

## **CHAPTER II**

### **LITERATURE REVIEW**

The research variables that are used in this study are presented in this chapter as theories. It explains the theories of reading comprehension, Two Stay Two Stray especially for narrative text, Lecturing Method and previous study.

#### **A. Reading Comprehension**

In this section a few sub topics are explain. There are definition of reading comprehension, types of reading, kinds of reading, and purpose of reading comprehension

##### **1. Definition of Reading Comprehension**

Reading is an ability that individuals possess to acquire data and information Reading aims to make readers understand what they want to read, in fact reading and comprehension are something that is interconnected. Nunan, (2003), said that the ability to generate, interpret, and make connections between text messages and prior knowledge is known as comprehension. To understand a text, the ability is required.

According to Yurko(2022), reading comprehension is an ability to analyze literature, understand its meaning, and incorporate pre-existing knowledge. A reader's talents and capacity to understand information affect his or her capacity to comprehend a text. A person cognitive development to determines their reading comprehension, which is based on their ability to quickly and easily identify the words. Usually, people acquire knowledge through education and teaching.

Reading is one of the language skills that students need to develop according to Imran (2019). This showed that reading is a technique used

and performed by readers to learn something that has been given by the author in a written text. Jhonson (2008:03) describes reading as the act of using text to create meaning. In fact, reading for general comprehension actually requires a strong ability to present important ideas in general, a relatively fast and automatic word processing speed and the efficient coordination of several tasks under time limitations. One of the talents in English is the skill of understanding the information in a text and interpreting it accurately.

Thus, developing reading comprehension skills is important for junior high school kids. Reading comprehension, according to Sari et al. (2019), is the process of obtaining and building meaning simultaneously through involvement and interaction with written language. (Ning and Hornby, 2010) said that “Three elements have a positive and interactive impact on comprehension: the reader, the text, and the context in which the material can be read.” A reader must be educated about reading comprehension in order to succeed in reading comprehension. Questions regarding the main idea, details, and distractions that can be explained from the text are common reading comprehension inquiries.

## **2. The Types of Reading**

Reading has a crucial impact on how well students can be able to read. Moreover, reading comprehension is the one of main skills in reading. It allows readers to understand and get knowledge about the information contained in the reading material. The types of reading identified by Harmer (2007) are as follows:

### **1. Silent Reading**

In English language teaching, the ability to read silently is

very important. To improve students' reading ability, this reading should be used. A lot of information is obtained through silent reading. The material chosen by the student should be the basis for silent reading. The ability to read silently allows the students to do it without verbalizing or even moving their lips. As a result, they read more quickly, fluently and easily. This helps students understand and improve their vocabulary.

## 2. Skimming Reading

Skimming is a type of reading activity that focuses on getting a quick summary of the material. Students concentrate more on identifying key concepts in this type of learning rather than supporting details.

## 3. Reading for Detailed Comprehension

Reading comprehension is one of the reading skills. Readers who have this kind of comprehension ability are able to understand and learn about the information found in a reading text.

### **3. The Kinds of Reading Comprehension**

Reading has two types including intensive reading and extensive reading, according to Harmer (2007:99).

#### 1. Intensive Reading

A thorough analysis of the text is needed for intensive reading. Reading speed should be slow given that comprehension should be high. Short, detailed, precise, and correct information is extracted in the text. Detailed focus on reading construction that usually (but not always) takes place in

the classroom is referred to as intensive reading (Harmer, 2007:99). To continue learning activities, intensive reading is needed to be understood the meaning of the text, the text used in the reading, vocabulary and grammar in the text..

## 2. Extensive Reading

Although not always the case “extensive reading” refers to students reading outside of the class. They may read books, novels, magazines, newspapers, or other scientific papers. Moreover, this literature (novels, short stories, magazine articles, and newspaper articles) is usually of personal interest. Reading for pleasure should be part of extensive reading (Harmer,2007:99). Extensive reading gives the reader the opportunity to understand without having to pay attention to every language detail of the text, but the meaning of the text is underlined. In addition, it allows students to read a variety of texts and books to develop fluency.

Based on the discussion above, the researcher can conclude that types can make improve the readers comprehension. The reader can choose the type of reading that they will use according to the reader’s interest and ease of understanding the text.

## 3. The Purpose of Reading

In the real life situations have a many different purpose from the people to read a text. According to McDonough and Shaw site from Rivers and Temperley (2003) explain that what the purpose of the people to read a text there are :

- a. To find out information for a reason or because we have an interest in a topic.

- b. To get instructions on how to carry out a task for our daily lives or jobs.
- c. To read and comprehend business letters or communicate with friends.
- d. To be informed about upcoming events, locations, and resources.
- e. To be aware of recent or past happenings as reported in publications like newspapers and magazines.
- f. To have fun or be joyful.

Additionally based on Harmer (2001), suggest there is some purpose of reading :

1. To identify the topic The point of a written work can be easily understood by good readers. They are able to make an opinion by using the evidence they already have. This ability allows them to process the text more quickly.
2. To in order to predict In their attempts to understand what is being discussed in written material, readers may create assumptions. They sometimes predict the future, make predictions about what will happen, sometimes conclude the situation or draw conclusions based on their initial observations.
3. Reading for in-depth knowledge When reading carefully specified written instructions or processes, some readers read to completely understand what they are reading.
4. Reading that is focused on information readers sometimes need specifics in order to fully understand large amounts of

information. They reject all other textual information before the emergence of the chosen item, just focusing on focus when the particular thing in which they are interested appears. It's possible to call this method scanning.

5. Basic understanding after reading good readers are able to follow the flow of a conversation and understand the key points without getting stuck down in the specifics. It means that they don't always read the text in full and pay attention to every word. Skimming can be a term to describe this process.

Based on the description that was describe above, the researcher can conclude that the reading functions to obtain the new information. Menwhile, mostly from the people has a variuos of the purpose to read a text. Based on Haryati, H., (2021) suggested the main purpose of the reading is the reader will get a new information.

## **B. Two Stay Two Stray**

At this part dicuss some topic. Includes the definition, advantages and disadvantages of Two Stay Two Stray.

### **1. Definition of Two stay two stray**

There are various method which apply from the teacher for teaching reading ability. There is a some method can the teacher used to teach reading is cooperative learning. Olsen and Kagan in Kessler (2009) states that the impact of group work on learning has been examined in the literature and research on cooperative learning. This theory offers ideas for organizing group work to improve academic performance and enhance learning.

Cooperation is the act of working together to achieve a common goal, according to Johnson, Olaya, and Gonzalez, (2020). Individuals work together to achieve goals that benefit the group as a whole and themselves. The method by which learners work together in small groups to enhance each other's and the group's learning is known as cooperative learning. Cooperative learning is needed in the class because the students will have same roles and can help each other.

Meanwhile, cooperative learning has several techniques including Two Stay Two Stray. Spencer Kagan was the one who adopted Two Stay Two Stray method he said that as part of its learning activities, the Two Stay Two Stray (TSTS) cooperative learning approach includes group responsibility and team recognition of each member's progress. Because the activities of the students are given priority, grouping will be able to teach students to maintain their attention during the learning process. As a result, the Two Stay Two Stray (TSTS) cooperative learning approach gives groups the chance to share information outcomes with other groups by having two members of one group stay and two members of another group attend. In conclusion, the Two Stay Two Stray (TSTS) cooperative learning model gives groups the chance to share knowledge outcomes with other groups by having two members of one group stay and two members of another group come. Each group works together to ensure that the problem-solving procedure is carried out correctly in order to obtain the intended result.

According to Hariyati H,(2020) she said that two stay two stray strategy is one of the techniques that can be used to learn reading. Students can discuss through their small groups and share the results of their discussions with other groups. Thus, students can easily obtain information from others.

Nurul Ainain, Dahnilsyah,Syarfi (2019) they says that TSTS is a teaching approach in which students investigate for concepts and issues in groups before solving them together. Students are asked to share the material and findings from their topic with other groups as part of this method.

Additionally, Iqbal(2021) he said The “two stay, two stray” strategy is implemented to emphasize the function of the learner in the dialogue process. It is anticipated that using the two stay two stray strategy in learning activities will be successful in getting students to interact with others and collaborate and share ideas.

This technique emphasizes more on each student and other groups so that they can have the same role and function to share information with other groups. Besides that this technique can also encourage students to have a sense of caring for others if there are any group members who do not understand the material.

According to Lie (2007) consist of some steps from Two Stay Two stray as follow :

1. Students discuss in four-person groups.
2. Following their discussion, two group members go to present their findings to other groups, while the other two stay to welcome visitors from other groups.



3. After that, it is the duty of the two students who remain in the group to inform the visiting members of the other group of the outcomes of their discussion.
4. When they feel that there are no more ideas to discuss following their exchange of views and information, the visitors will excuse themselves, go back to their groups, and then return to their groups to present their results and go back to their group and report their findings there.
5. After that, they go back to their own groups and talk about the outcomes of their work.

### **1. Advantages and Disadvantages**

Each technique has advantages and disadvantages. The following are the advantages and disadvantages of two stay two stray according to Syarfi (2019) that he found:

- 1) The advantages of Two Stay Two Stray :
  - a. Two Stay Two Stray helps the teacher to increasing student reading motivation
  - b. The implementation of Two Stay Two Stray requires the students to participate in each step of the TSTS method, so they are directly involved in the teaching and learning process.
  - c. Two Stay Two Stray strategy also helps the teacher to deliver the material more effective and efficient.
  - d. When teaching students using the Two Stay Two Stray method, the learning process will be fun and not boring.

2) The disadvantages of Two Stay Two Stray :

- a. Takes a lot of time for discussion
- b. Teachers often find it difficult to maintain classroom management.
- c. Students often find it difficult to learn in groups

### **C. Lecturing Method**

In this section discuss some topic related to the lecturing method. Includes the definition, steps of the lecturing method, advantages and disadvantages of lecturing method.

#### **1. Definition of Lecturing Method**

The oldest approach to teaching is the lecture method. This approach is used by teachers at all levels of schooling. This approach is based on the idealism school of thought. This method is considered one of the most commonly used techniques today. Many educational institutions still use the lecture model, which is a conventional teaching method (Kaur,2011). The most popular mode of teaching in universities around the world is still the lecture in science, engineering and medical fields (Brown, 1987). It must be recognized that although the lecture technique, like any other method has limitations as a general-purpose approach, it can achieve a number of valuable educational goals.

The lecture method was criticized in those days. There were a number of instructors who questioned the effectiveness of lecture as a teaching method. Buguelski (1977) argued that the lecture model was not useful in teaching factual information. Some instructors suggested the use of teaching materials as an alternative to the lecture method.

Samuel Johnson said “people have a curious opinion that everything should be taught by lecture. But I cannot see that lectures can do as much good as reading the books from which they are taken”.

According to Mu’awanah(2011), suggest that the lecture method is a form of presenting learning materials through oral explanation and narration by the teacher to students about a topic of material. In the lecture the teacher can use aids/props such as pictures, maps, objects, artificial items and others. The role of students in the lecture method is to listen carefully and record the important points conveyed by the teacher.

The lecture method is one of the most widely used methods because it is cheap and easy to do, it allows a lot of material to be conveyed, there is an opportunity for the teacher to emphasize important parts, and the class arrangement can be done easily.

In the learning process at school, the purpose of the lecture method is to convey information material (concepts, notions, principles) that is large and broad. According to Abdul Majid (2009), specifically the lecture method aims to:

1. Creating a foundation for students' thinking through lecture products, namely written materials for students so that students can learn through written materials from lectures.
2. Presenting the outlines of the lesson content and the problems contained in the lesson content
3. Stimulate students to learn independently and foster curiosity through learning enrichment
4. Introducing new things and giving clear explanations.

5. As a first step for other methods in an effort to explain the procedures that students must take. The teacher's reason for using the lecture method must be justified.

## **2. Steps of The Lecturing Method**

In daily life at school, the lecture method is most popular among teachers. Before other methods are used to teach, the lecture method is the first to be used. The steps in implementing the lecture method according to Sagala (2007) are as follows:

- a. First explain the objectives to students with the intention that students know the direction of their activities in learning.
- b. Presenting the main material presented to students.
- c. Providing the students with the material they will learn by asking questions that attract their attention.
- d. Presenting the lesson systematically.
- e. Draw conclusions from all the subject matter that has been given.
- f. Providing opportunities for students to respond to the lesson material that has been given.

According to J.J Hisbuan and Mudjiono(2012), in they book Teaching and Learning Process, there are several steps to prepare an effective lecture model, including the following :

1. Formulate clear specific learning objectives
2. Arrange the lecture materials. Use hooks, which are materials that precede learning activities that are integrally related to the new material.

3. Delivery of materials: Short but clear explanations, use the blackboard if necessary to relate to other words. Give illustrations, give additional information, connect with other problems, give some short and concrete examples, look for as much feedback as possible during the lesson. seek as much feedback as possible during the lecture by asking questions.
4. Determine the appropriate assessment techniques and procedures to determine whether or not the specific objectives have been formulated.

### **3. Advantages and Disadvantages of The Lecturing Method**

The use of this method is very practical and efficient for providing teaching that has a lot of material and has many students. The lecture method is the most traditional way of teaching and has long been carried out in the history of education, therefore this method can be said to be a traditional teaching method because long ago this method was used as a means of teacher communication in conveying subject matter. as for the advantages and disadvantages in using the lecture method according to fadlian and Sihombing as follows.

#### **A. Advantages of using the Lecture Method :**

1. The teacher easily controls the class.
2. The teacher can explain a lot of subject matter, followed by many students, and easy to do.
3. Ttudents can focus more. With only one thing seen and heard it will increase focus on what is seen and heard.
4. The teacher can fully control the class.

## B. Disadvantages of using the Lecture Method :

1. The teacher is more active while the students are passive because the attention is only centered on the teacher.
2. Students seem to be required to follow everything that is conveyed by the teacher, even though some students are critical because the teacher is considered always right
3. Students will be more bored and feel sleepy, because in this method, only the teacher is active in the teaching and learning process, while the students only sit quietly listening to the explanations given by the teacher.

## D. Previous Study

The researcher has found some previous study related to this research. It can be a reference for researcher to help this research in terms of the effectiveness of Two Stay Two Stray method on Students' reading comprehension.

First research came from Haryati, H., (2021), which is entitled *Two Stay Strategy on the Students' Reading Comprehension: The Effectiveness and the Students' Perspectives* this research methodology was using independent T-Test. The object of the study are first-semester students of English department using sampling from 125 of population. Which is the researcher selected two classes one of the class consist of 60 students. Data collected through pre-test and post-test scores during the research process. The instrument of the research was an reading comprehension test and questionnaires. After giving the post-test the researcher also distributed the questionnaire to

find out the students perception after applying TSTS strategy by using SPSS to compute independent sample T-test.

This result of this research is one of the cooperative learning exercises that helps students improve their reading comprehension is the “Two Stay Two Stray” reading technique, which also develops the ability to share knowledge with peers and assume leadership roles in the group. Additionally, the TSTS approach improves the reading performance of the students to get better outcomes. In addition, the students positively respond to their perceptions by using the TSTS approach while they read; they identify the subject, define the topic, understand, and describe the ideas, Haryati,(2021). The similarity of this research and mine is that the both examine Two Stay Two Stray Two Stay method. And the different of this research is about the students’ perception when learned by using Two Stay Two Stray.

The other previous study was conducted by M.Syarfi (2019) entitled *the effect of Two Stay Two Stray strategy on reading comprehension ability of the second year students of SMAN 1 Kandis*. The aim of this research to find out wether or not there is a significant effect of using TSTS method on reading comprehension ability.The subject of this research is students of the XI IPA 1 chosen by cluster random sampling. The result of this study is a TSTS method is successful to help the students reading comprehension ability. The similarities of this research and mine are both usiing TSTS method of this research. And the different of this research is about recount text.

Another previous study was conducted by Asdar(2021) entitled “*Enhancing Students’ Reading Comprehension Through Two Stay*

*Two Stay (TSTS) Technique*". The aim of this study was examine to find out how the Two Stay Two Stay technique improved the students' comprehension. The population of this research are students of English Education Department. The data of this research was take one class as the research sample, consist of 35 students. The result of this research is Two Stay Two Stay technique was successful to reading comprehension. The similarities in this study are that they both use Two Stay Two Stay technique of this research. And the different in this study, the researchers used classroom action research.

And then the previous study was conducted by Titi Mulya and Yetti Zainil (2019) entitled "*using Two Stay Two Stay technique in teaching reading comprehension for junior high school students*". The aim of this research was examine to find out how to use Two Stay Two Stay technique in teaching reading comprehension. The population of this research are the students of junior high school. The results of this research is Two Stay Two Stay technique usefull to students reading comprehension at junior high school. The similarities of this research and mine are the both using Two Stay Two Stay technique. The different in this research, the researchers used descriptive text.

While by Mazida (2022) in her research with the title "*The effectiveness of Two Stay Two Stay technique on students speaking skill at SMPN 3 Ngronggot*" the aim of this research was to examine there is significant defference between the students' speaking skill that are taught using Two Stay Two Stay technique at seventh grade of SMPN 3 Ngronggot Nganjuk. The researchers using quantitative



approach by using quasi-experimental design. The population of this research was made up of 160 students in the seventh grade from SMPN 3 Ngronggot Nganjuk. The data collected from test and will be processed using T-test in SPSS 26. The results of this research the Two Stay Two Stray technique has successfully improved the speaking achievement of seventh grade students at SMPN 3 Ngronggot Nganjuk. This research and mine are similar in that we both use the same strategy that is Two Stray Two Stray method. And the different of this research, the researchers used speaking skill.