

**Improving Students' Reading Comprehension of English Passages By
Implementing Cooperative Learning "Two Stay and Two Stray" in
English as General Subject at the State University of Padang**

THESIS

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ABSTRAK

Muryanti, Elise, 2012. Meningkatkan Pemahaman mahasiswa Dalam membaca Teks Berbahasa Inggris dengan menggunakan Strategi *Cooperative Learning* “*Two Stay Two Stray*” Pada Mata Kuliah Umum Bahasa Inggris Di Universitas Negeri Padang

Pengajaran *Reading* dengan hanya mendampingi mahasiswa membaca dan mensuplai mereka dengan pengetahuan kosa kata yang banyak diyakini dapat meningkatkan kemampuan pemahaman mereka terhadap teks yang mereka baca. Namun, fakta menunjukkan bahwa pengajaran yang demikian tidak menunjukkan hasil yang baik pada kemampuan pemahaman bacaan dan gairah belajar mahasiswa yang mengambil mata kuliah bahasa Inggris Umum. Tujuan dari penelitian ini adalah untuk melihat apakah strategi pengajaran *Cooperative Learning* dengan tipe *two stay and two stray* dapat meningkatkan kemampuan mahasiswa dalam bacaan dan motivasi dalam belajar *Reading* secara signifikan.

Jenis penelitian ini adalah penelitian tindakan kelas. Penelitian ini telah dilakukan selama tiga siklus dimana pada siklus pertama menunjukkan hasil yang tidak signifikan dan dilanjutkan pada siklus kedua sampai siklus ketiga. Objek dari penelitian ini adalah mahasiswa yang mengambil mata kuliah umum bahasa Inggris. Penelitian ini menggunakan data kuantitatif dan kualitatif. Data kuantitatif diambil dengan memberikan test membaca sementara data kualitatif dikumpulkan dengan menggunakan daftar observasi dan wawancara. Prosedur penelitian dengan menerapkan pembelajaran kooperatif jenis Dua tinggal Dua Pindah (*Two Stay two stray*). Data dianalisa dengan menggunakan analisa kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa setelah melalui tiga siklus penelitian terdapat peningkatan yang memenuhi syarat minimal ketuntasan penguasaan mata kuliah *Reading* serta adanya peningkatan gairah mahasiswa dalam belajar *Reading*. Selain itu, penelitian ini juga menemukan beberapa faktor yang mempengaruhi kemampuan mahasiswa dalam memahami teks yang dibaca. Faktor pertama adalah internal faktor yang berkaitan dengan motivasi dalam diri mahasiswa dan latarbelakang pengetahuan mahasiswa terhadap teks yang dibaca. Faktor kedua adalah faktor eksternal yang berkaitan dengan metode mengajar dan motivasi yang diberikan oleh dosen kepada mahasiswa selama proses belajar mengajar berlangsung. Dari temuan penelitian tersebut dapat disimpulkan bahwa strategi pengajaran *Cooperative Learning* tipe *two stay and two stray* bisa digunakan sebagai salah satu tstrategi pengajaran *Reading* untuk mahasiswa Bahasa Inggris Umum.

ABSTRACT

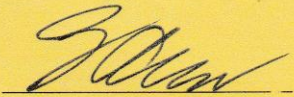
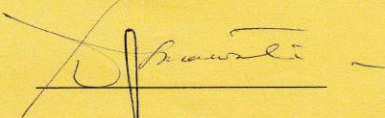
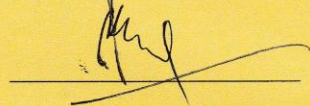
Muryanti, Elise. 2012. Improving Students' Reading Comprehension of English Passages By Implementing Cooperative Learning "Two Stay and Two Stray" in English as General Subject at The State University of Padang

Teaching reading by guiding students in reading a text and supplying them with a lot of vocabulary is believed to be effective in increasing the students' comprehension skills. However, the facts show that this strategy of teaching Reading fails to increase the students' comprehension. The aim of this research is to see whether teaching reading by implementing *Cooperative Learning type of Two Stay And Two Stray* strategy could improve the students' reading comprehension skills, beside this research is also aims at identifying the factors that influence the improvement of the students' reading comprehension skills.

This research is a classroom action research. This research has been done in three cycles; until the result indicates the significant improvement. The participants of this research were the students who took English as General Subject. The data of this research was taken by using reading test, observation list, and interview. The procedures of the research was by implementing cooperative learning of type *two stay two stray*; the students have worked in the group of four discuss and solve the reading task, then, two member of the group joined the other groups to share their comprehension of the text to the host group. The data were collected through the observation of the students' activity in learning and their reading test, and interview. Then, the data was analyzed by using quantitative and qualitative analysis.

The result indicated that there is a significant improvement of the students' reading comprehension skills after implementing two stay two stray strategy until three cycles. This research also found that there were two main factors that influenced the students' reading comprehension namely: internal factor (motivation of the students in reading, students' background knowledge of the text), the external factor related to the way of teaching using two stay and two stray strategy and motivation given by the lecturer to the students in learning reading comprehension. In conclusion, the strategy of Cooperative Learning type two stay and two stray can be used as one of teaching strategies in teaching Reading to the students of English as General Subject.

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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is an interaction between reader and writer. The writers deliver messages through written materials and the reader try to understand clearly what the writer is trying to say, and agree or disagree with the writer. Through reading, someone gets many kinds of information and knowledge from different kinds of sources such as books, magazines, and newspaper.

As university students, it is expected that they have a good English reading skill because they should read different materials written in English. The ability of comprehending the text will be very helpful for the students to enrich their knowledge on their field of study. That is why knowing techniques or strategy of reading comprehension should be a major concern on teaching English to the University students.

Beside strategy of reading comprehension, strategy of teaching reading to English as General Subject students is also important. The strategy used in teaching may result to the students' motivation in learning or to the students' achievement. When the lecturer just ask the students to read the text and then answer the questions, the students may get bored easily. This kind of strategy is not interesting for the students; however, this strategy is commonly used by the lecturers in English as General Subject class.

Another strategy used in teaching reading is by asking the students to discuss the text in the small group. Although this way of teaching seems interesting, the students' comprehension of the text does not improve significantly. The problem may happen because the real activity the students followed is not different from the previous method. As a result, students' motivation in

learning English, especially reading, does not increase and there will be no increasing number of the students who has motivation in reading, especially English text.

From observation and informal interview with fellow lecturers show that some students think that reading is not an enjoyable activity. Reading is something that is not easy to understand. It is not a surprise if some of the students say that reading English textbooks is wasting time. Their reason is that they have spent their time to read, but it is very difficult for them to understand. As a result, they do not get anything from their reading.

The fact above is related to the students' achievement in English reading test. The result of the students' reading passage before the action was conducted was low. It is indicated through their daily test result where the average of the test given on the first daily test was 55.6 and for the second daily test was only 52.7. 6 or only a few students got A or B in my class. The average score of the students were C or D. This result of the test has triggered the researcher to find out the appropriate technique of teaching that can improve the motivation of the students to study and to improve the achievement of the students in reading comprehension.

The data above shows that the students' ability in reading comprehension is insufficient. This problem may happen because of some factors like students' lack of vocabulary, lack of knowledge on the topic, and in sufficient reading skills. Other factors that may influence the ability of the students in reading comprehension are lack of media used during the teaching and learning process, and students' perception on reading as General Purposes.

Furthermore, based on observation and an informal interview with the English lecturers found that many students of English as General Subject at UNP do not have good reading skills, such as finding main idea, recognizing supporting details, and identifying word meanings. These skills are very important in helping the students comprehend the texts. However, these skills are

not completely taught to the students. The result of the pre test indicated that they are still weak in those reading skills. If the students have low skills in reading, then it will be very difficult for them to have good comprehension of a text.

Another significant aspect that influences the students' reading ability is the strategy of teaching reading implemented by the lecturers. Some students said that lecturer's teaching strategies are not interesting. Lecturer tends to be monotonous in teaching. Lecturers do not use various media. A lack of media supplied for teaching and learning activity can be an obstacle for teaching activity, as a result, the students get bored easily in learning English.

Moreover, the amount of the students in the class is bigger than the ideal class, more or less 25 students in a class. However, for English as General Subject there are 40 students per class. Consequently, it is hard for the lecturer to manage the class. As a result, the students get bored and of course, this condition influences the learning achievement.

Therefore, one of the possible solutions to solve those problems is by using cooperative learning type *two stay two stray* suggested by Kagan (1992) in Lie (2002:60) because this strategy encourages students to work cooperatively, solve the problem, and use the language in interaction by applying technique of reading that has been explained by the lecturer previously. This strategy requires students to comprehend and understand well the topic before moving to another group to discuss it. The moving students will share what they understand about the topic to another group. They will keep moving to share their opinion on the topic to the whole groups.

Based on the way of applying this strategy in teaching reading, researcher believes that this strategy, *cooperative learning type two stay two stray*, can help the students to improve their ability in reading comprehension. By applying this strategy the students can study in the small

groups, discuss the reading material, work cooperatively, and the strength students help the weak students.

B. Identification of The Problem

There are some problems that can influence the students' reading comprehension. The first problem is mastery the vocabulary. Although it does not guarantee to have a better understanding to the text, it can help the students to read a text as a beginning. Then, a good skill in identifying the topic, main idea and finding supporting details also contributes to the students' problem in comprehending a text. To increase a comprehension, these skills should be taught at the first time of teaching reading, then motivate the students to implement them. However, the common technique of teaching used by the lecturers does not increase the students' willingness in reading. Students need space to implement the strategy of reading by having more interaction and discussion with other students. That is why there must be a various strategy of teaching reading implemented by the lecturers in the class.

C. Focus of The Problem

Although there are some techniques of teaching that can be applied to overcome the problem of the students in learning reading, this research will be focused on the comprehension and increasing the students' involvement in reading class activity by using an appropriate strategy. Since strategy of reading has been taught at the beginning, the next thing to do to improve the students understanding and motivation is the teaching strategy implemented in the class. Cooperative learning of type *two stay two stray* seems to be able to increase the students' motivation in learning. It is also expected that this strategy can increase the students' reading

comprehension. That is why this research will be focused on the implementation of the *two stay two stray strategy* in improving students' reading comprehension.

D. Research Questions

Due to the limitation above of the problem above, the problem of this research can be formulated as follow:

1. To what extent can cooperative learning type "two stay and two stray" improve students' reading comprehension of English Passages at semester one of English as General Subject at the State University of Padang?
2. What factors influence the changes of the students' reading comprehension of English passages by using cooperative learning of type "two-stay and two stray" at semester one of English as General Subject?

E. Purpose of The Research

The action research will be done by applying the cooperative learning model *two stay-two stray* to improve students' reading comprehension of English passages in the class of English as General Subject. The purpose of the research can be formulated as follow:

1. To explain to what extent cooperative learning two stay two stray improve students' reading comprehension of English Passage
2. To explain the factors that changes the students' reading comprehension of English Passages

F. Significance of The Research

The result of this research is expected to give the contribution or the benefits toward the learning process. For details, the action research is expected to contribute to the following side:

1. To herself and collaborator to improve her professionalism as a teacher especially to improve her teaching and learning quality.
2. Lecturers and coordinators of English as General Subject at State University of Padang where the examinee works and will do the research. This research is expected to contribute the input to all teaching staffs in order to improve the learning quality in that institution.
3. Students will participate actively in learning activity and it will contribute to their reading comprehension as the result and use their language actively in classroom interaction.

G. Definition of The Key Terms

1. Reading comprehension is reflected by the ability of the students to understand and to get the specific information in English Passages.
2. Cooperative Learning refers to group work learning in where students work together, help each other and each individual has own task
3. *Two stay and two stray* is the one of the strategies of cooperative learning in which the students work in group of four then at the end two students stay and two other share to other group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter discusses the conclusion, implication and suggestion drawn from the research findings in the previous chapter. These are expected to contribute to the improvement of the students' comprehension in reading English text. The conclusions are as follows:

1. Two Stay and Two stray strategy is able to improve the students' comprehension in reading at class of English as General subject at Early Childhood Teacher Education at faculty of Education State university of Padang registered in 2009-2010 academic year. The improvement can be seen with significant improvement in every cycle of the process of teaching.
2. The factors that influence the students reading comprehension by using "two stay and two stray model' are as follows:
 - a. The internal factor like the reader themselves, motivation, the background knowledge of the Reader on reading materials has strong effects to comprehend the reading material and perform the language in communicative atmosphere.
 - b. The External Factor refers to how the lecturer manages the class, teaching strategy used by teacher. The use of teaching strategy make students have positive perception toward learning reading by using two stay and two stray strategy. They claim that learning by using this strategy make them easier to understand, motivated and interactive thus they can enjoy the teaching and learning process

B. Suggestion

Having finished conducting the study, there are some suggestions that might be useful for the researcher as English lecturer in teaching reading. Those suggestions are proposed as follows.

1. It is expected that the researcher as an English lecturer to use “two stay and two stray” strategy of cooperative learning to improve students’ comprehension and participation in reading at Class of General Subject class UNP.
2. It is also suggested to other researchers to conduct the similar research in their own classrooms as an attempt to improve their own teaching, especially teaching reading comprehension

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