THE EFFECT OF TWO STAY TWO STRAY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

Submitted in Partial Fulfillment of Requiurement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By:

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

ABSTRACT

Suci Ramadhani Sihotang: The Effect of Two Stay Two Stray on The Students' Achievement in Reading Comprehension. Skripsi : English Departement of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, 2017.

This study deals with the effect of Two Stay Two Stray this is an experimental researcher which applied narrative quantitavie method. The objectives of the researcher were to investigate the effect of using Two Stay Two Stray on the students' achievement in reading comprehension. This research was conducted in SMP Rahmat Islamiyah Medan, 2016/2017 academic year. The population of this researcher was the VIII grade of SMP Rahmat Islamiyah Medan. Random sampling technique was applied to take the sample. The experimental group, class $VIII^d$ TSTS was taught by using Two Stay Two Stray and control group, class $VIII^c$ was taught by using traditional method . the instrument used in collecting data was multiple choice.the total items of the test was 20 items. The finding shows that $t_{observe} > t_{table}$ (5.94) is greather than t-table (1.69) with the level of significance 0.05 and df=70. It shows that the hypothesis alternative (Ha) was accepted . the percentage of thus significant effect of applying Two Stay Two stray on the students' achievement in reading comprehension was 50.95%, it meant that the $VIII^d$ grade program got significant effect of using Two Stay Two Stray on the students'achievement in reading comprehension.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of allah. The most Gracious and the most merciful firstly , the researchear would like to praise to allah SWT who has given her chances to finishing this study.seconddly , blessing and peace be upon our prophet muhammad saw who has brought human beings from the darknes to the brightness.

The title of this study is " the effect of two stay two stray on the students' in reading comprehention" one the proposing of writing a study is to fulfill on of requirements to get the degree of education from the faculty of teachers 'traning and education of umsu.

In finishing this study ,many people support the researcher without them,it is impossible for her to finish it.therefore ,she would like to take this opportunity to say thank , especially her parent. **Saut Azis Sihotang** and **Rita Rasyid** My inspiration and motivation who has given moral, material, support, loving care and affection since she has born until today. Next she takes this opportunity to thank:

1. Dr. Agussani, M.AP., The Rector of Muhammadiyah University of Sumatera Utara

10. Her beloved friend Suci syuhada, Winda aktaviani, Suci arafah, Zakia Pertiwi, dita andriani, Mila Roza, Yoan chintya, Fahmi Anggia, Sonia Seleste , Novita Sari.

11. All friends in the VII A Afternoon of English education Program FKIP UMSU.

Medan,   March 2017

The Researcher

Suci Ramadhani Sihotang

APPENDIX 1

LESSON PLAN

(Experimental Group)

Name Of School	**: SMP RAHMAT ISLAMIYAH**
Subject	**: English**
Class/Semester	**: VIII-2/ Genap**
Allocation Of Time	**: 6 x 45 minutes**
Learning Topic	**: Narrative Text**
Skill	**: Reading**

A. Standard Of Competence

Understand messages in short functional texts and short monologue/essays of recount, narrative, and procedures in daily life context and get to popular sciences.

B. Basic Of Competence

Respond accurately, fluently and appropriately messages in shrat functional texts in daily life context and get to popular science.

C. Indicators

1. Identifying topic from narrative text.
2. Identifying information from narrative text
3. Answer the question based on the contetnt of reading narrative text

D. Learning Objective

After finishing the lesson,the students are supposed to be ablke to:

1. To identify topic narrative text.
2. To identify information from narrative text

APPENDIX 2

LESSON PLAN

(Control Group)

Name Of School   **: SMP RAHMAT ISLAMIYAH**

Subject   **: English**

Class/Semester   **: VIII-2/ Genap**

Allocation Of Time   **: 6 x 45 minutes**

Learning Topic   **: Narrative Text**

Skill   **: Reading**

A. Standard Of Competence

Understand messages in short functional texts and short monologue/essays of recount, narrative, and procedures in daily life context and get to popular sciences.

B. Basic Of Competence

Respond accurately, fluently and appropriately messages in shrat functional texts in daily life context and get to popular science.

C. Indicators
1. Identifying topic from narrative text.
2. Identifying information from narrative text
3. Answer the question based on the contetnt of reading narrative text
4.

D. Learning Objective

After finishing the lesson,the students are supposed to be ablke to:
1. To identify topic narrative text.

Appendix 3

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions 1-10

1. What separated between one village to another a long time ago in the New Territories ?
a. Another village
b. Mountains
c. Forests
d. Hills ve. Towers and logs

2. Who was Ah Tim ?
a. The young woman's brother
b. The young woman's son
c. The young woman's brother and nephew

d. The young woman's brother's son

e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

a. Ah Tm

b. The woman

c. The woman's son

d. Her brother's nephew

e. The baby and his mother

4. How could the wolves catch Ah Tim ?

a. He was afraid

b. He was stumbled by a stone

c. He ran slowly

d. The woman cried

e. The wolves were good runners

5. The woman gave her son to the wolves because

a. She loved her nephew than her son.

b. She thought about how her brother would be

c. She wanted her son was eaten by the wolves

d. She was crazy

e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

a. For the weapon to beat the wolves

b. To bring the woman's nephew

c. For the fire woods.

d. For play

e. For building a house for the woman.

7. " all men in the village fetched thick stick … " the word " fetched" has a similar

a. Received

b. Caught

c. Got

d. Hit

e. Lifted

8. From the passage we learn that the villages were ….

a. Located in one huge area

b. Situated in a large district

c. Separated by untamed jungles.
d. Wild and unsafe
e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because ….
a. Ah Tim wanted to see the wolves
b. His aunt wanted him to come long
c. Ah Tim was bored to live with his parents
d. The baby was too cute to be alone
e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?
a. To describe the danger of the villages
b. To entertain the readers of the story
c. To tell the villagers' relationship
d. To explain how important a relative is
e. To narrate how the wolves were playing with the baby

The Princess And The Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?
a. report
b. recount
c. narrative
d. descriptive
e. news item

12. The generic structure of the text is…….
a. Orientation > Complication > Resolution > Re-Orientation
b. Orientation > Events > Re- Orientation
c. General Classification > Description
d. Identification > Description
e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?
a. to inform about princess and the pea
b. to describe the story of the princess and the pea
c. to give information that the prince looked for the real princess
d. to amuse the reader with the story of the princess and the pea
e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?
a. the simple present tense
b. the simple past tense
c. the present continuous tense
d. passive voice
e. imperative

15. No one but a real princess could have such a tender skin as that.

a. hard
b. light
c. weak
d. strong
e. soft

BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?
   a. Blue-Tongue Lizard and Black Bird
   b. Blue-Tongue Lizard and Taipan the Snake
   c   Snake and Blue-Tongue Lizard
   d. Taipan and Snake and Black Bird
   e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?
   a. Black Bird did
   b. Blue-Tongue Lizard did
   c. Blue-Tongue Lizard's wife did
   d. Taipan the Snake did
   e.   Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?
   a Black Bird
   b. Taipan
   c. Lizard
   d. The swamp
   e.   Blue Bird

19. Who are the supporting characters?
   a. Blue-Tongue Lizard and Black Bird
   b. Blue-Tongue Lizard and Taipan the Snake
   c. Snake and Blue-Tongue Lizard
   d. Taipan the Snake and Black Bird
   e.   Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?
   a. He was sleeping
   b. He was swimming
   c. He was going to get some food
   d. He was going to get some money
   e.   He was watching

APPENDIX 4

Answer keys :

1. A
2. C
3. D
4. E
5. A
6. D
7. D
8. E
9. A
10. B
11. A
12. C
13. E
14. D
15. A
16. D
17. C
18. A
19. B
20. E

APPENDIX 5

List of Attendaces

Experimental Group (VIII^{-D})

No	Name	Meeting 1	Meeting 2	Meeting 3
1.	Adinda Julia G			
2.	Adinda Tri Utami			
3.	Agus Syahputra			
4.	Angga Renaldi			
5.	Andre Pratama			
6.	Alifyah Nova R			
7.	Anziar Akmal			
8.	Ahmad Adryan			
9.	Dwi Suci Ramadhan			
10.	Dila Aryani			
11.	Dinda Thalia Dewi			
12.	Dimas Andika			
13	Jovi Hardiyanto			
14.	Joyo Safitri			
15.	Khaiyarul Ummy L			
16.	Khairil			
17.	Khadijah Halimah			
18.	Lia Syaputri			
19.	M. Raihan Alfazi			
20	Nadia Purba			

No.	Name			
21.	Nifsi Adifids		.	
22.	Nikita Mirza			
23.	Nurul Fadillah			
24.	Putrid Nabila			
25.	Raden Kian			
26.	Rifky Alfiansyah			
27.	Rizky Pratama			
28.	Ridho Zuhril			
29.	Risky Alamsyah			
30.	Sufina Abdilah			
31.	Suci Syuhada			
32.	Sofi Annisah			
33.	Suci Ramadhani			
34.	Taufik Maulana			
35.	Tania			
36.	Winda Aktaviani			

Medan ,   Febuary 2017

The English Teacher   The Researcher

Maria Ulfa S,Pd   Suci Ramadhani Sihotang

APPENDIX

List of Attendaces

Control Group (VIII^{-c})

No	Name	Meeting 1	Meeting 2	Meeting 3
1.	Adelia ramadhani			
2.	Aisyah pratiwi			
3.	Alipin fernanda			
4.	Annur salsabilah			
5.	Ayu puspa ningrum			
6.	Atika salma			
7.	Bella shapira			
8.	Cindy hats maudy			
9.	Diah ningrum			
10.	Dina maharani			
11.	Dina oktaviani			
12.	Dedy susanto S			
13	Indah putrid perdana			
14.	Indra gunawan p			
15.	Jessica audry			
16.	Khafiyani azka nst			
17.	Kiyanun			
18.	Mawarni Aiga			
19.	Maysaroh alira lubis			
20	Mailani nurfiyah			

No.	Name			
21.	M. ridho febriani		.	
22.	M. rudi anto			
23.	M. nur rahman			
24.	Nabila Amanda sari			
25.	Pitra wibowo			
26.	Poetry geabrina z			
27.	Putrid ramadhani			
28.	Puri risky anzani			
29.	Prilly yolanda			
30.	Sartika putri			
31.	Sri ayu rizkiani			
32.	suwita			
33.	Syakira adila m			
34.	Titari rizqi			
35.	Triana arianti			
36.	Zakia pertiwi			

Medan ,   Febuary 2017

The English Teacher   The Researcher

Maria Ulfa S,Pd   Suci Ramadhani Sihotang

Appendix 6

Pre-test

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions 1-10

1. What separated between one village to another a long time ago in the New Territories ?
a. Another village
b. Mountains
c. Forests
d. Hills ve. Towers and logs

2. Who was Ah Tim ?
a. The young woman's brother
b. The young woman's son

c. The young woman's brother and nephew
d. The young woman's brother's son
e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?
a. Ah Tm
b. The woman
c. The woman's son
d. Her brother's nephew
e. The baby and his mother

4. How could the wolves catch Ah Tim ?
a. He was afraid
b. He was stumbled by a stone
c. He ran slowly
d. The woman cried
e. The wolves were good runners

5. The woman gave her son to the wolves because
a. She loved her nephew than her son.
b. She thought about how her brother would be
c. She wanted her son was eaten by the wolves
d. She was crazy
e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?
a. For the weapon to beat the wolves
b. To bring the woman's nephew
c. For the fire woods.
d. For play
e. For building a house for the woman.

7. " all men in the village fetched thick stick … " the word " fetched" has a similar
a. Received
b. Caught
c. Got
d. Hit
e. Lifted

8. From the passage we learn that the villages were ….
a. Located in one huge area

b. Situated in a large district
c. Separated by untamed jungles.
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9. The brother let her son go with his aunt as she left home because ….
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10. What is the purpose of the writer by writing the story above ?
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b. To entertain the readers of the story
c. To tell the villagers' relationship
d. To explain how important a relative is
e. To narrate how the wolves were playing with the baby

The Princess And The Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?
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14. What is the dominant structure used in the text ?
a. the simple present tense
b. the simple past tense
c. the present continuous tense
d. passive voice
e. imperative

15. No one but a real princess could have such a tender skin as that.

a. hard
b. light
c. weak
d. strong
e. soft

BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?
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   b. Blue-Tongue Lizard and Taipan the Snake
   c Snake and Blue-Tongue Lizard
   d. Taipan and Snake and Black Bird
   e. Blue-Tongue Lizard's wife and Black Bird

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   a. Black Bird did
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18. Who was watching when Taipan took Blue-Tongue's wife?
   a Black Bird
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   c. Lizard
   d. The swamp
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19. Who are the supporting characters?
   a. Blue-Tongue Lizard and Black Bird
   b. Blue-Tongue Lizard and Taipan the Snake
   c. Snake and Blue-Tongue Lizard
   d. Taipan the Snake and Black Bird
   e.   Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?
   a. He was sleeping
   b. He was swimming
   c. He was going to get some food
   d. He was going to get some money
   e.   He was watching

Appendix 7

Post-test

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

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3. Who walked in front when they were in the forest ?
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b. The woman
c. The woman's son
d. Her brother's nephew
e. The baby and his mother

4. How could the wolves catch Ah Tim ?
a. He was afraid
b. He was stumbled by a stone
c. He ran slowly
d. The woman cried
e. The wolves were good runners

5. The woman gave her son to the wolves because
a. She loved her nephew than her son.
b. She thought about how her brother would be
c. She wanted her son was eaten by the wolves
d. She was crazy
e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?
a. For the weapon to beat the wolves
b. To bring the woman's nephew
c. For the fire woods.
d. For play
e. For building a house for the woman.

7. " all men in the village fetched thick stick … " the word " fetched" has a similar
a. Received
b. Caught
c. Got
d. Hit
e. Lifted

8. From the passage we learn that the villages were ….
a. Located in one huge area

b. Situated in a large district
c. Separated by untamed jungles.
d. Wild and unsafe
e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because ….
a. Ah Tim wanted to see the wolves
b. His aunt wanted him to come long
c. Ah Tim was bored to live with his parents
d. The baby was too cute to be alone
e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?
a. To describe the danger of the villages
b. To entertain the readers of the story
c. To tell the villagers' relationship
d. To explain how important a relative is
e. To narrate how the wolves were playing with the baby

The Princess And The Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?
a. report
b. recount
c. narrative
d. descriptive
e. news item

12. The generic structure of the text is…….
a. Orientation > Complication > Resolution > Re-Orientation
b. Orientation > Events > Re- Orientation
c. General Classification > Description
d. Identification > Description
e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?
a. to inform about princess and the pea
b. to describe the story of the princess and the pea
c. to give information that the prince looked for the real princess
d. to amuse the reader with the story of the princess and the pea
e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?
a. the simple present tense
b. the simple past tense
c. the present continuous tense
d. passive voice
e. imperative

15. No one but a real princess could have such a tender skin as that.

a. hard
b. light
c. weak
d. strong
e. soft

BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?
 a. Blue-Tongue Lizard and Black Bird
 b. Blue-Tongue Lizard and Taipan the Snake
 c Snake and Blue-Tongue Lizard
 d. Taipan and Snake and Black Bird
 e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?
 a. Black Bird did
 b. Blue-Tongue Lizard did
 c. Blue-Tongue Lizard's wife did
 d. Taipan the Snake did
 e.   Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?
 a Black Bird
 b. Taipan
 c. Lizard
 d. The swamp
 e.   Blue Bird

19. Who are the supporting characters?
 a. Blue-Tongue Lizard and Black Bird
 b. Blue-Tongue Lizard and Taipan the Snake
 c. Snake and Blue-Tongue Lizard
 d. Taipan the Snake and Black Bird
 e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?
 a. He was sleeping
 b. He was swimming
 c. He was going to get some food
 d. He was going to get some money
 e. He was watching

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CHAPTER I

INTRODUCTION

A. The Background of Study

In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading, and writing. One of the English skill that is very important to learn is reading. In this case reading is not only focusing on the printed word, but also reading comprehension has some meanings that should be known by everyone especially for the students. Based on research'observationin SMP Swasta Rahmat Islamiyah Medan academic year 2016/2017. at Jl Gaperta / Bakti number 25 kecamatan medan Helvetia. The students at Junior High School especially eight grade have problems in reading comprehension. The researcher would like to improve the students' reading comprehension According to Sulisworo and Suryani (2014), The Two Stay Two Stray structure is one type of co-operative learning group technique which provides opportunities to share results and information to other groups.

Reading skill is very important to learn by the students in order to make then more successful in doing their activities. In Indonesia, the standard competency of reading for Junior High School at seventh grade expects that the students are able to comprehend the sort functional texts such as descriptive text in the daily context. It means that after learning reading, the students are expected to comprehend reading text easily including generic structure and the language

features of those texts. In fact, not all students could success to attain the golden reading.

According to Richards and Rodgers (2001), the ability to understand meaning depends on the reader's knowledge of the language, the structure of texts and background knowledge of the subject being read about. This statement is in line with Pang, et al. (2003) who stated that the ability of reading is influenced by the readers' background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written texts. According to Farrell (2009) states that," Reading is not passive, but it involves the reader in active interaction with the text ". It means that reading is activity whre the readers have to interaction with the text. After reading, the reader will be asjed to understand the meaning of the text that they have read then the reader found the problem solving about everything they do not understand about the text. In reading, the reader has interactive processes between the text and the reader.

According to Crawford (2005) TS-TS offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups. TS-TS strategy is designed into small groups of students consisting of four students.

The aim of teaching reading to senior high school students, as cited in 2006 curriculum (KTSP), is that the students are able to comprehend messages in written short functional and essays in daily life context to access science. Short functional texts includes letter/email, messages, notice, advertisement,

announcement, memo, etc, while essays or monologue are in forms of narrative, recount, descriptive, report, news item, exposition, explanation, discussion, and review. In order to achieve the aim, teachers need to introduce. and train the students with different kinds of reading skills and strategies.

In reality, most of the students at Junior High School have problems in reading comprehension. Based on the researcher's experience in real teaching practice (PPL) in SMP Swasta Rahmat Islamiyah Medan academic year 2016/2017 there are some problems or difficulties of the students in reading comprehension: (a) the students do not know about the meaning of the words. It is caused by the vocabulary mastery of the students', in still less they just read the text but they do not know what the text is actually about. This happens because they seldom use foreign language especially English. (b) the students do not able to summarize and re-told the text. Because they do not understand the sentence structure. They have lack of grammar or structure of that language. (c) in addition, the students cannot answer the question from the text. Because they are difficult to understand the main idea of the text. They do not understand the meaning of the text, they just see the text that is similar with the question, then, they choose it as the answer. It may be caused by the teacher's strategy in teaching learning process.

The problems above are caused factors external and internal that make the students have low ability in reading comprehension. Their low ability is realized through some indicators. First, the students got difficulty to understand the content of the text because they had limited vocabulary about the text. Then, most of the students could not answer the question of examination and reading text correctly.

Second, problems came from the students faced difficulty in comprehending of the text, it means that the students faced difficulty to get the main point or what the text is talking about. Third, however for most students, reading is a boring activity. They were feeling burdened when they asked to read the article. Reading the passage, short or long is not an interesting activity. It can be caused reading is not their hobby or atmosphere created when learning reading is not conductive.

Based on the problems above, the researcher would like to improve the students' reading comprehension by using Two Stay Two Stray Strategy as a solution to make a more active to express their idea or opinion, in order to make teaching process meaningful and interesting, the teacher need a special strategy, is to make the lesson become easier for the students to learn and understand. So, based on the explanation above, the researcher is interest in conducting the research under the title **"The Effect of Two Stay Two Stray on The Students' Achievement in Reading Comprehension "**.

B. The Identification of the Problem

The problem of this study are identified as follows:

1. The students got difficulty to understand the content of the text.

2. The students faced difficulty in comprehending the text.

3. The teacher does not use suitable media to teach reading.

4. The teacher does not have good preparation for teaching reading to the students.

C. The Scope And Limitation

The scope of this research is about reading comprehension and it is limited on literal reading on narrative text

D. The Formulation Of The Problem

Is there any significant effect of using TSTS on the students' achievement in reading comprehension?

E. The Objectives Of The Study

The   significant effect of using TSTS on the students' achievement in reading comprehension

F. The Significance Of The Study

The finding of this study are expected to be useful theoretically and practically.

a. Theoritically

This study provides the students to study English through *Two Stay Two Stray* strategy. This study is expected to make the students more interested in engaging teaching and learning process especially in reading narrative text. Besides, they will be able to improve their social skills, such as cooperating, appreciating other opinion, etc.

b. Practically

1. For the headmaster the result of this study to contribute in applying their teaching strategies particularly Two Stay Two Stray in order to increase the students' ability in reading.

2. For the teachers, the result of this study can be used to help teaching in reading the text session. Hopefully, this strategy can offer the teachers an alternative way to teach of text reading that engages all of students in the class.

3. For the students, this strategy can improve their reading skill and feel enjoy in learning process so the feedback to them is easiness in understanding the material.

4. For the writer The result of this study is expected to be useful for the teachers and students to give alternative way to overcome their reading skill problems in teaching learning process especially in reading the text kind of genre.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description Effect

The word 'effect' is meant by a result or change of something. As stated by Stevenson (2002), the term effect can be generally meant by a change that something causes in something else: a result. The definition of the second seems fit the actions rather that the process in doing something. In terms of the statisric, this concept should be made operational and measurable. It is actual production, finally, that there is benefit which can be taken as the result that refers to the positive sense.

In this study, the researcher is hoped to find the effect of using two stay two stray on the students' achievement in reading comprehension.

2. Reading Comperehension

There are a lot of reading. Linguists give definitions about reading, their opinion reading vary. Reading is the one of the most important skills in learning language. Grabe (2002) said, reading is ability to draw meaning from printed page and interpret this information appropriately. Reading understands written text by extracting the required information may be explicit or implicit. Then, reading is getting out of the text, as nearly as possible, the message that writer put on it. It means that reading is done on written text aim of its process is to get the

information that is needed or not only for pleasure or it can be said that reading is a process in which the readers is to find information given by the writer in the written from. Then, according to Frank (2004) "Reading is the process to get, to understand, to catch, the content of the reading and extracting information from the print". Meanwhile, Debora (2004) states that reading is an active process that depends on both an out door's ability to convey meaning using words and your ability to create meaning from them. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

According, Raharja (2004), agreed on reading as a cognitive process of making interaction with print and monitoring comprehension to establish meaning which involves the process of identification (the ability of the reader to identify or determine what the text says) and the process of interpretation (the readers' activity to make sense or to draw out the meaning of the reading text they read).

Those statement above show the various definitions of reading, so conclusion from definition reading that reading is a complex process thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to understand the text content and get information.

According to Troyoko and Theweatt (2009) say that reading comprehension is a complex, diverse process. This opinion is in the line with. Anderson (2003) She says that reading comprehension is a process that involves meaningful

construction on an author's message by the use prior knowledge of language. Most foreign language reading specialist view reading as interact reader interact with the text to create meaning as reader's mental processes work together of different levels. And additionally, Gillet and Temple in Juniari (2003) stated that reading comprehension is search for meaning, actively using our word knowledge of the world to understand new things we read. We need knowledge of the world to understand new things, need to be familiar with various text structure encountered and need to be active in seeking meaning to rise up from the passage.

According to Johnson.K. (2001) states that students achievements are concern with how a students has done in relation to aparticular course of program. They usually come at the end of program in and deliberately based on the content covered in it. Achievement test are useful to the teacher as well as the students, they indicate how well teaching has succeed, and where the improvements need to be made. As Wainwright (2007) has stated reading comprehension is a complex process which comprises the successful or of many abilities.

The students' achievement is measured by achievement test. The achievement test used most frequently by a teacher are those he develops himself. In this study, the students' achievement in reading comprehension will be related to bloom's taxonomy that consists of cognitive, effective and psychomotor. Where cognitive domain consists of knowledge, comprehension, application, synthesis, analysis, and evaluation and this study just focuses on cognitive, they are knowledge, comprehension and application.

From the explanation above, the achievement will be got from students' achievement test that related to cognitive domain in the of teaching learning process. It will be got in score from. Students can get a good achievement test in reading comprehension if the teacher gives motivation, interesting, and suitable level comprehension of the text to the students. In achievement, the teachers are demanded to be creating the better technique on strategy. It means that the teachers play a major role in determing the effectiveness of reading program

2.1 Purpose Reading

Grabe and Stolller (2002) pointed up seven purposes for reading. The main pupose of reading is to catch the idea or information in paragraph or text like what has been stated before. Some of other reading purposes are: First, reading for details or facts, that is reading to get detail information or fact, for example we want to know some new invest medical, health, etc. Second, reading for main idea, that is to know the reasons of some activities, idea of human being. Third, reading for sequence or organization, that is we read it to know what happen in each part of stories, action, etc. Fourth, reading for inference, that is to find out the conclusion from the action of the idea in the text. Fifth, reading to classify, that is reading to classify some information of action of the writer in the text or paragraph. Sixth, reading to evaluate, that is to evaluate the writer has done or what he tries to explain or contrast. And the last, reading to compare or contrast, that is the reader compares the plot of story of contents, whether having similarity with it self or contrast.

2.2 Levels of Reading Comprehension

According to Anderson and George (2003) state there are three types of action with his three level taxonomy of reading comprehension:

a. **Comprehension**

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

b. **Inferential Comprehension**

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c. **Critical Comprehension**

comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about the ideas and information a writer offers. Competent reader

will measure them against what they already know accepting or rejecting them in whole or part or withholding judgment until confirmation is reached.

So, it means that the three levels of literal comprehension mentioned above are important and needed to be mastered by the students to be success in reading.

2.3 Types Reading

Brown (2001) explains the types of reading. In this 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 identity as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation and other graphemic symbols. 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 apply.

c. Interactive

Include among interactive are stretches of language of several paragraphs to one page or more in which the reader mist, psycholinguistic sense, interact with the text. That is, reading is the process of negotiating meaning, the reader brings

the text a set of schema 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 reports, short stories and books.

3. Narrative Text

According to Pratyasto (2011), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

3.1 The Purpose Narrative Text

According to L. Spencer (2004) The Purpose of Narrative Text is to amuse or to entertain the reader with a story

3.2 Generic Structure

The generic structure of narrative text focuses on a series of stages that proposed to build a story. according to Gerot and Wignell (2001) generic structure.

a. Orientation   **:** set the scene and introduces the participants

b. Evaluation   **:** a stepping back to evaluate the plight

c. Complication   **:** a crisis arises

d. Resolution   **:** the crisis is resolved, for better or for worst

e. Reorientation　　　　**:** optional

3.3 Language Features

According to Thomas.S.Kane, (2000) about language features following :

1) Using simple past tense

Example: knocked, thanked, left, took, killed, invited, talked

2) Using temporal conjunction

Example: a week ago, a years ago, next morning, a few days ago, just now

3) Using processes verbs

Example: flooded, told, picked, succeeded, gathering, reminded

4. Two Stay Two Stray

According Kagan stated that (1994) TSTS is a co-operative learning strategy that is an improvement from Kagan's One Stay-Three Stray. TSTS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. Kagan (1994) also added that TSTS strategy is essentially a group discussion model. Each member of each group has his/her own responsibility (two students become „strayers' and two others become „stayers'). In this strategy, four group members work together to solve a problem.

Suprijono (2009) cooperative learning model TSTS or two guests staying two begins with the division of the group. Once the group is formed of teachers leave the task in the form of questions that should they discuss the answer. After intra-

group discussion is finished, two people from each group left the group for a visit to the other groups. Members of the group were not given the job as ambassador (a) has an obligation to receive guests of a group. Their task is to present the group's work to the guests. Two people were served as guests are required to visit the whole group. When they have finished performing their duties, they returned to their group. After returning to the original group, students who visit and those on duty in charge of receiving a match and discuss the work they have created.

Istarani (2012:202) clarifies that in Two Stay Two Stray classrooms, students work together in groups twice; in their own group and in the other groups. Each member of the groups has responsibility to win the competition in order to get group reward. This reward is received based on individual contribution to their home group, (Huda, 2011:129). TS-TS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. TS-TS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become 'strayers' and other two students become 'stayers'). According to Crawford (2005) TS-TS offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups

4.1 The Steps of Implementing TSTS

Sukmana (2010) says that the following procedures will exemplify how to use this techniqueto teach reading comprehension:

1. The teacher will divide the class into six groups where each group contains four members (assuming 24 students in the class).

2. The teacher distributes the same short reading text to each group.

3. Each group member has to underline difficult words in the reading text. Then, each of them tries to help the others to understand the difficult words by using a dictionary or directly telling their friends the meaning of the words.

4. Each group will send two of their members as "representatives" to two different groups to share information about the reading text. For example, group 1 will send one member to group 2 and one to group 3. The other Groups will do the same thing.

5. Those that stay in the group will "welcome" their two guests and share their group's information with them.

6. The teacher has to make sure that everyone in the class has opportunities to speak with equal time. So, he must indicate when someone has to speak or stop speaking by ringing a bell or clapping his hands. In this case, the teacher is the time keeper.

7. All "representatives" then return to their initial group and share the information they got from the other groups with their own group.

8. The teacher then announces that all students should take an individual quiz in which each group member will bring his/her score to their group and then they

will combine all their scores. Each group should have a total score of at least 300. If they get less than 300, all group members should take the test again.

9. Next, each student will take an individual reading quiz in which they have to answer 10 questions related to the reading text they have just discussed.

10. After the teacher gives them their individual scores, they will combine their score with the scores from their other group members.

It can be concluded that this collaborative strategy gets students moving around the room while working with classmates to solve problems and answer questions. This also allows all students the opportunity to "be the teacher," which students love to do. This also allows all students the opportunity to "be the teacher," which students love to do. As students talk about their ideas and thinking process with others, it helps them develop a deeper understanding of the concepts at hand.

4.2 The Advantages and Disadvantages of TSTS

Advantages and Disadvantages of Cooperative Learning Model Type TSTS According Lie (Yogaswara, 2012) states models Two Stay Two Stray (TSTS) has advantages and disadvantages. The advantages of this model is that it can be applied to all class / level, the tendency of student learning becomes more meaningful, more oriented on actively interest and learning achievement. While disadvantage of models Two Stay Two Stray (TSTS) ie: takes old, students tend to not want to learn in groups, teachers need a lot preparations (materials, funds and labor), teachers tend difficulties in classroom management, forming groups

need an extra effort from the researcher to encourage the students to work together and help each other., one group could not give good information and good feedback other groups., the time allotment always became a problem in which the students need an extra time especially in completing their works. In conclusion, despite of having many positive factors, the TS-TS strategy also have some weaknesses that need to anticipate by the researcher in implementing this strategy.

To anticipate the disadvantage of implementation of TS-TS strategy, the researcher conducted some activities. First, the researcher limited the member of group discussion of which each group minimally consisted of four students and maximally consisted of five students. The limitation of students in a group was to make sure that each group member participated. In cooperative learning group, Slavin (1995) stated that to monitor the participating of member in group, a group must have a leader. In this study the groups of students chose freely a leader of their group and decided the members who would be 'stayers'and strayers. Second, the researcher provided paper's notes for the 'strayers'and provided the guided questions related to the structure and content of review texts. The strayers' notes functioned to know and record the information that the 'strayers' got from 'stayers' of other groups and the 'stayers' gave feedback and information to the strayers. Whereas, the function of quided questions were to address the students' discussion on the topic or sub topic and the objective of learning of each meeting could be achieved. In this way, Ellis et al. (1989) stated that group discussion should be guided by using guided questions in order to lead the group discussion on the topic. In this study, the researcher also encouraged and motivated the

students to learn together and share their knowledge with others, because learning together trained students to be social person and it could increase their achievement of comprehension of review texts.

Third, the researcher explained the objective of learning and the process of comprehension of review texts. The teacher gave the examples of how to comprehend the structure and content of review texts. Giving examples of how to comprehend the structure and content of review texts could guide students on right way of comprehension of review texts. In the line with this, Roe et al (1995:332) stated that teacher should explain the process of learning and its purpose to the students, because the group discussion needed time to complete a particular assignments. In this part, the students should understand exactly what was expected of them during group discussion activities and they needed to have a thorough understanding of the topic at hand; otherwise, their misconceptions could their learning. To control and monitor time of discussion, the researcher did not only explain the rules and time allotment of group discussion orally but also he wrote the rules and time allotment in

written form. Besides the researcher controlled and monitored the students' activities in group discussions, he also gave responses toward students questions or comments during discussions.

5. Conventional Framework

Arquero-Montano et al. (2004) studied the use of two teaching methods in different cases fostering the development of competencies and skills, such as communication skills and accounting problem solving. Specifically, the experimental group whose task was decision-making, looked into more difficult cases than the control group that studied smaller and more process oriented cases. The results of the tests showed no significant difference in the points gained by the two groups, except that more points were uniformly distributed in the control group. Cullen et al. (2004) used a real case study where accounting problem solving and role play from the students' point of view was researched by using questionnaires. The students' views on the effectiveness of the proposed method in terms of developing their research skills suggest that case studies are a useful tool that should be included when teaching accounting courses. Weil et al. (2004) had similar findings regarding the use of the same method of teaching namely, case studies; this method in particular, benefited male students more than female students by facilitating the development of several significant competencies such as the ability to: evaluate a situation from more than one perspectives, consider alternative solutions and apply judgment, analyse and solve problems, distinguish relevant from irrelevant information on a given issue as well as integrate knowledge gained.

According to Novak, (1998) Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures)

and decision maker (in regards to cirriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur.

B. Conceptual Framework

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message.

In teaching reading, TSTS is able teach to make a good progress and it can increase the students' achievement in reading comprehension because TSTS can helps the students to comprhehend common and specific vocabulary in informational text, to classify previously learned word and to be more active engaged readers when they are studying English especially in reading comprehension.

C. Hypothesis

Based on the problem of the study, the hypothesis is formulates as the following:

Ha: there is a significant The Effect of Two Stay Two Stray On The Students Achievement In Reading Comprehension.

Ho: there is no significant   Effect of Two Stay Two Stray On The Students Achievement In Reading Comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location And Time

This research will be conducted at SMP Rahmat Islamiyah Medan on jalan gaperta medan. This research will be focused in the second years of 2016/2017, This research will be time 4 weeks in this school and The reason for choosing this school because the researcher found that the students have some problems in reading comprehension and the students' ability of reading in that schooll still low and poor.

B. Population And Sample

The population of this research will be the second year students. The population of this research is all VIII grade students of SMP Rahmat Islamiyah Medan . There are fourth classess in that school that consist of 36 students in fouth classes (VIII^a & VIII^d), So the total population in this research are 144 students.

The researchers use cluster random sampling technique to take the sample in this research. Two classes are selected as the sample with the total sample is 144 students. They are VIII^c with 36 students and VIII^d with 36 students. These two classes will be divided in two groups class VIII^c as the control group and class VIII^d as the experimental group, as shown below:

Table 3.1
Population and Sample of Research

No	Class	Population	Sample
1	VIII-a	36	-
2	VIII-b	36	-
3	VIII-c	36	36
4	VIII-d	36	36
	TOTAL	144	72

C. Research design

Research design that will be used in this research is experimental research design. The purpose of this research is to know whether there is a significant the effect of TSTS on the students' achievement in reading comprehension or not. According to Arikunto (2006), There are two groups in this research namely experimental group and control group. The pre-test will be applied before the treatment and the post-test will be applied after the treatment. The experimental group will be taught by TSTS whereas the control group will be taught by Traditional Method. The design of this research can be seen from the following table

Table 3.2
Research Design

No	Group	Pre-Test	Treatment	Post-Test
1	Experimental group (x)	√	By Two Stay Two Stray Strategy	√
2	Control group (y)	√	Traditional Method	√

Here are three stages in doing the of research, they are pre-test,treatment andpost-test.

1. Pre-test

 The pre-test will be conducted to both classes Experimental Group and Control Group before the treatment. The student will be given multiple choice tets about narrative text as the scores each group. The teacher give pre-test to both of classes. In the pre-test, the answer some questions based on their understanding about recount text,and then when the time is over, the teacher will collect the students answers sheet of experimental and control group.

2. Treatment

To find out the effective of teaching reading comprehension byTSTS,a treatment will be conducted to experimental group. group A as the experimental group B as the control group will be comprehend the material with the same also . teaching treats the experimental group with TSTS meanwhile the control group with wrap-up strategy.

3. Post – test

The post- test is given to both groups, experimental and control group after the treatment have completed. In order to, know their mean score of experimental group and control group after receiving treatment. The

researcher used post – test to know the effect of TSTS on the students achievement in reading comprehension.

D. Instrument of Research

The instrument to collect data for this research is 20 multiple choice test about narrative text, which consist of 20 items test. The material of the test will be made by the researcher which taken from the students' handbook, contextual English for grade VIII of junior high school by djatmika, agusdwipriyanto, idakusumadewi. The number of the test will be given 5 point for the correct answer and 0 point for the incorrect answer, so the total is 100 point.

E. Technique of Data Analysis

In this research, the decripitve quantitative technique was applied to analyze the data, and the steps were :

1. Scoring the students' answer for the correct answers and wrong answer

2. Listing the scores and put them into tables: first for the experimental gropu score and control group score

3. To find out the the normality and homogeneity test between experimental and control group by using lilifors test o know the normality and homogeneity of the test.

4. Determining coefficient r^2 by using formula as follows:

$$r_{xy} = \frac{n\sum x_i y_i - \left(\sum x_i\right)\left(\sum y_i\right)}{\left\{n\sum x_i^2 - \left(\sum x_i\right)^2\right\}\left\{n\sum y_i^2 - \left(\sum y_i\right)^2\right\}}$$

5. Determining the percentage of the effect of X variable toward Y variable by using determination formulation.

$$D = r^2 \text{ x } 100\%$$

F. Testing the Statistical Hypothesis

Ha   : P#0 there was any significant effect of using Two stay Two stray on the students' achievement in reading comprehension.

Ho :   P = 0 there was not any significant effect of using Two Stay Two Stray on the students' achievement in reading comperehension.

With the criteria examination, Ho was accepted if t {1-1a}<t<t

Where $t = \frac{\{l - l_a\}}{2}$ was getting by t distribution with dk = n − 2. In the other way, H_0 was rejected.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were students were students' answer which were collected by giving the students a test consisting of twenty items . there were 72 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post – test. The description could be seen in the following table:

Table 4.1 The Result of
Pre- Test And Post Test in Experimental Group

No	Students Initial	Score	
		Pre Test T_1	Post Test T_2
1	ADG	60	80
2	ATU	80	70
3	AS	65	75
4	AR	65	75
5	AP	70	80
6	ANR	75	70
7	AA	75	65
8	AA	80	70
9	DSR	80	75
10	DA	60	65
11	DTD	65	65
12	DA	70	75
13	JH	70	80
14	JS	65	70
15	KUL	70	65

16	K	85	65
17	KH	85	70
18	LS	65	75
19	MRA	70	85
20	NP	60	65
21	NA	75	65
22	NM	70	70
23	NF	65	60
24	PN	70	100
25	RK	70	100
26	RA	65	75
27	RP	65	85
28	RZ	60	85
29	RA	60	85
30	SA	65	75
31	SY	60	95
32	SA	70	75
33	SR	65	100
34	TM	60	85
35	T	65	100
36	WA	70	100
	TOTAL:	$T_1 = 2500$	$T_2 = 2960$

Table 4.2
Pre-Test and Post-Test in Control Group

No	Students intial	Score	
		Pre test T_1	Post test T_2
1	AR	60	80
2	AP	65	70
3	AF	60	75
4	AS	65	75
5	APN	60	80
6	AS	65	70
7	BS	65	65
8	CHM	60	70
9	DN	65	75
10	DM	75	65

11	DO	65	75
12	DSS	65	80
13	IPP	65	70
14	IGP	60	65
15	JA	65	65
16	KAN	70	70
17	K	75	75
18	MA	60	85
19	MAL	60	65
20	MN	55	60
21	MRF	70	70
22	MRA	60	80
23	MNR	55	70
24	NAS	65	60
25	PW	65	75
26	PGZ	60	65
27	PR	70	70
28	PRA	50	80
29	PY	60	85
30	SP	75	75
31	SAR	60	80
32	S	60	85
33	SAM	60	65
34	TR	65	85
35	TA	60	70
36	ZP	60	75
	Total	**T_1=2275**	**T_2=2625**

Based on the data in the table above, the students' intial (sample) and the students' score in the pre test and post test of two group could be were in the table 4.1 and 4.2. in the pre test, the highest score of pre test in the experimental group was 85 and the lowest was 60 with the total score of pre test was 2500. While the highest score of post test was 100and the lowest was 75 with the total score of post test was 2960.

For the control group, the highest score of pre test was 75 and the lowest was 55 with the total score pre test was 2275. While the highest score post test was 85 and the lowest was 60 with the total score of post test was 2625.

B. Data analysis

1. Test of Normality

a. Test of normality X variable

The researcher was used liliefors test were:

1. Collecting the data from minimum to maximum

2. Write score to be Z1,Z2,Z3,…. By using formula:

$$Z_i = \frac{x - x}{s}$$

$$Z_i = \frac{3065 - 86.11}{9 - 11}$$

$$Z_i = 3055,54$$

3. Table Z_1 was looked from the standard norma density

4. F(Zi) = 0,5 − 0,389 = 0,1113 and [F(Zi)-S(Zi)]=0,1113-0,028

Table 4.3
The Test Normality for X Variable

No	Xi	F	Fkum	Zi	Table	F(Zi)	S(Zi)	[F(Zi)-S(Zi)
1	60	1	1	-1.755	0.389	0.111	0.028	0.0836
2	60	1	2	-1.755	0.389	0.111	0.056	0.0558
3	65	1	3	-1.053	0.389	0.111	0.083	0.0280
4	65	1	4	-1.053	0.389	0.111	0.111	0.0002
5	65	1	5	-1.053	0.389	0.111	0.139	0.0276
6	65	1	6	-1.053	0.389	0.111	0.167	0.0553

7	65	1	7	-1.053	0.389	0.111	0.194	0.0831
8	65	1	8	-1.053	0.389	0.111	0.222	0.1109
9	65	1	9	-1.053	0.249	0.251	0.250	0.0012
10	65	1	10	-1.053	0.249	0.251	0.278	0.0266
11	70	1	11	-0.351	0.249	0.251	0.306	0.0544
12	70	1	12	-0.351	0.249	0.251	0.333	0.0821
13	70	1	13	-0.351	0.249	0.251	0.361	0.1099
14	70	1	14	-0.351	0.249	0.251	0.389	0.1377
15	70	1	15	-0.351	0.249	0.251	0.417	0.1655
16	70	1	16	-0.351	0.049	0.451	0.444	0.0070
17	70	1	17	-0.351	0.049	0.451	0.472	0.0208
18	70	1	18	-0.351	0.049	0.451	0.500	0.0485
19	70	1	19	-0.351	0.049	0.451	0.528	0.0763
20	75	1	20	0.351	0.049	0.451	0.556	0.1041
21	75	1	21	0.351	0.049	0.451	0.583	0.1319
22	75	1	22	0.351	0.049	0.451	0.611	0.1596
23	75	1	23	0.351	0.165	0.665	0.639	0.0264
24	75	1	24	0.351	0.165	0.665	0.667	0.0014
25	75	1	25	0.351	0.165	0.665	0.694	0.0292
26	75	1	26	0.351	0.165	0.665	0,722	0.0570
27	75	1	27	0.351	0.335	0.835	0.750	0.0854
28	80	1	28	1.053	0.335	0.835	0.778	0.0576
29	80	1	29	1.053	0.335	0.835	0.806	0.0298
30	80	1	30	1.053	0.436	0.639	0.833	0.1030
31	80	1	31	1.053	0.436	0.639	0.861	0.0752
32	80	1	32	1.053	0.436	0.639	0.889	0.0474
33	85	1	33	1.755	0.436	0.639	0.917	0.0196
34	85	1	34	1.755	0.436	0.639	0.944	0.0982
35	85	1	35	1.755	0.436	0.639	0.972	0.0359
36	85	1	36	1.755	0.436	0.639	1.000	0.0637

Which:

Average   : 86.11

S   : 9.11

Lobs   : 0.1655

Ltable   : 0.1665

From the table above lobs = 0.1655 and test of lilifors with α = 0.05 and n = 36, were Ltable = 0.1665. So, the test of notmality was found tht Lobs <Ltable(0.1655< 0.1665) = the data was normality.

b. Test of Normality Y variable

The researcher was used liliefors test were :

1. Collecting the data from minimumto maximum

2. Write score to be Z1,Z2,Z3,….. by using formula:

$$Z_i = \frac{y - y}{s}$$

$$Z_i = \frac{2625 - 12.50}{7.12}$$

$$= 2614.81$$

3. Table Zi was looked from the standard normal density\

F(Zi) = 0.5- 0.460 = 0.0396 and [F(Zi)-S(Zi)]=0.040-0.028

Table 4.4
The Test of Normality for Y Variable

No	Xi	F	Fkum	Zi	Table	F(Zi)	S(Zi)	[F(Zi)-S(Zi)
1	60	1	1	-1.755	0.460	0.040	0.028	0.0118
2	60	1	2	-1.755	0.460	0.040	0.056	0.0159
3	65	1	3	-1.053	0.354	0.146	0.083	0.0280
4	65	1	4	-1.053	0.354	0.146	0.111	0.0134
5	65	1	5	-1.053	0.354	0.146	0.139	0.0628
6	65	1	6	-1.053	0.354	0.146	0.167	0.0350
7	65	1	7	-1.053	0.354	0.146	0.194	0.0072
8	65	1	8	-1.053	0.354	0.146	0.222	0.0205

9	65	1	9	-1.053	0.354	0.146	0.250	0.0483
10	65	1	10	-1.053	0.354	0.146	0.278	0.0761
11	70	1	11	-0.351	0.137	0.363	0.306	0.1039
12	70	1	12	-0.351	0.137	0.363	0.333	0.1316
13	70	1	13	-0.351	0.137	0.363	0.361	0.0572
14	70	1	14	-0.351	0.137	0.363	0.389	0.0294
15	70	1	15	-0.351	0.137	0.363	0.417	0.0539
16	70	1	16	-0.351	0.137	0.363	0.444	0.0817
17	70	1	17	-0.351	0.137	0.363	0.472	0.1094
18	70	1	18	-0.351	0.137	0.363	0.500	0.1372
19	70	1	19	-0.351	0.137	0.363	0.528	0.1650
20	75	1	20	0.351	0.137	0.637	0.556	0.0817
21	75	1	21	0.351	0.137	0.637	0.583	0.0239
22	75	1	22	0.351	0.137	0.637	0.611	0.1299
23	75	1	23	0.351	0.137	0.635	0.639	0.1543
24	75	1	24	0.351	0.137	0.637	0.667	0.1266
25	75	1	25	0.351	0.137	0.637	0.694	0.0988
26	75	1	26	0.351	0.137	0.637	0,722	0.0710
27	75	1	27	0.351	0.137	0.637	0.750	0.0342
28	80	1	28	1.053	0.354	0.854	0.778	0.0799
29	80	1	29	1.053	0.354	0.854	0.806	0.1077
30	80	1	30	1.053	0.354	0.854	0.833	0.1355
31	80	1	31	1.053	0.354	0.854	0.861	0.1488
32	80	1	32	1.053	0.354	0.854	0.889	0.1210
33	85	1	33	1.755	0.460	0.960	0.917	0.1123
34	85	1	34	1.755	0.460	0.960	0.944	0.1401
35	85	1	35	1.755	0.460	0.960	0.972	0.1442
36	85	1	36	1.755	0.460	0.960	1.000	0.1164

Which :

Average   : 72.50

S   : 7.12

Lobs   :0.1650

Ltable   :0.1665

From the table above Lobs = 0.1650 and test of lilifors with α=0.05 and n = 36 Ltable = 0.1665. So, the test of normality was found that Lobs <Ltable(0.1655< 0.1665) = the data was normally.

1. **Homogeneity Test**

Homogeneity test performance to determiner where the variances of data were equal from two distribution group.

The data of variable X and variable Y

a. Variable X

   $X = 86.11$

   $S_1{}^2 = 73.55$

   $N = 36$

b. Variable Y

   $Y = 72.50$

   $S_1{}^2 = 50.54$

   $N = 36$

$$F\ Hitung = \frac{The\ Highest\ Vriences^2}{The\ Lawest\ Variences^2} = \frac{(73.55)}{(50.54)} = 23.01$$

C. **Testing the Hypothesis**

Testing the hypothesis should be done other to know wheter the hypothesis accepted or rejected.

Table 4.5
The Calculation Table

NO	X	Y	X^2	Y^2	XY
1	80	75	6.400	5.625	6.000
2	70	80	4.900	6.400	5.600
3	75	90	5.625	8.100	6.750
4	75	85	5.625	7.225	6.375
5	80	85	6.400	7.225	6.800
6	70	75	4.900	8.100	5.250
7	65	75	4.225	5.625	4.875
8	70	80	4.900	5.262	5.600
9	75	90	5.625	6.400	6.750
10	65	85	4.225	8.100	5.525
11	75	85	5.625	6.400	6.375
12	80	80	6.400	8.100	6.400
13	70	80	4.900	7.225	5.600
14	65	85	4.225	7.225	5.525
15	65	70	4.225	6.400	4.550
16	70	80	4.900	6.400	5.600
17	75	85	4.225	7.225	6.375
18	85	90	4.225	8.100	7.650
19	65	75	4.900	5.625	4.875
20	60	70	5.625	4.900	4.200
21	70	80	7.225	6.400	5.600
22	80	85	6.400	7.225	6.800
23	70	80	3.600	6.400	5.600
24	60	70	4.900	4.900	4.200
25	75	85	6.400	7.225	6,375
26	65	80	4.900	6.400	5.200
27	70	80	3.600	6.400	5.600
28	80	85	5.625	7.225	6.800
29	85	90	7.225	8.100	7.650
30	75	85	5.625	7.225	6.375
31	80	90	5.625	8.100	7.200
32	85	90	6.400	8.100	7.750
33	65	75	7.255	5.625	4.875

34	85	90	4.225	8.100	7.650
35	70	90	4.900	8.100	6.300
36	75	85	5.625	7.225	6.375
TOTAL	ΣX=2960	ΣY=2625	ΣX²=193175	ΣY²=244700	ΣXY=216 92

The table 4.5 above, calculating table that explained formula of post test in experimental and control group was implemented to find the t-critical value both group as the basis to the hypothesis the research.

1. **Coefficient r**

$$r_n = \frac{n\sum x_i y_i - \left(\sum x_i\right)\left(\sum y_i\right)}{\sqrt{\left\{n\sum x_i^2 - \left(\sum x_i\right)^2\right\}\left\{n\sum y_i^2 - \left(\sum y_i\right)^2\right\}}}$$

$$= \frac{36(216925) - (2625)(2966)}{\sqrt{\left\{36(193175) - (2625)^2\right\}\left\{36(244700) - (2960)^2\right\}}}$$

$$= \frac{7809300 - 7770000}{\sqrt{\{6954300 - 6890625\}\{8809200 - 8761600\}}}$$

$$= \frac{39300}{55054}$$

$$= 0.7138$$

2. **Testing the statistical hypothesis**

   Ha : P#0 there was any significant effect of using Two Stay Two Stray on the students' achievement in reading comperehension.

   Ho : P = 0 there was not any significant effect of using wo Stay Two Stray achievement in reading comprehension.

   With the criteria examination, Ho was accepted with if t {1-1a} <t <t

Where $tt = \left\{ \dfrac{l - l_a}{2} \right\}$ was getting by t distribution with df = n- 2. df = 72 -2

=70 A = 5%= 0.05. in the other way, Ho was rejected .

$$r = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.7138\sqrt{72-2}}{\sqrt{1-0.7138^2}}$$

$$= \frac{4.1621}{0.7003}$$

$$= 5.94$$

$$t = \left(1 - \frac{1}{2}a\right)(df)$$

$$t = \left(1 - \frac{1}{2}\,0.05\right)(70)$$

$$t = 0.9975\,(70)$$

$$t = 1.67$$

The conclusion, because $t_{counted} > t_{table}$ or 5.94 > 1.67. So, Ho was rejected.It meant that Ha was acceptable or "there was a significant effect of using Two Stay Two Stray on the students' achievement in reading comprehension.

3. Determining Percentage of the Effect of X Variable Toward Y Variable

$D = r^2$ x 100%

$\quad = 0.7138^2$ x 100%

$\quad = 0.5059$ x 100%

$\quad = 50.95\%$

It meant the effect of X variable toward Y variable or the effect of using two stay two stray on the students' achievement in reading readingcomprehension was 50,59% and 49,05% was influenced by another factors.

4. Findings

Based on the calculation, it was found that there was significant effect of using Two stay Two stray on the students' achievement in reading comprehension .the students' achievement which taught by using Two stay two stray got higher score than the students' achievement which taught by applying traditional method. It is proved from the result of the t-test, in which the score of $t_{counted}$= 5,94, with df = n -2. So, 72-2= 70 and α = 5% = 0,05, t $_{table}$ = 1.67 ($t_{countable}$>t $_{table)}$.

It means that two stay two stray gave a significant effect on students' achievemengt in reading comprehension. Besides that, they had more confidence to improve their ideas when they analyzed the text by using Two stay Two stray (TSTS). Abrami et al. (1995) stated that cooperative learning

stress on increasing students' academic achievement through a good social relationship with one another in group work. Therefore, TS-TS strategy as a part of cooperative learning strategies proved that this strategy had improved the students' ability in comprehending review texts.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data analysis and the discussions, conclusions, were drawn as the following.

It was found that the applied of two stay two stray could cause a positive effect to the students' achievement in reading comprehension, which was proved from the result of the test $t_{counted} > t_{table}$ or $5.94 > 1.67$. The percentage of the effect of using two stay two stray on the students' achievementin reading comprehension was 50.95% and 49.05% was influenced by another factors.

The Experimental and Control students gave positive responses to the strategy, positive relationships, motivation and materials used when learning with TSTS. This technique can increase their self-confidence, social interactions, individual accountability, and group skills. They also got better improvement in their reading comprehension skills because they could better understand the material by learning together as a team. The students discussed and shared the materials with the others in their group. They also freely communicated with each other and were more enthusiastic when joining the class. Moreover, the students learned more actively and got more benefits from group work than they could get from individual learning with the traditional Method.

The research showed that cooperative learning strategy especially TS-TS strategy was successful in improving students' reading comprehension and

promoting students to be involved actively in group discussions. The teacher should also consider some things that might influence the implementation of this strategy such as procedures, the strengths and weaknesses of the strategy, the use of appropriate media and material in improving students' comprehension of review text and attracting the students' attention and involvement during the teaching and learning process. In other words, the discussion revealed that theoretical view point of TS-TS strategy had supported the findings related to the improvement of the students' comprehension of review texts and the students' active involvement during teaching and learning process.

B. Suggestions

It was suggested to the students to practice Two stay Two Stray by themselves to encourage their confidence and to improve their ability in reading comprehension Based on the facts regarding the effectiveness of the use of TSTS to improve students' reading comprehension skills, the researcher has some suggestions for other teachers, students, other researchers, and schools as follows.

1. For the headmaster the result of this study to contribute in applying their teaching strategies particularly Two Stay Two Stray in order to increase the students' ability in reading.

2. For English teachers, it is suggested that teachers use TSTS for teaching reading comprehension and other subjects where it could be of benefit. It gives positive effects to students in mastering reading comprehension and in relations with other students. The thing that the teacher should anticipate is

how to control the students when they are discussing texts in their groups because it can get very hectic. Also the teacher needs to be able to mix and manage students with heterogeneous abilities.

3. For students, they should overcome their fears of learning English ESL and change their attitudes about their reading comprehension skills. Making mistakes is a part of progress in learning and students should not worry about making mistakes but should learn from them. Students should realize that reading comprehension is not difficult as there are many ways to be able to read as long as they are willing to practice reading together regularly. For other researchers, the writer suggests that other researchers conduct similar studies with larger populations and larger sample sizes.

4. For schools, they are expected to improve the quality of their teaching-learning techniques by giving teachers more chances to develop reading comprehension skills. It is hoped that schools will give more attention to developing reading comprehension skills and the habit of reading for daily life than to read just for marks in a reading test.

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