CHAPTER II
THE EFFECTIVENESS OF TWO STAY TWO STRAY
TECHNIQUE TO TEACH NARATIVE READING TEXT

This chapter deals with review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There are three sections for this chapter. The first section presents review of previous studies, then it is followed by the second section that talks about the theoretical reviews underlying this study and the last section is framework of present study.

A. Previous Research

1. Dwian Indra Prasetya (09120013) , *The Effectiveness of Two Stay Two Stray (TSTS) Type of Cooperative Learning Model to Study Result in Mathematic. (An Experimental Research at Fifth Grade of SDN Rejosari 01 in the Academic Year of 2012-2013)* from Education Faculty of IKIP PGRI Semarang. The result of this research showed that the applying of *two stay two stray* technique is effective in mathematic. Because this technique taught students to cooperate in doing the task where the result of study is received from various opinions. In other side, *two stay two stray* technique taught democrational system in education indirectly. Therefore, researcher suggested for teachers to apply *two stay two stray* technique in other lessons.

2. Uswatun khasanah (04203241030), *The Effectiveness of Using Two Stay Two Stray Method in Reading Skill of Germany Language (An Experimental Research at Eleventh Grade of SMA Negeri 1 Sedayu In The Academic Year of 2010-2011)* from Language and Arts Faculty, Yogyakarta State University(UNY). The result of this research showed that using *two stay two stray* technique is effective and needed in delivering materials. From this technique, students can explore their skill and knowledge to help each other in solve the problem from the task. Students looked more actively in learning process and able to get a needed information. From this cooperative and participative discussion, so young learners will be able to feel that thinking is fun and enjoy than only memorizing. So, this technique will help teacher in teaching materials especially genre text and tenses.

The similarities of my research with two researches above are using *two stay two stray* technique to deliver the material. This technique offers new way to understand well and fun in cooperative learning. While the differences are materials and research object. In researches above are applied on Mathematic and Germany Language that have differential difficulties with English lesson. Also, the object of researches above are different because characteristics of students added heterogeneous in classroom.

B. Theoretical Review

1. Reading

a. Definition of reading

Reading, as one of language skills, has an important role for those who want to master English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading can also improve the reader's vocabulary. Also, reading has a purpose it is something that almost everyone does in everyday, it is an integral part of daily lives, taken very much for granted and generally assumed to be something that everyone can do it. The reason for reading depends very much on the purpose for reading, and readers know exactly what they are reading.

Reading is about understanding the written text. It is a complex activity that includes both perception and thought.

> According to Othman states that reading is not just saying the words. Reading must always be a meaning-getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that call for making inferences or for identifying the main idea. Children should also be taught to see reading as a source of information.[1]

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[1] Othman. Y, *Mengajar Membaca: Teori dan Aplikasi*, (Selangor: PTS Publication & Distribution, 2003), P.3

"According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret this information appropriately".[2]

The process of drawing information and interpreting information requires the work of the brain actively. Reading is an important process for the students in all fields. Through reading, the students can obtain some information they need everyday. In order to get best outcome in the process of reading, the students should have a good ability to comprehend the text they read. In reading comprehension, the students are served as many instruction tasks varies in levels of comprehension from the lower into higher as it is stated previously. And from reading, students are expected to be more sensitive in study English. Therefore, reading is one of many aspects in English learning that can be the door of English knowledge before they get other English knowledge further.

b. **Purpose of reading**

Learning process has a purpose to make students absorbs knowledge in order to applied in socialism as real life. Therefore, teacher should prepare students who can

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[2] Grabe. W and Stoller. F. L, *Teaching and Researching Reading*, (Cambridge: Longman, 2002), P.9

competitive with others and have a think power superiority to make change better.

This research that emphasized in reading skill of course has purposes to make students understand about meaning of written text better and accurately. In order to communicate in English well, a person must recognize and master the four basic language skills: listening, speaking, reading and writing. Reading as one of the four language skills is an essential skill for the students at every level started from elementary school until university. In other words, by reading the reader will get something to improve his knowledge, information and pleasure, instruction to do something and also know what is happening and has happened, etc.

And the best way to learn new vocabulary is through reading. This statement is absolutely true but it does not tell the whole story. Children expand their vocabulary dramatically during their school years and reading is the major source of this growth. Second language learners can also increase their vocabulary knowledge through reading but few second language learners will read the amount of target language text that a child reads throughout more than a decade of schooling.

Research evidence suggests that second language learners benefit from opportunities to read material that is

interesting and important to them. However, those who also receive guidance from instruction and develop good strategies for learning and remembering words will benefit more than those who simply focus and getting the main idea from a text. What is perhaps most striking in the research is evidence that in order to successfully guess the meanings of new words in a text, a reader usually needs to know 90 percent or more of the words in that text. [3]

As someone's knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading sources such as magazine, novel, short story, scientific book, religious book, etc. Therefore, it is undeniable that reading is very important to be taught in school.

Since students should be able to communicate their ideas in their daily life through writing, such as to write letters, to put written report and to reply to advertisement.

In Educational Curriculum of 2013 the objectives of teaching reading are clearly stated. For Senior High School students, they are expected to be able to read and

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[3] Patsy M. Lighbown and Nina Spada, *How Languages Are Learned*, (Cambridge : Cambridge University Press, 2008), P. 188

comprehend kinds of genre. Those are description, narration, procedure, recount, news item, report, exposition, spoof, review and explanation. [4]Therefore, between government and education doer must support each other to create educational system that able to build strong country from intelligent human resources.

c. **Teaching of reading**

Nowadays, the educational curriculum in our country always be changed as walk as government structure changing. This condition makes us dilemma, one side we have to obey the decision of government but in other side we have to appropriate real condition in the school. Whereas, the main problem in our education is how the way to teach students more actively and interested to study. And primary aim of learning English is to make students easier to understand the material delivered by teacher. At present reading is taught so that a person is able:

1) To recognize words.
2) To understand the meaning of words.
3) To react to what has been read. In other words, the child laughs, feels sad, waits for the ending etc. As the case may be. And he will disagree on false statement.

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[4] http://ferdikakinestetik.blogspot.com/2012/12/makalah-kurikulum-2013.html. Retrieved on 9 september 2014

4) To change ideas and behavior of the students.[5]

Reading of mother tongue and reading of a foreign language are fundamentally the same processes. The learner faces problems in both the cases. However in case of mother tongue, the problems are few because he has already learnt listening or speaking at home. In case of a foreign language, practice in listening or speaking is given in the school. Comparatively, the learners have less practice in aural-oral aspect of the language. Besides, English is not phonetic language. Its spelling system creates problem in reading. So it is very essential that reading should be started after giving sufficient practice in listening and reading.

d. Types of reading

Commonly, there are two types or way to read the text that can help reader to understand the meaning of text easier. These, enable for reader to get the point without read the whole of the text sequent. The types are:

1) Skimming

Applying of this way is read the text only see main words in every paragraph contained therein. Surely from this way the reader is able to take out the best contained there in the lesson or the paragraph.

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[5] Digumarti Bhaskara Rao, *Methods of Teaching English*, (New Delhi : Discovery Publishing House, 2012), p. 278

Practice of skimming is very important to increase confidence in getting information.

2) Scanning

This way can help the reader to get the main point completely in understanding a text. The reader will search a sentence per sentence from the first until end of text. Maybe this way looked like hard work because the reader needs to read the subject matter cautiously and carefully. But this way can collect the core idea in a text comprehend.

By reading extensively offering many advantages (Day & Bamford, 1998: Krashem, 1993; Nation, 1997). Some of which are as follow :

a) Enhanced language learning in such areas as spelling, vocabulary, grammar and text structure

b) Increase knowledge of the world

c) Improved reading and writing skills

d) Greater enjoyment of reading

e) More positive attitude toward reading

f) Higher possibility of developing a reading habit[6]

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[6] Jack C. Richards and Willy A. Renandya, *Methodology of Language Teaching*, (Cambridge : Cambridge University Press, 1996), p.298

Those advantages above have some aims to measure studen's increasing in pronounciation, accuracy and mastering grammar.

e. Techniques for testing reading

In testing reading is needed a carefulness to testing or decides types of question. Because in reading students not only have to know the content of text but they have to know about generic structure and social purposes. Indirectly, students will have know about grammar itself although does not taught directly. Therefore, choosing the types of question in testing reading is important in order to cover all of aspects. The description of the IELTS Test of Academic Reading illustrates the range of techniques that are now being employed in the testing of reading:[7]

> A variety of questions are used, chosen from the following types :
> Multiple choices;
> Short answer questions;
> Sentence completion;
> Notes/summary/diagram/flowchart/table completion;
> Choosing from a'heading bank' for identified paragraphs/sections of the text;
> Identification of writer's view/attitude claims: yes/no/not given;
> Classification;
> Matching lists;

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[7] J.Charles Alderson, *Assessing Reading,* (Cambridge: Cambridge University Press, 2005),p.205-206

Matching phrases.

> (International English Language Testing System Handbook, 1999, and Specimen Materials, 1997)

2. Cooperative learning

a. Definition of Cooperative Learning

Learning process in education needs a system that structured toward students be interested to study and have a competitive passion to be the best. And a method that believed able to make this condition is a cooperative learning because this method engages many students from other variety background. By many backgrounds is hoped the students will able to get best conclusion. While cooperative learning according to David W. Johnson and Roger T. Johnson in their book stated that "Cooperative learning is a complex instructional procedure that requires conceptual knowledge if it is to be implemented successfully and used fidelity for the rest of a teacher's career".[8]

Recently years, there are many researches in education in other countries. Researchers competitive to find out new way in delivering materials in the class that aim to be learning process be interest and make the class lively.

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[8] David W. Johnson and Roger T. Johnson, *Learning Together and Alone*, (Massachusetts : A Paramount Communications Company), p.20

Johnson and Johnson (1985), Slavin (1989) and Sharan (1980) confirm co-operative learning as an effective teaching strategy that can be used to enhance achievement and socialization among students and contribute to improve attitudes towards learning and working with others, including developing a better understanding of children from diverse cultural backgrounds.[9]

Arends states that "Cooperative learning is a model of teaching that goes beyond helping students learn academic content and skills to address important social goals and objectives."[10] According to Suprijono, "Cooperative learning is a wider concept of all group working forms including the forms which are tend to be directed by teacher".[11] Meanwhile, Slavin offers the following definition and then goes on to discuss the specific nature of the approach that he and his college use.

He said that "there is an emphasis on rewards. The rewards which Slavin talks about are not grades. Grades are earned individually. He also adds that "collaborative skills are not explicitly taught. Groups are heterogeneous based on students' past

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[9] Robyn M. Gillies and Adrian F. Ashman, *Co-operative Learning*, (New York : RoutledgeFalmer, 2005), p. 8

[10] Richards I. Arends, *Learning to Teach*, (New York : McGraw-Hill Book Company, 1989), p. 403

[11] A. Suprijono, *Cooperative Learning*, (Yogjakarta: Pustaka Pelajar, 2009), p. 54

achievement record. Individual accountability is fostered by means such as individual quizzes".[12]

It is a briefly introducing each key concept from Kagan. He proposed that "structure, simply put, is the way the classroom is organized. While any number of people lumped together can be called a group, cooperative learning teams, after a while, have a strong sense of team identity. Heterogeneous teams are comprised of students with differing academic abilities or characteristics".[13] The writer thinks that teachers and students alike have a role in classroom management, but it is the overall responsibility of the teacher to facilitate and implement the classroom management techniques. Class building is the product of a room of individuals with differing backgrounds and experiences become an interactive team of learners. The main difference is that class building is intended to foster a sense of belonging within the entire class while team building is centered on the smaller teams of students. Students have to know when to ask for help when needed, but they also have to know how to interact well with others and not be overbearing.

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[12] Robert.E.Slavin, *Cooperative Learning*, (United States of America: A Simon & Schuster Company, 1990), p.3

[13] Spencer and Miguel Kagan, *Kagan Cooperative Learning*, (San Juan Capistrano: Kagan Publishing, 1994),p.5

Most researchers agree that to be truly cooperative, learning should consist of key elements and two of these are particularly vital: [14]

1) Positive interdependence – 'We sink or swim together'

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the others complete the task. It is a feeling of 'one for all and all for one'.

2) Individual accountability – 'No Hitchhiking!'

This means that each member of the group is accountable for completing his or her part of the work. It is important that no one can 'hitchhike' on the work of others. Requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.

b. **Teacher's activity in cooperative learning**

Teacher is not only as provider the lesson but also as controller in the class. According to Johnson and Johnson mentioned that:

In formal cooperative learning groups, teachers (a) specify the objectives of the lesson, (b) make a number of pre-instructional decisions, (c) explain the

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[14] Wendy Jolliffe, *Cooperative Learning In The Classroom*, (London : Paul Chapman Publishing, 2007), p.3

task and the positive interdependence, (d) monitor student's learning and intervene within the groups to provide task assistance or to increase student's interpersonal and group skills, and (e) evaluate student's learning and help student's process how well their groups functioned.[15]

All of the teacher's activity will be success if the teacher gives attention in aspects that affected to learning process. Begin the class condition, number of students, timing, environment outside and psychological.

3. **Narrative text**

a. **Definition of Narrative text**

Narrative is the most famous type of any text; various purposes are communicated in a narrative type. However the way it is constructed describing certain event, character or phenomenon in detail narrative prefers showing to tell and that the power of narrative.

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers or listeners. It is related to the recount text because both of them use past form tense as main verbs. According to Thomas Kane in his book :

> A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an

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[15] David W. Johnson and Roger T. Johnson, *Learning Together and Alone*,,,,,,,,,,,,p.24

arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.[16]

b. Generic Structure of Narrative text

A narrative text will consist of the following structure:

1) Orientation

It introduces the participants and informing the time and the place. The narrator tells the audience about who is in the story, when the story is taking place and when the action is happening. Or with other says It is about the opening paragraph where the characters of the story are introduced.

2) Complication

It describes the rising crises and sets off a chain of events that influences what will happen in the story.

3) Resolution

This is the end of the story which the participants finally sort out the complication. It shows

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[16] Thomas.S.Kane, *The Oxford Essential Guide to Writing,* (New York: Barkley Books, 2000), p.363-364.

the way of participants to solve the crises, better or worse.

4) Coda (optional or additional part)

     Coda provides a comment or moral based on what has been learned from the story.

c. Language features

1) Using simple past tense

Example: knocked, thanked, left, took, killed, invited, talked

2) Using temporal conjunction

Example: a week ago, a years ago, next morning, a few days ago, just now

3) Using processes verbs

Example: flooded, told, picked, succeeded, gathering, reminded

d. Types of Narrative text

There are some kinds of Narrative text :

1) Fantasy

Examples include traditional tales, like fairy tales, tall tales, legends, and myth and contemporary creations such as the Harry Potter series.

2) Science Fiction

Speculative fiction based on the real world with all its established facts and natural laws (Robert Heinlein).

3) Realistic Fiction

Examples include the more specific genre such as adventure, mystery, and romance.

4) Historical Fiction

Demonstrates the characteristics of realistic fiction.

5) Narrative Nonfiction

Examples include news and magazine articles, essays, and biographies, textbooks like History of US.

e. Social function of Narrative text

It has function to tell the information about accident or phenomenon by a story. By Linda and Peter said that "the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways".[17]

f. Example of Narrative text

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman.The little boy continued his journey.

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[17] Linda Gerot and Peter Weignel, *The Genre-Grammar Connection*, (Australia : AEE, 1994), p.204

While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.[18]

source : www.englishindo.com

4. **Two Stay Two Stray Technique**

a. **Definition of Two Stay Two Stray Technique**

Cooperative learning model entitled *Two Stay Two Stray Technique* is developed by Spencer Kagan. This technique can use to all lessons and all learners graders. This technique is cooperative learning system that aimed students able to cooperate, responsible, helping to solve the problem each other and helping increasing quality each other too. This technique practices students to related social well.

Lie (in Yusritawati : 2009,14) stated that "*Two Stay Two Stray* Structure teaches a group to divide

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[18] http://www.englishindo.com retrieved on 20 july 2014

learning result to other group". Cooperative Learning takes many forms within the classrooms. One of them is *Two Stay Two Stray*. *Two Stay Two Stray* is a cooperative learning technique adapted from *One Stay Three Stray*.[19] *Two Stay Two Stray* gives students experience in gathering information and reporting back to their teammates.[20] It is also an interactive process which can be used to build knowledge or summarize learning through sharing.[21]

b. **Applying of Two Stay Two Stray Technique**

Teachers who use the *Two Stay Two Stray* Technique normally divide their classes into three or four member heterogeneous groups. They work together to solve a problem, while two group member "stray" to another group to compare and discuss their ideas. After the problem solving discussion are complete and all team members indicate that they can give the team's report, the teacher designates the students from each team who will "stray". It means that one student from each group (such as the "number one") leaves it and should rotate to an

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[19] George. M Jacobs et al, *Cooperative Learning : A Sourcebooks of Lesson Plans for Teacher Education on Cooperative Learning*. Kagan Cooperative Learning, (California : Kagan Publishing, 1997), p.65.

[20] http://www.allbusiness.com retrieved on 20 july 2014

[21] http://www.cap.nsw.edu.au/qi/tools/index.htm retrieved on 20 july 2014

adjoining team to give the report. In large classes it is essential that the order of rotation is clear.[22]

There are five steps of *Two Stay Two Stray* procedures:

1) Give a task to a small group of students.

2) Assign two persons as spy or pirate to see the answers of other students and share with group.

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

4) Discussing. The class discusses, first in groups and then as a whole class. All of the groups in the class give an interesting presentation of the topics studied.

5) Evaluation. In cases where groups pursued different aspects of the same topic. Pupils and teacher evaluate each group's contribution to the work of the class as a whole. Evaluation includes either individual or group assessment, or both.[23]

Suprijono states that there are some steps to apply this technique, begin with divide the class into some groups, after that students are given a task to find the

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[22]http://www.biosence.heacademy.ac.uk/ftp/events/dlforum07/diffle arnreport/pdf. retrieved on 20 july 2014

[23] http://www.indiana.edu/bobweb/presentation retrieved on 20 july 2014

solution of problem solving in group. Continued by delivering two students to join other group and make discussion. And then come back to their group and share with their group to make deal from some data. [24]

Lie adds the explanation of the *Two Stay Two Stray* procedure as follows:

1) Students working in groups of four as usual.

2) After the discussion of the material in group finishes, two people from each group will leave their group and visit other group while the rest of two people will remain in their own group to receive two guests from the other groups.

3) Two people who still stay in their own group will be asked to distribute the results of their group' discussion information and knowledge to the two guests who come on their group.

4) After the exchange of information and opinion has finished, the guests will return to their original groups to share their findings respectively.

5) The original group will discuss the results of their work again.[25]

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[24] Agus Suprijono, *Cooperative Learning*, (Yogjakarta: Pustaka Pelajar, 2013), p.93-94

[25] Anita Lie, *Cooperative Learning in Classroom*, (Jakarta: Grasindo, 2004), p.61-62

The advantages of *Two Stay Two Stray* are: (1) students can exchange ideas and build social skills such as asking probing questions; (2) it offers students the opportunity to learn by teaching; (3) placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor. Meanwhile, the disadvantages of *Two Stay Two Stray* are: (1) active students dominate in discussing and some of the passive students depend on his or her friends in the group; (2) students will not succeed if they cannot work well together as a team.[26]

The others advantages of using *two stay two stray* technique are :

1) This technique can apply to all of lesson materials.
2) Every group can share information with other group.
3) Students can train social relation to other student.
4) This technique to train respect in a problem.
5) Improving good relation among the students.
6) Increasing critical thinking on a problem.

c. **Framework of Present Study**

This study is an experimental research. In this study, the researcher finds out the independent variable

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[26] 26http://www.utexas.edu/academic/ctl/gsi/coursedesign/basic.php. retrieved on 20 july 2014

that is *two stay two stray* technique. The sample in this research is the seventh year students of SMP Negeri 23 Semarang. There are two classes that the researcher uses to take the data. One class is the experimental group and another class the control group.

First, the researcher gives a try-out to see the quality of the instrument test. After taking the try-out, the test is analyzed to look for the proper test. Then, the researcher gives pre test to the experimental group and control group. After that, the researcher gives treatments to both groups. Experimental group will be taught by using *two stay two stray* technique and control group will be taught by using conventional method. Then, the Post-Test result is taken to measure their achievement in reading narrative text. The Post-Test is the same as the Pre-Test. Finally, the test is analyzed to see the result
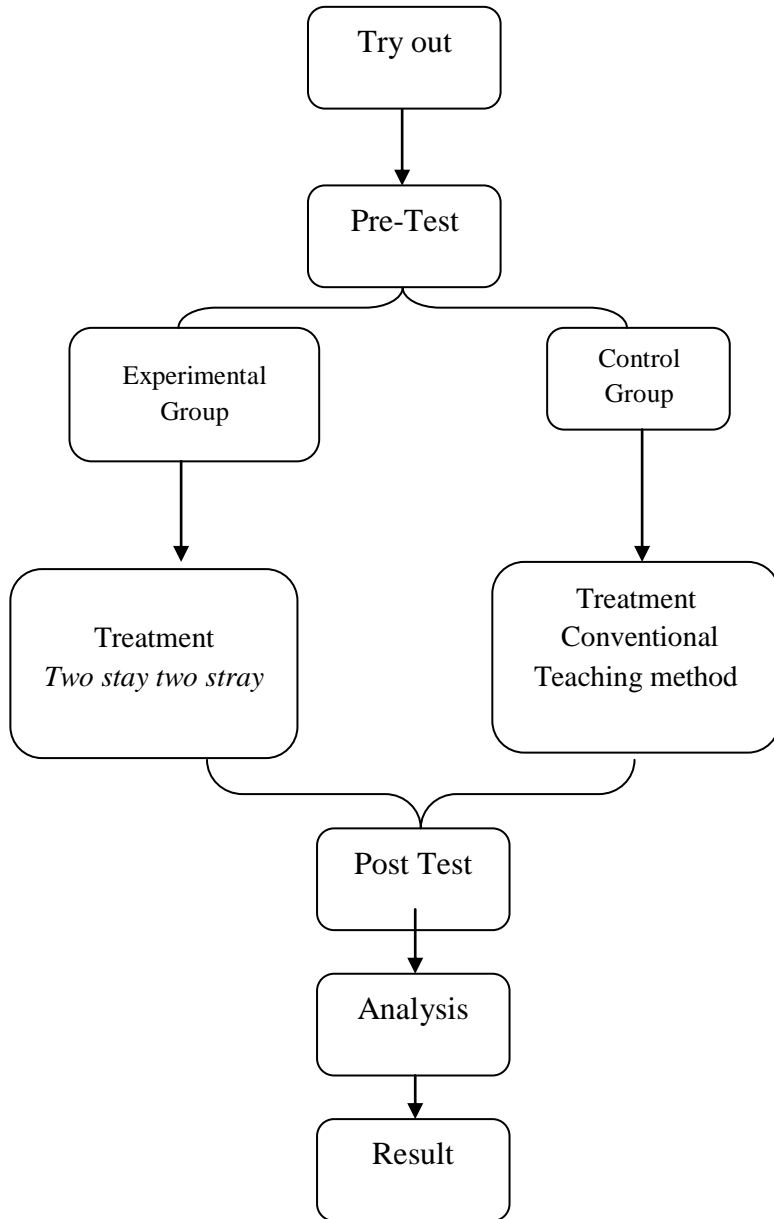
Figure 1. Framework of Present Study

C. Hypothesis

This research was conducted based on the following hypothesis:

1. Ho in this research is The use of *Two Stay Two Stray* Technique is not effective to teach narrative reading text for seventh graders of SMP Negeri 23 Semarang in the academic year of 2014-2015.

2. While Ha in this research is The use of *Two Stay Two Stray* Technique is effective to teach narrative reading text for seventh graders of SMP Negeri 23 Semarang in the academic year of 2014-2015.