they mean. From the statements above, four skills is very importance to build our communication world to each other.

In education, reading has the important roles where it used to develop students' knowledge about lesson or material. Reading is the activity that related between reader and texts. It is the first way to people

known about information from text that processed by their own knowledge for getting the meaning. Reading activities are very common we have done in daily life. Although the activity was commonly done, students still have many problems to master it in English learning. Since English is as language which is not used in daily life, most students in any levels of education get problems in reading English text. It can be indicated that the ability of Indonesian students to read and to comprehend English texts was very low.

Moreover, this condition makes English so difficult to learn Indonesian students. Most students especially in Senior High School, they have limited time to practice and got difficulty when comprehending process in reading English text. The writer finds some problems in reading class but the more specific is students has low understanding about how to identify text. They are often confused about meaning, low in vocabulary, hard to identify and understanding the text. As well as we know that these aspects are very needed to increase the students ability in reading comprehension. So that is why, we as the teacher should have new ways to motivate students in order to up their ability.

When we talk about ways or motivation, so many strategies, methods and techniques that can use for teaching language based on age or level. Teacher can choose one or a lot of them to teach and to increase students language ability. Beside this, teacher should be analyzed first students by pre-test in the classroom. After that, teacher will get enough

information about how far the students ability is, what the students problem in learning so that she will be provided what will do next to increase the students reading comprehension ability.

The writer chose a technique for teaching language in reading comprehension ability, it is two stay two stray technique. This is one kinds of cooperative learning method. In this study the writer not use TSTS as method, because cooperative learning is a group of various technique that included in a method. It is adepted from Spencer Kagan (1992). Two stay two stray is technique which provides an opportunity to share the results and other information to the group.

Based on the result of pre-test that was conducted in Senior High School MA-PSA Istiqomah Islamiyah Panaragan Jaya on January, 12th 2017, thw writer finds some problem of reading comprehension like explanation above. Based on the result from pre-test, the table of data as below:

Table I

The Data of Reading Comprehension Result of Pre-test at Tenth Grades of MA-PSA Istiqomah Islamiyah Panaragan Jaya

No.	Students' Initial	Score	Interpretation
1.	AT	50	INCOMPLETE
2.	ASY	70	INCOMPLETE
3.	ASW	50	INCOMPLETE
4.	AS	50	INCOMPLETE
5.	AW	50	INCOMPLETE
6.	CED	60	INCOMPLETE
7.	FNH	40	INCOMPLETE
8.	GP	30	INCOMPLETE

9.	GSI	50	INCOMPLETE
10.	MNA	40	INCOMPLETE
11.	MH	50	INCOMPLETE
12.	MK	50	INCOMPLETE
13.	MBA	30	INCOMPLETE
14.	NH	50	INCOMPLETE
15.	RK	50	INCOMPLETE
16.	RL	50	INCOMPLETE
17.	RP	30	INCOMPLETE
18.	SA	40	INCOMPLETE
19.	TA	40	INCOMPLETE
20.	USA	60	INCOMPLETE
21.	VOM	40	INCOMPLETE
22.	VAAP	50	INCOMPLETE
23.	VDP	30	INCOMPLETE
24.	ZA	90	COMPLETE
Total		1150	
Average		47,91	

Source: English Reading Score at the Tenth graders of MA-PSA Panaragan, on January 12th, 2017

Table II

Students' English Reading Score at the Class X B of MA-PSA Istiqomah Islamiyah Panaragan Jaya

No.	Score	Explanation	Frequency	Percentage
1.	≥ 73	Complete	1	4,17%
2.	< 73	Incomplete	23	95,83%
Total			24	100%

Source: English Reading Score at the Tenth graders of MA-PSA Panaragan, on January 12th, 2017

The standard minimum criteria (MMC) of MA-PSA Istiqomah Islamiyah Panaragan Jaya for English lesson is 73. It means that students who get the score under 73 can not pass the examination. Based on the table above, there is a student who get complete score (4,17%) and 23 students (95,83%) who uncomplete the pre-test. The writer concludes that

students' reading comprehension at the tenth graders of MA-PSA Istiqomah Islamiyah Panaragan Jaya is very low.

The writer would use TSTS technique to increase students' reading comprehension ability because based on the result of pre-test there is possibility increasing their score better than this. TSTS technique can give opportunity students to share his idea or opinion with others and to increase language achievement. So that is why the writer choose this technique, she thought it is suitable to be applied in all of levels and ages.

In this study, the writer would use the classroom action research and it would hoped to increase of teaching and learning English be better especially for students' reading comprehension ability. In the classroom action research itself, there are 2 or more cycles that can use in implementing the technique. In one cycle, it involves planning, action, observation and reflection that appropriate with necessary of writer and students in the class.

Based on the description above, the writer would conducted the research by the title: Increasing The Students' Reading Comprehension Ability through TSTS Technique at Tenth Grade of MA-Pesantren Satu Atap (PSA) Istiqomah Islamiyah Panaragan Jaya Tulang Bawang Barat.

B. Problem Identification

According to background of the study above that the writer can identify some problems:

1. The students have a little vocabulary.

2. The students have difficulty to identify the information in reading comprehension text.
3. The students have low ability in comprehending the meaning of the text.

C. Problem Limitation

According to the problems mentioned above, the writer limits the problem only focused on the students are having low ability in comprehending the meaning of the Reading Comprehension text at tenth grade of MA-PSA Istiqomah Islamiyah Panaragan Jaya Tulang Bawang Barat.

D. Problem Formulation

According to background of study and problem identification above, the writer formulates problems formulation in this study as follows: “Can the use of TSTS technique increase the students’ reading comprehension ability at tenth grade of MA-PSA Istiqomah Islamiyah Panaragan Jaya Tulang Bawang Barat?”

E. Objective and Benefit of Study

1. Objective of the Study

Objective from doing this study is to know matters as;

- a. To increase students reading comprehension ability by using TSTS technique.
- b. To increase students’ learning activity by using TSTS technique at the tenth grade of MA-PSA Istiqomah Islamiyah Panaragan Jaya.

2. Benefit of the Study

The result of study is expecting obtained benefit in two aspects as;

a. Theories Aspect

The result of study is expecting to increase knowledge in teaching technology, especially related by technique of English learning.

b. Practices Aspect

The result of study is expecting gave benefit for;

1. Headmaster, as a consideration in guiding English teacher, taking a decision and coaching in English learning process.
2. Teacher, as information to teacher about procedure of TSTS technique can be realized in English language to increase students learning achievement.
3. Student, as a motivation to learn English especially in reading comprehension ability and encouragement to creat learning group for increasing students achivement.
4. Other resercher, hopefully this study can be prior research of the same subject or type of research.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. The Concept of Reading

It described the definition of reading, the importance of reading, the models of reading, strategies of reading, the principles for teaching reading, and the techniques in teaching reading.

a. The Definition of Reading

As we know that the reading is one of the important skill between four skills; listening, speaking, reading and writing, and many experts explain it based on their mind and knowledge. According to Neil Anderson, reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.¹ It is relate to reading as the first way to people known about information from texts that processed by their knowledge for getting the meaning.

From reading, we can be guessing what text means and getting information in it. This is supported by state, "Reading is a constant process of guessing, and what one brings to the text is often more important than one finds in it".² So we can understand what the

¹ Nunan David, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), 1st ed, Page 68

² Grellet Francois, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1999), Page 7

writer means by reading and guessing based on our ideas after processe in our mine to get the meaning.

Based on statement above reading is understanding about texts, but it is not quite up there. The readers read texts for knowing and comprehending some information, so they can reach their knowledge or ability. With reading, the readers will be got much knowledge and can be processed by speaking about it with others or writing the main ideas for his self. It related to Hittleman states that “reading is a verbal process interrelated with thinking and with all other communication abilities: listening, speaking, and writing”.³

Another expert, Dechant et al, “reading is a language process and communication that is a process which gives opportunity to readers to interact and communicate with different ideas”.⁴ Anderson gives his definition of reading that reading is a process of readers combining of information from text and their own background knowledge to build meaning.⁵ It has connection with statement before, after people read a text, then he combines his informantion and his own ideas to create meaning.

³ Hamra A, Syatriana Eny, “Developing a Model of Teaching Reading Comprehension for EFL Sstudents”, *TEFLIN Journal*, Universitas Negeri Makasar, Vol. 21, No.1, February 2010, Page 31

⁴ Ibid,

⁵ Satria Agust, et al., “The Effectiveness of One Stay/Three Stray Method to Teach Reading Viewed from Students’ Self-Actualization”, *English Teaching Journal*, Vol. I, Issue 1, 2012, Page 70

Grabe points out the complexity of even defining reading by stating that a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing.⁶ Thus, the writer concludes that reading is a process of understanding a text by readers comprehending and combining information to get the meaning that we are necessary and these activities have relation with our life in daily activities.

b. The Importance of Reading

In English subject has four skills that have been studied, they are listening, reading, speaking and writing. Reading is an essential skill for learners of English as a second language.⁷ Not only listening anymore for teaching second language, but also reading is a good way for it. 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.⁸

Reading is the meaningful interpretation of printed or written verbal symbols. Hedge states that any reading component of an English language course may include a set of learning goals for:⁹

⁶ David Nunan, *Practical English*, Page 68

⁷ Ibid, Page 69

⁸ Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), Page 68

⁹ Alyousef Hesham S, "Teaching Reading Comprehension to ESL/EFL Learners", *The Reading Matrix*, Vol. 5, No. 2, September 2005, Page 147

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning).
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the texts.

It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.¹⁰ In the other hand, reading is involving in our daily activities and including the importance process to get information that we need.

Realizing the importance of reading for students' needs, it is then very crucial for the students to have good reading proficiency. Reading has the important position in English lesson, because of it students must have good achievement in reading subject.

¹⁰ Blachowicz Camile, Ogle Donna, *Reading Comprehension: Strategies for Independent Learners*, (New York: The Guilford Press, 2008), 2nd ed, Page 15

c. The Models of Reading

Nunan suggests the models can be divided into three categories as follow:¹¹

a. Bottom-up models

It models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

b. Top-down models

The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

¹¹ Nunan David., *Practical English.*, Page 70-72

c. Interactive models

The third model combines elements both bottom up and top-down models, it assumes from Stanovich, “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”.

d. The Principles for Teaching Reading

According to Nunan, there are some principles for teaching reading, those are:¹²

1. Exploit the reader’s background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate
5. Teach reading strategies
6. Encourage readers’ to transform strategies into skill
7. Build assessment and evaluation into your teaching
8. Strive for continuous improvement as a reading teacher

2. The Concept of Reading Comprehension

It describes the definition of reading comprehension, the strategies for reading comprehension, the types of classroom reading comprehension.

¹² David Nunan, *Practical English.*, Page 74-77

a. The Definition of Reading Comprehension

The goal of reading is comprehension. Reading comprehension is one of reading goal that would be getting since teaching English. This is supported by states, “Comprehension is the essence of reading because the goal of written language is communication of messages”.¹³

Some experts explain their ideas about comprehension within their statement. Likes Duffy states, comprehension is a continuous process of using text clues-mainly word meanings but also syntactic clues-to access relevant categories of prior knowledge and, on the basis of our own experience with those categories of knowledge, making predictions about what meaning is to come.¹⁴

The next state is according to Dorn as follows:

Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader’s mind.¹⁵

Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible.¹⁶ Building the meaning based on understanding the written text and improving information in it. According to

¹³ Duffy Gerald G, *Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies*, (New York: The Guilford Press, 2009), 2nd ed, Page 14

¹⁴ Ibid, Page 17

¹⁵ Dorn, Soffos, *Teaching for Deep Comprehension: a Reading Workshop Approach*, (United States of America: Stenhouse Publishers, 2005), Page 14

¹⁶ Grellet F., *Developing Reading*, Page 3

Anderson et,al states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.¹⁷

Reading comprehension involves much more than readers' responses to the text.¹⁸ Reading comprehension is a complex process. It involves many interactions between readers, what they bring to the text (previous knowledge and strategies used) and variables related to the text (interest in text, understanding of text types).

From the statements above, we can conclude that reading comprehension is a complex process of understanding print or written text to construc the meaning with collaboration between readers ideas and knowledge to get what the authors means.

b. The Strategies for Reading Comprehension

From Brown states that several strategies can be applied to increase students' reading comprehension, as follow:

- a. Identify your 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.

¹⁷ Janette k. klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), Page 2

¹⁸ Ibid, Page 8

- d. Guess at meaning (of words, idioms, etc.) when you aren't 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 relationships ¹⁹

c. The Type of Classroom Reading Comprehension

According to Brown, several types of classroom reading comprehension as follow:²⁰

a. Perceptive

It involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective

It involves to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, and extract.

¹⁹ Brown Douglas, *Language Assessment: Principle and Classroom Practices*, (California: Longman Press, 2003), Page 188-189

²⁰Ibid, Page 189

Its also included sentences, brief paragraphs, and simple charts and graphs.

c. Interactive

It is included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must. Typical genres in interactive reading are anecdotes, short narratives and descriptions, excerpts for longer texts, questionnaires, memos, announcements, directions, recipes and the like. The focus of an interactive task is to identify relecant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processe.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. In extensive reading gives opportunity to the reader to understandreading without reading every language feature of the text, but it is more focus to the meaning of the text and to get fluency in reading.

By the explanation above, the writer will conduct the reading comprehension in the classroom with interactive types. It is suitable with the research subject among the tenth grade of senior high school.

d. Teacher's Role in Teaching Reading

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.²¹

Durkin says, conducted an observational study of reading comprehension instruction. She revealed that typical comprehension instruction wasn't very engaging or likely to improve reading comprehension. She summarized reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers would *mention* the skill that they wanted students to use, then they would give them opportunities to *practice* that skill through workbooks or skill sheets, and finally *assess* whether or not they used the skill successfully.²²

3. The Concept of Reading Comprehension Ability

It described the definition of reading comprehension ability and the measurement of reading comprehension ability.

a. The Definition of Reading Comprehension Ability

According to Danielle states, Comprehension refers to the ability to go beyond the words, to understand the ideas and the

²¹ Nunan David, *Practical English.*, Page 68

²² Klingerner, Janette K, et al, *Teaching Reading Comprehension*, Page 2

relationships between ideas conveyed in a text.²³ Reading comprehension ability is a way for understanding the words that have the own meaning presented in the text. This ability was very important to readers in comprehending various text met in their live.

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.²⁴ Reading comprehension ability is interactive process that takes place between a reader and a text. It means that the main point of reading comprehension ability is at the interaction between readers and writers. How readers' understanding can be constructed to catch the meaning of the writer want to explain on the text.

The ability to read is crucial in contemporary society people find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets, magazines, traffic directions, advertisement, etc. In another hand, reading is nearby relation with human life in society because they always meet text in wherever they are. The other purposes of reading comprehension ability is the reader can catch the writer means or have a good interaction with the meaning of the text.

²³ Danielle S.McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New York: Lawrence Erlbaum Associates, 2007), Page xi

²⁴ Ibid, Page 4

For students, it is useful to build the understanding about how to catch the meaning of the text that they read. To build good interaction between students and text, it is influenced by many factors, one of them is the background knowledge of students about the text that will be read, students who have known the background knowledge about the text will be easier to understand the text means. Well, giving information and background knowledge about the text to the students is needed, so students can understand the meaning of what they read and can comprehend the text well.

Based on the explanation above, it can be concluded that reading comprehension ability is a process of deep interaction between reader and writer to communicate successfully in getting information from the text. The students as the readers can comprehend the text based on their ability to recognize the text.

b. The Measurement of Reading Comprehension Ability

Reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention programs.²⁵ There are some criteria commonly used in measuring students' reading comprehension ability, these are:²⁶

- 1) Main idea (topic)

²⁵ Klingerner, Janette K, et al, *Teaching Reading Comprehension*, Page 18

²⁶ Brown Douglas, *Language Assessment: Principle*, Page 206

- 2) Expression/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context.

In all cases, the measurement takes the form of standardized assessments aligned to state standards.²⁷

Table 3

Scoring Rubric of Reading Comprehension Ability

Band	Indicators
0	No response
1	An inaccurate and incomplete response
2	Some information is accurate and some is inaccurate; the response is sketchy.
3	Information is generally accurate and complete, but not well developed.
4	Response is accurate and complete.
5	Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

Holistic reading comprehension rubric²⁸

²⁷ JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teachers and Coaches*, (New York: The Guilford Press, 2008), 2nd ed, Page 234

²⁸ Klingner Janette K, et al, *Teaching Reading Comprehension*, Page 35-36

B. The Concept of Two Stay Two Stray

It described the definition of two stay two stray, the procedure of two stay two stray, and the advantages and disadvantages of two stay two stray.

1. The Definition of Two Stay Two Stray

Two stay two stray is a technique for teaching one of cooperative learning method or grouping learning. It is a cooperative learning activity for shearing ideas within a classroom.²⁹ This technique was developed by Spencer Kagan and was used together with Head Number technique. It was used in all of lesson subject and all age of student level.³⁰

Two stay two stray is a teaching technique adopted from One stay three stray by Spencer Kagan.³¹ Before TSTS turn up, the first technique that introduced by Spencer Kagan is One Stay Three Stray (OS-TS). After several years, he is developed become Two Stay Two Stray technique that chosen by the writer. Those are having difference just in quantity when distribution the member of group.

TSTS technique is designed into small groups of students consisting of four students. The students work in small (four-member) groups of mixed ability, including one high achiever, two average

²⁹ Crawford Alan, et al, *Teaching and Learning Strategies for The Thinking Classroom*, (New York: The International Debate Education Association, 2005), Page 63

³⁰ Huda Miftahul, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2015), Page 140

³¹ Maharani O. P., "The Effectiveness of Using Two Stay Two Stray as a Technique in Improving Students Speaking Ability", *Journal of English Language Teaching*, Universitas Negeri Semarang, Vol 5, No 1, April 2016, Page 2

achievers, and one low achiever or divided by condition and result of pre-test. The groups discuss the topic that is given by the teacher. In TSTS technique, students are responsible for helping other members to learn, achieve the group goal and share information with other groups. It will bring students to active in learning process, because students will learn more through process constructing and creating working in group and sharing knowledge.

In learning process, this technique can give the students experience in gathering information. During activity, the students are encouraged to contribute their ideas and opinion to another student. In this activity, teacher has an important role. The teacher controls the process of this activity and helps the students who have difficulties in role. Then, the teacher should pay attention to the allocation of time during the activity.

Alan Crawford et.al, also has argued,

This is very useful strategy for quickly sharing ideas within a large class. It has the advantage, shared by many cooperative learning techniques, of putting students in responsible roles in which they function as expert providers of information to others.³²

The structure of TSTS gives a chance to the group to share the result and information to the other groups. It is done because a lot of learning activities are individual orientated activities. Many teaching and learning activities are combined with individual activities.

³² Crawford Alan, et al, *Teaching and Learning*, Page 63

Students learned by self and did not see task from other student. Besides in the real life out of school, life and human working are depends one and others.

2. The Procedure of Two Stay Two Stray

In this technique, each group that consist of 4 members is given an opportunity to share the results of their group discussion with others (another group) by sending two representatives from their member to other groups. Two member others will stay within their group and become presenter for their guests who will come from one of another groups to search information.

Lie suggests the TSTS consists of some steps as follow:³³

- a. The students are set in group of four students.
- b. Then two students of each group will leave the group, each of the two students will stray to other groups.
- c. The two staying students have task to share information and work result to their guests.
- d. The guests excuse themselves and back to their group and report their findings from other groups.
- e. The group matches and discusses the information.

³³ Lie Anita, *Cooperative Learning: mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*, (Jakarta: PT. GRASINDO, 2002), Page 62

3. The Advantages and Disadvantages of Two Stay Two Stray

a. The Advantages of Two Stay Two Stray

According to Lie, this technique can be used in all subject and to all levels of students age.³⁴ The first, Two Stay Two Stray is easier technique that can be used variety lessons and age level of students in the classroom. Perhaps other technique have limited subject and level to apply in the certain condition, but this can be able adaptation in both.

Beside this, its given opportunity for group to share the result and information with others.³⁵ When this technique applied, the second advantages that will get is the opportunity for students sharing his information to another group and getting new things that he needs to complete his result.

This technique try the students to socialize well and to practice communication in solving the problem together. Thus, the TSTS technique can make the students more active in group discussion, question-answer to find the answer for explaining another group and attention to explain the materials given by the other students in group discussions.

b. The Disadvantages of Two Stay Two Stray

While the disadvantages of this technique are: first, this is taken a long time. If the teacher will apply this technique, it

³⁴ Ibid, Page 61

³⁵ Ibid,

will success when at beginning semester. Second, students tend to not want to learn in a group. Students not all of them want to learn together in group, any perhaps learned by themselves.

Then, the teacher should prepare something to support this technique, such as materials, money and effort. In addition, teachers tend to difficulties in classroom management. It is occurred because a lot of steps and procedures which must be fulfilled or done before applying this technique in the classroom.

C. Action Hypothesis

Based on arranging theories and the writer formulates the hypothesis as follow: by using Two Stay Two Stray technique students' reading comprehension ability and their learning activity can be increased at the tenth grade of MA-PSA Istiqomah Islamiyah Panaragan Jaya.

CHAPTER III

RESEACH METHOD

A. The Variable and Operational Definition of Variable

1. The Variable of Research

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.³⁶

Research often concerns relationships between two variables; there are an independent variable and a dependent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.³⁷ Researchers studied independent variables to see what effect or influence they have on the outcome.

Then, The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.³⁸ On the other hand, a dependent variable is the outcome variable which is caused in total or part by the independent variable.

³⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), 4th ed, Page 112

³⁷ Ibid, Page 116

³⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publication, 2009), 3rd ed, Page 157

2. The Operational Definition of Variable

At this stage operational definitions of terms are usually given in research proposal so that statement of the problem must convey the specific meaning. The variables of the study should be defined clearly and unambiguously in operational terms.³⁹ Based on the statement above, the operational defines as follows:

a. Independent Variable

Independent variable in this research is Two Stay Two Stray technique. To measure the independent variable, the researcher collected the data by observation list. Therefore, there are some of indicators that indicated the students be able to achieve the objectives of this technique as follow:

- a. The student be able to work grouply and be active to build teamwork.
- b. The student would be able to share the information to others.
- c. The student could understand TSTS technique based on the rules to increase the reading comprehension ability.
- d. The teacher could use this technique as the variation in learning process.

Moreover, the purpose of using TSTS technique in this research is to practice students' understanding by sharing the result

³⁹ Yogesh Kumar Singh, *The Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), Page 33

or information to the others and to add the varian technique in learning process for making it fun.

b. Dependent Variable

Dependent variable of this research is reading comprehension ability. To measure the students' reading comprehension ability, the researcher took the students achievement by giving written test as pre test and post test.

The measurement of reading comprehension ability is based on the table of holistic for reading comprehension ability. Beside the explanation above, the indicator of dependent variable are:

- 1) The students could find the main idea of the text,
- 2) The students could answer the following question of text,
- 3) The students could note the important details of the text,
- 4) The students could understand what the writer means.

Therefore, the goal in this research is the students could identify the information of the reading English text by comprehending ability.

B. Setting of Study

The researcher conducted the research place the tenth grade at MA-PSA Istiqomah Islamiyah Panaragan Jaya in academic year 2017/2018 which is located on Pahlawan street no. 47 Panaragan Jaya, Tulang Bawang Tengah, Tulang Bawang Barat.

C. Subject of Study

The subject of this research is X B students of MA-PSA Panaragan Jaya. Actually in the tenth of MA-PSA there are two classes, there are X B and X C. But the writer choose X B class, because their class have heterogen level of English. That is based on pre-survey and information with teacher of tenth graders. This class has 21 students consist of 8 male and 13 female.

D. Research Procedure

The researcher focused the research by using classroom action research. According to Mills, action research designs are systematic procedures done by teacher (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching and their student learning.⁴⁰

Nunan also gave his state, Action research as an integral part of teachers' professional practice has been argued from most recently and forcefully by Kemmis and McTaggart who provide a four stage cycle for carrying out such research.⁴¹ It supported that action research is the importance part to complete the teacher teaching practice professionally by providing the four stage of cycle.

From Lewin, he said that developed a theory of action research as a spiral of steps involving planning, fact-finding (or reconnaissance) and

⁴⁰ Creswell John W., *Educational Research: Planning*, Page 577

⁴¹ Nunan David, *Language Teaching Methodology: a textbook for teachers*, (New York: Prentice Hall, 1991), Page 13

execution, and which later came generally to be understood as an action–reflection cycle of planning, acting, observing and reflecting.⁴²

Based from the statement above, action research consists of 4 stage cycle; there are planning, action, observation and reflection, as follows:

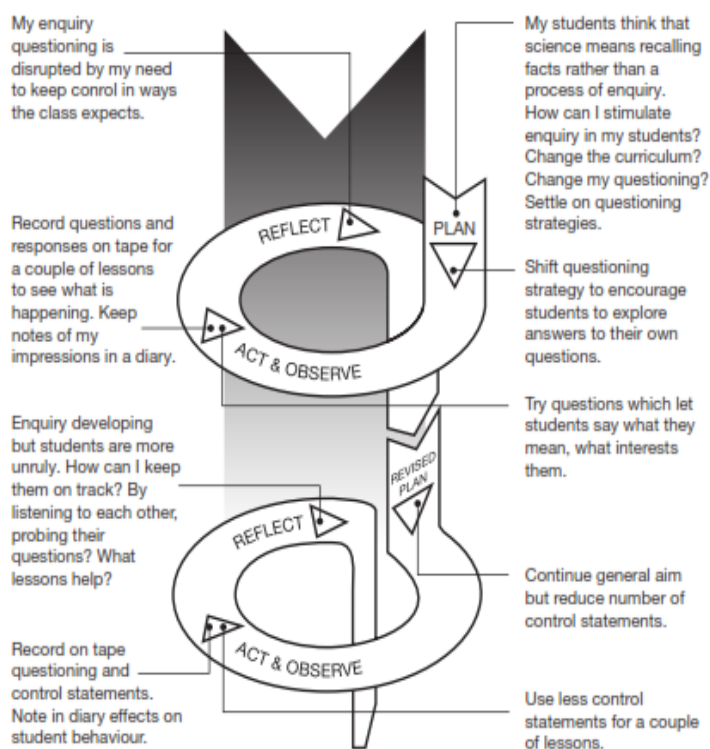


Figure 1. The individual aspect in action research by Kemmis

Based on the figure above, it could be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

⁴² McNiff Jean, Whitehead Jack, *Action Research: Principle and Practice*, (New York: Routledge Falmer, 2002), 2nd ed, Page 41

The following is the Classroom action research cycles:

1. Cycle I

a. Planning

In the classroom action research, the first step to take is planning, for example making lesson plan, observation sheet, and others.⁴³ The researcher would be made lesson plan and another thing to support the action learning in it. Without planning the activity that the researcher has done would not be focused. Here was step that researcher had made in planning:

- 1) The researcher and collabulator prepared the lesson plan.
- 2) The researcher and collabulator prepared the material.
- 3) The researcher and collabulator prepared source learning.
- 4) The researcher and collabulator prepared observation sheet.

The researcher was done the action research in tenth grade students of MA-PSA Istiqomah Islamiyah Panaragan Jaya in a lot of cycles. The researcher discussed with the English teacher to determine the actions to solve the existing problems. Before doing the actions, the researcher gave the students pre-test. And then in the next meetings, there was done the actions. At the last action, there would be giving the post-test.

⁴³ Muslich Masnur, *Melaksanakan PTK itu Mudah (Classrom Action Research)*, (Jakarta: Bumi Aksara, 2012), Page 44

b. Action

The next step is doing an action. It would be realization of the planning the researcher was made. In this step the researcher acted as follows:

- 1) Pre Teaching Activity
 - a) Prayed and greeted the students.
 - b) Checked the attendance list.
 - c) Asked the students condition.
- 2) While Teaching Process
 - a) The teacher applied the lesson plan.
 - b) The teacher explained about reading comprehension and TSTS technique in increasing students' reading comprehension ability.
 - c) The teacher began to apply the procedur of TSTS technique.
 - d) The teacher instructed the students to read and to identify the text in groups.
 - e) The teacher gave evaluation.
- 3) Post Teaching Activities
 - a) The teacher asked to the students to answer some questions related to the topic.
 - b) The teacher greeted for the students.

c. Observation

This step, the researcher observed the process of teaching learning during in the classroom by using observation sheet and the outline of observation such students able to do the task and understand the material. Observation activities included recording the event and action in the class. The important points in teaching learning process has noted by observer.

d. Reflection

The last step in action research is reflection. The researcher analyzed the data and discussed the observation result during teaching process, like the indication success or not, the weakness and strength from the actions that was doing. The researcher used the evaluation data to make improvement for the second cycle. The researcher decided that the next cycle focused on the weakness in preview cycle.

If the result of the actions was not showed the increasing of students' in reading comprehension like what in the indicator of success, so the researcher acted the next cycle.

2. Cycle II**a. Planning**

Planning was the first steps in each activity. Here was step that researcher made in planning:

- 1) The researcher and collabulator prepared the lesson plan.

- 2) The researcher and collaborator prepared the material.
- 3) The researcher and collaborator prepared source learning.
- 4) The researcher and collaborator prepared observation sheet.

b. Acting

The second step is acting. It was the implementation about the planning. The researcher acts as follows:

- 1) Pre Teaching Activity
 - a) Prayed and greeted the students.
 - b) Checked the attendance list.
 - c) Asked the students condition.
- 2) While Teaching Process
 - a) The teacher applied the lesson plan.
 - b) The teacher gave the explanation to the student how to comprehend the reading text.
 - c) The teacher began to apply the procedure of TSTS technique with gave a text followed by questions.
 - d) The teacher asked the students to read the text and to identify in groups.
 - e) The teacher gave evaluation.
- 3) Post Teaching Activities
 - a) The teacher asked to the students to answer some questions related to the topic.
 - b) The teacher greeted for the students.

c. Observing

This step, the researcher observed the process of teaching learning during in the classroom by using observation sheet and the outline of observation. Observation activities included recording the event and action in the class. The important points in teaching learning process has noted by observer.

d. Reflecting

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knew the strenght and weakness of the action. In this step the researcher compared the score distribution of pre test and post test, the researcher reviewed and reflected on the students' attitude is it was positive or negative, enough in the second cycle or need for next cycle.

E. Data Collection Technique

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gethering information by asking people questions or observing their behaviors.⁴⁴ This is needed to obtain accurate data from individuals and places. For completing the data collection, the researcher used qualitative and quantitative data. To acquire the qualitative data, the researcher chose observation, documentation and

⁴⁴ Creswell John W., *Educational Research*, Page 9

field note. Meanwhile in acquiring the quantitative data, the researcher used test that consist of pre-test and post-test.

1. Test

According to Arikunto, a test is a procedure or an instrument used to know or to measure something (ability, attitude, achievement and/or intelligence) with some particular role.⁴⁵ The researcher used both pre-test and post-test. The result of test analyzed to know students' reading comprehension control. There are pre-test and post-test.

a. Pre-test

The researcher would be gave pre-test to students before implementing the primary learning. This step uses to know how far students' reading comprehension ability.

b. Post-test

This test would be done after the final of learning to know the effect of TSTS technique whether is able to increase the students' reading comprehension ability. The increasment can be seen if the average score of the post-test is higher than pre-test.

2. Observation

The researcher would be done an observation dealing the real situation related to the teaching and learning process. The term observation is being used in the sense of taking regular and conscius notice of

⁴⁵ Saputra Ahadi, Use of Two Stay Two Stray Strategy in Teaching Reading, *English Education Journal (EEJ)*, Banda Aceh: University of Syiah Kuala. Vol.7, No.2, April 2016, P. 226

classroom actions and occurrences which are particularly relevant to the issues or topics being investigated.⁴⁶

3. Documentation

Documentation is technique that would be used to get information from the written source or documents like book, magazines, regulation, notes of meeting and daily report. The researcher used it to get data about the condition of students, school, teacher, official employed and the others at MA-PSA Istiqomah Islamiyah Panaragan Jaya. Furthermore, the documentation used to know the data of the elements at the school.

4. Field notes

Field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation. Field notes included descriptions of places (locations, physical layouts, etc.), people (individuals, types, positions, etc.), objects (buildings, furniture, equipment, materials, etc.), acts (single actions that people take), activities (sets of related acts), events (sets of related activities), purposes (what people are trying to accomplish), time (times, frequency, duration, sequencing, etc.), and feelings (emotional orientations and responses).⁴⁷

⁴⁶ Burn Anne, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), Page 80

⁴⁷ Ary Donald, et.al, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), 8th ed, Page 526

F. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. It contained specific questions and response possibilities that you establish or develop in advance of the study. Example of instruments are survey questionnaires, standardized tests, and checklists that you might use to observe a student's or teacher's behaviors.⁴⁸

The researcher used four kinds of the instrument to collect the data, there are test, observation, documentation, and field notes. Those are:

1. Test

The researcher would be used two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but have the same difficulty level. In this research, the researcher will be gave a test which contained 10 points of question in essay form. The grill of this written test as follows:

1. The test consist of 10 points of question.
2. The questions contained the information of reading text, such as main idea, text organization, tenses used in the text, and others.
3. All of the question would be answered completely by the identification of the text.

⁴⁸ Creswell John W., *Educational Research*, Page 14

The pre-test would be done before implementing the teaching and learning process. It is to measure students' reading comprehension at first. Meanwhile, the post-test is implemented after doing TSTS technique in teaching and learning process. In this research, the test would be done in form of essay about comprehending of the text.

2. Observation Guidance

The researcher would be used the observation guidance as the instrument for collecting the data. Therefore, the researcher made the observation list to know the students' activity in the classroom directly. There were some indicators of the observation instrument and it were the students' observation guidance as follows:

Observation Sheet

The Students' Reading Comprehension Ability

Day/date : Class :

Cycle : Meeting :

NO	Students Name	Point	Main idea	Expression/ idiom/ phrase	Inference	Grammatical Feature	Detail	Excluding fact not written	Supporting idea	Vocab	Score
		5	1	2	3	4	5	6	7	8	
1											
2											
3											
4											
5											

Note : Give the thick sign (√) to the students' activity

1. An inaccurate and incomplete response
2. Some information is accurate and some is inaccurate; the response is sketchy.
3. Information is generally accurate and complete, but not well developed.
4. Response is accurate and complete.
5. Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

3. Documentation Guidance

The researcher would be used the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

- a. Documentation about historical background of MA-PSA Istiqomah Islamiyah Panaragan Jaya.
- b. Documentation about structural organization of MA-PSA Istiqomah Islamiyah Panaragan Jaya.
- c. Documentation about facilities of MA-PSA Istiqomah Islamiyah Panaragan Jaya.
- d. Documentation about sketch of location MA-PSA Istiqomah Islamiyah Panaragan Jaya.
- e. Documentation about condition of the teachers and official staff of MA-PSA Istiqomah Islamiyah Panaragan Jaya.

- f. Documentation about students of MA-PSA Istiqomah Islamiyah Panaragan Jaya.

4. Field note

The researcher would be used field notes to record activities during the teaching and learning of reading comprehension through Two Stay Two Stray technique in the classroom. Those are including description of classroom atmosphere, students' attitude, activity and teacher's creativity in presenting the material.

G. Data Analysis Technique

Data analysis would be conducted the average score from the pre-test and post-test of cycle 1 and cycle 2. The researcher will be used formula to get the score as follow:⁴⁹

$$\bar{X} = \frac{\sum X}{n}$$

Note : \bar{X} = Mean (the average score of the students)

$\sum x$ = the sum of total score

N = the total subject under study

Beside the statement above, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

⁴⁹ Urdan Timothy C., *Statistic in Plain English*, (New York: Routledge, 2010), 3rd ed, Page 14

Notes : P = Mean Score

F = Total of Students

n = Number of The Students

H. Indicator of Success

From the result of the research, it could be stated successful in teaching and learning process if the result of the cycle 2 is more successful than cycle 1. Those are supported by students activity and students ability of learning activity in the class. The parameter are:

1. The students could identify information the text by their ability,
2. The students could answer the question (oral or written),
3. The students could give good attention,
4. The students could do the test, and
5. The students could make conclusion about material and learning.

This research would be succeeded or finish if $\geq 70\%$ of the students got score minimum 73 and occurred increasing students' learning activity and this research was not need to countinue on the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

In this chapter, the researcher would like to present about the result of research. It involved the research and discussion which had been carried out by the researcher at MA-PSA Istiqomah Islamiyah Panaragan Jaya especially the students in the tenth grade in academic year 2017/2018. The result of the research as follows:

1. Description of Research Location

a. The History of MA-PSA Istiqomah Islamiyah Panaragan Jaya

MA-PSA Istiqomah Islamiyah Panaragan Jaya is located on Pahlawan street No. 47 Panaragan Jaya village, Tulang Bawang Tengah sub-district, Tulang Bawang Barat district, Lampung province. This school is holding on Istiqomah Islamiyah foundation. For beginning, MA-PSA was built in 2007 and was opened in 2012. It is legalized by the decree of establishment with number: D/Kw/MAS/TB/002/2012. MA-PSA has the accreditation status is B with the number of decree: 161/BAP-SM/12-LPG/RKO/2014. It has informal education with named Al-Furqon Islamic boarding school.

MA-PSA Istiqomah Islamiyah is collaborated with Al-Furqon standing on for all the factions. The curriculum that applied in teaching learning process is the curriculum of 2013 and Islamic

boarding school curriculum, so suddenly this school called the modern of Islamic boarding school.

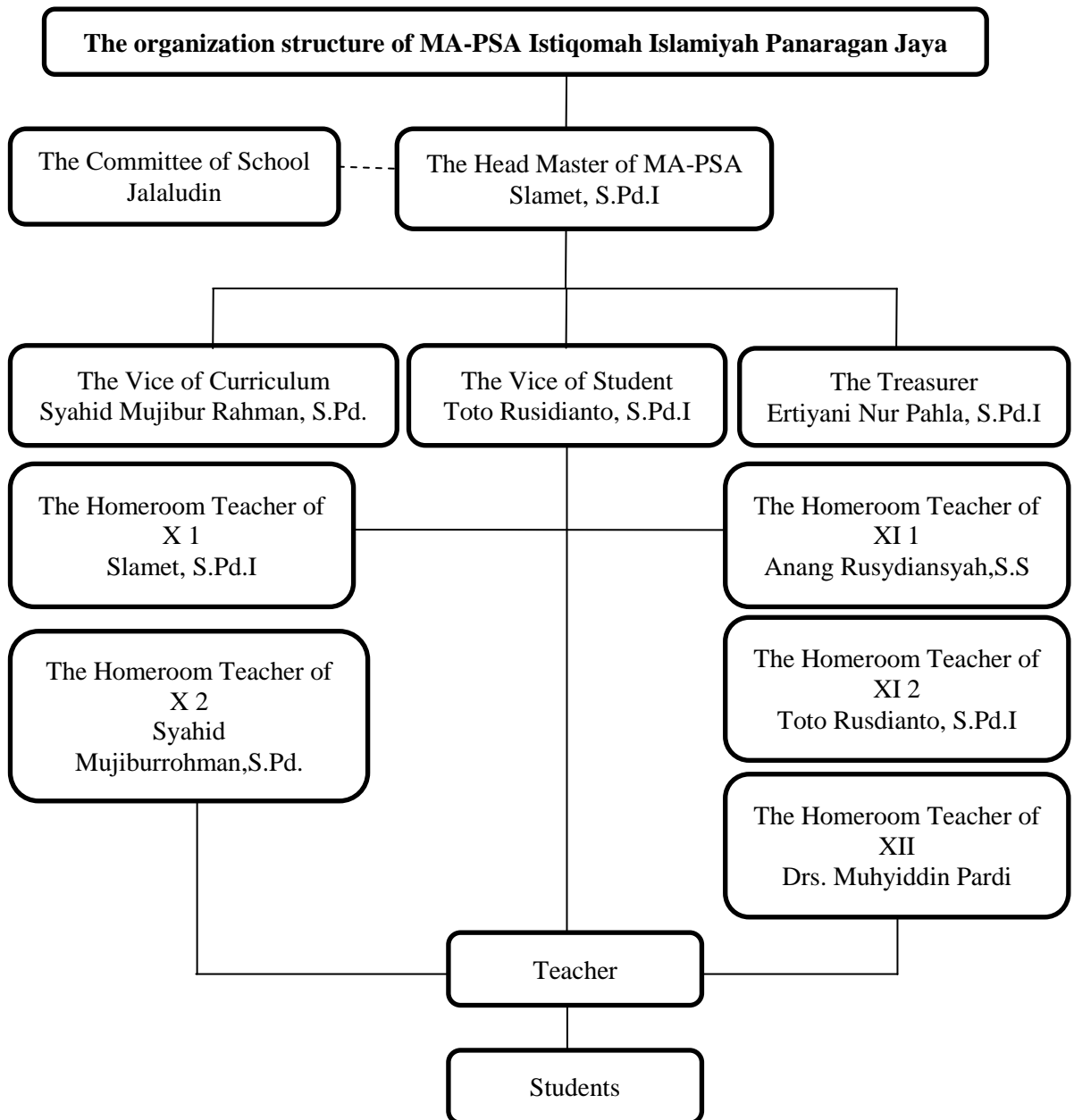
b. Vision and Mission MA-PSA Istiqomah Islamiyah Panaragan Jaya

- 1) The vision of the school: “The educational institution that gave creating the intelligent spiritual generation, emotional intellectual, and talented”.
- 2) The mission of the school, as follows:
 - a) Intensifying the coaching of religion.
 - b) Intensifying the learning process which is qualified.
 - c) Giving the providing a model.
 - d) Enhancing the professionalism of educator and educational staff.
 - e) Keeping the harmony of all educational participants.
 - f) Providing the facilitation to organize.
 - g) Preparing the soul is already to lead and be led.
 - h) Exploring and developing the potential of students.

c. The Organization Structure of MA-PSA Istiqomah Islamiyah Panaragan Jaya

The organization structure of MA-PSA Istiqomah Islamiyah Panaragan Jaya in the academic year of 2017/2018 can be shown in the following figure:

Figure 2
The Organization Structure of MA-PSA Istiqomah Islamiyah



d. The Condition of Official Staffs and Teacher at MA-PSA Istiqomah Islamiyah Panaragan Jaya

This is the numbers of the official staffs and the teacher at MA-PSA Istiqomah Islamiyah Panaragan Jaya in academic year 2017/2018 that can be identified, as follows:

Table 4

The Formation of the official staffs in MA-PSA Istiqomah Islamiyah Panaragan Jaya in the academic year 2017/2018

No.	Name	Position
1.	Slamet, S.Pd.I	Head Master
2.	Syahid Mujibur Rahman, S.Pd.	Vice of Curriculum
3.	Toto Rusydianto, S.Pd.I	Vice of Student
4.	Ertiyani Nur Pahla, S.Pd.I	Treasurer
5.	Nunik Alimah, S.Pd.	Administration and Operator

Source: Documentation at November 10th 2017

Table 5

The Condition of Teacher in MA-PSA Istiqomah Islamiyah Panaragan Jaya in academic year 2017/2018

No.	Name	Lesson or Position
1.	Slamet, S.Pd.I	Headmaster
2.	Drs. Muhyiddin Pardi	Akidah Akhlaq
3.	Anang Rusydiansyah, S.S	History of Islam
4.	Toto Rusydianto, S.Pd.I	Al Qur'an Hadith
5.	Indra Uli Pakpahan	Arabic Language
6.	Emi Meiridayanti, S.Pd.	Indonesia Language
7.	Ertiyani Nurpahla, S.Pd.	Mathematics
8.	Sibtu Bahri Arrofiq, S.Kom.	Sociology
		TIK

9.	Lelly Amalia,S.E	Economy
10.	Nunik Alimah, S.Pd.	History
		Civic Education
11.	Syahid Mujiburrohman, S.Pd.	Geography
12.	Eva Sarlina, S.Pd.	English Language
13.	M. Donny Kusuma, S.H.	Fiqih
14.	Hasna Fitri Labibah, S.Pd.	English Language
15.	Ahmad Arif Hidayat, S.Pd.	Chemistry
		Physics
16.	Kodir, S.Pd.I	Fiqih

Source: Documentation at November 10th 2017

**e. The Quality of Students at MA-PSA Istiqomah Islamiyah
Panaragan Jaya**

The quantity students of MA-PSA Istiqomah Islamiyah Panaragan Jaya can be identified, as follows:

Table 6
**The Quantity of Students at MA-PSA Istiqomah Islamiyah
Panaragan Jaya in academic year 2017/2018**

No.	Class	Gender		Total
		Male	Female	
1.	Class X B	8	14	22
2.	Class X C	6	7	13
3.	Class XI B	9	16	25
4.	Class XI C	7	9	16
5.	Class XII	8	16	24
Total		38	62	100

Source: Documentation at November 9th 2017

f. The Facilities of MA-PSA Istiqomah Islamiyah Panaragan Jaya

The condition of facilities in MA-PSA Istiqomah Islamiyah Panaragan Jaya in the academic year of 2017/2018 that can be seen on the table below:

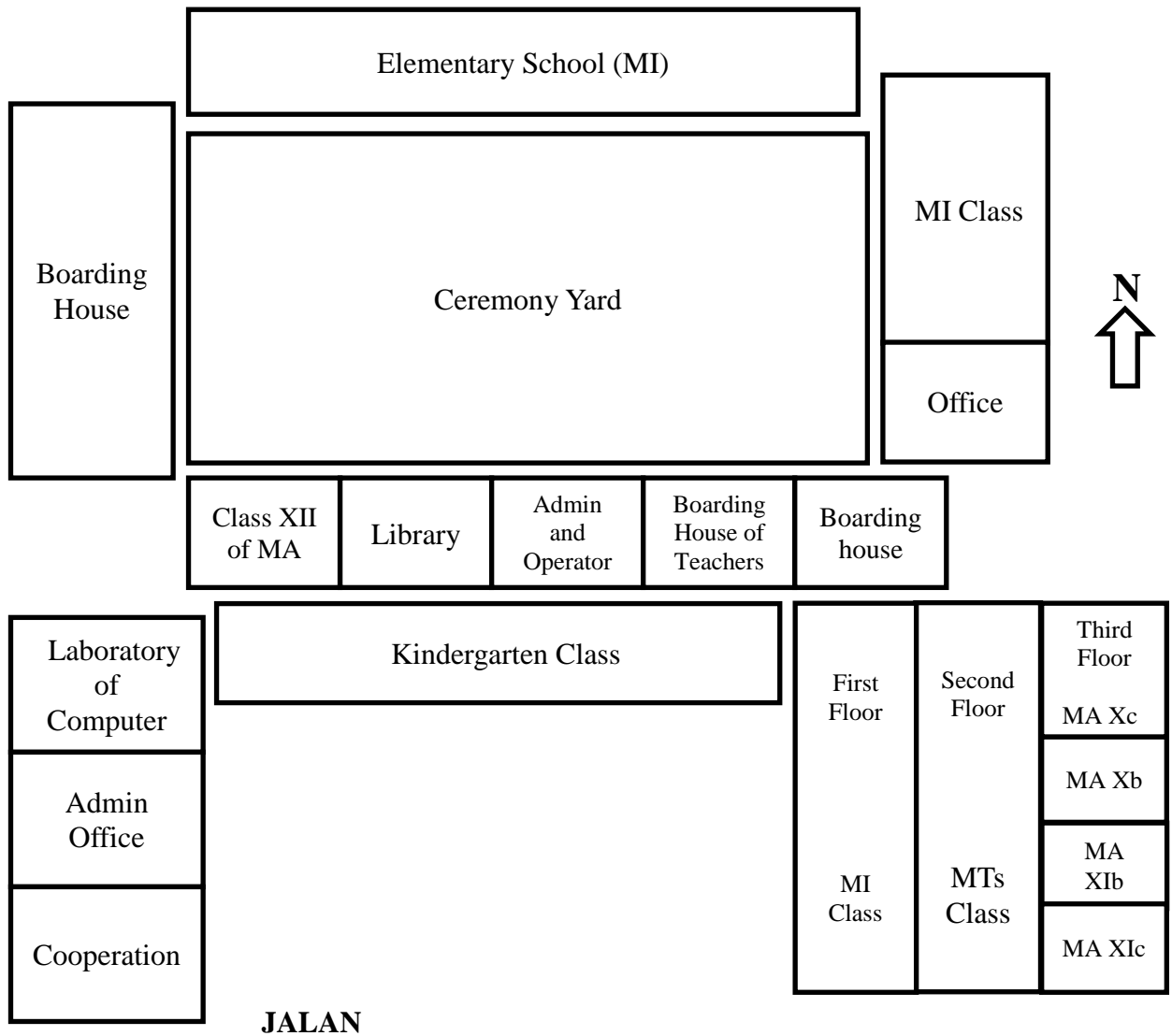
Table 7
The Building of MA-PSA Istiqomah Islamiyah Panaragan Jaya
in the academic year of 2017/2018

No.	Names of Building	Sum
1.	Classroom	5
2.	Library room	1
3.	The laboratory of computer	1
4.	Headmaster room	1
5.	Teacher room	1
6.	Administration room	1
7.	Mosque	1
8.	School Medical Room	1
9.	A public toilet	3
10.	Sport yard	2
11.	School yard	1
12.	Canteen	1
13.	Gate	2
14.	Boreholes	1
15.	Parking area	1
16.	Union	1
17.	Organization room	1
18.	Storage room	1

Source: Documentation at November 15th 2017

**g. The Sketch of Location MA-PSA Istiqomah Islamiyah
Panaragan Jaya**

Figure 3



2. Description of The Research

In this research, the researcher as an English teacher and Mrs. Hasna Fitri Labibah, S.Pd as the collaborator conducted the reseach in two cycles and each cycle had consist of planning, acting, observing and reflecting.

a. Cycle I

Cycle I consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know how far the students' reading comprehension ability before giving treatment and it used as the comparison score with post-test after treatment. The students were given written test that included a text and some questions about the information of text itself. The results of pre-test could be seen on the table below:

Table 8
The Pre-test Score of Students' Reading Comprehension Ability

NO	Name	Pre-test Score	Interpretation
1.	AT	51	INCOMPLETE
2.	ASY	60	INCOMPLETE
3.	ASW	68	INCOMPLETE
4.	AS	68	INCOMPLETE
5.	CED	58	INCOMPLETE
6.	FNH	53	INCOMPLETE
7.	GP	25	INCOMPLETE
8.	MNA	43	INCOMPLETE
9.	MH	52	INCOMPLETE

10.	MK	67	INCOMPLETE
11.	MBA	41	INCOMPLETE
12.	NH	49	INCOMPLETE
13.	RK	35	INCOMPLETE
14.	RL	33	INCOMPLETE
15.	RP	33	INCOMPLETE
16.	SA	43	INCOMPLETE
17.	TA	48	INCOMPLETE
18.	VOM	42	INCOMPLETE
19.	VAAP	33	INCOMPLETE
20.	VDP	42	INCOMPLETE
21.	ZA	78	COMPLETE
Total Score			1022
Average			48,66

Source: Pre-test Reading Score at tenth grade of MA-PSA Panaragan Jaya on November 6th, 2017

Based on the pre-test able above, it can be inferred that all of the students got score <73. Here are the students' marks of Reading Comprehension Ability, as follows:

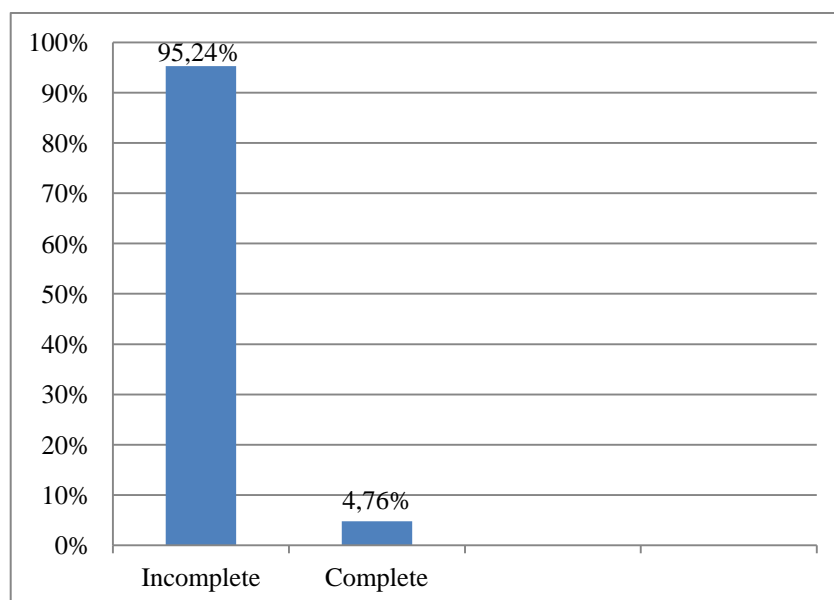
Table 9
Students' Mark of Reading Comprehension Ability Pre-test

No	Mark	Frequency	Percentage	Category
1	≥ 73	1	4,76%	Complete
2	< 73	20	95,24%	Incomplete
Total Students		21		

Based on the table above, it could be analysed that there were one student (4,76%) who get a minimum score and 20 students (95,24%) who incomplete the pre-test. It means that the students did

not fulfil the minimum score at MA-PSA Istiqomah Islamiyah Panaragan Jaya. Besides, from the result of pre-test, the researcher got the average 48,66. Therefore, it was the reason why the researcher used Two Stay Two Stray as a technique to increase the students' reading comprehension ability.

Figure 4
Graph of the Pre-test Result



The following here was the step of pre-test that did by the researcher:

1) Planning

The researcher conducted the first meeting was done on Monday, November 6th, 2017. It was open by greeting, introducing the researcher and checking attendance list. At this day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems. Therefore, the researcher and collaborator prepared several things related for teaching and learning process such as the English lesson plan, the material and written test, observation sheet that that contains about list of students' activity and teacher performance, then evaluation for the second meeting.

2) Acting

The second meeting was treatment and the third meeting was post-test I. The researcher conducted the treatment I on November 7th, 2017 and post-test I on November 15th, 2017. The researcher started the meeting by greeting and asking the condition of students. After that, the researcher gave the material about reading comprehension in the recount text.

After the beginning of the teaching learning process, the researcher asks students in grouping learning, each group consist of four members with total 5 groups. Then the researcher gave a text with followed some question for each group to discuss during 10 minutes. From four members, they should choose two guests for straying to another group and two others for sharing the information to their guest.

After the researcher explained the procedure of two stay two stray technique, the students gave time to ask about it. The

students started TSTS procedure with the researcher as the facilitator. The students began sharing about the information of recount text to the others during 10 minutes. The researcher guided the students to be active in building teamwork and learning process. As long as the students discussed, the researcher investigated the students' activity. The next procedure is students turning back to their group and discussing the result with members and researcher. In the end of meeting, the researcher asked some question for students and gave feedback to the students of learning process. The researcher informed to the students about the activities in the next meeting.

After did the first treatment, the researcher gave post-test to the students. The post-test was done to know how far the students' ability in comprehending the text after giving treatment. Then, the researcher gave post-test to the students for reading the text with followed 10 questions.

In the post-test I, only five students who got good score, but the result of the students' was better than the students' pre-test before giving treatment. In this time, the researcher got the result of the students' post-test I in cycle I. the result can be seen, as follows:

Table 10
Post-test I Score of Students' Reading Comprehension Ability

NO	Name	Post-test I Score	Interpretation
1.	AT	65	INCOMPLETE
2.	ASY	66	INCOMPLETE
3.	ASW	75	COMPLETE
4.	AS	73	COMPLETE
5.	CED	73	COMPLETE
6.	FNH	70	INCOMPLETE
7.	GP	40	INCOMPLETE
8.	MNA	44	INCOMPLETE
9.	MH	63	INCOMPLETE
10.	MK	73	COMPLETE
11.	MBA	51	INCOMPLETE
12.	NH	66	INCOMPLETE
13.	RK	50	INCOMPLETE
14.	RL	62	INCOMPLETE
15.	RP	37	INCOMPLETE
16.	SA	53	INCOMPLETE
17.	TA	50	INCOMPLETE
18.	VOM	50	INCOMPLETE
19.	VAAP	41	INCOMPLETE
20.	VDP	50	INCOMPLETE
21.	ZA	80	COMPLETE
Total Score		1232	
Average		58,66	

Source: Post-test I Score at tenth grade of MA-PSA Panaragan Jaya on November 15th, 2017

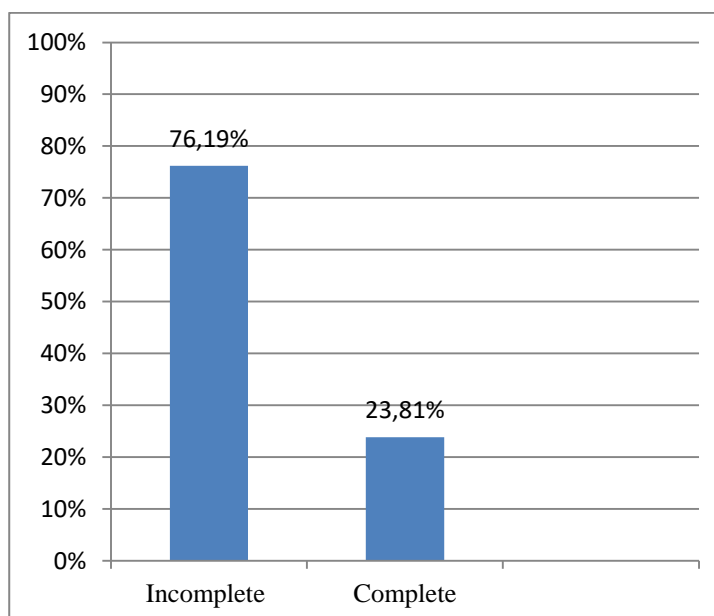
Based on the table above, there were 5 students got ≥ 73 and 16 students got < 73 . The following were the table of students' score mark of post-test I, as follows:

Table 11
Students' Mark of Post-test I of Reading Comprehension Ability

No	Mark	Frequency	Percentage	Category
1	≥ 73	5	23,81%	Complete
2	< 73	16	76,19%	Incomplete
Total Students		21		

From the table above, it could be analysed that the students' average score was 58,66. Based on the standard minimum criterion (MMC), there were 5 students on post-test I got score ≥ 73 . It means that in cycle I the students' achievement could increase enough, but it was not successful yet.

Figure 5
Graph of the Post-test I Result



3) Observing

In observing, the researcher observed the students' activities while action. The researcher as a teacher gave material about reading comprehension and trained them by TSTS technique. During learning process, there were four measurement points used and mentioned to know the students; activity. Student who has active in learning process gave a thick in observation sheet. Then, the students were not active, let the observation sheet empty.

It could be seen on appendix. The indicators of the students' activities are:

- a. The students pay attention of the teacher explanation.
- b. The students asked/answered the question from the teacher.
- c. The students were active in building teamwork.
- d. The students understand the reading comprehension by TSTS rules.

The result of the students' learning activities could be seen, as follows:

Table 12
The Students' Activity in Cycle I

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	18	85,71%

2	The students ask/answer the question from the teacher	7	33,33%
3	The students were active in building teamwork	13	61,90%
4	The students understand the reading comprehension by TSTS rules	4	19,05%
	Total Students	21	

In this table showed that not all the students' active in learning process. There were 18 students (85,71%) who gave attention to the teacher explanation, 7 students (33,33%) who asked and answered the question about the material, 13 students (61,90%) who active building teamwork and 4 students (19,05%) who were understood the rule of Two Stay Two Stray technique.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the standard minimum score (MMC). It could be seen from the result of pre-test and post-test I score. Moreover, most of the students' score had increased although the condition of learning process was uncontrolled enough.

According to the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown confusing to the TSTS procedure but not ask.

- b) Some students did not ask and answer the teacher's questions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more explanation about the technique and gave motivation to the students to more active.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 13
Students' score at Pre-test and Post-test I of
Reading Comprehension Ability

NO	Name	Pre-test Score	Post-test I Score	Increasing	Increasing Percentage	Interpretation
1.	AT	51	65	14	27,45	Increased
2.	ASY	60	66	6	10	Increased
3.	ASW	68	75	7	10,29	Increased
4.	AS	68	73	5	7,35	Increased
5.	CED	58	73	15	25,86	Increased
6.	FNH	53	70	17	32,07	Increased
7.	GP	25	40	15	60	Increased
8.	MNA	43	44	1	2,32	Increased
9.	MH	52	63	11	21,15	Increased

10.	MK	67	73	6	8,95	Increased
11.	MBA	41	51	10	24,39	Increased
12.	NH	49	66	17	34,67	Increased
13.	RK	35	50	15	42,85	Increased
14.	RL	33	62	29	87,87	Increased
15.	RP	33	37	4	12,12	Increased
16.	SA	43	53	10	23,25	Increased
17.	TA	48	50	2	4,16	Increased
18.	VOM	42	50	8	19,04	Increased
19.	VAAP	33	41	8	24,24	Increased
20.	VDP	42	50	8	19,04	Increased
21.	ZA	78	80	2	2,56	Increased
Total		1022	1232	210	499,65	
Average		48,66	58,66	10	23,79	

b. Cycle II

The cycle II was similar with cycle I. It is divided into planning, acting, observing and reflecting. It would be explained more as follows:

1) Planning

From observation and reflection in cycle I, it could be concluded that cycle I was not successful yet. Therefore, the researcher and collaborator tried to revise the some problems that appeared in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, paper task, observation sheet and test for post-test II.

2) Acting

The description of teaching learning process in cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in treatment II and post-test II.

The treatment II was conducted on November 20th, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about narrative text and two stay two stray techniques briefly. The teacher distributed the paper of task which is containing a narrative text followed by some questions. After that, the teacher practiced the procedure of two stay two stray technique to the students. The teacher asked the students to read it and to discuss the text for understanding and answering the questions in group. If the time is enough, the next step is two students as guest straying to another group for getting the information from the speakers. In this session, teacher as the facilitator to make the activities controlled.

Afterwards, the teacher asked the two guests to turn back to their own group to discuss with members. The teacher and the students would be discussed what the text means and answers

the question correctly. In the end of the meeting, the teacher gave a suggestion and closed the meeting.

After giving the treatment in cycle II, the researcher conducted post-test II on November 21th, 2017. It has same type with cycle I. After the students finished the test, the researcher analysed the answer sheet of students' written test. The result of post-test II could be seen on the table as below:

Table 14
Post-test II Score of Reading Comprehension Ability

NO	Name	Post-test II Score	Interpretation
1.	AT	70	Incomplete
2.	ASY	78	Complete
3.	ASW	85	Complete
4.	AS	83	Complete
5.	CED	80	Complete
6.	FNH	75	Complete
7.	GP	70	Incomplete
8.	MNA	71	Incomplete
9.	MH	83	Complete
10.	MK	87	Complete
11.	MBA	68	Incomplete
12.	NH	81	Complete
13.	RK	67	Incomplete
14.	RL	74	Complete
15.	RP	70	Incomplete
16.	SA	76	Complete
17.	TA	73	Complete

18.	VOM	75	Complete
19.	VAAP	73	Complete
20.	VDP	80	Complete
21.	ZA	90	Complete
Total		1609	
Average		76,61	

Source: Post-test II Score at tenth grade of MA-PSA Panaragan Jaya on November 21th, 2017

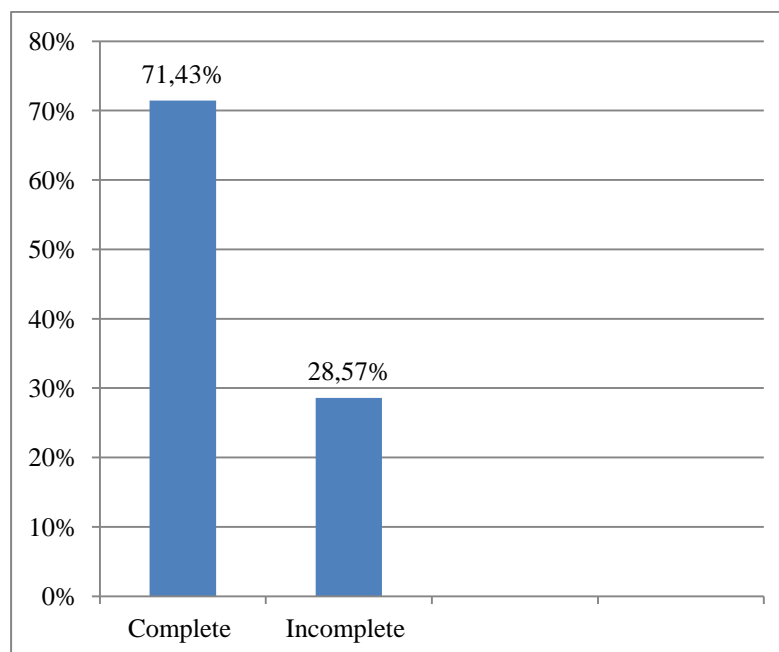
Based on the table below, there was 15 students got ≥ 73 and 6 students got < 73 . The following were the table of students' score mark from post-test II:

Table 15
Students' Mark of Post-test II of Reading Comprehension Ability

No	Mark	Frequency	Percentage	Category
1	≥ 73	15	71,43%	Complete
2	< 73	6	28,57%	Incomplete
Total Students		21		

Based on the table above, it could be concluded that the students' average score in post-test II was 76,61. The highest score was 90 and the lowest score was 67. Most of students could be increased Reading Comprehension. It means that cycle II was successful.

Figure 6
Graph of the Result of Post-test II



3) Observing

In this step, the researcher presented the material by using two stay two stray as a technique. In learning process, there were also had four indicators used to know the students activities like in previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in this cycle was successful. The result score of students' learning activities observation as follows:

Table 16
The Students' Activities in Cycle II

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	21	100%
2	The students ask/answer the question from the teacher	15	71,43%
3	The students were active in building teamwork	16	76,19%
4	The students understand the reading comprehension by TSTS rules	20	95,24%
	Total Students	21	

From the table above, it showed that the students' activity in cycle II was increase. The students' activity that had high percentage was pay attention of teachers' explanation was 100%, the students ask/answer the question from the teacher was 71,43%, the students active in building the teamwork was 76,19% and the last the students understand about the TSTS rules was 95,24%. On the other hand, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

Moreover, based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research in this cycle. There were $>70\%$ of students complete the examination. It means that the students' reading comprehension ability had increase.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students' score on reading comprehension ability from post-test I to post-test II could be seen on the table below:

Table 17
Students' Score at Post-test I and Post-test II of Reading Comprehension Ability

NO	Name	Post-test I Score	Post-test II Score	Increasing	Increasing Percentage	Explanation
1.	AT	65	70	5	7,69	Increased
2.	ASY	66	78	12	18,18	Increased
3.	ASW	75	85	10	13,33	Increased
4.	AS	73	83	10	13,69	Increased
5.	CED	73	80	7	9,58	Increased
6.	FNH	70	75	5	7,14	Increased
7.	GP	40	70	30	75	Increased
8.	MNA	44	71	27	61,36	Increased
9.	MH	63	83	20	31,74	Increased
10.	MK	73	87	14	17,17	Increased
11.	MBA	51	68	17	33,33	Increased
12.	NH	66	81	15	22,72	Increased
13.	RK	50	67	17	34	Increased
14.	RL	62	74	12	19,35	Increased
15.	RP	37	70	33	89,18	Increased
16.	SA	53	76	23	43,39	Increased
17.	TA	50	73	23	46	Increased
18.	VOM	50	75	25	50	Increased
19.	VAAP	41	73	32	78,04	Increased
20.	VDP	50	80	30	60	Increased

21.	ZA	80	90	10	12,5	Increased
Total		1232	1609	377	745,39	
Average		58,66	76,61	17,95	35,49	

Based on the result above, it could be inferred that two stay two stray as a technique could increase the students' reading comprehension ability because there was increased from average in post-test I was 58,66 became 76,61 in post-test II. In cycle II, most of the students could develop their reading comprehension ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be enough in this cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was made to describe the comparison of the students' activities in cycle I and cycle II.

Table 18

The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	18	85,71%	21	100%
2	The students ask/answer the question from the teacher	7	33,33%	15	71,43%

3	The students were active in building teamwork	13	61,90%	16	76,19%
4	The students understand the reading comprehension by TSTS rules	4	19,05%	20	95,24%

Based on the result of the students activities' in cycle I and cycle II was increased. Pay attention of the teacher explanation from 85,71% became 100%, the students ask/answer the question from the teacher from 33,33% became 71,43%, the students were active in building teamwork from 61,90% became 76,19%, and the students understand the reading comprehension by TSTS rules from 19,05% became 95,24%.

B. Interpretation

1. Cycle I

In this research, the researcher gave the students pre-test individually for the purpose to investigate the students' reading comprehension ability before giving a treatment. In the pre-test, there is only one student (4,76%) who get a minimum core and 20 students (95,24%) who incomplete the pre-test.

After the pre-test is done, the researcher gave the treatment to the students in cycle I. the treatment was conducted in teaching by using two stay two stray as a technique. Furthermore, the researcher gave the post-test I in the next meeting.

That is continued by analysing the result of the post-test I, the researcher concluded that there were 5 students (23,81%) who complete the test and 16 students (76,19%) who incomplete.

From the result of students score from pre-test and post-test I, there was a progress from the students' result score. It could be seen from the average score in pre-test was 48,66 and post-test I was 58,66. Although there was a progress of students' achievement, cycle I was not successful yet.

2. Cycle II

After analysing the students' score in the post-test I of cycle I, the researcher had to conduct the next cycle for increasing the students' achievement.

In the next cycle, the researcher gave the second treatment then post-test II. Then, the researcher analysed the result of post-test II and could be inferred that there were 15 students (71,43%) complete the test because they got score ≥ 73 .

From the result of the students' score from post-test II, it could be concluded that there were increase score. In increase score could be seen on the average score. The average score in the post-test I and post-test II were 58,66 and 76,61. In the pre-test, post-test I and post-test II, the total students who got the score ≥ 73 were 1, 5 and 15 students. Because the achievement of students had improved enough and the indicator of

success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test I, and Post-test II

Table 19
The Comparison of Students' Score of Pre-test, Post-test I and Post-test II

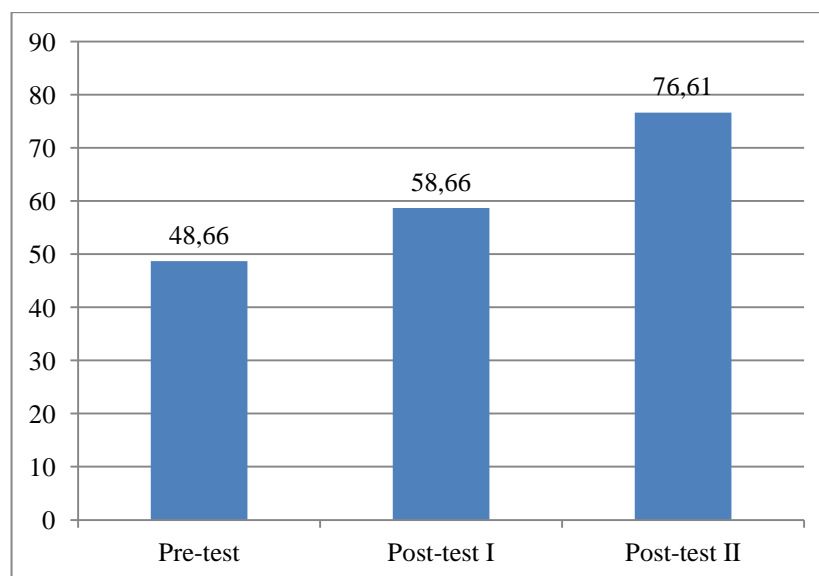
NO	Name	Pre-test	Post-test I Score	Post-test II Score	Explanation
1.	AT	51	65	70	Increased
2.	ASY	60	66	78	Increased
3.	ASW	68	75	85	Increased
4.	AS	68	73	83	Increased
5.	CED	58	73	80	Increased
6.	FNH	53	70	75	Increased
7.	GP	25	40	70	Increased
8.	MNA	43	44	71	Increased
9.	MH	52	63	83	Increased
10.	MK	67	73	87	Increased
11.	MBA	41	51	68	Increased
12.	NH	49	66	81	Increased
13.	RK	35	50	67	Increased
14.	RL	33	62	74	Increased
15.	RP	33	37	70	Increased
16.	SA	43	53	76	Increased
17.	TA	48	50	73	Increased
18.	VOM	42	50	75	Increased
19.	VAAP	33	41	73	Increased
20.	VDP	42	50	80	Increased
21.	ZA	78	80	90	Increased

Total	1022	1232	1609	
Average	48,66	58,66	76,61	

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improvement of the students' score. It could be seen from the average 48,66 of pre-test, 58,42 of post-test I and 76,61 of post-test II. So that, the researcher concluded that the research was successful because the indicator of success had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows:

Figure 7

Graph of the result of pre-test, post-test I and post-test II



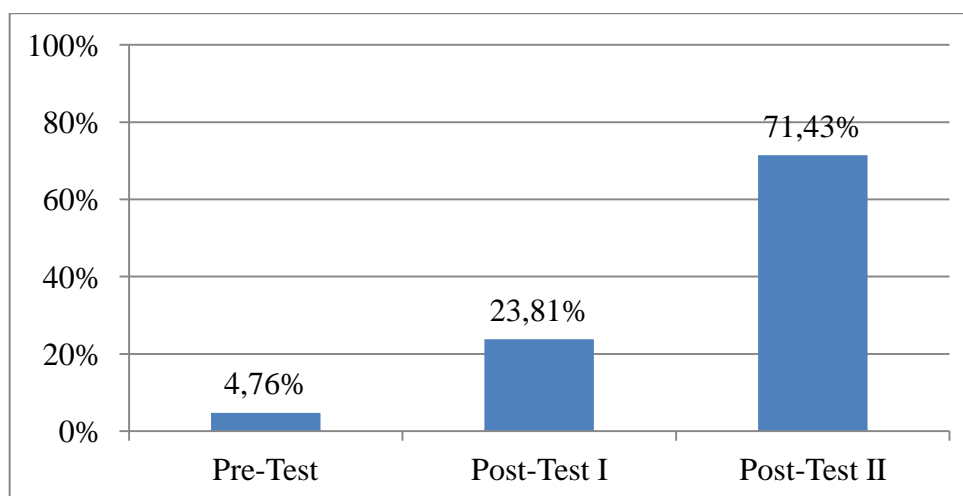
Beside this, the researcher was created the recapitulation of students' score to show who was completed the test in percentage from pre-test, post-test I until post-test II, as follows:

Table 20
The Recapitulation of Students' Complete Score of Pre-test, Post-Test I and Post-Test II

No	Mark	Pre-Test		Post-Test I		Post-Test II		Category
		F	%	F	%	F	%	
1	≥ 73	1	4,76%	5	23,81%	15	71,43%	Complete
2	< 73	20	95,24%	16	76,19%	6	28,57%	Incomplete
Total Students				21				
Percentage				100%				

From the table above, it showed that there was a good increasing from pre-test, post-test I until post-test II. It could be seen from pre-test students who was completed the test is only one student (4,76%), post-test I shown there was 5 students' complete (23,81%) and 15 students was completed in post-test II. It means that students showed increasing significantly. The researcher showed the graph of students' complete from pre-test, post-test I and post-test II, as follows:

Figure 8
Graph of Students' Complete of Pre-Test, Post-Test I and Post-Test II



Based on the graph above, it can be inferred that using two stay two stray as a technique could be increased the students' reading comprehension ability. It is supported by increasing score of the students' from pre-test to post-test I and from post-test I to post-test II.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' activity on observation sheet. It showed like the table improvement as follows:

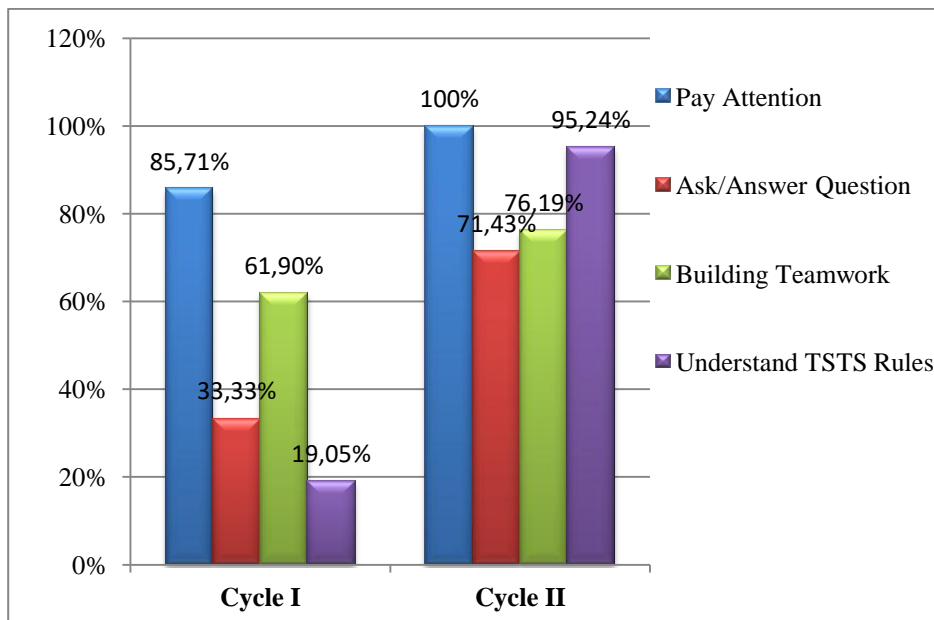
Table 21

The Table of Students' Activity in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher explanation	18	85,71%	21	100%	14,29%
2	The students ask/answer the question from the teacher	7	33,33%	15	71,43%	38,10%
3	The students were active in building teamwork	13	61,90%	16	76,19%	14,29%
4	The students understand the reading comprehension by TSTS rules	4	19,05%	20	95,24%	76,19%

Based on the data above, the researcher showed the graph of students' activity in cycle I and cycle II, as follows:

Figure 9
Graph of Students' Result Activity in Cycle I and Cycle II



Based on the data had gotten above, it can be explained as follows:

a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increase.

b. The students ask/answer questions

The students who understood the material from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the questions to the students; they were brave to answer although not all the questions could be answered well.

c. The students active in building teamwork

The students active in building teamwork were improved.

d. The students understand the TSTS technique rules

The students understand the two stay two stray techniques for learning were increased.

Based on the data above, it concluded that the students felt interesting and active with the learning process because most of the students shown good improvement in learning activities when teacher used TSTS technique to train the students' reading comprehension ability in cycle I and cycle II.

C. DISCUSSION

In teaching reading comprehension to students of MA-PSA Istiqomah Islamiyah Panaragan Jaya, based on pre-survey there are some problems, such as the students are having low ability in comprehending the meaning of the Reading Comprehension text. The researcher chooses two stay two stray techniques to increase the students' reading comprehension ability. Based on the explanation of cycle I and cycle II, it could be inferred that the through two stay two stray techniques could increase the students' reading comprehension ability. There was a progress average score from pre-test was 48,66, post-test I was 58,42 and post-test II was 76,61. We could be seen that there was a progress on the average score and the total of students who complete the test from pre-test, post-test I until post-test II.

In increasing the students' reading comprehension ability, the researcher through two stay two stray technique to teach the students' reading ability and made the students more active in learning process also interested in learning

reading subject. The students' score increased because the students had learned by two stay two stray techniques. It is a technique for learning in group to share and to get the information about the text from others, so that the students got some comprehensions and increased reading comprehension ability.

Moreover, the researcher through TSTS technique which is some procedures to increase the students' reading comprehension ability. The researcher divided students in group that consist of 4 until 5 members. Then, the researcher distributed a piece of paper to each group contained a text followed by some questions. The students should discuss it with their member of group and answer the question, then each group decided two guests and two speakers; two guest has task to stray to other group for getting the information related a text and two speakers has task to share the information to the guest. After the rules is done, the researcher as a teacher also as facilitator would be led the discussion between teacher and students to correct the students finding information become the correct answer. After did the cycle I and cycle II the students reading comprehension ability increased because the researcher through TSTS technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusion, as follows:

Based on the explanation of cycle I and cycle II, it could be inferred that the through two stay two stray techniques could increase the students' reading comprehension ability. There was a progress average score from pre-test was 48,66, post-test I was 58,66 and post-test II was 76,61. We could be seen that there was a progress on the average score and the total of students who complete the test from pre-test, post-test I until post-test II.

In increasing the students' reading comprehension ability, the researcher through two stay two stray technique to teach the students' reading ability and made the students more active in learning process also interested in learning reading subject. The students' score increased because in the students had learned with two stay two stray techniques. It is a technique for learning in group to share and to get the information about the text from other group, so that the students got some comprehensions and increased reading comprehension ability.

Moreover, the researcher through TSTS technique which is some procedures to increase the students' reading comprehension ability. The researcher divided students in group that consist of 4 until 5 members. Then, the researcher distributed a piece of paper to each group contained of a text followed by some questions. The students should discuss it with their member of group and answer the question, then each group decided two guests and two speakers; two guest has task to stray to other group for getting the information related the text and two speakers has task to share the information to the guest. After the rules is done, the researcher as a teacher also as facilitator would be led the discussion between teacher and students to correct the students finding information become the correct answer. After doing the cycle I and cycle II the students reading comprehension ability increase because the researcher through TSTS technique.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions, as follows:

5. For Headmaster

It is suggested to headmaster to support using Two Stay Two Stray technique in learning process for another teacher because it could increase the students' reading comprehension ability and the students to be more active.

6. For English Teacher

The teacher is suggested to be more creative to motivate the students in learning English and could include Two Stay Two Stray as technique in teaching process, especially in reading class, in order to engage the students to be active in learning process.

7. For Student

The students are suggested to be more active in learning English by discipline and entry the classroom diligently. Therefore the students can understand and comprehend the material which teacher has given and increased their ability especially in reading comprehension.

8. For Other Researcher

The researcher suggests other researchers who want to develop this study to include other ability in learning English, such as speaking, listening, or writing as well as involve different subjects or type.

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APPENDICES

The Students Score of Reading Comprehension

Pre-test

Date : January 12th 2017

Class : X b

No.	Students' Initial	Score	Interpretation
25.	AT	50	INCOMPLETE
26.	ASY	70	INCOMPLETE
27.	ASW	50	INCOMPLETE
28.	AS	50	INCOMPLETE
29.	AW	50	INCOMPLETE
30.	CED	60	INCOMPLETE
31.	FNH	40	INCOMPLETE
32.	GP	30	INCOMPLETE
33.	GSI	50	INCOMPLETE
34.	MNA	40	INCOMPLETE
35.	MH	50	INCOMPLETE
36.	MK	50	INCOMPLETE
37.	MBA	30	INCOMPLETE
38.	NH	50	INCOMPLETE
39.	RK	50	INCOMPLETE
40.	RL	50	INCOMPLETE
41.	RP	30	INCOMPLETE
42.	SA	40	INCOMPLETE
43.	TA	40	INCOMPLETE
44.	USA	60	INCOMPLETE
45.	VOM	40	INCOMPLETE
46.	VAAP	50	INCOMPLETE
47.	VDP	30	INCOMPLETE
48.	ZA	90	COMPLETE
Total		1150	
Average		47,91	

The Result of Pre-test, Post-test I and Post-test II

NO	Name	Pre-test	Post-test I Score	Post-test II Score
1.	AT	51	65	70
2.	ASY	60	66	78
3.	ASW	68	75	85
4.	AS	68	73	83
5.	CED	58	73	80
6.	FNH	53	70	75
7.	GP	25	40	70
8.	MNA	43	44	71
9.	MH	52	63	83
10.	MK	67	73	87
11.	MBA	41	51	68
12.	NH	49	66	81
13.	RK	35	50	67
14.	RL	33	62	74
15.	RP	33	37	70
16.	SA	43	53	76
17.	TA	48	50	73
18.	USA	-	-	-
19.	VOM	42	50	75
20.	VAAP	33	41	73
21.	VDP	42	50	80
22.	ZA	78	80	90
Total		1022	1232	1609
Average		48,66	58,66	76,61

The Measurement of Reading Comprehension Ability

Band	Indicators
0	No response
1	An inaccurate and incomplete response
2	Some information is accurate and some is inaccurate; the response is sketchy.
3	Information is generally accurate and complete, but not well developed.
4	Response is accurate and complete.
5	Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

PICTURES**The researcher giving pre-test to the students**

The researcher giving treatment I to the students



The researcher giving post-test I to the students



The researcher giving treatment II to the students



The researcher giving post-test II





**KEMENTERIAN AGAMA
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Nomor : B-2048/In.28.1/J/TL.00./10/2017
Lamp : -
Hal : **Bimbingan Skripsi**

17 Oktober 2017

Kepada Yth:
1. Drs. Kuryani Utih, M.Pd
2. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
di-

Tempat

Assalamualaikum Wr.Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Diah Alfiatun Ni'mah
NPM : 13106937
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
 - a. Dosen Pembimbing I, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester semenjak mahasiswa yang bersangkutan lulus komprehensif
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan+ Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamualaikum Wr.Wr.



Ketua Jurusan TBI

Abdullah Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-2234/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
 menugaskan kepada saudara:

Nama : DIAH ALFIATUN NI'MAH
 NPM : 13106937
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA-PSA ISTIQOMAH ISLAMİYAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH TWO STAY TWO STRAY (TSTS) TECHNIQUE AT TENTH GRADE OF MA-PESANTREN SATU ATAP (PSA) ISTIQOMAH ISLAMİYAH PANARAGAN JAYA TULANG BAWANG BARAT."
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 24 Oktober 2017

Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2235/In.28/D.1/TL.00/10/2017
 Lampiran : -
 Perihal : IZIN RESEARCH

Kepada Yth.
 KEPALA MA-PSA ISTIQOMAH
 ISLAMİYAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor B-2234/In.28/D.1/TL.01/10/2017, tanggal 24 Oktober 2017 atas nama saudara

Nama : DIAH ALFIATUN NI MAH
 NPM : 13106937
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA-PSA ISTIQOMAH ISLAMİYAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH TWO STAY TWO STRAY (TSTS) TECHNIQUE AT TENTH GRADE OF MA-PESANTREN SATU ATAP (PSA) ISTIQOMAH ISLAMİYAH PANARAGAN JAYA TULANG BAWANG BARAT".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



24 Oktober 2017
 Dekan I.

Esti Fatonah MA
 19670531 199303 2 003



YAYASAN ISTIQOMAH ISLAMIAH
MA – PSA ISTIQOMAH ISLAMIAH

NSM. 131218120008 NPSN. 10825152

Jl. Pahlawan Panaragan Jaya Kec. Tulang Bawang Tengah Kab. Tulang Bawang Barat

Nomor : J/MA.PSA.II/ 132/XI/2017

Sifat : Resmi

Hal : Penelitian Skripsi

Dengan Hormat, Kami beritahukan bahwa merujuk surat dari Institut Agama Islam Negeri (IAIN) Metro nomor: B-2235/In28/D 1/TL 00/10/2017 perihal Surat izin penelitian.

Nama : Diah Alfiatun Ni'mah

NPM : 13106937

Jurusan : Tarbiyah

Prodi : PBI

Judul : Increasing The Students' Reading Comprehension Ability Through Two Stay

Two Stray (TSTS) Technique at Tenth Grade of MA-Pesantren Satu Atap (PSA)

Istiqomah Islamiyah Panaragan Jaya Tulang Bawang Barat

Nama di atas telah selesai melaksanakan penelitian pada sekolah yang kami pimpin untuk melengkapi data skripsi pada judul tersebut di atas. Demikian surat ini di sampaikan untuk dapat digunakan sebagaimana mestinya.

Panaragan Jaya, 25 November 2017

Kepala Madrasah



Slamet, S.Pd.I



YAYASAN ISTIQOMAH ISLAMIAH
MA – PSA ISTIQOMAH ISLAMIAH

NSM. 131218120008 NPSN. 10825152

Jl. Pahlawan Panaragan Jaya Kec. Tulang Bawang Tengah Kab. Tulang Bawang Barat

Nomor : J/MA.PSA.II/ 130/XI/2017

Sifat : Resmi

Hal : Izin Penelitian

Dengan Hormat, Kami beritahukan bahwa merujuk surat dari Institut Agama Islam Negeri (IAIN) Metro nomor: B-2235/In28/D 1/TL 00/10/2017 perihal Surat izin penelitian.

Nama : Diah Alfiatun Ni'mah

NPM : 13106937

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Nama di atas telah di izinkan melakukan penelitian pada sekolah yang kami pimpin untuk melengkapi data skripsi pada judul tersebut di atas. Demikian surat ini di sampaikan untuk dapat digunakan sebagaimana mestinya.

Panaragan Jaya, 01 November 2017

Kepala Madrasah



Slamet, S.Pd.I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1113/ln.28/S/OT.01/11/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DIAH ALFIATUN NI'MAH
NPM : 13106937
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106937.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 November 2017
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

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Nama : *Diah Alfianun Ni'mah*

NPM : *13106937*

Fakultas : *TBI*

Jurusan : *Tarbiyah*

Angkatan : *2013*

Telah menyerahkan buku berjudul *English File*

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Jurusan : *Tarbiyah*

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Fakultas/Jurusan : Tarbiyah/TBI
 Semester/ T.A : IX/ 2017-2018

No.	Hari/ Tanggal	Pembimbing II	Hal Yang Dibicarakan	Tanda Tangan
1	Friday 8/12/17		Complete with the abstract and the others	
2	Friday 22/12/17		Acc and continue to the first sponsor	

Diketahui
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Semester/ T.A : IX/ 2017-2018

No.	Hari/ Tanggal	Pembimbing I	Hal Yang Dibicarakan	Tanda Tangan
1	4 12 2018	✓	Revisi Chapter I, II, III	<u>Cubik</u>
2	8 01 2018	✓	Acc Manuskrip	<u>Cubik</u>

Diketahui

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CURRICULUM VITAE



The name of researcher is Diah Alfiatun Ni`mah. She was born in Kagungan Ratu, on August 01st 1995. She is the first daughter of Mr Suwandi and Mrs Mardiah. She has one younger sister namely Diah Nur Azizah and one younger brother namely Muhammad Yusuf Al-Bastomi.

She was enrolled her study in the Kindergarten of Bustanul Athfal Aisyiyah on 1999 and graduated on 2001. She continued her study at SDN 02 Kagungan Ratu on 2001 until 2007. In line with her focus on the study, she continued her study at MTs Al-Islam Ponorogo East Java on 2007 and graduated on 2010. She decided to continue her study at MA Al-Islam Ponorogo East Java on 2010 until 2013. Then, at the same year, she was reistered as a S1 student of English Education Department of State Institute for Islamic Studies of Metro (IAIN).