CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

This chapter presents about review of related literature. It divided into four parts of major sections. They are two-stay two-stray technique, reading, genre of the text, and recount text.

1. Cooperative Learning

a. Definition of Cooperative learning

Artz and Newman have cited from Miftahul (2012) cooperative learning is small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.[1] Cooperative learning can useful in some materials when learners get the information well and they can share it together, actually they can share information with their own words.

Cooperative learning is a very touching human nature as social beings, are always interacting, helping each other to be the better direction with "getting better together" especially scope of educational in English. According to Kagan has cited from Saekan (2010) term cooperative learning is a successful teaching strategy in small teams, each of students with different ability levels

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[1] Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur dan Model Terapan)*, (Yogyakarta: Pustaka Pelajar, 2012), p. 32

are working together, using kind of learning activities to improve their understanding in subject.[2]

b. **The Characteristics of cooperative learning**

There are three central concepts that characterize the cooperative learning as proposed by Kagan (2008), namely:[3]

1) Group awards

Cooperative learning uses group goal for the group awarded. If the group obtained awards group achieved scores above the specified criteria. The groups' success is based on individual performance as a member of the group in creating interpersonal relationships to support each other, help each other and care for each other.

2) Individual accountability

The success of the group depends on the individual learning of all group members. Accountability is focused on activities of the group members help each other in learning. The existence of individual responsibility also makes each member is ready for the new test and other tasks independently without the help of a group friend.

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[2] M. Saekan Muchithdkk, *Cooperative Learning*, (Semarang: RaSAIL Media Group, 2010), p. 81

[3] Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (Celle Amanecer: Kagan, 2009), p. 13.3-13.4

3) Equal opportunity to achieve success

Cooperative learning using a scoring method that covers the value of the development based on increasing student achievement gained from the previous. By using this scoring method every students either low achievers, medium, or high alike the opportunity to succeed and do the best for the group.

By implementing cooperative learning model, it enables students to achieve success in learning, in addition, it can also train the students to have the skills, good thinking skills and social skills, such as the skills to express opinions, to receive advice and input from others, cooperation, solidarity and reduce the incidence of deviant behavior in the classroom of life.

c. **Advantages of cooperative learning**

Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.[4] As part of cooperative learning, two-stay two-stray method has advantages in teaching learning. The general advantage of two-stay two-stray method is to motivate students in learning process and to make students

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[4]http://media.ablaonline.org/documentos/95/953de58d.pdfaccessed at Juny 12, 2016

interacting with other students because students has to work together doing activities. Some advantages of using cooperative learning are stated below:[5]

1) Cooperative learning motivates learners to participate in the learning process.

2) Cooperative learning reduces anxiety in a new class and foreign situation that faced by learners.

3) Cooperative learning creates a learning atmosphere where students feel respected and connected each other.

4) Cooperative learning increases positive social response, it reduces violence in any situation and eliminates the fear and blame. It exercises confidence, friendliness, and agreements.

5) Cooperative learning encourages student interaction with others and develops thinking skills and students' skill to communicate verbally.

Based on advantages above we know that two-stay two-stray method is a certain kind of cooperative learning activities and we can make decision that two-stay two-stray can improve students' achievement, help to build positive relationships among students, give students

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[5]Agus Suprijono, *Model-Model Pembelajaran Emansipatoris*, (Yogyakarta: Pustaka Pelajar, 2016), p. 197-198

the experiences they need for healthy social, psychological, cognitive development, and students are expected get motivation and can interact with other students in learning reading.

d. Method of cooperative learning

Cooperative learning as a general concept, it has some kind of activities include with groups to discuss materials and get information. Generally there are some kinds of cooperative learning method.

Jigsaw is a method from cooperative learning that used to discuss some material with groups. There are expert group and home group. Expert group formed from each origin group to discuss the material totality. Home group formed to discuss each material that gave from a teacher. After expert group discuss materials totality, they go back to home group. Then all groups discuss some materials together before teacher review the materials in the conclusion.[6]

Numbered heads together is also a kind of cooperative learning that used to discuss material with groups. The numbers of each member group are important one because each member gets a number, for example there are 8 members so that group has number 1-8 for

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[6] Agus Suprijono, *Cooperative Learning; Teori & Aplikasi Paikem,* (Yogyakarta: Pustaka Pelajar, 2014), p. 90

each group, same with other groups. Each members get some questions from their teacher related with number that they had. Based on answers from some students, teacher can develop discussion, thus, some questions become whole source of knowledge for students.[7]

2. Two-stay Two-stray Method

a. Definition of two-stay two-stray method

Two-stay two-stray is a kind of cooperative learning method that used to teach learners or students in different way. Miftahul Huda (2012) states that this method is very effective because it can be used in all subjects of materials and all levels learners of age.[8] This method can appropriate with materials and students' materials also deliver well as their levels and abilities. This learning method is also commonly called to as the "Two Lives Two Guest".

According to Suprijono (2014) Two-stay two-stray method is one part of the cooperative learning method that began with divide of groups. Then teacher give some tasks about material which must discussed to

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[7] Agus Suprijono, *Cooperative Learning; Teori & Aplikasi Paikem,* (Yogyakarta: Pustaka Pelajar, 2014), p. 92

[8] Miftahul Huda, *Cooperative Learning (Metode, Teknik, Strukturdan Model Terapan)*, (Yogyakarta: Pustaka Pelajar, 2012), p. 140

know the answers or results.[9] It puts students in small groups of up to 4-5 people. Then they are given the task to discuss the course material with their friends, for the next step they will divide into two parts of group who become guests and lives at group. Two people who become "guests" have a task to share the material from their group. And others become "lives" have to share or exchange the information that they get from internal their group discussion at first. Thus, the structure of Two Lives Two guest will provide the opportunity for the group to share information results to other groups.

Learners not only learn and accept what is presented by the teacher in learning process, but also learn from other learners, and also have the opportunity to teach or inform other learners. This method also exercises someone to be a teacher someday. TSTS learning process is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. When students work in groups, it will develop and open learning atmosphere in the dimensions of equality progress, because at that time there will be a collaborative learning process for their society skill in a personal relationship of mutual need.

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[9] Agus Suprijono, *Cooperative Learning; Teori & Aplikasi Paikem,* (Yogyakarta: PustakaPelajar, 2014), p. 93

Two-stay two-stray method as technique means the way to help teachers and learners in teaching learning. Technique can be strategies and tactics used by teachers and learners when the method is being used. The best technique in teaching learning can support in achieving the goal of teaching learning. Factually to achieve the goal of teaching learning, teachers and learners need techniques.

b. **The steps of two-stay two-stray technique**

The workings of cooperative learning method two-stay two-stray (TSTS) is as follows (Miftahul, 2012).[10]

1) The students work together in groups of four as usual.

2) Teacher gives the materials to discuss with their groups.

3) After conducting a discussion of the material in the groups finish, two students from each group leave the group and visit other group while the two students would remain living in their own group to receive two visitors from other groups.

4) Then the two students who lived in these groups will each be responsible for distributing the work,

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[10] Miftahul Huda, *Cooperative Learning (Metode, Teknik, Strukturdan Model Terapan)*, (Yogyakarta: PustakaPelajar, 2012), p. 141

information and knowledge to the 2 guests who come to the group.

5) After exchanging opinions and information felt no more ideas to talk so guests will have excused and returned himself to the group and then also will share their findings back to their own group, respectively.

6) The groups will compare the results all of their work.

3. Reading

a. Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading is the ability to draw meaning from the printed page and interpret this information appropriately.[11] However reading is a way in which something interpreted or understood. Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.[12] It is not just translating materials. It does not mean that reading only understands

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[11] William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading*, (Great Britain: Pearson Education, 2002), p. 9

[12] Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2001), p. 7

the words or the grammar. Reading is thinking, in order to read well in English, you must think in English.

Reading is one of the four language skills. Students have to learn it. The aim of the English learning is to develop English communicative competence, which involves listening, speaking, reading, and writing in their appropriate balance. Although reading is only about 25% of the whole portion for four skills (listening, speaking, reading, and writing), but people who are learning a new language need to learn reading first and more to understand what they learned. Mikulecky states some reasons why reading is important:[13]

1) Reading helps you learn to think in the new language.
2) Reading helps you build a better vocabulary.
3) Reading makes you more comfortable with written English. You can write better English if you feel comfortable with the language.
4) Reading may be the only way for you to use English if you livein non English speaking country.
5) Reading can help if you plan to study in an English speaking country.

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[13] Beatrices Mikulecky and Linda Jefries, *More Reading Power,* 2nd Ed., (New York: Pearson Education, 2004), p.6

b. Kind of Reading

Brown was identified types of reading such as Perceptive; Perceptive reading tasks involve the components of letters, words, punctuation, and other graphemes symbols. Selective, skill in recognizing lexical, grammatical, or discourse features of language within very short stretch language, certain typical tasks are used; picture-cued task, matching, true/false, multiple choice, etc. Interactive, the interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Extensive; Extensive reading applies to the text of more than one page, and includes professional articles, essays, technical reports, short stories, and books.[14]

According to Harmer, to get maximum benefit from reading, students need to be involved in both extensive and intensive reading. Whereas with the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often teacher-chosen

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[14] H. Douglass Brown, *Language Assessment Principles And Classroom Practice*, (New York: Pearson Education, 2004), p. 189

and directed.[15] It is designed to enable students to develop specific receptive skill such as reading for a gist (skimming), reading for specific information (scanning), reading for detail comprehension or reading for inference and attitude.

4. Genre of text

According to Martin that cited from Swales, genres are how things get done, when language is used to accomplish the purpose each genres. They range from literary forms: poems, narratives, recount, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcasts and so on. The term genre is used here to embrace each of the linguistically realized activity types which comprise so much of our culture.[16]

Anne Freadmen (1994) said on Knapp, First, genre is an organize concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is place occasion, function, behavior and interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle

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[15] Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher,* (London: Longman Ninth Impression, 2001), p. 210

[16] John M. Swales, *Genre Analysis; English in Academic and Research Settings*, (Great Britain: Cambridge University Press, 1990), p. 40

for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift. We found harmonious story depend on genres of text from beginning until the end of steps.[17]

Gerrot and Wignell state that genre is staged, goal directed and purposeful. According to them, there are many kinds of genre:[18]

a. Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

b. Recount

Recount is a genre which has social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.

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[17] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: University of New South Wales Ltd, 2005), p. 21

[18] Gerrot, and Wignell, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: GredStabler AEE, 1998), p. 192

d. Analytical exposition

   Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

e. News item

   News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

f. Anecdote

   Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

g. Narrative

   Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to crisis or turning point of some kind, which in turn find a resolution.

h. Procedure

   Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

i. Description

   It is a kind of genre that social function to describe a particular person, place, or thing.

j. Hortatory exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

k. Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

l. Discussion

Discussion is kind of genre that social function to present (at least) two points of view about an issue.

m. Reviews

Reviews is a kind f genre that social function to critique an art work or event for a public audience.

5. **Recount Text**

a. **Definition of Recount**

According to Knapp recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events.[19] The purpose of a recount is to give the audience a description of what occurred and when it occurred.

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[19] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: University of New South Wales Ltd, 2005), p. 223.

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We also can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell about people or their experiences.

b. **Generic Structure of Recount**

There are some steps for constructing a written recount, they are:[20]

1) Orientation, contain of topic about an activity or event which would explain, the function of orientation to interest the readers and make them focus to read it;

2) Events, record of activities or events that happened in a past sequentially;

3) Reorientation, a simple conclusion or optional from all of events.

From the statement above, the writer concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which

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[20] Pardiyono, *PastiBisa!! Teaching Genre-Based Writing*, (Yogyakarta: CV. Andi Offset, 2007), p. 64

tell the context of the text. Then, it is concluded in re-orientation or coda.

c. **Grammatical Features of Recount**

The grammatical features usually found in a recount are: proper nouns to identify those involved in the text, descriptive words to give details about who, what, where and how. The use of past tense to retell the events and the use of conjunctive relation or transitional words (moreover, although, furthermore, etc).[21]

B. Previous Research

Considering the topic discussed in this thesis, there are some research have been done related to this topic are:

1. This thesis entitled: The Effectiveness of using Two Stay Two Stray Technique in Teaching Reading of Second Year Students in SMP Negeri 1 Sumbergempol in Academic Year 2012/2013 by Aris Agung Wibowo (3213083039) STAIN Tulungagung 2013.

This study is about the effectiveness of using two stay two stray (TSTS) in teaching reading of Second Year Students in SMP Negeri 1 Sumbergempol in academic year 2012/2013. The result of his study showed the improvement of students' scores who teach with two-stay two-stray method.

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[21] Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yarra: McMillan Education, 1997), p. 50

The students' Mean score in teaching reading without using TSTS technique is only 68.67. While the students' mean score after they are taught using TSTS technique was 85.33. The result of significant level is 8.67.[22] The similarity of this research and my research is experimental research.

The differences from this research are his research was conducted with eighth grade of SMPN 1 Sumbergempol and writers' research will be conducted with eighth grade of MTs Nurul Huda Banyuputih Batang. The similarities between this previous research and my research are about two-stay two-stray method and reading skill.

2. The thesis entitled: The Use of Personal Letter to Improve Students' Skill in Writing Recount Text (A Classroom Action Research with the Tenth Grade Students of MA Pondok Pabelan Magelang in the Academic Year of 2014/2015) by Andri Stiawan (113411122) UIN Walisongo Semarang 2015.

This study shows that personal letter can improve students' skill in writing recount text. The objective of his study are describe the implementation of personal letter

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[22] Aris Agung Wibowo (3213083039), *The Effectiveness of Using Two Stay Two Stray in Teachng Reading of Second Year Students in SMPN 1 Sumbergempol in Academic Year 2012/2013*, (Tulungagung: Tarbiyah Faculty, STAIN Tulungagung,, 2013), p. 5

improve students' skill in writing recount text and to identify the improvement of students' skill in writing recount text.[23]

The similarity of his research and my research is focus on recount text. The difference from this research is the research design. My research uses experimental design while his research uses classroom action design.

3. The thesis entitled: Using Suggestopedia Method to Improve Students' Writing Ability in Recount Text (A Classroom Action Research at Eight Grade Students of SMPN 02 Juwana Pati in Academic Year of 2009/2010) by Rika Ismawati (093105265) UIN Walisongo Semarang 2015.

The background of this study is the ability of English communication in language both spoken and written are listening, speaking, reading, and writing. The research question is how effective using suggestopedia method to improve students' writing ability in recount text?

This research is quantitative research using classroom action research. The result of this research showed the improvement of the students' ability in writing recount. It can be seen from their score. The average on pre-test was 57.65 and post-test was 73.78. Based on the result of the research,

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[23] Andri Stiawan (113411122), *The Use of Personal Letter to Improve Students' Skill in Writing Recount Text (A Classroom Action Research with the Tenth Grade Students of MA Pondok Pabelan Magelang in the Academic Year of 2014/2015)",* (Semarang, Bachelor Program of English Language Education of Tarbiyah Faculty, 2015), p. 5-6

suggestopedia method is effective in improving English writing especially in recount text.[24]

The difference between my research and her research are research design and focus skill of research. My research uses reading skill and her research uses writing skill. The similarity of her research and my research is focus on same material recount text.

C. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word "*hypo*" that has meaning under and "*thesa*" that has meaning correctness.[25]

Thus, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: Two-stay two-stray method is effective to teach reading skill in recount text.

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[24] Rika Ismawati (093105265), *Using Suggestopedia Method to Improve Students' Writing Ability in Recount Text (A Classroom Action Research at Eight Grade Students of SMPN 02 Juwana Pati in Academic Year of 2009/2010),* (Semarang, Bachelor Program of English Language Education of Tarbiyah Faculty, 2009)

[25] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010),p. 110