

**THE USE OF TWO STAY – TWO STRAY THROUGH MANGA ON THE
STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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ABSTRACT

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This study dealt with the use of two stay – two stay through manga on the student’s achievement in reading comprehension. This study was conducted at SMP Negeri 1 Gebang on Jalan Medan – Pangkalan Berandan Kecamatan Gebang Kabupaten Langkat eighth grade. The sample was taken by using random sampling technique. The number of sample were 34 students. The method of research applied classroom action research. It was applied to figure out the student’s activity during the use of two stay – two stray through manga on student’s in reading comprehension. The instruments of this research were observation sheet and a reading comprehension test which consisted of 10 questions. The researcher conducted two cycles in this research, there were three meetings in cycle 1 and 1 meeting in cycle 2. This research used quantitative and qualitative data. The quantitative data showed that the mean score in cycle 1 was 45.00, the mean score in cycle 2 was 86.76, the students who got score more than 70 in cycle 1 was 6 student and the percentage was 17.64%, the students who got score more than 70 in cycle 2 was 34 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students’ behaviour. Based on the results from quantitative and qualitative data proved that Two Stay – Two Stray Method improved the students achievement in reading comprehension.

Keywords: The use, Two stay-Two Stray, reading comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language plays an important role in international community. The language was not only used in communication but also used in transferring information. Considering that English is the language of international communication, the students have to master English well both in oral and written forms. The objective of teaching English is to develop English communicative competence in the four language skills namely; listening, speaking, reading, and writing.

Reading as one of the four language skills is an essential skill for the students at every level started from elementary school until university. In other words, by reading the reader will get something to improve his knowledge, information and pleasure, instruction to do something and also know what is happening and has happened, etc. As someone's knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading sources such as magazine, comic , novel, short story, scientific book, religious book, etc.

In reading comprehension, students should have ability to understand the text well. So, English teacher had better to prepare their students should be Competent in reading. In the reading a text, the students usually find some difficulties when they are learning about text, because in the text sometime more difficult to understand about meaning, vocabulary, and what the text is. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension.

One of various methods which can be applied in teaching reading is cooperative learning. Cooperative learning was not a new method in education, in fact there are a few teachers who used this method. This method is structured in learning that involves students working together to reach a common goal. Students are required to interact with all learners in a class. The point of this method is emphasizing to the students to have social interaction with all learners in a class by dividing into small group. It creates are the opportunity for students to help their group members to solve the problems.

There are many techniques in cooperative learning classes which can be applied in classroom activities. One of them is Two stay – two stray which is adapted from Istarani. This technique will bring students to active learning process, because students will learn more through 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 change to students to be involved in discussion. It also encourages critical thinking and is willing to take responsibility of their own by enhancing of their reading comprehension.

Manga is a Japanese style of print cartoon or graphic novel. Manga deals with narrative text because it tells about a story/ fiction, like an animal fiction, fairy tale, etc. Students usually have difficulties in reading narrative text. That's why the writer uses Manga that contain with picture and speech bubbles to help students in understanding the text. But not all Manga are good for children. A teacher must choose the suitable Manga for children selectively before. Choosing age-appropriate Manga books for the students can be done by look at the genre of Manga.

Base on the explanation above, this study attempts in investigate the teaching of reading to junior high school students by using Two Stay – Two Stray through manga. The use of Two Stay – Two Stray though manga in teaching reading is chosen because it can helping the students in reading comprehension.

B. Identification of the Problem

The problems of this study will be following.

1. The students were easily bored in reading narrative texts.
2. The students has low motivation to read.

3. The Students were still have difficulties in interpreting some important aspects in reading such as, finding main idea, deciding general structure of the text knowing the purpose of the text or specific language features of the text.

C. Scope and Limitation

Based on the identification of the problem stated above the scope was focused in reading comprehension and the limitation was reading narrative text with manga kodomo.

D. Formulation of the Problem

The problem of this study are there any improvement of the students achievement in reading comprehension by using two stay – two stray method through manga ?

E. The Objectives of the study

The objective of the research study is to find out whether there is improvement in the students achievement in reading comprehension by using two stay – two stray method through manga.

F. Significant of the study

The finding of this study were expected to be usefull for :

1. Theoretically

The researcher gotten knowledge about learning English by using two stay – two stray through manga ,for the researcher as information about the contribution of using manga in teaching reading could used to improve teaching English.

2. Practically

a. Teacher

The teacher should gave some motivation to students , in order the students can read the narrative text.

b. Students

The students would finded their ability in reading narrative text in manga with used two stay – two stray method.

c. Reseacher

Researcher was gotten some new experiences of this research. So the researcher can explore their ability by this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In connecting a research , theoris are needed to explain some context or they need to be theoretically explain. The concep will prevent possible misunderstanding between the writer and the reader in reading especially a narrative text. In order word, the following in considered to be important to discuss for clarifying the concept use for discuss so that the readers will get the point clearly.

1. Reading Comprehension

Reading is one of receptive in learning English, deals with how someone gets information from written text. According to Neil (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning. The goal of reading is comprehension. Reading as we know involves a number of cognitive processes. Reading is a communicative value and functions as an active skill as cognitive processes are working doing reading. The reader both read and tried to work on the information in the reading itself.

Reading with comprehension meant understanding what had been read. It was an active thinking process that depends not only on comprehension skills but also on the student s experience and prior knowledge.

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is the an interactive process. When reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text.

Hedgcock (2009: 210) stated that “reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes”. It meant that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The reader should comprehend the meaning what the writer meant. They also should read the line between the lines and beyond the lines. In other words, it is an active language ability which result of communication between reader and the writer, thereby the readers will be able to understand what the authors stated on their written.

In addition,“ reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text”. It could be said that in reading comprehension we did the process of conceptual knowledge. The reader needs to build their cognitive and conceptual knowledge during reading activity. The ability of reading comprehension among the readers were various. One might had high level of understanding the text and another might had the low one. Reading

comprehension abilities were quite complex and that they very numerous ways depending on tasks, motivation, goals, and language abilities (Grade and Stoller, 2002). They also argued that the large differences among the readers occur because of various ways of reading.

Based on the definition above, it was concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects process both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn, or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of written.

1.1. **The Purpose of Reading**

Like doing other activities, the reader also had some purposes in doing reading. There were numerous reasons in reading. Rivers and temporally (Nunan 2003) suggest there are seven main purpose of reading:

1. To obtain for some purpose or because we are curious about the topic.
2. To obtain an how to plat form some task for our work daily life (e.g. knowing how an appliance work).
3. To act in a play, play a game, do apuzzle.

4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when and where something will taken place or what is available.
6. To know what is happening or has happened (as reporter in newspaper, magazine, reports).
7. For enjoy and excitement.

1.2.Component of Reading Comprehension

As stated previously, reading comprehension is a complex process and multicomponent that involve many interactions between the reader and what the reader brings into the text (previous knowledge, strategy use). By this definition could be seen that component of reading comprehension include reader, text, the reader will use their previous knowledge and strategy to comprehend a text.

William (2009: 1998) explained that “in comprehending a text needs the ability to identify main idea in the text that involves the knowledge of basic grammar, effective comprehension strategies, and awareness of text structure and also a large of vocabulary knowledge base”.

1.3. Reading Comprehension Process

According to Hampton & Resnick (2008: 22) that there were two fundamental components of reading comprehension process developing a text base and building a mental model.

a. Developing a text base

Developing a text base meant the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it meant. The students must understand the meaning of the word, phrases, sentences and paragraph and link these ideas coherently. In this process, readers worked with the information and ideas presented by the text. When students were reading well, developing the text base was likely to be automatic, they might not even be aware they were doing it. It was clear that developing a text base was the network of the ideas that connects the meaning drawn from phrases, clauses and sentences into the larger ideas.

b. Building a mental model

Mental model is representation from the ideas in the text base that was developed by existing knowledge of the readers. In building a mental model, the readers tried to make meaning from the text. In this process, the readers built a word or create an image in their minds based of the situation that is described in the text.

They try to relate it into the prior knowledge, experiences and purposes they already have.

The movement between developing a text base and building a mental model was simultaneously done by the readers when they are process the text. Transfer and adjust their understanding in the act of reading. These were dynamic interplays in the reader s mind between the text base and the mental model. When reading the text, the reader s check accurately reflects what the text said and it was also match with reader s knowledge base. Shortly, the thinking process of developing a text base and building a mental model interact and depend on each other.

1.4.Types of Reading

Brown (2003: 189) describes that the types of reading. In the case of reading, variety of performance is derived more from the multiplicity of types of the text than from the variety of overt types of performance. Nevertheless, several types of reading are very identify as follows:

a. **Perceptive**

Perceptive reading tasks involve attending to the components of larger streches of discourse: letters, words, punctuation and other graphemic symbol. Bottom-up processing is apply.

b. Selective

In other to know one s reading recognition of lexical, grammatical, or discourse feature of language within a very short story, selective reading is apply.

c. Interactive

Include among interactive reading are streches of language of several paragrap to one page or more in which the reader mist, psycholinguistic sense, interect with the text. That is, reading is process of negotiating meaning, the reader brings the text a set of schemats for understanding it and in take is the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reportd, short stories and books.

1.5.The Basic Skills of Reading

Mc Neil (1992) defines the basic skills of reading as follows:

1) Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would help the reader to retell the meaning of it,Stress intonation are under this part.

2) Structural System

Structural system is the parts of a word that forms unit of meaning or second. The unit may be parts of an inflectional ending, a compound word, a prefix, suffix, and syllable.

3) Vocabulary

Vocabulary is a list of words in a reader can find words to express the meaning. In other words recognition vocabulary is much larger than production vocabulary.

4) Comprehension

Comprehension is the combination of knowledge in structure and vocabulary in which situation the language is use.

1.6. **The Reading Activities**

Teacher should divide the reading into their interrelate stages, those are: pre-reading, while-reading, and post-reading.

a. Pre-reading Activities

The purpose of the activities are:

1. To introduce and amouse interest in the topic.
2. To motivate learners by giving a reason for reading.
3. To provide some language preparation for the text.

Pre-reading as an aspect of comprehension instruction, involves preparing students for what they are about to read. Pre-reading includes: drawing out or providing prior knowledge about content and process, motivating students and teaching important vocabulary. Some pre-reading answer simply consist of question to students which are require to find the answer from the text. Some various types of activity may be develop.

b. While-reading Activities

The aim of these activities is to help learners to develop their reading skills so that they can be effective and independent readers. By implication students should be flexible in their ways of reading which are appropriate to give the text. In these level students interact with the text by helping of their relevant background knowledge such as interaction will help students:

- 1) To understand the writer's purpose.
- 2) To understand the text structure.
- 3) To classify the content.

Furthermore, the activities in this phase of reading should be gradually develop from a global understanding of the text and to smaller unit such as paragraph, sentence and word.

c. Post-reading Activities

The aims of these activities are:

- 1) To measure how far the students understand about the reading text in the while reading .
- 2) To investigate and measure how far the students ability to extend their knowledge. In this case, the teacher will probably organize some kind of follow up students's task relate to the text give.

1.7.Indicators of Reading Comprehension

Another important thing that should be exist in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measurehow far the students comprehend about the passage. Through the indicators the teachers can assess whether the students have understood about the text or not. If the students can achieve the all indicators, it means that the students can understand the text well.

Some general indicators in reading comprehension process as follows:

1. Finding idea from particular paragraph from text provided.
2. Answering “WH” questions about main idea from particular paragraph from text provided.
3. Answering some questions through specific information from text provided.

4. Deciding the meaning of word based on word form.
5. Completing sentence by using specific word from text.
6. Answering “WH” questions by using particular information.
7. Finding synonym of particular word in the text.
8. Finding antonym of particular word in the text.
9. Finding meaning of particular word in the text.
10. Finding unstated and stated information from some choices.
11. Making conclusion of the text.

1.8.Principles of Teaching Reading Comprehension

Teaching reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In teaching reading comprehension, there are some principles from some experts.

There are some principles of teaching reading, they were as follow: first, reading is not passive skill. Second, the students need to be engaged with what they are reading. Third, the students should be encouraged to respond to the content of a reading text not just to the language. Fourth, prediction is major factor in reading. Fifth, match the task to the topic. Last, good teachers exploit reading texts to the full. It could be concluded that the principles of teaching reading are very important to be success in teaching reading. It is caused reading is a process of sound out word or sentences. The teacher asks students to

read some sources, because teaching reading needed practice to observe students progress in understanding the text. For example, teacher gave exercises and ask students to read the text, then the teacher lead students to make inferences after they read the text. It is purpose to observe students comprehension about the text.

2. Two Stay – Two Stray

Method TwoStay - TwoStray learning by this method begins with the division of groups, After the group is formed the teacher distributes the task in the form of problems that they should discuss the answer.

After the group discussion was completed, two people from each group left the group to meet with the other group. Group members who are not assigned as guests have the obligation of receiving guests from a group. Their job is to present the work of the group to the guest. Two people serving as guests are required to visit all groups. If they have completed their duties, they return to their respective groups.

After returning to the group of origin, both learners on duty as well as those on duty to receive guests match and discuss the work they have endured. Provide an opportunity for the group to share results and information with other groups.

2.1. The Steps in Two Stay – Two Stray

The following are steps in using Two Stay Two Stray for teaching reading comprehension are quoted from Istarani (2001: 201) there are some steps of TSTS:

- a. Learners work together in group of 4 (four) peoples.
- b. After complete, two peoples each became guests of the other two groups.
- c. Two people who live in the group are in charge of sharing their work and information about them.
- d. The Guests excused themselves and back to their own group and reported their findings from other groups.
- e. The groups match and discuss the results of their work.

There is an expectation that everyone in the group will be able to answer the question following the discussion.

2.2.The Advantages Of Two Stay – Two Stray are :

Every technique of teaching learning has advantage and disadvantage Two Stay – Two Stray also has both of them, according Istarani (2001, 202), The advantages of TSTS are :

- a. Cooperation in groups as well as outside groups in teaching and learning process.

- b. The ability of the students to provide information to their other friends outside the group and vice versa when students return to their respective groups.
- c. The ability of students to integrate ideas and ideas to the material that is discussed in the group or when deliver it to students who are outside the group.
- d. The courage of students in delivering teaching materials to their friends.
- e. Train students to share mainly the knowledge that can be in the group.
- f. Learning will not be boring because students always interact in groups or outside the group.
- g. To train students' independence in learning.

2.3.The Disadvantages of Two Stay – Two Stray are :

The disadvantage of TSTS are :

- a. Can invite commotion when students are visiting another group.
- b. Students who are less active will have difficulty following this learning process.
- c. Less deep learning, because it is entirely granted to students without any prior material explanation.
- d. Models like these are sometimes less effective use of time.

3. Definition Of Manga

According to Allen (2003 : 674),Manga or japanese comics constitute the most popular kind of reading materials in japan,manga are Japanese comic books (as opposed to anime, which are Japanese cartoons). Much like anime, manga has a very specific drawing style: Just like Western comics, manga can be about anything from historical, fantasy, to superheroes. So though manga does have a very unique style to it, manga isn't really a genre as much as it is a format. Just like there are tons of different genres within comics, there are just as many genres of manga.

3.1.Type of Manga

Shonen

Shonenis include as the adventure stories which is the aimed for the boys up to around age 18. There are many shonen titles and series some of the most globally popular are “Dragonball” and “Dragonbal Z”,which were launched in 1980s and follow by adventure of the young warrior ,Goku,which are maked by the fast-paced actions,the unusual heroes and villains,and some times there are some juvenile male – oriented humors.Other popular shonen is “Naruto” that its appearance will be creative by Mangaka,Masashi Kishimoto on 1999.



One of the scenes from Naruto

Shojo

Shojo manga is aimed for the adolescent girl and often more romance and the character development that the type of actions typically of Shonen manga. However, many shojo characters are involved in the adventures too. Popular shojo titles are “Sailor Moon” and “Cardcaptor Sakura” which are their sub-categories of shojo, known as “magical girl”.

Kodomo

Kodomo manga is aimed for the young children and often has an educational angle. The character learn about the science and history, for example, while following the adventures of the main characters. One of the most enduring kodomo characters is Doraemon, a robotic cat from 22nd century who travels to present-day of Japan and helps Nobita, a fourth-grade boy who struggles with his schoolworks and all aspects of childhood that has been presented on TVRI since 1989 until now on RCTI.



Doujinshi

Doujinshi is a fan – created manga, usually based on existing and the popular series of Manga. This kind of fan action is often published by online and shared among manga fans. Doujinshi involves the humorous adult – audiences.

Naruto and Doraemon are some famous anime (manga on popular animation from that have been published on television programs and formed in cartoon filming form) which are still presented on Indonesia television program until now. Also Naruto And Doraemon are still published in the long series to fill their fans anxieties. It shows that Indonesian people still put their attentions or predilection on these Japanese cultures. Furthermore, Manga cannot only be bought in the bookstore, but also can be read on online website, such as *Mangafox.com*.

Manga artists or “Mangaka” use the realistic cartoonish iconographics for expressing the emotions and other internal character statements. When it comes to its appearance, Mangaka’s artwork shows that the character almost always have the large eyes, small mouths, diverse physiques, and they also usually have the abnormal hair styles and colors. However, the character emotion and facial expressions are perfectly illustrated by a unique style in iconographics. This style is assisted in crafting the special artistic convention that help in shaping the identity of Manga.



Manga Iconographics

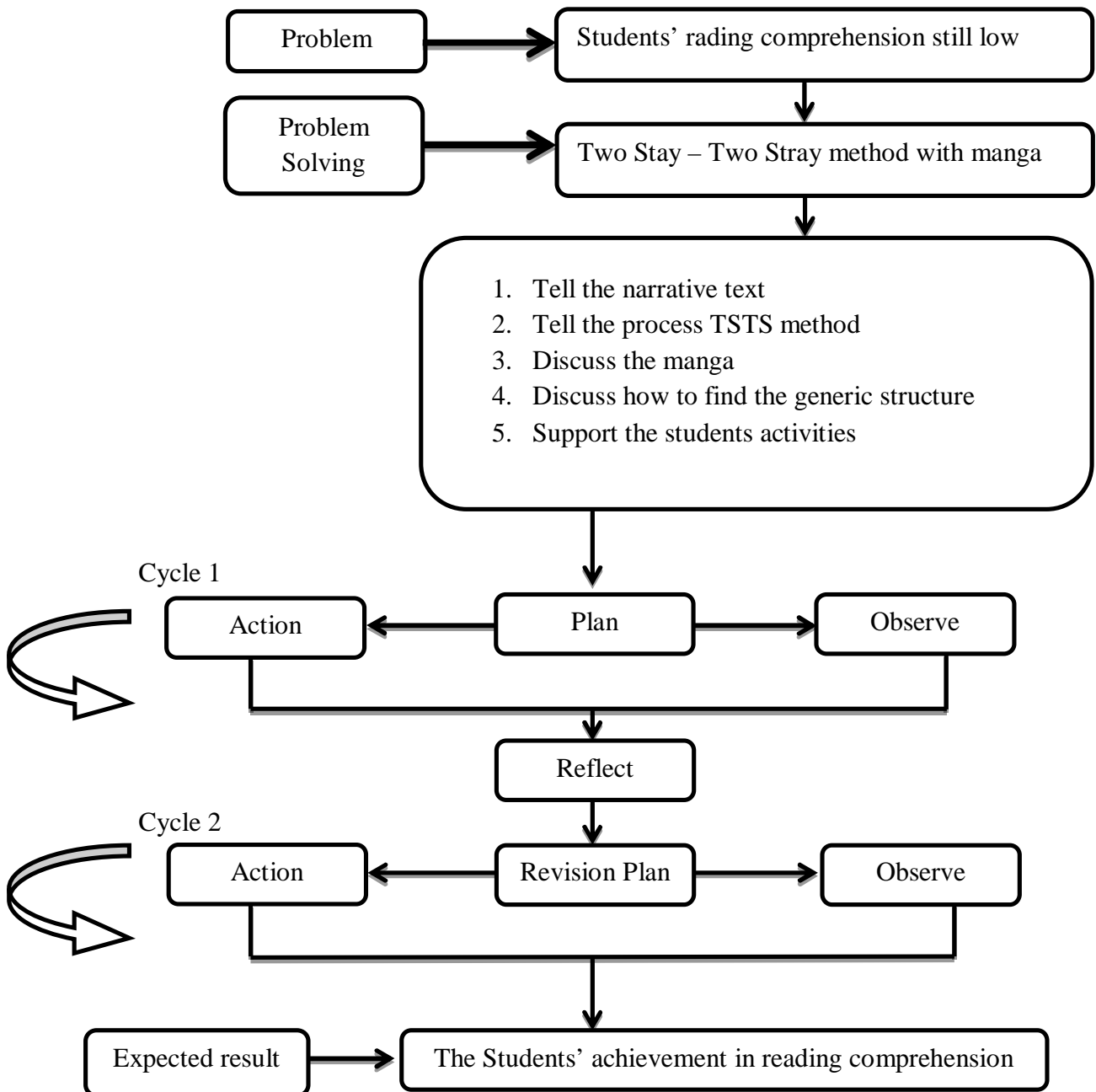
Manga characters usually show over exaggerated emotions. That is the reason why manga very different and unique from their other visual stories. When the character cry, they usually pour out in the buckets. When they laugh, their faces seem engulfed by the sizes of their mouths and their eyes become slits. Angry character will have a popping vein, rosy cheeks and steam rolling from around its body. Sometimes, when a character gets playful, the cat mouths, tails, whiskers and paws grow. Most of these expressions are accompanied with the impressionistic backgrounds which are suitable for them.

4. The Reasons Why We use Manga

1. The story that can make us add insight about other cultures, the story that can make know the knowledge about experience.
2. Reading manga with two stay - two stray models can make it easier for students to find a generic structure on the story.
3. A student will prefer to read with many books with animation, therefore manga can help students in improving the ability to read, because in the mangathere are many an interesting storyline.

5. Conceptual Framework

The conceptual framework can be seen in the following figure.



The problem of this research is the low of students' reading comprehension. The students found difficulties to comprehend the text. The researcher used Two Stay – Two Stray Method to solve this problem. Two Stay – Two Stray can help the students difficulties in reading comprehension.

The manga support the method to make the students more easy to find the purpose from the text. The researcher started to tell the narrative text, and tell the process two stay – two stray method with manga, and after that the researcher give the narrative text to the students. The researcher asked the students to read a narrative text, the story depended on students' level. After reading the text, the researcher asked the students what the purpose from the text. The researcher control the discussion. Then, the students answer the questions related the text. Last, the researcher evaluated the student's success through assessing increases in achievement. Two stay – two stray method conducted in cycle 1 and cycle 2. This method is expected can help students' reading comprehension of narrative texts.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of Research

1. Location And Time

This research was conducted at SMP N 1 Gebang which is located at jalan Medan – Pangkalan Berandan Kecamatan Gebang Kabupaten Langkat Sumatera Utara. The reason for choosing this school because based on the researcher's interview with the English teacher , it was found that the students' achievement in reading was still low. The researcher was focused on the eighth grade students of SMP Negeri 1 Gebang at academic year 2017 / 2018.

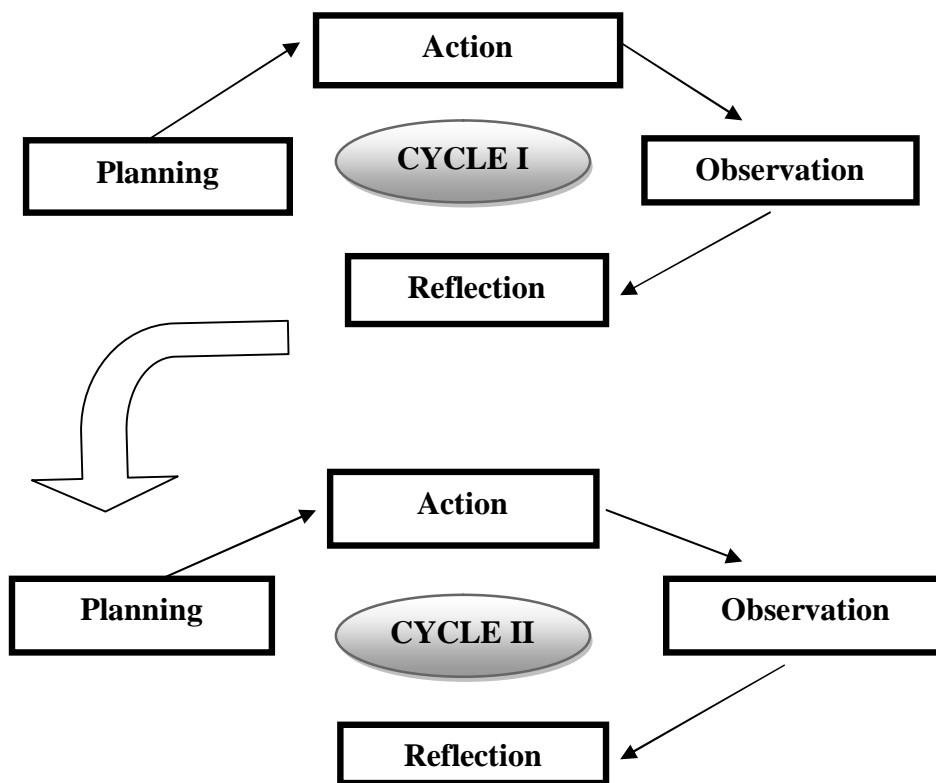
B. Subject of the Research

The subject of this research are in the eighth grade of SMP Negeri 1 Gebang. Based on the Random sampling technique the researcher took VIII – C students which consist 34 students as the subject of the research.

C. The Research Design

The class of this research was devided the Classroom Action Research (CAR) procedure used in this research was Kemmis and Mc Taggart. Informs that the principle concept of CAR according to both of those experts consists of four stages there are four steps to do classroom action research. They are planning, acting, observing, and reflecting.

Figure 3.2
The Procedure of Classroom Action Research (CAR)
 (Kemmis, Mc.Taggart 1988)



1. Cycle 1

a. Planning

The activities in the planning were:

1. Making the lesson plan about Narrative Text.
2. Designing the steps in using Two Stay – Two Stray.
3. Preparing the material, Narrative Text.
4. Preparing teaching aids, that is Manga Kodomo.
5. Preparing a test, that is reading test.

b. Action**Teacher's activity:**

1. The teacher opened the class by greeting the students.
2. The teacher asked what topic they will learned, that is Narrative Text.
3. The teacher told the students about the advantages of learning Narrative Text.
4. The teacher introduced the Manga Kodomo in learning Narrative Text.
5. The teacher asked the students opinion about Narrative Text.
6. The teacher gave the definition of Narrative Text.
7. The teacher showed the text of Narrative Text with its generic structure.
8. The teacher explained about the Narrative Text.
9. The teacher gave the question based on the text to students.
10. The teacher asked the student's answer by reading base on the result in their team, and gave the score
11. The teacher and students made the conclusion based on the material.
12. The teacher ended the class by closing

Students' activity:

1. The students answered greeting from their teacher as response to the teacher.
2. The students answered what topic they learned.
3. The students listened about the advantages of learning Narrative Text.
4. The student listened the explanation the Manga in learning Narrative Text.
5. The students gave their opinion about Narrative Text.
6. The students listened the definition Narrative Text from teacher.

7. The students saw and keep attention for the Narrative Text with its generic structure.
8. The students listened to the teacher in explaining the Narrative Text.
9. The students answered the question based on the text that given by the teacher.
10. The students wrote their answer on the paper and saw the correct answer that given by the teacher.
11. The student and teacher made the conclusion based on the material.
12. The students answered the closing from their teacher as response to the teacher.

c. Observation

Observation was done to collect data namely, teacher and students activity attitude during teaching learning process. In this section the researcher did conduct the formal observation. The researcher was an observer for English teacher and the students of the class that consisted of 34 students.

d. Reflection

Reflection is a feedback process from the action that is done. Reflection was used to help teacher to make decision. The teacher and researcher analyzed all recording information learning process by using a test with Manga.

2. Cycle 2

The researcher did conduct cycle 2, if the result in cycle 1 is still need improvement. In cycle 2 also had four stages; they were planning, action, observation, and reflection. Every weakness in cycle 1 was revised in cycle 2.

D. Instrument of the Research

This research used two instruments. They were test and observation sheet

1. Test

To get the data the researcher gave the reading comprehension test, especially in Narrative text. The research was give the text with the Manga Kodomo and the students read the text. The test is multiple choice and essay consist of 10 question.

2. Observation Sheet

Observation sheet was used to observe all activities happen during the teaching learning process by using two stay – two stray method. The activities were included teacher and student's activities.

E. Technique of Collecting the Data

Collecting the data was done by test and observation sheets of the students. Observation was used to observe the quality of teaching learning process based on the instrument of observation, and test was done to know the quality of learning result.

F. Technique of Analyzing Data

Quantitative data was used in this study. It was used to analyze the students' score. The quantitative data was analyzed by using formula as follow :

$$\bar{x} = \frac{\sum x}{N} \text{ (Arikunto, 2013)}$$

Where :

\bar{x} : The mean of the students' score

$\sum x$: The total score of the students

N : Number of the students

Next, to categories the number of the students who passed the test successfully, the researcher will applied the following formula :

$$P = \frac{R}{T} \times 100 \% \text{ (Arikunto , 2013)}$$

Cycle 1 :

$$P1 = \frac{R}{T} \times 100 \%$$

Cycle 2 :

$$P2 = \frac{R}{T} \times 100 \%$$

Where :

P : The percentage of those who getting score

R : The number of the students getting score

T : The total number of the students

P1 : The percentage of the students who get point 70 to 100 in cycle 1

P2 : The percentage of the students who get point 70 to 100 in cycle 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data and qualitative data. Quantitative data was got from the students' score in a reading comprehension test of Narrative text and qualitative data was got from the observation sheet. This research was conducted in one class exactly. It consisted of 34 students. It was accomplished in two cycles have four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycles. Cycle 1 was conducted three meetings and cycle 2 was conducted one meeting.

1. Quantitative Data

The quantitative data was taken from the students' score in a reading comprehension test of Narrative Text.

Qestion Number	Indicator of Reading Comprehension in questions test in Cycle 1
1.	Answering the question through moral from the text .
2.	Answering the question with find the mainly in last paragraph from the text .
3.	Answering the question through specific information from text
4.	Finding synonym of particular word in the text.
5.	Finding Antonim of particular word in the text.
6.	Finding the true or fals statement based on the text.
7.	Finding the true or fals statement based on the text.
8.	Finding the true or fals statement based on the text.
9.	Finding the true or fals statement based on the text.
10.	Finding the true or fals statement based on the text.

The correct answer of questions was given 10 point and incorrect answer was given 0 point, so the highest score was 100 point. In this research, the researcher divided the score of the students based on the indicator of reading comprehension and the researcher showed the comparison of the students' score of the hard and easy questions based on the indicator of reading comprehension from the students answered of multiple choice test. There were two cycles in this research, they were cycle 1 and cycle 2.

1.1. Cycle 1

There were 3 meetings in cycle 1. In the first meeting in cycle 1, the researcher explained about Narrative Text about fabel without giving a test. In the second meeting in cycle 1, the researcher explained about Narrative Text about fabel and gave test. The items of questions test in this research have indicators of reading comprehension can be seen by the table below:

Table 4.1
The Students' score in test Cycle 1

No.	Students' Initial	Questions										Score
		Cycle 1										
		1	2	3	4	5	6	7	8	9	10	
1.	AP	×	×	×	√	×	√	√	√	√	×	50
2.	AT	√	×	×	√	×	×	×	√	√	√	50
3.	AD	×	×	√	×	√	×	×	√	√	×	40
4.	AS	×	×	×	×	√	√	√	×	×	×	30
5.	CR	×	×	×	√	×	√	√	√	√	×	50
6.	Ch	×	×	×	×	√	√	√	√	√	×	50
7.	DBP	×	×	√	×	×	×	×	×	×	√	20
8.	DS	×	×	×	√	×	×	×	√	√	√	40
9.	DW	×	√	×	×	×	√	×	√	√	√	50
10.	DSW	√	×	√	×	×	√	√	√	×	×	50

11.	HBB	×	×	√	×	√	√	√	√	×	×	50
12.	HA	√	×	×	×	×	√	√	√	×	×	40
13.	IP	√	×	×	×	√	√	×	√	√	√	60
14.	IL	×	×	×	×	×	√	√	×	√	×	30
15.	JDS	√	×	×	×	×	√	×	×	×	√	30
16.	JS	√	×	√	×	×	√	×	×	√	×	40
17.	LH	√	√	×	√	√	√	√	×	×	×	60
18.	LA	√	√	×	√	√	√	√	√	×	×	70
19.	MN	√	√	√	√	×	√	√	√	√	×	80
20.	MD	×	×	×	×	√	√	√	×	×	×	30
21.	NI	√	×	×	√	√	√	√	√	√	×	70
22.	NFR	√	×	×	×	×	√	√	√	√	×	50
23.	NY	×	×	×	×	×	√	√	√	√	×	40
24.	PJL	√	×	×	×	×	×	√	×	√	×	30
25.	RD	×	×	×	√	×	×	×	√	√	√	40
26.	RT	√	×	×	×	×	√	×	×	√	×	30
27.	RR	×	×	×	×	×	×	×	√	√	√	30
28.	RA	×	×	×	×	√	√	×	×	×	√	30
29.	RW	×	×	×	×	√	√	×	×	×	×	20
30.	SM	√	×	×	√	√	√	√	√	√	×	70
31.	SN	×	×	×	×	√	√	×	√	×	√	40
32.	TARS	×	×	×	×	×	√	×	×	√	×	20
33.	WD	√	×	×	√	√	√	√	√	√	×	70
34.	ZFS	√	×	×	√	√	√	√	√	√	×	70
$\sum \mathbf{x} =$		16	4	6	12	15	27	19	22	22	10	1530
\mathbf{x}												45.00

From the table of cycle 1, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N} \times 100$$

Where:

X : The mean of the students

$\sum x$: The total score

N : The total number of students

In the test of cycle 1, the total score of the students were 1530 and the number of the students were 34, so the mean was:

$$X = \frac{1530}{34} \times 100\% = 45.00$$

To categorize the number of master students in the research on cycle 1 the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

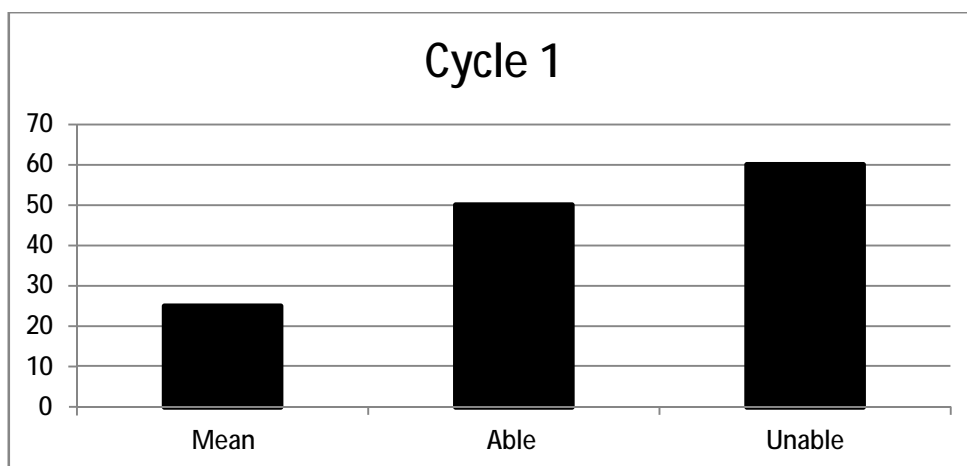
P = the percentage of students getting score ≥ 70

R = the number of the students who get the point ≥ 70

T = the total number of the students who did the test

The percentage that the points up to 70 in cycle 1 was 6 students, it could be seen as follow:

$$P1 = \frac{6}{34} \times 100\% = 17.64$$



1.2. Cycle 2

There was one meeting in cycle 2. In the third meeting in cycle 1, the researcher explained about Narrative Text about fabel without giving a test. In the first meeting in cycle 2, the researcher explained about Narrative Text about fabel and gave test, the items of question test in this research have indicators of reading comprehension can be seen by the table below:

Question Number	Indicator of Reading Comprehension in questions test in Cycle 2
1.	Answering some questions through specific information from text
2.	Answering some questions through specific information from text
3.	Finding synonym of particular word in the text.
4.	Answering some questions through specific information from text
5.	Answering some questions through specific information from text
6.	Finding the true or fals statement based on the text.
7.	Finding the true or fals statement based on the text.
8.	Finding the true or fals statement based on the text.
9.	Finding the true or fals statement based on the text.
10.	Finding the true or fals statement based on the text.

There ware the students' score in Cycle 2 in test reading comprehension of Narrative text about fabel with manga, it could be seen on table 4.2

Table 4.2
The Students' Score of Questions Test in Cycle 2

No.	Students' Initial	Questions										Score
		Cycle 2										
		1	2	3	4	5	6	7	8	9	10	
1.	AP	√	√	×	√	√	√	√	√	√	√	90
2.	AT	√	√	×	√	√	√	√	√	√	√	90
3.	AD	√	√	√	√	×	√	√	√	√	√	90
4.	AS	√	√	×	√	×	√	√	√	√	√	80
5.	CR	√	√	√	√	×	√	√	√	√	√	90
6.	Ch	√	√	√	×	×	√	√	√	√	√	80

7.	DBP	√	√	√	√	×	√	√	√	√	√	90
8.	DS	√	√	√	×	√	√	√	√	√	√	90
9.	DW	√	√	×	√	√	√	√	√	√	√	90
10.	DSW	√	√	×	√	√	√	√	√	√	√	90
11.	HBB	√	√	×	×	√	√	√	√	√	√	80
12.	HA	√	√	×	√	√	√	√	√	√	√	90
13.	IP	√	√	×	√	√	√	√	√	√	√	90
14.	IL	√	√	×	√	√	√	√	√	√	√	90
15.	JDS	√	√	×	√	√	√	√	√	√	√	90
16.	JS	√	√	×	√	√	√	√	√	√	×	80
17.	LH	√	√	√	√	√	√	√	√	×	×	80
18.	LA	√	√	√	√	×	√	√	√	√	√	90
19.	MN	√	√	√	×	√	√	√	√	√	√	90
20.	MD	√	√	×	√	√	√	√	√	√	√	90
21.	NI	√	√	√	√	×	√	√	√	√	√	90
22.	NFR	√	√	√	√	√	√	×	√	√	√	90
23.	NY	√	√	√	√	×	√	√	√	√	√	90
24.	PJL	√	√	×	√	√	√	√	√	√	√	90
25.	RD	√	√	×	√	×	√	√	√	√	√	80
26.	RT	√	√	×	×	√	√	√	√	√	√	80
27.	RR	√	√	×	√	√	×	√	√	√	√	80
28.	RA	√	√	×	√	×	√	√	√	√	√	80
29.	RW	√	√	×	√	×	√	√	√	√	√	80
30.	SM	√	√	√	√	√	×	√	√	√	√	90
31.	SN	√	√	√	×	√	√	√	√	√	√	90
32.	TARS	√	√	×	√	√	√	×	√	√	√	80
33.	WD	√	√	×	√	√	√	√	√	√	√	90
34.	ZFS	√	√	√	√	×	√	√	√	√	√	90
$\sum X =$		34	34	14	28	22	32	32	34	33	32	2950
X =												86.76

From the table of cycle 2, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N} \times 100$$

Where :

X : The mean of the students

Σx : The total score

N : The total number of students

In the test of cycle 2, the total score of the students were 2950 and the number of the students were 34, so the mean was:

$$X = \frac{2950}{34} \times 100\% = 86.76$$

To categorize the number of master students in the research on cycle 2 the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students getting score ≥ 7

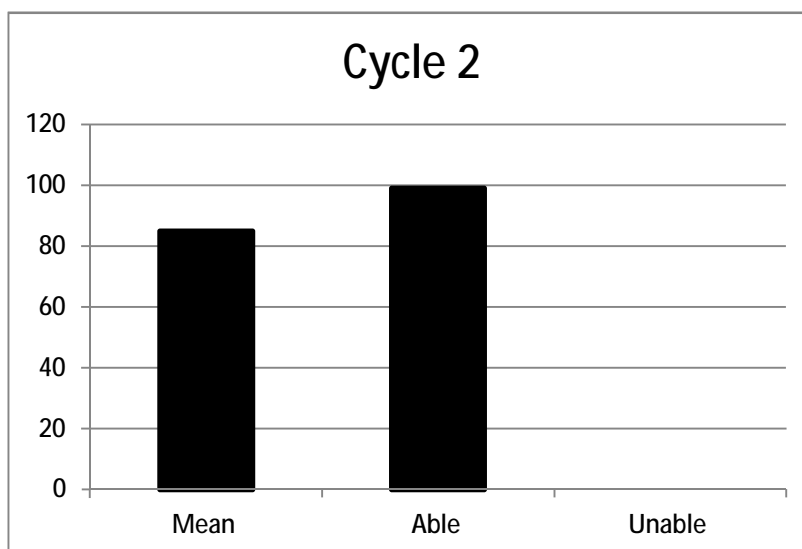
R = the number of the students who get the point ≥ 70

T = the total number of the students who did the test

The percentage that the points up to 70 in cycle 2 was 34 students, it could be seen as follow:

$$P2 = \frac{34}{34} \times 100\% = 100\%$$

In the cycle 2 was 100% of students got ≥ 70 score. It could be concluded that Two stay – two stray method with manga can helped the students achievement in reading comprehension. Students' score in cycle 2 it is showed on chart below:



The table and chart above showed that the students who were able 34 students or 100% and the students who were unable 0 student or 0%. From the data above, it could be concluded that students score in cycle 2 had progression. The progression of students' score in cycle 1 and cycle 2 could be seen from the table 4.3 below:

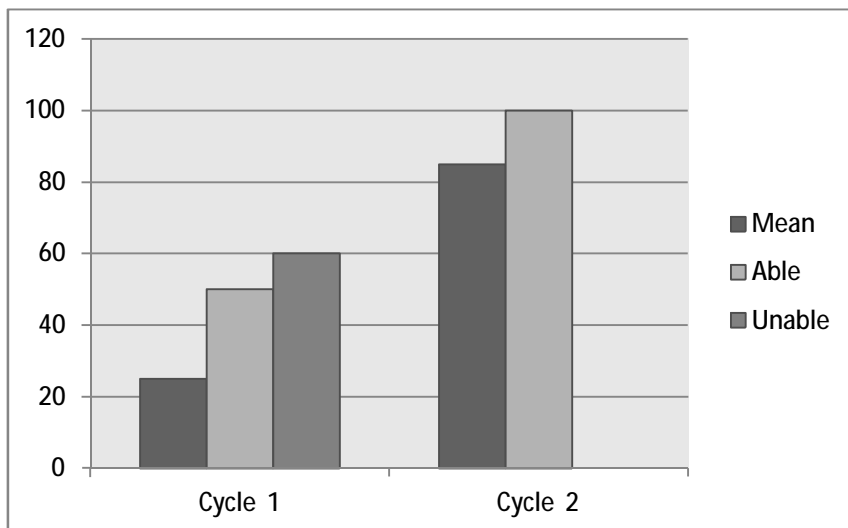
Table 4.3
The improvement of Students' Score in Cycle 1 and Cycle 2

No.	Students' initial	The Students' Score in Cycle 1	The Students' Score in Cycle 2
1.	AP	50	90
2.	AT	50	90
3.	AD	40	90
4.	AS	30	80
5.	CR	50	90
6.	Ch	50	80
7.	DBP	20	90

8.	DS	40	90
9.	DW	50	90
10.	DSW	50	90
11.	HBB	50	80
12.	HA	40	90
13.	IP	60	90
14.	IL	30	90
15.	JDS	30	90
16.	JS	40	80
17.	LH	60	80
18.	LA	70	90
19.	MN	80	90
20.	MD	30	90
21.	NI	70	90
22.	NFR	50	90
23.	NY	40	90
24.	PJL	30	90
25.	RD	40	80
26.	RT	30	80
27.	RR	30	80
28.	RA	30	80
29.	RW	20	80
30.	SM	70	90
31.	SN	40	90
32.	TARS	20	80
33.	WD	70	90
34.	ZFS	70	90
$\sum X$		1530	2950
X		45.00	86.76

Based on the result of cycle 1 and cycle 2 that have done by the researcher, so there were improvement that seen during teaching and learning process, the improvement could be seen by the chart 4.3 below :

Chart 4.3
The Improvement of Students' Score in Cycle 1 and Cycle 2



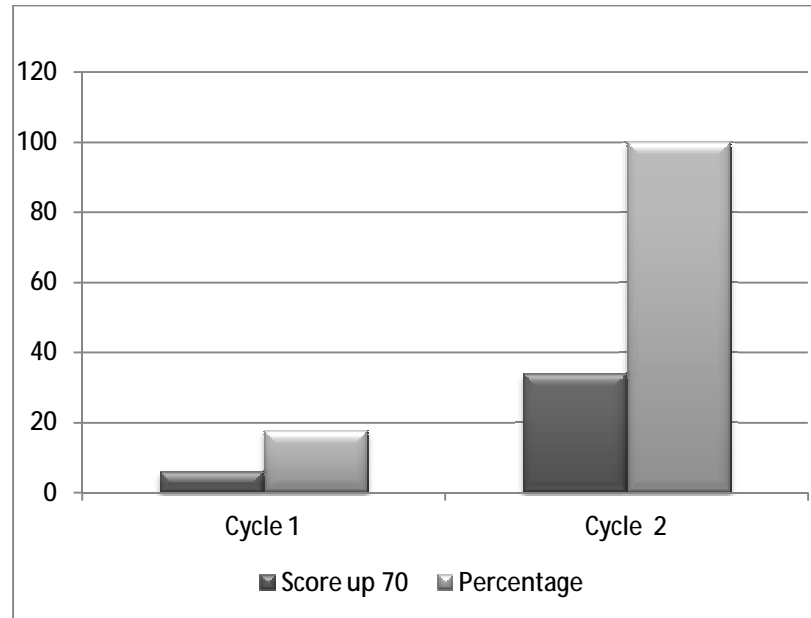
From the chart above could be concluded that there were not able students reading achievement in cycle 1, it could be seen there were 6 students got score more than 70 in reading comprehension or 17.64 %. All the students should be reached score up to 70, and the diagram is shown that there were improvement reading score in cycle 2, all the students got the score more than 70 or 100 % it could be seen in table 4.4.

Table 4.4
Table of Students' Score from the First until Last Meeting

Test	Students' Score up to 75 Points	Percentage
Cycle 1	6	17.64 %
Cycle 2	34	100 %

From the table above, in the cycle 1 there were 6 students (17.64%) who got points up to 70. In cycle 2 there were 34 students (100%) who got points up to 70. The improvement from the cycle 1 to cycle 2 was 82.36%.

Chart 4.4
Students' Reading Comprehension Score in Percentage



From the chart 4.4 above could be concluded that there were improvement in cycle 1 to cycle 2, score up to 70 in cycle 1 was 6 students 17.64%, and cycle 2 was 34 students or 100%. It meant that students' achievement in reading comprehension especially in Narrative Text in the eighth grade at SMP Negeri 1 Gebang had been improved by use two stay – two stray method with manga.

2. Qualitative Data

The qualitative data were taken from observation sheet. The teacher and researcher used observation sheet to know the improvement in teaching reading comprehension in Narrative Text by use two stay – two stray method with manga.

B. Data Analysis

1. The Analysis of Quantitative Data

Four meetings were conducted in this research. Three meetings in cycle 1 and one meeting in cycle 2. The researcher gave a reading comprehension test from two stay – two stray to know the students' score in reading comprehension. The researcher applied Two Stay – Two Stray Method in cycle 1 and cycle 2. There was an improvement of reading comprehension's score from cycle 1 to cycle 2.

Table 4.5
The improvement of Students' Score in Cycle 1 and Cycle 2

No.	Students' initial	The Students' Score in Cycle 1	The Students' Score in Cycle 2
1.	AP	50	90
2.	AT	50	90
3.	AD	40	90
4.	AS	30	80
5.	CR	50	90
6.	Ch	50	80
7.	DBP	20	90
8.	DS	40	90
9.	DW	50	90
10.	DSW	50	90
11.	HBB	50	80
12.	HA	40	90
13.	IP	60	90
14.	IL	30	90
15.	JDS	30	90
16.	JS	40	80
17.	LH	60	80
18.	LA	70	90
19.	MN	80	90
20.	MD	30	90
21.	NI	70	90
22.	NFR	50	90
23.	NY	40	90

24.	PJL	30	90
25.	RD	40	80
26.	RT	30	80
27.	RR	30	80
28.	RA	30	80
29.	RW	20	80
30.	SM	70	90
31.	SN	40	90
32.	TARS	20	80
33.	WD	70	90
34.	ZFS	70	90
$\sum X$		1530	2950
X		45.00	86.76

From the table score above, it could be concluded that there were improvement students' reading achievement in cycle 1 and cycle 2.

In cycle 1, the total score of the students were 1530 and the number of the students were 34, so the mean was:

$$X = \frac{1530}{34} = 45.00$$

In cycle 2, the total score was 2950 and the number of the students were 34, so the mean was:

$$X = \frac{2950}{34} = 86.76$$

To categorize the number of master students in the research on cycle 1 and cycle 2 the researcher used the following formula :

$$P = \frac{R}{T} \times 100 \%$$

$$P1 = \frac{6}{34} \times 100 \% = 17.64 \%$$

$$P2 = \frac{34}{34} \times 100 \% = 100 \%$$

Where:

P : The percentage of students getting score 70

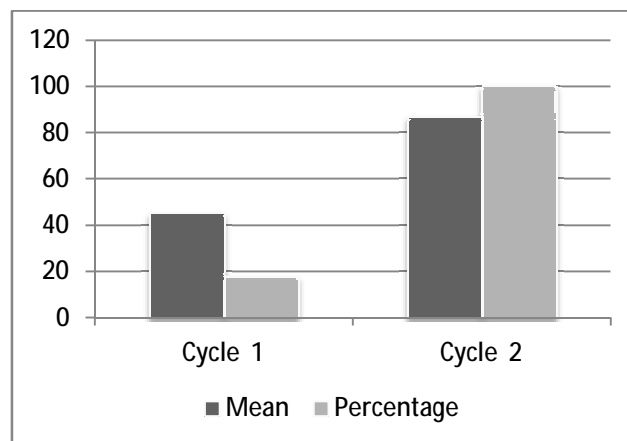
R : The number of the students who getting point 70

T : The total number of the students who did the test

P1 : The percentage of the students who get point 70 to 100 in cycle 1

P2 : The percentage of the students who get point 70 to 100 in cycle 2

Chart 4.5
Reading Comprehension Score



The improvement of the mean score of the students from the cycle 1 to cycle 2 was 41.76 .Then have increased in cycle 2. In the test of cycle 1 there were 6 students (17.64 %) who got points up to 70. In the cycle 2 there were 34 students (100%) who got points up to 70.

2. The Analysis of Qualitative Data

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The researcher was an observer for the English teacher and the students of the class that consisted of 34 students. The researcher did formal observation. The researcher observed every meetings in cycle 1 and cycle 2.

2.1. The Situation and Background

There were four meetings in this research. The first meeting in cycle 1, the researcher explained Narrative Text without giving a test, and in the second meeting in cycle 1, the researcher explained Narrative Text again and gave a test. While doing the test in cycle 1, there were few students who were not able to comprehend the text. They keep on looking up the words in a dictionary and asked the teacher to find out the meaning of the words.

2.2. The Data of Cycle 1

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which use Two Stay – Two Stray Method.

b. Action

The following were the procedures of the action in cycle 1:

1. First, in this stage the researcher as a teacher. This stage researcher prepared instruction and observation instruments. The researcher also reviewed the students whether they had already learned about Narrative Text. The researcher motivated the students before teaching the Narrative Text.
2. Next, the researcher introduced about Narrative Text, and some examples in Narrative Text. The teacher gave more explanation from the Narrative Text by giving some examples about Narrative Text. After teacher gave explanation, teacher asked the students to read the text.
3. After the students read the text, the teacher gave the test to the students about Narrative Text.

c. Observation

The observation of the action was students in SMP Negeri 1 Gebang. The students were learning with two stay – two stray method. The observation report was put on the observation sheet of the students. The problems found during teaching and learning process:

1. The students' reading comprehension were still low, especially in finding information and the moral message in the story to answered the question.
2. The students' difficulties in answering the questions from the text. It was caused there are no pictures like manga in the text

d. Reflection

Based on the observation and the result students test, it was known the teaching and learning reading through manga not yet satisfied and did not gave improvement, although there was some students got low score or under the KKM (70). Reflection also was a phase to process the data that taken from observation while teaching learning process through manga. After cycle 1 had finished, the result of researcher did not effective through manga in improving students achievement in reading comprehension, it was needed to continue in cycle 2.

2.3. The Data of Cycle 2

a. Planning

In planning, the researcher did:

1. Preparing lesson plan that related with the study, especially still about Narrative Text.
2. The researcher prepared the research instrument that would be used in teaching reading by two stay – teo stray method.
3. The teacher explained Narrative and then the students have to listen.
4. After teacher explained Narrative text, teacher asked the students to answer the questions in the text.
5. And then, the students did answered the test

b. Action

In this step the researcher done the lesson plan which add arranged in cycle 1, and also in this cycle improved the weakness before. The questions were given different in cycle 1 and cycle 2, but still about Narrative text. The teaching and learning process in action same in cycle 1, it was started from opening until closing.

The activities in action were follow:

1. Giving observation sheet.
2. Teaching reading Narrative text through manga.

In meeting of cycle 2, the researcher told to the students about the students' mistake in cycle 1. Most of them did same mistake in reading narrative text. The researcher gave each students each items test and they more understand and more focused in doing the test. It could be shown from the different score between cycle 1 and cycle 2. In the test of cycle 1 17.64% or 6 students got score more than 70, and after getting maximal score the researcher gave second test in cycle 2 with different test but still about narrative text. In cycle 2, all students got score more than 70 or 100%.

c. Observation

Observation was done to know the students' activities when teaching and learning process:

1. The students' reading comprehension were high, the students could comprehend more than 7 points of reading comprehension's indicators.
2. The students could answer the questions from the text. It was caused by good manga picture.

Thus the researcher collected the data that used as a basic of reflection. Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, activities, during teaching learning use two stay – two stray method in the classroom. In doing observation, the researcher was helped by English teacher as the collaborator.

3. Reflection

Based on the observation and students test, it was known that teaching and learning reading use two stay – two stray method was satisfy and gave the improvement to the students.

According to the description in each cycle, the students' achievement in reading comprehension by use two stay – two stray method made students enjoyed in teaching and learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this result was manga picture could improve students achievement in learning reading comprehension.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in reading comprehension had been improved by used two stay – two stray method. It could be seen from the quantitative data. The mean score in cycle 1 was 45.00 the mean score in cycle 2 was 86.76, the students who got score more than 70 in cycle 1 was 6 students, the students who got score more than 70 in cycle 2 was 34 students; and the percentage of the students who got score more than 70 in cycle 1 was 17.64%, the percentage of the students who got score more than 70 in cycle 2 was 100. It also could be seen from qualitative data that was observation sheet.

It could be concluded that Two Stay – Two Stray Method could improve the students achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion could be drawn as followed:

1. There was improvement of students' achievement in reading comprehension by use Two Stay – Two Stray Method. It meant that Two Stay – Two Stray was a good Method in teaching reading comprehension, improvement of students' achievement could be shown from quantitative data. The mean score in cycle 1 was 45.00, the mean score in cycle 2 was 86.76 the students who got score more than 70 in cycle 1 were 6 students, the students who got score more than 70 in cycle 2 were 34 students and the percentage of the students who got score more than 70 in cycle 1 were 17.64%, the percentage of the students who got score more than 70 in cycle 2 were 100%. The improvement of students achievement could be shown from qualitative data too. The qualitative data got from observation sheet . From observation sheet every cycle showed the improvement of teacher and students' behaviour.

B. Suggestion

Suggestion was stage as followed:

1. For English teacher, it was better to use Two Stay – Two Stray Method to improve students' achievement in reading comprehension because it could make the students could comprehend the text in reading comprehension.
2. For students, to use Two Stay – Two Stray Method in learning English, especially in reading comprehension because it could improve their achievement in reading comprehension.
3. The other researchers, this research could be used as the reference to teach other subject, because Two Stay – Two Stray Method was simple to apply.

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APPENDIX

CURRICULUM VITAE

NAME : Endang Ridona Sinulingga

PLACE AND DATE BIRTHDAY : Tegal Rejo, 14 September 1996

AGE : 21 Years Old

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BACKGROUND OF EDUCATION

- Kindergarten at Samanhudi Tanjung Pura (2001 – 2002)
- Elementary School at SDN 054942 Tegal Rejo (2002 – 2008)
- Junior High School at SMP Negeri 2 Gebang (2008 – 2011)
- Senior High School at SMK Negeri 1 Tanjung Pura (2011 – 2014)