TEACHING READING COMPRREHENSION USING TWO STAY TWO STRAY

(A Quasi Experiment Research at SMAN 9 Kab.Tangerang)

A PAPER

Submited in partial fullfilment of the requirement

for the Degree of Sarjana

English Educational Departemen

By

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STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English Education Department, the Faculty of education and letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal are intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, Oktober 31th 2018

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HAYATI NUFUS, 2018 : " Teaching Reading Comprehension Using Two Stay Two Tray (An Quasi Experiment Research at Eleventh Grade of SMAN 9 KAB. Tangerang). (Undergraduate Research Paper, English Education, Faculty of Education and Teacher Training The Islamic State University, Sultan Maulana Hasanuddin Banten). Adviser 1 : Dra. Hj. Fitri Hilmiyati, M.Ed. and Adviser 2 : As'ari, S.S., M.Si.

ABSTRACT

This thesis presents a research about Teaching Reading Comprehension Using Two Stay Two Tray (An Quasi Experiment Research at Eleventh Grade of SMAN 9 KAB. Tangerang). This research conducted base on main problem : 1) How is student's Reading Comprehension of Eleventh grade SMAN 9 Kabupaten Tangerang?. 2) How is the application of Two Stay Two Stray Technique in teaching Reading Comprehension of SMAN 9 Kabupaten Tangerang?. 3) How the effectiveness of Two Stay Two Stray in Teaching Reading Comprehension at SMAN 9 Kabupaten Tangerang?. In reference to the mentioned research problem, this research aimed at 1) to find out the implementation of Two Stay Two Stray Technique in Teaching Reading Comprehension at SMAN 9 Kabupaten Tangerang. 2) To find out the effectiveness of using Two Stay Two Stray Technique in Teaching Reading Comprehension.

To answer the question, the researcher use two kind of instrument ; they were Pre-Test and Post-Test. The pre-test was used to find out the data about the student's Reading Comprehensionability before applying Two Stay Two Stray Technique and Post-Test was done to find out the data about the student's Reading Comprehensionability after applying Two Stay Two Stray Technique. Beside that, between Pre-Test and Post-Test, it was done treatment to apply Two Tray Two Stray Technique. The method of this research was experiment which used one class. The population of this research was entire of the Eleventh Graduate of SMAN 9 KAB.

Tangerang and the researcher took sample 30 students 11th IPA 1 (control class) 11th IPA 2 (experiment class).

From the result of calculation above, it is obtained that the mark of t_o (t observation) is **6,59** the degree of freedom (df) is **58**. t_t (t table) in the 5% significance level is **1.67** while t_t (t table) in the 1% significance level is **2.39**. Afterward the researcher compared the data with t_t (t table) both at the 5% significance level and at the 1% significance level. Therefore t_o : t_t = 6,59 > 1.67 in the 5% significance level and t_o : t_t = 6,59 > 2.39 in the 1% significance level.

The statistic hypothesis states that if t_o is higher than t_t, it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is an effect of teaching reading using Two Tray Two Stray Technique.

Key Word : Reading Comprehension, Two Stay Two Tray, Experiment Research

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Hayati Nufus " Teaching Reading ComprehensionUsing Two Stay Two Stray (An Quasi Experimental Research at SMAN 9 KAB. Tangerang)"

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A Brief Biography

The writer, Hayati Nufus, was born in Tangerang, Banten, on Oktober 28th, 1997. he is the third child of H. Sukanta, S.Pd and Hj. Sa'adah . He finished his elementary education at MI Nurul Hidayah II Kronjo in 2008, whereas his junior high education was finished at Islamic Boarding School of Daarul Muttaqien Cadas Sepatan Tangerang in 2011, and then he finished his Senior high education at Islamic Boarding School of Daarul Muttaqien Cadas Sepatan Tangerang in 2014 After graduate of Senior high education, he continued his education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, the State Islamic University "Sultan Maulana Hasanuddin" Banten.

During his time of studentship, she involved at internal organization by having position as member of **LPM SiGMA** and external organization **HMI**

Dedication

Alhamdulillah I have finished this paper,
This research paper is dedicated to my
beloved parents :

(H. Sukanta, S.Pd, and Hj. Sa'adah)

My Brother and sister :

**(Eli Suhaeli, S.Kom, Ifroh Fitriah, A.Md
Keb, Rini Susanti, SE, Melisha Sugiarti
and all my family)**

My love :

**(Muhammad Irwan Ardiansyah,
S.Kom)**

All my friend of **HMI Komisariat Tarbiyah**
and **LPM SiGMA**

MOTTO

"hidup ini seperti sepeda. Agar terus seimbang kau harus terus bergerak"

-Albert einstein

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In the name of Allah, the most Beneficent and the most Merciful. All praise be to Allah SWT Lord of the world, who has given the mercy, direction, guidance to us and who has given fluency and pleasure so that the writer can complete this paper.

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However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I realize that an appropriate moment for me to deepest gratitude for:

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Finally, the writer realizes that this paper is far from being perfect, so the writer hopes this paper will be useful especially for the writer and for any readers or any researchers. Therefore, the writer would like to accept some suggestions to correct the weakness of this paper.

Wassalamu'alaikumWr. Wb.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a global language which means English is used by people in almost all parts of the world to communicate one to another. In some countries, English is used as the first language after the momentary level up to the level of university.

In order to communicate in English well, a person must recognize and master the four basic language skills: listening, speaking, reading and writing.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.[1] Reading is one of activities which are often done by people every day. It includes reading books, novels, newspapers, etc. It seems that people do reading activity every day and every time. Reading is an important aspect in language learning.

Reading for students, is one of language skills that can be found at every level of education dealing with teaching English in the school. It is because by the reading is the important skill. Reading is a set of skills that involves making sense and deriving meaning from the printed word.[2] By reading, students will get a

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[1] Caroline T . Linse & David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill, 2005), p. 69 .

[2] Caroline T .Linse& David Nunan, *Practical English Language*

lot of useful information for their learning. They also can share their information that they got from reading to others.

Reading Comprehensionis fundamental for EFL senior high school students. It is really essential to enhance the students knowledge and information; therefore, these learners need to be prepared with good reading skills.[3]

There were some difficulties which were faced by students on Reading Comprehension. The first, students were difficult to find the main idea in some paragraph. The second difficulty was students did not understand about specific information in some paragraph. The third difficulty was student lack of vocabulary. The last, minimal inference student about something unknown based on available fact and information and the students less reference in Reading. This information was gotten based on the explanation of the teacher when the writer conducted observation in SMAN 9 KAB. Tangerang.

Therefore, to solve the problem the teacher needs to be more creative in teaching, the researcher tried to find out an appropriate strategy to develop student's Reading Comprehensionbetter that was through using Two Stay Two Stray Technique .

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Teaching Young Learners (New York: McGraw-Hill, 2005), 69 .

[3]Kamalia*Improving Reading ComprehensionUsing TheSurfey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy* (October 2016).

According to Kagan, "cooperative, interdependent educational experiences in our class rooms is necessary if we hope to make possible the democratic ideal of informed and equal participation . it's necessary if we hope to maintain traditional values, including respect, kindness, and the ability to enter the maintain positive social relations."[4] Kagan emphasize that cooperative is need to be done in the classroom because it will make students have samw roles and can help each other.

Agus suprijono pointed out that Two Stay Two Stray Thecnique is started by dividing student into group. After creating the group, the teacher gives them the task to discuss and find out the answer with their own group[5]

According to Lie Two Stay Two Stray techniques give the students chance to share their ideas, arguments and information to other groups.[6] In this technique, there are some activities that give a chance to students to discuss. Then, by using this technique, students help each other's. The high level and the low level of students will work together to achieve the purpose of their group.

Based on the background above, the researcher takes a title of the paper "Teaching Reading Comprehension Using Two

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[4] Spancer Kagan, *Kagan Cooperative Learning*, (San Clamente, CA : Kagan Publishing 2009), p.2.16

[5] AgusSuprijono, *Cooperative Learning: Teori&Aplikasi PAIKEM*, (Yogyakarta: PustakaPelajar, 2009), p. 77

[6] Lie, Anita. 2002. Cooperative Learning. Jakarta: Gramedia

Stay Two Stray".

B. Identifications of the Problem

There's a lot of teaching of Reading, Base on the background of the problem above the researcher identified several problems in teaching and learning of Reading Comprehensionsuch as

1. The teacher did not creative in teaching reading comprehension.

2. Students Reading Comprehensionwas low.

3. Students were lack of motivation in English learning.

4. Teacher did not use some technique for stimulate and motivate student learning .

5. Students feel bored in monotonous teaching and learning

6. Students need the new strategy, method or technique in English learning specific for Reading Comprehension

C. Statements of Problem

1. How is student's Reading Comprehensionof Eleventh Grade SMAN 9 Kabupaten Tangerang?

2. How is the application of Two Stay Two Stray Technique in teaching English Reading Comprehension of SMAN 9 Kabupaten Tangerang?

3. How effectiveness of using Two Stay Two Stray Technique in Teaching Reading Comprehension at SMAN 9 Kabupaten

Tangerang?

D. Objectives of the Research

Based on the statements of the problem above, the following lists are the objectives. The objectives of the study need to formulated in order to know the result of the study. The objevtives of the research are:

1. To Find out student's Reading Comprehension of Eleventh Grade SMAN 9 Kabupaten Tangerang.

2. To find out the application of Two Stay Two Stray Technique in Teaching Reading Comprehension of SMAN 9 Kabupaten Tangerang.

3. To find out the effectiveness of using Two Stay Two Stray Technique in Teaching Reading Comprehension of Elevent grade at SMAN 9 Kabupaten Tangerang.

E. Significance of the Research

The significance of the study is pointed out into two elements. Those are the theoretical significances and the practical significance.

1. Researcher

   a. It can be used as a reference method for the future.

   b. it can add insight for writer.

2. Teacher

a. It is used as an input for teacher in the teaching reading comprehension.

b. This method can be used in teaching and learning reading comprehension.

F. Previous of the Study

1. Naning Risti Hanifah the title of her paper is "The Reading Comprehensionof Report Text Of The Eleventh Grade Students of SMA Negeri 1 Mayongjepara In Academic Year 2013/2014 Taught By Using Two Stay Two Stray". Therefore, Reading was the focus of the research. The writer administered a research by applying a method named Two Stay Two Stray in the eleventh grade of SMA Negeri 1 Mayong Jepara. the problem of the research is there any significant difference between the Reading Comprehensionof report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 before and after being taught by using Two Stay Two Stray? This research is quasi-experiment. It is the experiment that is close to the real experiment. The population of this study is the eleventh grade students of SMA Negeri 1 MayongJepara. This school has seventh classes, three classes are science program, and four classes are social program. The total number of the students is 253 students. There is a significant difference between the Reading Comprehensionof report text of the eleventh grade

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

Stray. In the level significance 0.05 or 5% and degree freedom ((df) 32 showed that the data of t table (tt) is 2.04 and from t-test is found that t observation (t0) is 12.55. It means that t observation falls in the critical region, so the null hypothesis is rejected and the alternative hypothesis is accepted. The result of pretest is categorized as sufficient, which is the high score is 86.67 and the lowest score 40.

In the pretest score is found the Mean ($\bar{X}$) is 59.15 and Standard Deviation (SD) is 9.64. Meanwhile the result of posttest is categorized as good. The use of Two Stay Two Stray is effective to improve the Reading Comprehensionof report text of the eleventh grade students of SMA Negeri 1 MayongJepara in academic year 2013/2014. It is found the high score is 96.67 and the lowest score is 60. After the posttest is calculated, the Mean ($\bar{X}$) is 78.48 and Standard Deviation (SD) is 7.25.

2. Nur Fatoni the title of his paper is the influence of using two stay two stray in learning Reading Comprehensionof recount text A Quasi Experimental Research at Second Grade Students of SMP Dharma Karya UT Pondok Cabe Ilir, Pamulang, Tangerang Selatan, Banten

The objective of this study was to examine the effectiveness

of using Two Stay Two Stray (TSTS) technique on the students' Reading Comprehensionachievement of second grade. For this purpose the researcher selected the sample comprised 50 students studying at class VIII 1 and class VIII 2 of SMP Dharma Karya UT. Each class contained 25 students. Pre-test and post-test are given to both classes. Pre-test was given to see student's basic capability in reading before the treatment was conducted. Post-test will measure the effectiveness of the treatment towards students' reading achievement in a certain period. Experimental class was taught by using Two Stay Two Stray (TSTS) technique and the control class was taught by using Conventional Method that currently is used by the teacher (Grammar Translation Method). The data were collected from 20 test items which are tested to the students before and after treatment. T-test was applied to calculate the data and to test the hypothesis.

The research findings indicated that tobservation>ttable (23.80 > 2.407) which means that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be inferred that Two Stay Two Stray (TSTS) Technique has effectiveness in learning reading of recount text as shown by 23.80 value of t0 which was higher than 0 (zero). The t-observation (t0 = 23.80) which is higher than t-table (ttable =2.407) shows that the effectiveness of Two Stay Two Stray (TSTS) Technique is significant in learning reading recount text compared to the use of other technique

that currently used by the teacher on SMP Dharma Karya UT.

G. Organization of Writing

This paper divided into five chapters. Each chapter explains different matters in line with the topic that discussed:

Chapter one explains about introduction. This chapter the writer describes background of study, identification of problem, statement of the problem, objectives of the research, significance of study, previous studies, and organization of writing.

Chapter two explains about theoretical framework. It contains the parts of theory about definition of reading, purpose of reading, kinds of reading, skills of reading, the understanding of report text, language features of report text, the element of report text, generic structures of report text, the understanding of Two Stay Two Stray Method, The benefit of Two Stay Two Stray Method

Chapter three explains research methodology. It covers research design, place and time of the research, population and sample, instrumentation, technique of data collecting, technique of data analysis, statistical hypothesis..

Chapter IV is Research Findings has some contents; to use case study as method to collect the data based on observation, pre-test and post-test

Chapter V is conclusion which contains of conclusions

based on the result of the research and suggestions for further research.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Reading is one of essential ways in building our knowledge. Reading provides us with some activities to help us to comprehend the written expressions. Through reading we can get a lot of knowledge, information, or even problem solution. According to Jean Wallace Gillet, et al. "Building knowledge is the phase of reading and finding out."[7] So, reading can help us to get a lot of information to expand our knowledge. In addition, reading is one of tools in learning which is always involved in classroom activities.

Reading is the basic foundation on which the academic skills of individual are built. Before the writer discusses further about the definition of reading, it is also essential to know that reading is a complex skill. To master reading, the reader must have ability to recognize, analyze, and correlate the black marks in the paper into meaningful context. According to Broughton, et al, reading must be recognized that reading is a complex skill. First of these is the ability to recognize stylized shapes which are figures on a ground, curve, and line and dots in patterned relationships. Second of the skills involved in the complex is the

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[7]Jean Wallace Gillet, et al., *Understanding Reading Problem* (Boston: Pearson Education, Inc, 2012), p.171

ability to correlate the black marks on the paper – the pattern shapes – with language.

A third skill which is involved in the total skill of reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language.[8] The definition of reading is varieties. According to Jeremy Harmer, "Reading is an exercise dominated by the eyes and the brain. The eyes receive massages and the brain then has to work out the significances of these massages." [9]Meanwhile, Nunan states "Reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes."[10]

Sometimes, many people be able to read and pronounce the words correctly, but they do not understanding the text or material. As Flynn and Stainthrop state on his book —Accessing meaning is the rationale for reading. Reading result from an ability to decode the print and to comprehend the language that is thus unlocked.[11] It means reading is not simply done by pronouncing the words, but it also involves transmission process

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[8]G. Broughton, ChirstopherBrumfit, Roger Flavell, Peter Hill, Anita Pincass, *Teaching English as a Foreign Language Second Edition* (New York: Routledge, 2003), p. 89-90

[9]Jeremy Harmer, *The Practice of English Language Teaching (New Edition)*, (New York: Longman Publishing, 1994), p. 190

[10]David Nunan, *Designing Task for the Communicative Classroom,* (New York: CambridgeUniversity Press, 1999), p.33

[11]Naomi Flynn and Rhona Stainthrop, The Learning and Teaching of Reading and Writing,(London: Whurr Publishers Limited, 2006), p. 42.

of ideas of the author's mind to the reader's mind. What the author means should be understood well by the readers.

In addition, reading is one of communicative skills, is classified as a receptive skill. Looking up this term, people roughly assume that reading is a passive skill because all the work has been done by the writer that produces the text, and the reader has only to open his or her mind to let the meaning come in then the communication is achieved.

According to Blackowicz and Ogle, reading is a process where the reader gets the information from books, newspaper, manuals, advertisements, and so on.[12] Those are the medium that can be used to get the information. Moreillon stated that reading means understanding the text[13]. It can be inferred that when the readers read, they tried to get what the authors message from the text which they had written.

Grabe also said that reading means comprehension process that asked the reader to understand the information which the author is trying to deliver to his/her writing. From those explanations can be concluded that reading is an activity to understand the idea which the author tries to deliver in the writing.[14] Its mean after reading some information the reader

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[12]Camille Blachowicz and Donna Ogle, *Reading ComprehensionStrategies for Independent Learners*, 2 nd Ed., (New York: The Guilford Press, 2008), p. 15.

[13]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association, 2007), p. 10.

[14]William Grabe, *Reading in a Second Language Moving from Theory*

procesing in his brain add new knowledge and the output from reading can be writing product.

2. Purpose of Reading

In the real life, every time people read something, they read for a purpose. They read because they have a desire to do or a purpose to achieve. Many people used his time to read everyday in any kind of books, novels, articles, magazines, or newspapers. It's impossible to do if they don't have certain purpose why they read the books.

That phenomenon is similar with Aebersold and Field's statement that when people read, they read for a purpose. Purpose determines how they read a text. They may read a text quickly or slowly and skimming or scanning.[15] Everyone has their own purposes why they are reading. The reader usually read partly for the information in a text. But the reader also has attention to finish their reading rapidly by getting the information inside.

Based on the explanation above, it can be inferred that every people have different purposes when they read a text and their purposes define how they read a text. As similar with the opinion of Aebersold and Field which remark that "People vary

to Practice, (New York: Cambridge University Press, 2009), p. 14.

[15]Jo Ann Aebersold and Mary Lee Field, _From Reader to Reading Teacher_, (Cambridge:Cambridge University Press, 1997), p.15

reading behavior according to their purposes for reading." [16]

According to Grabe and Stoller the purpose of reading has seven main point, namely: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension.[17]

The explanation of those purposes as follows:

a. Reading to search for simple information and reading to skim

Most people argue that reading for simple information is a common reading purpose. For example, when people read newspaper, magazine, advertisement, or brochure, they only need simple information for what they will read.

When the readers want to search for simple information, they will engage in two skills; scanning or skimming. Scanning means when the readers try to locate specific information, they often do not even follow the linearity of the passage, and let their eyes wander over the text until they find what they are looking for.[18] While skimming is reading which is directly go through the reading material

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[16]Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge:Cambridge University Press, 1997), p.15

[17]William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (London: Longman, 2002), p.13

[18]Jeremy Harmer, *How to Teach Reading*, (Edinburg Gate: Pearson Education Limited,2007), p. 101

quickly in order to get the gist of it, to know how it's organized, or to get an purpose of the writer.

b. Reading to learn from texts

This purpose usually exists in academic or professional context in which a person needs to learn a considerable amount of information from a text. Nuttall infers that "People read because they want to get something from the writing."[19] When people read in academic context, they will requires to remember main ideas, recognize and built rhetorical frames and link the text with reader's knowledge base.

c. Reading to integrate information, write and critique texts

This step of reading requires critical evaluation of the information being read, so that the reader can decide what information to integrate and how to integrate it for the readers' goal. In addition, the reader requires the ability to compose, to select, and to critique information from a text.

d. Reading for General Comprehension

Reading for general comprehension is the most basic purpose for reading. It requires vary rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient

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[19]Christine Nuttall, *Teaching Reading Skills in a Foreign Language,* (Oxford: The Bath Press, 1996), p.3

coordination of many processes under very limited time constraints.

Additionally, Williams in McDonough and Shaw as quoted from Williams classify the reason of reading as follows:

1. getting general information from the text

2. getting specific information from a text

3. for pleasure or for interest.[20]

In real situation, the purposes of reading are varying. People have different attentions or purposes when they read. According to McDonough and Shaw as quoted from Rivers and Temperley explain some reasons why people want to read as follows:

a. To obtain information for some purpose or because we are curious about some topic.

b. To obtain instructions on how to perform some task for our work or daily life.

c. To keep in touch with friends by correspondence or to understand business letters.

d. To know when or where something will take place or what is available.

e. To know what is happening or has happened (as

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[20]Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide,* (Malden: Blackwell Publishing, 2003), p. 90

reported in newspapers, magazines, reports)

f. For enjoyment or excitement. [21]

Based on the purposes which have been mentioned above, the writer concludes that every time people read, they read for a purpose. The purposes of reading vary from one reader to another because every people have different needs. But the main point is when the reader wants to read, they want to get new information.

3. Kinds of Reading

a. Intensive Reading

Harmer describes intensive reading as reading that focus on the construction of reading text which takes place usually in classroom. It's is usually accompanied by study activities such as asking students reading, teasing out of details meaning, or looking at particular uses of grammar. [22]

Another statement comes from Nuttal who claims that "intensive reading involves approaching the text under the guidance of a teacher or a task which force the student to focus on the text." [23]

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[21]Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide,* (Malden: Blackwell Publishing, 2003), p. 90

[22]Jeremy Harmer, *How to Teach Reading*, (Edinburg Gate: Pearson Education Limited,2007) p. 99

[23]Christine Nuttall, *Teaching Reading Skills in a Foreign Language,* (Oxford: The Bath Press, 1996), p.38

From those definitions above, the writer assumes that intensive reading is reading which often used in the classroom to teach students to comprehend the text by giving them some study activities. The aim of intensive reading is to arrive an understanding, not only of what the text means, but how the meaning is produced.

a. Extensive Reading

The concept of extensive reading is different with intensive reading. Harmer explains extensive reading as reading which students do often (but not exclusively) away from the classroom such as reading novels, web pages, newspapers, or magazines. Extensive reading also should involve reading for pleasure.[24] Meanwhile, Nuttal assumes that in order to understand the whole book, the reader must not always understand the parts such as sentences, paragraphs, or chapters which are made up. But, the reader often understands a text adequately without grasping every part of it. [25]

Based on the explanation which has been mentioned above, the writer sum up that extensive reading gives opportunity to the reader to understand reading without reading every language feature of the text. But, it's more focus to the meaning of the text. It also allows the students to read a lot of texts and books in

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[24]Jeremy Harmer, *How to Teach Reading*, (Edinburg Gate: Pearson Education Limited,2007),., p. 99
[25]Christine Nuttall, *Teaching Reading Skills in a Foreign Language,* (Oxford: The Bath Press, 1996)p.38

order to get fluency in reading.

4. Reading Skills

In reading certain text, there are number of skills which can be done by the students; they are scanning, skimming, and reading fro detailed information.[26]

a. Scanning

This skill requires students to be able scan the text for particular bits of information they are looking for. It means the students don't have to read every word or line, but they directly go to find specific information they are looking for[27]. It's similar with Crawly and Merrit opinion which mentions that "scanning is reading or examining something very quickly to find specific information, such as the answer to a specific question. Students should not have to read every word on the page to locate the answer."

From those views, the writer assumes that scanning is the type of reading skill which directly focuses to specific information in the page which the readers are looking for by avoiding reading every word on the page. The reader does it very quickly to find what they need in order to get the information and to answer their question.

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[26]Jeremy Harmer, *How to Teach Reading*, (Edinburg Gate: Pearson Education Limited,2007), p. 100-101

[27]Sharon J. Crawly and King Merrit, *Remediating Reading Difficulties (Third Edition)*, (USA: The McGraw-Hill Companies, 2000), p.101

b. Skimming

The purpose of this skill is to get the general understanding of what the text is about. Skimming is done by running our eyes rapidly over a text. For example, when the students read a novel review, they only run their eyes over it to see what the novel is about and what the reviewer thought about the story. [28]

In addition, Crawly and Merrit explains that "skimming is reading rapidly and selectively, but purposefully, rather than carefully, to get an overview of what the material is about. During skimming, students identify main ideas and a few of supporting details. [29]

By those opinions, it can be said that skimming is the type of reading skill which focus to an overview of the text by running our eyes rapidly over the text. In this step, students are also more focus to find main ideas than supporting details.

c. Reading for Detailed Comprehension

This skill is very different with the skills mentioned above. Reading for detailed comprehension is more complex than two skills above. This skill required very rapid and

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[28]Jeremy Harmer, *How to Teach Reading*, (Edinburg Gate: Pearson Education Limited,2007)*.*, p. 101

[29]Sharon J. Crawly and King Merrit, *Remediating Reading Difficulties (Third Edition)*, (USA: The McGraw-Hill Companies, 2000), p. 101

automatic processing words, strong skills in forming a detailed meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains. [30]

So, the writer looks that reading for detailed comprehension needs fluency in reading because fluent reader can be automatically comprehend the text without giving them much thought. Fluent reader also will avoid difficulties which often occur to students such as longer texts under time constrain

5. Assessing of Reading Comprehension

Brown say, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[31]

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference,

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[30]William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (London: Longman, 2002*,* p. 14

[31]Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241

and vocabulary.[32]

1. Main Idea

   Segretto states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. Specific Information

   Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

3. Inference

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[32] Rima Priska Andriyani, "*Comparative Study Of Reading Comprehensionbetween Students With Introvert and Students with Extrovert*," (a script, Lampung University, 2016), p.14

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

4. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

5 . Vocabulary

According to Marchado a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

B. Two Stay Two Stray

1. Definition of Two Stay Two Stray

There are various method which can be applied by teacher in the class. In teaching reading, one of various techniques which can be applied by the teacher is cooperative learning. Olsen and Kagan in Kessler regarding is that "Cooperative Learning is a body of literature and research that has examined the effects of cooperation in education.

It offers ways to organize group work to enhance learning and increase academic achievement." [33]

According to Kagan, "Cooperative, interdependent educational experiences in our classrooms is necessary if we hope to make possible the democratic ideal of informed and equal participation. It's necessary if we hope to maintain traditional values, including respect, kindness, and the ability to enter and maintain positive social relations."[34] Kagan emphasizes that cooperative is need to be done in the classroom because it will make students have same roles and can help each other.

The point of cooperative learning technique is emphasizing to the students to have social interaction with all learners in a class by dividing into small groups. It creates the opportunity for students to help their group members to solve the problems.

It's similar with opinion of Johnson, Johnson and Holubec in Cayabyab and Jacob that "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning." [35]

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[33]Carolyn Kessler (editor), *Cooperative Language Learning.* (Englewood Cliffs:Prentice- Hall, inc., 1992), p. 1

[34]Spencer Kagan, *Kagan Cooperative Learning*, (San Clamente, CA: Kagan Publishing,2009), p.2.16

[35]Eleonor C. Cayabyab and George M. Jacobs, The ACELT

Cooperative learning has various techniques. One of them is Two Stay Two Stray (TSTS). Two Stay Two Stray (TSTS) technique is adapted from Spencer Kagan. This technique will bring students to active in learning process, because students will learn more though process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believed as being able to give chance to students to be involved in discussion. It also encourages critical thinking and is willing to take responsibility of their own learning by enhancing of their reading comprehension.

According to Lie Two stay two stray is a technique that gives the students chance to share their ideas, arguments and information to other groups. In this technique, there are some activities. Then, by using this technique, students help each others. The high level and the low level of students will work together to achieve the purpose of their group". [36]

Agus Suprijono pointed out that Two Stay Two Stray Teachnique is started by dividing students into a

Journal-Practical Papers on Teaching English Language and Literature in Philipines, *Making Small GroupsWork Via Cooperative Learnin,* Volume 3, No.2, 1999, p.28

[36]Anita Lie, *Cooperative Learning*, (Jakarta: GramediaWidiasarana Indonesia, 2002), p.60

group. After creating the group, the teacher gives them a task to discuss and find out the answers with their own group. [37]

This technique emphasizes interaction between students, every member of the group have same role and function to share their knowledge with the other group. Besides, students are also hoped have individual responsibility to help other students and they are motivated to understand material which is provided by the teacher.

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[37]AgusSuprijono, *Cooperative Learning: Teori&Aplikasi PAIKEM*, (Yogyakarta: PustakaPelajar, 2009), p. 77

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of this research is quantitative method. It is often about calculation and analysis of the numerical data. Meanwhile, the design used is a quasi-experimental design. According to David Nunan stated that "Experimental is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated."[38] Then the writer use quasi experimental method, in which the research give certain treatment to experimental class to find whether or not there are significant of difference of students' reading skill after being treated by using Two Stay Two Stray

The design is used to examine cause and effect of using two stay two stray method on students' Reading Comprehensionof report text. In this research, it compares experimental class (where two stay two stray method is applied in learning of report text class) and controlled class (where two stay two stray method is not applied in learning of report text class). The effectiveness can be seen by comparing improvement of students' score of experiment class and controlled class of post-test after they have been given

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[38]David Nunan, *Research Method in Language Learning* (Now York: Cambridge University Press, 1992, p. 230

treatments by the writer.

The design can be represented as follow:

Pre-test	Treatment	Post-Test
O1	III	O2

B. Place and Time of Research

This research was carried out at SMA 9 Negeri Kabupaten Tangerang, which located on   Jl. Pasar Baru No.1 Kronjo, Kabupaten Tangerang, Banten. The research was held for three months. It started from 15-22-Oktober 2018 of the year of study 2018/2019.

C. Population and Sample

1. Population

According to SuharsimiArikunto, a population is a set (or collection of all   processing one or more attributes of interest."[39] So the population is taken of whole subject or person in study to get required data. The population of this study is students of third grade of SMAN 9 KabupatenTangerang was 216 studentS from 5 classes (IPA 1, IPA 2, IPS 1, IPS 2, IPS 3)

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[39]SuharsimiArikunto, *ProsedurPenelitian*, (Jakarta: RinekaCipta. 2010, p. 173

2. Sample

The sample for this study was two classes. There are XI-IPA 1 and class XI-IPA 2 . Then the researcher manipulates the sample, XI-IPA 1 as controlled class and XI- IPA 2 as experiment class. The class XI-IPA 1 has its member for about 30 students and the class XI-IPA 2 has 30 students.

D. Instrumentation

The writer gave pre- test before the teaching process and gave post-test after the teaching process was done in five meetings for both clasess. The writer compared the achievement of pre-test to identify the effectiveness of using Two Stay Two Stray method and learning in teaching reading. To know the effect of the two methods applied, the test was used. It was made up of: Eighteen multiple choice (Pre-Test) and two Essay (Post-Test)

E. Technique of Data Collecting

In this research, the writer used the quantitative research approach, so the technique used to get the data which related to the teaching reading by the writer is doing some :

1. Pre-Test

The data were collected from pre-test and post-test. Before applying the Two Stay To Stray Modeling strategy in experimental class, the researcher gives the pre-test to

experiment and control class in the first meeting to know the initial students' reading comprehension.

2. Post-test

Both experiment and control class will face the post-test after giving the treatment for experimental class. It will be used to measure the effectiveness of Two Stay Two Stray modeling method toward students' reading comprehension.

F. Technique of Data Analysis

Classifying the students score into following criteria:

The mean score of the students was classified into four levels as follows[40]:

No	Classification	Range of score
1	Excellent to very good	84-100
2	Good to average	68-83
3	Fair to poor	51-67

[40] (Heaton, J. B: 1984)

4	Very poor	34-50

The some assessments criteria was used to classified the student's scores as follows:

a. Excellent to very good

The students who can arrange the text correctly and tell the story detail classified into excellent to very good level.

b. Good to average

The students who can arrange the text correctly but less detail in tells the story classified into good to average level.

c. Fair to poor

The samples are classified in this level are the students who arrange the reading material incorrectly and tell a little about the story on the text.

d. Very poor

The students who cannot arrange the reading material based on the correct form and can't tell the story of reading material were classified into very poor level.

The technique of analysis data in this research uses Test-t. According to Agus Sudijono Test-t is used for testing the null hypothesis of the mean differences of two samples.[41] Because the quasi experiment use pre-test and post-test then the writer uses this test to measure the final test between experiment

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[41]AnisSudijono, *PengantarStatistikPendidikan*. Jakarta: PT Raja Grafindo, 2014. P. 307

class and control class. The steps for statistic analyze that are :[42]

    a. Determining mean of variable X1 with formula :

$$M_1 = \frac{\sum X_1}{N_1}$$

    b. Determining mean of variable x2 with formula :

$$M_2 = \frac{\sum X_2}{2}$$

    c. Determining derivation score variable x1 with formula :

$$X_1 = X_{1-M_1}$$

    d. Determining derivation score variable x2 with formula :

$$X_2 = X_{2-M_2}$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :

$$t = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\dfrac{N_1 + N_2}{N_1 . N_2}\right)}}$$

Notes :

M_1 = Mean score of the experiment class

[42]AnisSudijono, *PengantarStatistikPendidikan*. P. 314

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of Freedom (df = N_1 + N_2 -2)

G. Statistical Hypothesis

The statistical hypothesis of the research can be seen as:

1. There is no effectiveness of using **(Ho)**.

Ho= μ1 = μ2

2. There is effectiveness of using Two Stay Two Stray Method in Teaching Reading Comprehensio of Report Text **(Ha)**.

Ha= μ1 ≠ μ2

Where:

Ho= Null hypothesis

Ha= Alternative hypothesis

μ1 = Students' pre-test achievement

μ2 = Students' post-test achievement

And then, the criteria used are as follows:

a. If t-test (to) > t-table (tt) in significant degree of 0.05, Ho (null hypothesis) is rejected. It means that the average score rates of the experimental group are higher than the controlled group. In other words, using Two Stay Two Stray modeling on students' reading achievement of report text is effective.

b. If t-test (to) < t-table (tt) in significant degree of 0.05, Ho (null hypothesis) is accepted. It means that the average score rates of the experimental group are same as or lower than the controlled group. In other words, using Two Stay Two Stray method on students' reading achievement of report text is not effective.

H. Research procedure

In general, the procedure of this research can be described as follows:

1. Provide pre-test of the experimental class and control class

2. Provide treatment to the experimental class using Two Stay Two Stray method control class without near Two Stay Two Stray method as follows :

a. Experimental class

1. Preparation

- Preparing the lesson plan

- Preparing the material

- Preparing the report text

2. Implementation

- Teacher explain the material

- Teacher give the example

- Teacher guide students to make group and give the text to discuss the report text

- The teacher ask to the students to make question and they have to answer

- The students present the answers to another group

b. Controlled class

1. preparation

- Preparing the lesson plan

- Preparing the material

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding The Data Analysis of Students' Reading Comprehension by Pre-Test and Post-Test

The finding of the result deals with the classification of the students'score on the pre-test and post-test in experimental.

Table 4.1

The students score of pre-test and post-tests experiment class

No	Initial Name	Score						
		Pre-Tes	MI	SI	IF	RF	VC	Pos-Test
1	AA	50	40	30	30	30	30	85
2	AHK	45	30	30	30	30	30	75
3	AZH	40	40	40	20	20	20	70
4	AKH	45	20	20	40	40	20	70
5	AAG	45	30	30	30	30	30	75
6	AS	50	40	40	40	30	20	85
7	AK	55	30	40	40	30	20	80
8	BA	55	40	30	30	30	20	75
9	DD	45	30	40	40	40	20	80
10	FA	60	40	40	40	30	20	80
11	FAS	50	30	30	30	30	20	70
12	FR	45	30	20	30	40	30	75
13	HJ	45	30	30	30	40	20	70
14	IR	40	40	40	40	30	20	85

15	IS	40	40	30	40	30	20	80
16	IM	45	30	30	30	30	30	75
17	KM	60	20	30	30	30	30	70
18	KL	50	30	30	30	40	20	75
19	LN	60	40	30	30	30	20	75
20	MK	50	30	20	40	30	30	75
21	MI	45	20	30	40	30	30	70
22	MA	50	40	40	30	30	20	80
23	NM	55	40	40	30	30	30	85
24	RH	60	30	30	40	40	30	85
25	SF	60	40	40	40	20	20	80
26	SWB	50	30	30	40	30	30	80
27	TA	55	40	40	30	20	20	75
28	TW	60	30	40	30	30	30	80
29	UN	60	40	40	30	30	30	85
30	ZA	60	30	40	40	20	20	75

To make it easier for the reader to see the difference of scores of pre-test and post-test, the data from the table above is converted into the graphic form.

The different Score of pre-test and post-test (experiment class)
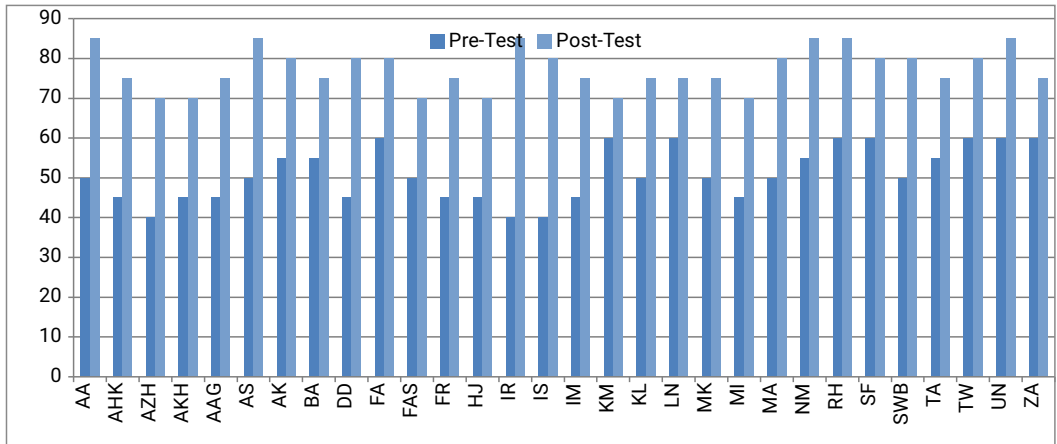
The graphic above tells us scores from 30 students in experimental class which the highest score in pre-test is 60 and the highest score in post-test is 90.While for the lowest score in pre-test is 40, while the lowest score in post-test is 60. Itimplies that there is an increasein students' reading skill after they are given a treatment using Two Stay Two Tray method.

Determining frequency distributionof pre-test s core (X_1) experiment class

40   40   40   45   45   45   45   45   45   45   50   50   50   50   50

50   50   55   55   55   55   55   60   60   60   60   60   60   60   60

Table 4.2

Frequency Distribution of pre-test experiment class

Score	F	X	X²	F(X²)
40	3	120	14400	43200
45	7	315	99225	694575
50	7	350	122500	540000
55	4	220	48400	193600
60	9	540	291600	2624400
	N = 30	$\sum X$ = 1545	$\sum X^2$ = 543625	$\sum F(X^2)$ = 4095775

Determining Mean of variable X_1 (Pre-test) using formula

$$MX_1 = \frac{\sum X_1}{N_1}$$

$$= \frac{1545}{30}$$

$$= 51,5$$

Then, the average score of pre-test in experimental class students is **51,5**

Determining frequency distribution of post-test score (X_2)

70 70 70 70 70 75 75 75 75 75 75 75 75 80 80

80 80 80 80 80 80 85 85 85 85 85 85 85 90 90

Table 4.3
Frequency Distribution of post-test experiment class

Score	F	X	X^2	$F(X^2)$
70	5	350	122500	612500
75	8	600	360000	2880000
80	8	640	409600	3276800
85	7	595	345025	2478175
90	2	180	32400	64800
	N = 30	$\sum X$ = 2365	$\sum X^2$ = 1278525	$\sum F(X^2)$ = 9312275

Determining Mean of variable X_2 (Post-test) using formula:

$$MX_2 = \frac{\sum X_2}{N_2}$$

$$= \frac{2365}{30}$$

$$= \textbf{78.83}$$

Then, the average score of post-test in experimental class students is **78.83**

After obtaining the average score of pre-test and post-test, the next step is determining the different score from pre-test and post-test using formula:

$$MX = MX_2 - MX_1$$

$$= 78.83 - 51.5$$

$$= \textbf{27.33}$$

It can be concluded that there is an increase of average score of 27.33 points in the experimental class after being given treatment using Two Stay Two Tray method.

Table 4.4

The students score of pre-test and post-tests control class

No	Initial Name	Score						
		Pre-test	MI	SI	IF	RF	VC	Pos-test
1	AD	40	30	40	30	20	20	70
2	AA	40	40	40	20	30	30	80
3	AS	45	30	40	40	30	20	80
4	AM	45	30	30	40	20	20	70
5	BS	40	30	30	30	20	30	70
6	CA	40	30	40	30	30	20	75
7	DD	50	30	30	40	20	20	70
8	EFL	55	40	30	30	20	20	70
9	EM	55	30	30	30	30	20	70
10	FA	60	40	40	20	30	20	75
11	FU	40	30	30	30	20	30	70
12	HI	40	20	20	40	40	20	70
13	KS	55	30	20	30	20	20	70
14	LM	55	40	20	40	20	30	75
15	LB	50	40	40	20	30	20	75
16	MK	55	40	20	40	20	20	70
17	MS	55	20	20	40	40	20	70
18	NA	60	40	40	30	20	20	75
19	NM	60	30	40	40	20	20	75
20	PW	55	40	40	20	20	30	75
21	PR	55	30	40	20	40	20	75

22	QA	40	30	20	30	40	30	75
23	RA	40	30	30	40	30	20	75
24	RM	45	40	40	20	30	20	75
25	RR	40	30	40	30	20	20	70
26	RS	50	40	30	30	20	20	70
27	SS	40	20	40	20	30	30	70
28	SD	55	40	20	20	40	20	70
29	TP	50	30	30	40	20	20	70
30	UM	40	40	30	30	20	30	75

To make it easier for the reader to see the difference of scores of pre-test and post-test, the data from the table above is converted into the graphic form.

Graphic 4.2

The Different Score of pre-test and post-test (control class)
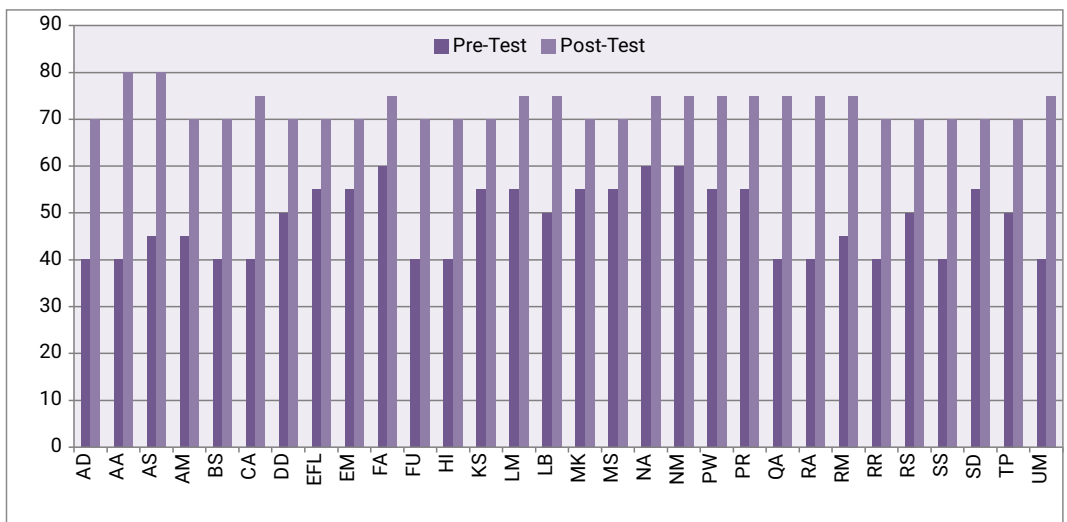
The graphic above tells us scores from 30 students in control class which the highest score in pre-test is 60 and the highest score in post-test is 80. While for the lowest score in pre-test is 40, while the lowest score in post-test is 70. It implies thatthere is alittle bit increasein students' reading skill after they are given a treatment without using Two stay two stray method.

Determining frequency distributionof pre-test s core (X_1)
control class

40 40 40 40 40 40 40 40 40 40 40 45 45 45 50

50 50 50 55 55 55 55 55 55 55 55 55 60 60 60

Table 4.5
Frequency Distribution of pre-test control class

Score	F	X	X^2	$F(X^2)$
40	11	440	193600	2129600
45	3	135	18225	54675
50	4	200	40000	160000

55	9	495	245025	2205225
60	3	180	32400	97200
	N = 30	$\sum X = 1450$	$\sum X^2 = 529250$	$\sum F(X^2) = 4646700$

Determining Mean of variable X_1 (Pre-test) using formula

$$MX_1 = \frac{\sum X_1}{N_1}$$

$$= \frac{1450}{30}$$

$$= \textbf{48.33}$$

Then, the average score of pre-test in experimental class students is **48.33**

Determining frequency distribution of post-test score (X_2) control class

70 70 70 70 70 70 70 70 70 70 70 70 70 70 70

70 75 75 75 75 75 75 75 75 75 75 75 75 80 80

Table 4.6

Frequency Distribution of post-test control class

Score	F	X	X²	F(X²)
70	16	1120	125440	20070400
75	12	900	810000	9720000
80	2	160	25600	51200
	N = 30	$\sum X$ = 2180	$\sum X^2$ = 2090000	$\sum F(X^2)$ = 11841600

Determining Mean of variable X_2 (Post-test) using formula:

$$MX_2 = \frac{\sum X_2}{N_2}$$

$$= \frac{2180}{30}$$

$$= 72.6$$

Then, the average score of post-test in experimental class students is **72.6**

After obtaining the average score of pre-test and post-test (control class), the next step is determining the different score

from pre-test and post-test using formula:

$$MX = MX_2 - MX_1$$

$$= 72.6\text{-}51.5$$

$$= \mathbf{21}.1$$

It can be concluded that there is a little increase of average score of 21.1 points in the control class without being given treatment using Two Stay Two Stray method.

To simplify the calculation using t-test formula, then all the obtained data are entered into t he table to find out the total number of results from the pre-test and post-test scores. If the result has been acquired it will be easy for researcher to determine the mean, standard deviation, and standard error that will be summed afterward using the t-test formula.

Table 4 .7
The calculation result of post-test at the experimental class (X_1) and the control class (X_2)

No	Post-test score		x_1	x_2	$x_1{}^2$	$x_2{}^2$
	X_1	X_2				
1	85	70	6.17	-2.6	38.06	-5.2
2	75	80	-3.83	7.4	-7.66	54.76

3	70	80	-8.83	7.4	-17.66	54.76
4	70	70	-8.83	-2.6	-17.66	-5.2
5	75	70	-3.83	-2.6	-7.66	-5.2
6	85	75	6.17	2.4	38.06	5.76
7	80	70	1.17	-2.6	1.36	-5.2
8	75	70	-3.83	-2.6	-7.66	-5.2
9	80	70	1.17	-2.6	1.36	-5.2
10	80	75	1.17	2.4	1.36	5.76
11	70	70	-8.83	-2.6	-17.66	-5.2
12	75	70	-3.83	-2.6	-7.66	-5.2
13	85	70	6.17	-2.6	38.06	-5.2
14	85	75	6.17	2.4	38.06	5.76
15	80	75	1.17	2.4	1.36	5.76
16	90	70	11.17	-2.6	124.7	-5.2
17	70	70	-8.83	-2.6	-17.66	-5.2
18	75	75	-3.83	2.4	-7.66	5.76
19	85	75	6.17	2.4	38.06	5.76
20	75	75	-3.83	2.4	-7.66	5.76
21	70	75	-8.83	2.4	-17.66	5.76
22	80	75	1.17	2.4	1.36	5.76
23	90	75	11.17	2.4	124.7	5.76
24	85	75	6.17	2.4	38.06	5.76
25	80	70	1.17	-2.6	1.36	-5.2
26	80	70	1.17	-2.6	1.36	-5.2
27	85	70	6.17	-2.6	38.06	-5.2
28	80	70	1.17	-2.6	1.36	-5.2

	X_1	X_2	x_1	x_2	x_1^2	x_2^2
29	85	70	6.17	-2.6	38.06	-5.2
30	75	75	-3.83	2.4	-7.66	5.76
	Σ2365	Σ2180			Σ422.84	Σ95.44

Note :

X_1 = Score of Post-test (Experimental Class)

X_2 = Score of Post-test (Control Class)

x_1 = X_1- M (Mean X_2)

x_2 = X_2 - M (Mean Y_2)

x_1^2 = The squared mark from x_1

x_2^2 = The squared mark from x_2

ΣX_1 = 2365, ΣX_2 = 2180, Σx_1^2=422.84, Σx_2^2 =95.44, N = 30

After all needed data are collected, all data are calculated using t-test formula which its steps as follow :

1. Determining mean of variable X_1 :

$$M_1 = \frac{\Sigma X_1}{N_1}$$

$$= \frac{2365}{30}$$

$$= \textbf{78.83}$$

2. Determining mean of variable X_2 :

$$M_2 \quad = \frac{\sum X_2}{N_2}$$

$$= \frac{2180}{30}$$

$$= \textbf{72.6}$$

3. Determining Deviation Standard of variable X_1 :

$$DS_1 \quad = \frac{\sqrt{\sum \mathbf{x_1}^2}}{N}$$

$$= \frac{\sqrt{422,84}}{20}$$

$$= \sqrt{14.66}$$

$$= \textbf{3.82}$$

4. Determining Deviation Standard of variable X_2 :

$$DS_2 \quad = \frac{\sqrt{\sum \mathbf{x_2}^2}}{N}$$

$$= \frac{\sqrt{95.44}}{30}$$

$$= \sqrt{3.18}$$

$$= \textbf{1.78}$$

5. After getting deviation standard, next we determine Error Standard (ES) derived from deviation standard of

variable X_1 and X_2

$$ES_{M_1} = \frac{DS_1}{\sqrt{N_{1-1}}} = \frac{3.82}{\sqrt{30-1}} = \frac{3.82}{29} = 0.13$$

$$ES_{M_2} = \frac{DS_2}{\sqrt{N_{2-1}}} = \frac{3.18}{\sqrt{30-1}} = \frac{3.18}{29} = 0.10$$

6. Determining the different of Error Standard of variable X_1 and X_2

$$ES_{M_1} - ES_{M_2} = \sqrt{ES_{M_{1^2}} + ES_{M_{2^2}}} = \sqrt{0.13^2 + 0.10^2}$$

$$= \sqrt{0.01 + 0.1} = \sqrt{0.2} = 0.141$$

7. Determining $t_\circ$ (t observation)

$$t_\circ = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}} =$$

$$\frac{78.83 - 72.6}{\sqrt{\left(\frac{422.84 + 95.44}{30 + 30 - 2}\right)\left(\frac{20 + 20}{20.\,20}\right)}}$$

$$= \frac{6.23}{\sqrt{\left(\dfrac{518.28}{58}\right)\left(\dfrac{40}{400}\right)}} =$$

$$\frac{6.23}{\sqrt{(8.93)(0.1)}} = \frac{6.23}{\sqrt{0.893}} = \frac{6.23}{0.994}$$

$$= 6.59$$

After all data is calculated using the t-test formula, then it is obtained the result that t_o (t observation) is **6.59**

8. Determining t_t (t table) at a significance level of 5% and 1%

Df $= (N_1 + N_2) - 2$

       $= (30 + 30) - 2$

       $= $ **58**

By df (degree of freedom) of 58, we consult with the mark table of "t", both at the 5% significance level and at the 1% significance level. So the obtained results are:

a. At significance 5%, t_t (t table) = **1.67**

b. At significance 1%, t_t (t table) = **2.39**

B. Testing of The Hypothesis

The data obtained from experimental class and control class are calculated with the assumption as follow :

If $t_0 > t_t$: the alternative hypothesis is accepted. It means there is significant effect of teaching reading using Two Tray Two Stray method than without using Two Tray Two Stray method. If $t_0 < t_t$: null hypothesis is rejected. It means there is no significant effect of teaching reading using Two Tray Two Stray method than without it.

From the result of calculation above, it is obtained that the mark of t_o (t observation) is **6,59** the degree of freedom (df) is **58**. t_t (t table) in the 5% significance level is **1.67** while t_t (t table) in the 1% significance level is **2.39**. Afterward the researcher compared the data with t_t (t table) both at the 5% significance level and at the 1% significance level. Therefore $t_o : t_t$ = 6,59 > 1.67 in the 5% significance level and $t_o : t_t$ = 6,59 > 2.39 in the 1% significance level.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is an effect of teaching reading using Two Tray Two Stray method.

C. Interpretation of The Data

Based on the results of the analysis above, it can be concluded that the use of Two Stay Two Tray Method method

can improve students' reading skills rather than not using Two Stay Two Tray Method in its learning process. It can be proved from the average score of post-test of students in the experimental class 78.83 is greater than the average score of pre-test of students in the same class 51.5. There is an increase of average score of 27.33 points in the experimental class after being given treatment using Two Stay Two Tray Method.

When Two Stay Two Tray Method is applied to students in the 11th grade IPA 2 (Experimental Class) SMAN 9 KAB. Tangerang in teaching reading, students become more motivated and active in the class because Two Stay Two Tray Method is one of cooperative learning strategies that emphasize the interactions among students

Different thing occurred when giving teaching reading to students at the 11th IPA 1 (Control Class) SMAN 9 KAB. Tangerang . Students in this class are taught without using TSTS method. So that, students feeling bored and the learning tend monotonous (less active) in teaching English.

From here it can concluded that the 11th IPA 2 SMAN 9 KAB. Tangerang have better achievement in basic language use aspect of Reading Comprehensionthan before and So teaching will become more interesting and fun

CHAPTER V
CLOSING

A. Conclusion

Based on the result of research conducted towards 60 samples (consist of 30 students in the experimental class and 30 students in the control class) about The Teaching Reading Comprehension using two stay two stray, then it can be concluded that :

1. The Reading Comprehensionability at the 11th IPA 1&2 Class SMAN 9 KAB. Tangerang in academic year 2018-2019 is still low before using two stay two stray method. the average score of pre-test in experimental class students is 51,5 than improved after treatment by using two stay two stray method the average score of post-test in experimental class students is 78.83 It can be concluded that there is an increase of average score of 27.33 points in the experimental class after being given treatment using Two Stay Two Tray method. In control class the average score of pre-test in experimental class students is 48.33 and the average score of post-test in experimental class students is 72.6, after obtaining the average score of pre-test and post-test.

2. Two stay two stray has significant role to improve Reading Comprehensionability at the 11th IPA 1&2 Class SMAN 9 KAB. Tangerang in academic year 2018-2019. It is proved by t $_{observation}$ After all data is calculated using the t-test formula, then it is obtained the result that t_o(t observation) is **6.59** which is higher than the t- table At significance 5%, t_t (t table) = 1.67, At significance 1%, t_t (t table) = 2.3

B. Suggestion

Base on the conclusions, the writer give suggestions as follow :

1. Two Stay Two Stray is one of technique that can be considered in Teaching English in other to help student's ability of Reading Comprehensionin classroom.

2. The teacher should be more highly motivated to practice Two Stay Two Stray Technique as one Technique in Teaching English

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMAN 9 KAB.   TANGERANG

Kelas/Semester   : XI IPA/1(**control class**)

Mata Pelajaran   : Bahasa Inggris

Topik   : Report Text

Pertemuan ke   : 1 (Pertama)

Alokasi waktu   : 1 Pertemuan (2 JP)

A. Kompetensi Inti

1. KI. 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetisi dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar   komunikasi International yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

1. Indikator Pencapaian Kompetisi

1.4 Menganalisis struktur teks dan unsur kebahasaan untuk

melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI

1.5 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

2. **TujuanPembelajaran**

   1. Siswa mampu mengidentifikasi teks report lisan dan tulis sederhana tentang tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

   2. Siswa mampu menjelaskan isi kandungan teks report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

3. **Materi Pembelajaran**

   Pengertian Report Text

   Report Text adalah sebuah teks yang menggambarkan atau menginformasikan sesuatu baik manusia, hewan, tumbuhan atau benda lainnya yang bersifat umum namun faktual.

   Fungsi dan tujuan report text

   Tujuan komunikatif Report text adalah untuk menggambarkan sifat umum tentang sesuatu secara apa adanya yang merupakan hasil observasi atau penelitian dan analisa secara sistematis. Intinya text Report berisi fakta-fakta sebuah objek yang bisa dibuktikan secara ilmiah.

   Generic Structure (Susunan Umum) Report Text

   General Clasification (Klasifikasi umum) : Pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya. menyatakan klasifikasi aspek umum hal: hewan, tempat umum, tanaman, manusia

dan lain-lain yang akan dibahas secara umum.

Description (keterangan) : adalah bagian yang biasanya membahas atau memberikan gambaran fenomena-fenomena yang terjadi; baik bagian-bagiannya, sifat-sifatnya, kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah. Bagian ini menggambarkan hal yang akan dibahas secara rinci: bagian per bagian, adat-istiadat atau perbuatan untuk makhluk hidup.

Ciri-ciri Kebahasaan (Language Features) Report Text

- *Judulnya akan terlihat umum, seperti "Plane" dan bukan " Garuda Air Ways".*
- *Menggunakan pola kalimat Simple Present Tense*
- *Menggunakan kata benda umum (general nouns)*
- *Menggunakan kata kerja yang saling berhubungan (relating verbs)*
- *Menjelaskan kelompok atau aspek umum, bukan individu secara khusus.*

4. **Metode pembelajaran**

PendekatanPembelajaran   : *ScientificApproach*

Model Pembelajaran   : *Discuss and Practice*

MetodePembelajaran   : ceramah

5. **Media danalatpembelajaran**

Media   : Poster

Alat   : Buku paket

Sumber belajar   : Buku Bahasa Inggris SMA kelas XI

6. **Langkah-Langkah Pembelajaran**

Fase	LangkahKegiatan	Waktu
	a. Menyiapkan peserta didik untu kmengikuti proses pembelajaran seperti salam, berdoa,	

	absensi, menyiapkan buku pelajaran;	
Kegiatan Pendahuluan	b. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Report text. c. Mereviewkembalipelajaranminggululudanmengaitkannyadenganmateri yang akandiajarkansaatini. d. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari. e. Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakater yang harus dicapai; dan m enyampaikan cakupan materi dan penjelasan uraian kegiatan tentang Report text terkait dengan kegiatansehari-hari.	5menit
Kegiatan Inti	**Mengamati** ● Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan ● Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual ● Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** ● Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. ● Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.	10 menit

	Mengeksplorasi	**15 menit**
	Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.	
	Mengasosiasi	
	• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.	**15 menit**
	• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.	
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok	
	Komunikasi	**15 menit**
	• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas	
	• Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual.	
	• Membuat learning journal dalam pembelajaran ini.	
	• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	

	Mengamati	**25 menit**
	• Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru	
	• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya	
	• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis	
	Mempertanyakan (questioning)	
	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu	
	Mengeksplorasi	
	• Siswa mencari beberapa text eksposisi analitis dari berbagai sumber.	
	• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu	
	• Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	
	• Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat	
	Mengasosiasi	
	• Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan	

	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.	
	Mengkomunikasikan	
	• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan	
	• Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	
	• Siswa mempresentasikannya di kelas	
	• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.	
	• Siswa membuat 'learning journal'	
Kegiatan Penutup	a. Memberikanumpanbalikterhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. How do you feel during the lesson? Is there anyone want to say something? b. Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	5 menit

7. Penilaian

    1. Teknikpenilaian
       Afektif   : Observasi

       Kognitif   : Menulis

Psikomotorik : Praktek

2. Instrumen penilaian (terlampir)
3. Pembelajaran Remedial akan dilaksanakan apabila nilai peserta didik tidak memenuhi KKM yang ada dan bisa dilaksanakan pad asaat KBM berlangsung atau bisa juga diluar jam pelajaran tergantung jumlahsiswa.
4. Pesertadidik yang telah mencapai diatas KKM, diberikan pengayaan dengan langkah sebagaiberikut: Pesertadidik yang mencapainilai KKM akan diberikan pengayaan sesuai dengan permasalahan untuk mencapai nilai KD (100).

Serang, 10 Oktober 2018

Disetujui oleh Guru Pamong   Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 9 KAB. TANGERANG

Kelas/Semester : XI IPA/2 (**Experiment Class**)

Mata Pelajaran : Bahasa Inggris

Topik : Report Text

Pertemuan ke : 1 (Pertama)

Alokasi waktu : 1 Pertemuan (2 JP)

C. Kompetensi Inti

KI. 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

D. Kompetisi dasar

2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

8. Indikator Pencapaian Kompetisi

8.4 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI

8.5 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

9. TujuanPembelajaran

3. Siswa mampu mengidentifikasi teks report lisan dan tulis sederhana tentang tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4. Siswa mampu menjelaskan isi kandungan teks report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

10. Materi Pembelajaran

Definition of report text
Report text it usually contains facts that can be proven scientificall.
Generic Structure of Report text
As descriptive text, Report text also has only two generic structures:
General Classification ; Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general

Description : tells what the phenomenon under

discussion ; in terms of parts, qualities, habits or behaviors.

The other says that the generic structure of Report Text are :
*General information
* Bundles of Specific Information

General information is the part that mentions general information from the written objects discussed. Then, the Bundles of specific information, is the descriptions of objects in detail.

Purpose of Report text

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

the purpose of report text is to convey information of observation through systematic analysis. The information described in the report text is usually general, whether natural or artificial like mammals, planets, rocks, plants, states, culture, transportation, and so forth.

In high school level books, it is mentioned that the purpose of report text are :

− To describe something in general.

− To presenting information about (something), as it is.

− To describe the way things are..

Language Feature of Report Text:

− Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;

− Use of relating verbs to describe features, eg Molecules are tiny particles;

− Some use of action verbs when describing behavior, eg Emus cannot fly;

– Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
– Use of technical terms, eg Isobars are lines drawn on a weather map;
– Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

Topik

Mendiskusikan tentang text report

Contoh report text :

Laptop

Laptop, often called a notebook, is a portable personal computer with a clamshell form factor, suitable for mobile use. Although originally there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, as of 2014, there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, and for personal multimedia.

A laptop combines the components, inputs, outputs and capabilities of a desktop computer, including the display screen, speakers, a keyboard, and pointing devices (such as a touchpad or trackpad) into a single unit. Most 2016-era laptops also have integrated webcams and built-in microphones. The device can be powered either from a rechargeable battery or by mains electricity from an AC adapter. Laptops are diverse devices and specialised kinds, such as rugged notebooks for use in construction or convertible computers, have been optimized for

specific uses. The hardware specifications, such as the processor speed and memory capacity significantly vary between different types, makes, and models.

11. Metode pembelajaran

PendekatanPembelajaran : *Scientific Approach*

Model Pembelajaran : *Discuss and Practice*

Metode Pembelajaran : Two Stay Two Stray

12. Media dan alat pembelajaran

Media : Lembar contoh text report

Alat : Buku paket

Sumber belajar : Buku Bahasa Inggris SMA kelas XI semester 1

13. Langkah-LangkahPembelajaran

Fase	LangkahKegiatan	Waktu
Kegiatan Pendahuluan	f. Menyiapkan peserta didik untu kmengikuti proses pembelajaran seperti salam, berdoa, absensi, menyiapkan buku pelajaran; g. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Report text. h. Mereviewkembalipelajaranminggulalu danmengaitkannyadenganmateri yang akandiajarkansaatini. i. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari. j. Menjelaskan tujuan pembelajaran,	5menit

	kompetensi, literasi, dan karakater yang harus dicapai; dan m enyampaikan cakupan materi dan penjelasan uraian kegiatan tentang Report text terkait dengan kegiatansehari-hari.		
Kegiatan Inti	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.	10 menit
	Mengeksplorasi • Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.	15 menit 15 menit

	• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.	
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok	15 menit
	Komunikasi	
	• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas	
	• Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual.	
	• Membuat learning journal dalam pembelajaran ini.	
	• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	
	Mengamati	25 menit
	• Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru	
	• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya	
	• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis	
	Mempertanyakan (questioning)	

	● Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu	
	Mengeksplorasi	
	● Siswa mencari beberapa text eksposisi analitis dari berbagai sumber.	
	● Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu	
	● Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	
	● Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat	
	Mengasosiasi	
	● Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan	
	● Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.	
	Mengkomunikasikan	
	● Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan	
	● Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	

	• Siswa mempresentasikannya di kelas	
	• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.	
	• Siswa membuat 'learning journal'	
Kegiatan Penutup	c. Memberikanumpanbalikterhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. How do you feel during the lesson? Is there anyone want to say something? d. Menyimpulkanapa yang dipelajarihariini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	**5 menit**

14. Penilaian

5. Teknikpenilaian
   Afektif   : Observasi

   Kognitif   : Menulis

   Psikomotorik   : Praktek

6. Instrumen penilaian (terlampir)
7. Pembelajaran Remedial akan dilaksanakan apabila nilai peserta didik tidak memenuhi KKM yang ada dan bisa dilaksanakan pad asaat KBM berlangsung atau bisa juga diluar jam pelajaran tergantung jumlahsiswa.
8. Pesertadidik yang telah mencapai diatas KKM, diberikan pengayaan dengan langkah sebagaiberikut: Pesertadidik yang mencapainilai KKM akan diberikan pengayaan sesuai dengan permasalahan untuk mencapai nilai KD (100)

Serang, 10 Oktober 2018

Disetujui oleh Guru Pamong   Peneliti

Samsuddin Nur Hidayat, S.Pd

                                         Hayati Nufus

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<center>Soal Pre - Test</center>

Text 1
Question for number 1-5

Giraffe

      Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

      Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

      Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

1. What kind of text above?
    a. Report text
    b. Descriptive text
    c. Narrative text
    d. Spoof
    e. News item

2. The text tells us about?
    a. Giraffe's reproduction
    b. The strange animals
    c. The highest animal
    d. Baby giraffe
    e. The heaviest animal

3. The unique characteristic of giraffe is?
    a. Two horns on its head
    b. Their long neck
    c. Brown spot
    d. Their food
    e. Their life

4. The second paragraph mainly discussed about?
    a. Giraffe's food
    b. Giraffe's characteristic
    c. Giraffe's life
    d. Giraffe's reproduction
    e. Giraffe's baby

5. The word "it" in third paragraph refers to?
    a. Neck
    b. Horn
    c. Baby giraffe
    d. Food
    e. Long period of pregnant

Text 2
Question for number 6-10

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria. Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as "magic bullet "because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial. Antibiotic has diverse types based on their effectiveness against

bacteria. There are antibiotics that target gram- negative or gram - positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

6. What is the best tittle for the text above?
   a. How antibiotic is work
   b. The invention of antibiotic
   c. Antibiotic
   d. Kinds of antibiotic
   e. Disinfectant

7. Which one is not true?
   a. Antibiotic is used to treat bacterial infections
   b. Antibiotic is not same with disinfectant
   c. Antibiotic kills instantly without injuring its sufferers
   d. Antibiotic is effective in handling infection caused by viruses
   e. All of statement is true

8. In terms of treatment, antibiotics dubbed as "magic bullet "…. (Paragraph2) The underline word close in meaning to….
   a. Work
   b. Seen
   c. Say
   d. Like
   e. Call

9. What is the purpose of the text above?
   a. To inform about antibiotic
   b. To describe about antibiotic
   c. To inform about disinfectant
   d. To describe about antibiotic
   e. To entertain the reader

10. What is the main idea of the second paragraph?

a. Antibiotic is a compound
b. Antibiotic is good for medication
c. Antibiotic is not good for fungi
d. Antibiotic kill without injuring its suffers
e. Antibiotic is magic bullet

Text 3
Question for 11-18

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long am and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

11. The text tells us about….
a.   the Elephant's peculiar feature
b.   useful servant
c.   strange looking animal
d.   an elephant
e.   elephant looks very clumsy.

12. The third paragraph is mainly about the fact that....
a.   elephants are strong
b.   elephants can lift logs
c.   elephants are servants
d.   elephant are very useful
e.   elephant must be trained
f.

13. The most distinguishing characteristic of an elephant is.....
a.   its clumsiness
b.   its thick legs
c.   its large body
d.   its long nose
e.   its large ears

14. Which of the following is NOT part of the elephant described in the first paragraph ?
a.   It looks strange
b.   It is heavy
c.   It is wild
d.   It has a trunk
e.   It has a small tail

15. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath (paragraph 2) The underlined word refers to….
a.   a shower bath
b.   elephant's body
c.   a shower
d.   water
e.   elephant's trunk

16. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT ....
    a.   to eat
    b.   to push
    c.   to drink
    d.   to carry things
    e.   to squirt water over the body.

17. "The trunk is the elephant's peculiar feature….(Paragraph2)
    The underline word close in meaning to ....
        a.   large
        b.   strange
        c.   tough
        d.   smooth
        e.   king

18. The text above is in the form of…
a.   Analytical Exposition
b.   Narrative
c.   Recount
d.   Report
e.   Spoof

Please read the text before answering question!

"KOMODO DRAGON"

Do you know what is the largest lizard? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian islands.

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg)

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the Komodo dragon's saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey, then follow it until the animal is too weak to carry on.

This lizard species is threatened by hunting, loss of prey species and habitat loss.

Question for the text :

1. In report text there is a structure that is divided into 2 parts, namely general classification and description. Please explain each section of the text!

2. What the main idea for this text?

3. Do you have experience of seeing "KOMODO DRAGON" directly? Please tell your experience!

4. Do you have the specific information about "KOMODO DRAGON"?

5. What the meaning of "powerful limbs" in the third paragraph?

Documentation

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