CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. THE NATURE OF READING

Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is the fastest and simplest way to raise people's educational level (Hung &Tzeng, 2001). Reading is like opening the door of understanding to human's past, where it can serve as a looking glass for our present. Reading also stimulates the development of brain cells, reinforces language skills, enhances organizational abilities, improves one's temperament and poise, and provides strength to endure frustration. In short, reading is the best and only way of enabling humans absorb new experience and replace old views.

William Grabe (2002: 9) says that reading is the ability to draw meaning from the print page and interpret this information appropriately. The purpose of reading is: Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information need for writing), reading for critique texts, reading for general comprehension.

Reading is important to be mastered as one of the four language skills. Reading activity that focuses on understanding context and getting new information of the text is reading comprehension. Ruddell (2005:30) asserts that reading is the act of constructing meaning while transacting with text. Reading

comprehension is not just voice, but also is a process to understand and construct meaning in a piece of text. Reading in a foreign or second language is much more difficult than reading in a mother tongue. It does not come naturally and needs a lot of practice. In addition, there are a number of skills and strategies which we use when reading in our first language, without being aware of them (Grabe and Fredericka, 2002:34).Reading as part of receptive skills is given the first priority in the language curriculum. Reading is important because it can help the students to gain information such as general knowledge.

Therefore, reading is the process of putting the reader in the contact communicating with ideas (Hornby, A.S, 1998). Reading is a process of looking at written language symbols, converting them into overt or covert speech, symbols and then manipulating them so that both the direct (overt) and implied (covert) ideas intended by the authormay beunderstandable(Hafner, L, E, & Hayden. B.J., 1982:7) but, according Haris, J.A., & Edward R.S (1979:27) states that reading is as result of the in play between perception of graphic symbols that represent language, and memory traces of the reader's past verbal and non verbal experiences. Meanwhile, comprehension is an active process that involves that child's integration of prior knowledge with information in the text in order to comprehend that text. Among the major goals of reading instruction is the development of learners who understand.

Reading is a complex process, every writer gives the reasonin his or her to establish meaning. Charles in Hamka (2005:9) stated that reading is a transmitting of information process where the author is regarded as the informant

and the reader. In other hand is receiver during reading process the reader interacts with the author directly.

According to Mark A. Clark and Sandra in Hamka (1988:15), they define that reading is an active cognitive process of interacting with print and monitoring comprehensions to establish meaning.

II.2 READING COMPREHENSION

According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes, including word reading, word and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

McNeil (1987: 10) explains that reading comprehension is the search for meaning actively using the knowledge of the world of the text to understand each new thing read. He adds that this sentence identifies three elements of reading for comprehension: (1) a reader needs knowledge of the world to understand new things, (2) a reader needs to be familiar with the variety of the text structure he/she is likely to come upon, and (3) a reader needs to seek meaning and not passively for it to rise up from the page. In short, to acquire comprehension the reader should be able to define the printed words, to relate the sentences, to find the main and supporting ideas as well as to add the raw knowledge into the prior knowledge.

Reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message (Keith Reyner: 2001). Reading comprehension is one of the skills that must be developed at school. This is caused that the reading comprehension has become something important for students. The students' success depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least the students will have difficulty in making progress. On the other hand, if a student has an ability to read with proper understanding, he or she would have a better chance to succeed in learning

Reading comprehension involves twolevels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart (Cain,Kate : 2009).

There are some components of reading comprehension which should be focused on comprehending a reading text. **King and Stanley (2004: 8)** state that there are five components that may help the students to read carefully:

1. Finding Factual Information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear

with WH question word. There are many types of question of factual information such as question type of reason, purpose, result, comparison, means, identity, time, and amount in which most of the answers can be found in the text.

Example of the accuracy of factual information in the text:

The origin of baseball probably stretched back to 1839, when Abner Doubleday, a civil engineering student, laid out a diamond shaped field at Cooperstown, New York, and attempted to standardize the rules governing the playing of such games as town ball and four oldercats, the ancestor of baseball

2.   Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helpsyou not only understand the paragraph on the first reading but also helps you to remember the content later. The main idea of a paragraph is what paragraph develops. An efficient reader understands not only the ideas, but also the relative significance as expressed by the writer. An efficient reader understands not only the ideas, but also the relative significance as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3.   Finding the Meaning of Vocabulary in Context

Finding the meaning of vocabulary in context means that the reader could develop his or her ability in guessing the words which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4.   Identifying References

Reference words are usually short and are very frequently pronoun, such as it, he, she, this, those, and so on. The references could be to something which has already been mentioned or for something which is going to be mentioned. In English, as in other language, it would be clumsy and boring to have and to repeat the same word or phrase every time a readeruses it. Instead of repeating the same word or phrase several times it has been used, we usually refer to it rather than repeat it. For this purpose, we use reference words most often, the reference words or phrase to which they refer will help a reader understand the reading passage. Student of English might learn many rules for the sentences.

Examples of the accuracy of identifying references in the text:

The blossom of the Joshua three were eaten in the past by American Indians who also roasted it's green fruit and ground its seed for**their** porridge. Baskets would make from the roots and sandal from its leaf fibers. Later it was even used for artificial limbs and sawdust and too foam beer and egg meringue. Example of the accuracy of identifyingreferences in the text:

What does "its" in line 2 refer to?

A. The Joshua tree

B. A blossom

C. A green fruit

D. A seed

Making Inference

The important thing is needed in reading understanding. Writers, however, does not write out everything, he expects the reader to understand.

Writers use language efficiently and recognize what can be inferred from their sentence. In other words, and efficient reader is able to understand those implications.

A good reader is able to understand the inference, to see what is implied. Certain strategies can be used to try to determine what can be inferred from the passage. The most obvious help we get in from the context, the whole group of sentences, which can guide us toward the answer.

An example of the accuracy of making inference in the text:

In 1896, the fabulously wealthy John D. Rockefeller declared that the great university, he had founded was the best investment he had ever made in his life.

What can be inferred from the sentence?

-John D. Rockefeller was richer than the vast majority of his fellow American

- Rockefeller was delighted with the university, he had founded

- Rockefeller had made other investment in his life

Shortly, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

Further, According to Alderson (2000) the process of reading is the interaction between reader and the text. During that process, presumably, many things are happening; readers not only look at print in some sense on the page, but also decide what they mean and how they relate to each other. In relation to that definition, Davis (2011) assumes that the processes of reading comprehension can be described as follows:

a. Attending and searching: focusing attention on particular letters and clusters, and drawing on the knowledge of letter sound relationships, identifying words that are already known, looking for information in illustrations and diagrams,and using analogies (their knowledge of familiar words to work out new words).

b. Anticipating/predicting: drawing on letter sound knowledge, decoding strategies, awareness of patterns in text, using detail in illustrations and diagrams, using prior knowledge.

c. Cross-checking and confirming: drawing on meaning from text, looking at patterns in text, using illustrations and word knowledge to check and confirm, and using re-reading strategy to check and confirm.

d. Self-correcting: thinking about what they are reading and the meaning of what they have read and self correcting when it is needed.

Further, according to Day and Park (2005) in Jayanti(2015) there are six types of comprehension in helping our students become interactive readers. They are :

a. Literal comprehension

Literal comprehension refers to an understanding of the straightforwardmeaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, how old was Maria Kim when she died? The student has to put together two pieces of information that are from different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view.

c. Inference

Making inferences involve more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

The fourth comprehension type is predictive, it involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of

prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

Previous explanation can motivate lectures to provide solution to break students' obstacles in reading, it can be seen clearly that the vocabulary mastery is not the only key to be succeed in comprehending a text, understanding context of the text, combining the information that readers catch from the first, the middle

and the end of paragraph, connecting the information that gotten from the text with reader own knowledge, making prediction, judgment, and giving personal feeling about the text are also beneficial activities that can be down to have the good comprehension. However, students do not develop the ability to comprehend texts quickly or independently. Therefore, readingcomprehension strategies must be used over an extended period of time by lecturers who have knowledge and experience using them. Reading comprehensionstrategies must be refined, practiced and reinforced continually throughout life. As their reading materials become more diverse and challenging, students need to learn new tools for comprehending these texts. Different kinds of texts and contents are challenges for students, and they require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

II.3 TEACHING READING

Teaching is a very complex enterprise, involving a series of decision-making activities that occur across a range of ideas, issues, and events (Loughran in Musthafa, 2014:139). Teaching is a theoretical act, and theories, whether explicitly or implicitly held have powerful effects on what teachers do, how they do it, and how they determine if they are successful (Beach in Musthafa, 2014: 139). As a teaching comprises various demands, many of them are conflicting one another, teaching requires continual decision making: making judgments about what is considered to be appropriate actions in a given situation at a given time.

At this juncture, when teachers are faced with choices, teachers' personal, professional judgments become paramount in responding to problems at hand (Musthafa, 2014: 139).

It can be said that teaching is the complex activities which has effects in teacher's decision in creating the materials and the way that the teacher uses to make the teaching learning process condition. The teacher is needed to respond the problems and solve the problems that could be faced in the class. It means in teaching, teacher is not only presenting or explaining the materials, but needs to be creative in solving any problems that can be faced in the class.

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It can conclude that the readers must understand two important aspects to teach, in order the students have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, written text serves various pedagogical purposes. Thirdly, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading is useful for other purposes; any exposure to English to provide students understand it more, is a good thing for language students, it also provides good models for English writing and provide opportunities to study the language.

As for learning strategies, various learners' factors have been identified as factorsrelated to language learning strategies, including language being learned, level of language l, proficiency,degreeof metacognitive awareness, gender, affective variables such as attitudes, motivation, and languagelearning goals, specific personality traits, overall personality type, learning style, career orientation or field of specialization, national origin, aptitude, language teaching methods, task requirements,and type of strategy training (Viriya&Sapsarin, 2014: 778). It can be concluded that learning strategies could be influenced by many factors and the teacher requires creating a good strategy to improve the students' achievement.

II.4 READING STRATEGY

To help students in reading comprehension and also to increase their reading ability students have to use some skills and strategies. This review of literature will define the differences between reading skills and reading strategies, and illustration before, during, and after reading strategies. Hollas (2002),describes that a reading skill is a helpful tool that a student practice in order to improve reading. Teachers teach various skills to improve the

understanding of reading; unfortunately, many of the students while decoding do not comprehend what they are reading. Moreover Hollas states that reading strategy is a plan or way of doing something; a specific procedure one uses to perform a skill. Further, Alexander, et al. (1985) quote a strategy as a procedural, purposeful, effortful, willful, essential and facilitative. They assert that strategies are mandatory for academic development.

As described above, students today have difficulty in getting through a short reading assignment. This difficulty is associated with the lack of ability to focus and concentrate on writing words. Due to this, many students need guidance and strategies to help focus on reading and to do more than just read the words on a piece of paper. The skills of a strategic reader in the content areas can be broken down into seven areas (Hollas, 2002:

a. Predict – declaring in advance or to foretell on the basis of observation and/or experience.

b. Visualize – forming mental pictures of scenes, characters and events.

c. Connect – to link two things together or to associate and see a relationship.

d. Question – to inquire or examine.

e. Clarify – to make understandable or to become clear and free of confusion.

f. Summarize – to concisely obtain the essence or main point of the text.

g. Evaluate – to form an opinion about what you have read

Grellet, F(1981) proposes the following hints to develop reading skills:

a. Teach the students to concentrate on the text and not in the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood.

b. Start with global understanding and move towards a detailed understandingrather than working the other way around.

c. Use authentic text whenever possible. The authentic text does not make learning more difficult. The difficulty depends on the activity which is required on the students rather than on the text itself. In other words, the teacher should grade exercises rather than texts. - Link the different activities through the different activities chosen.

d. Focus on reading skills and learning strategies and comprehension exercise.

e. Do not impose your own interpretation on the learners. Teach them to think by providing enough evidences for them to follow the right way.

f. Do not impose an exercise on the text. It is better to allow the text to suggest what exercises are more appropriate to it.

g. Do not use so many exercises that you might spoil the pleasure of reading.

h. Help the students to time themselves and increase their reading speed, little, by little.

i. Use variety of procedures when controlling the student's reading activities.

These seven areas can be linked to various strategies to improve the effectiveness of each reader. The "predicting, visualizing and connecting" areas are implemented as before reading strategies. The "question and clarification" areas are implemented as during reading strategies whereas, "summarizing and

evaluating" are implemented as after reading strategies. The goal of the lecturer is to help students to apply reading strategies to become effective readers. Here are different between a Skill and a Strategy:

SKILLS
The instructor decideswhat learner needs
Skills are often taught in predetermined sequence
Skills are often practiced in isolation
The emphasis is often in practice for practice's sake only
An automatic response is usually expected
Applications in meaningful contexts may not occur

STRATEGIES
Learners' needs are anticipated by the instructor
Self-direction/need is determined by learner
Strategies are taught in a meaningful context
Strategies are student-centered rather than teacher-directed
Activities are purposeful, interactive, and independent
Continual observation is practiced for evaluation of what is needed

Based on the discussion above, it can be understood that there are differences among them, and they can be differentiated, as follows; approach is the way of teachers view the learning process. It is the personal philosophy of teaching related tothe nature of education, the role of the teacher, the student, the

administration, the parents, or how the teacher approaches the students in teaching and learning process. It may vary depending on students he teaches. Anthony 1963 ; Murcia2001) defined an approach to language teaching is something that reflects a certain model or research paradigm. In short, approach is like a collection of theories, there is no procedure and it is still general,

Then, method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives. In short, the method is more specific than approach and less specific than technique. Thus, the method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique). On the other hand, techniques are specific activities manifested in classrooms that are consistent with a method and thus are in harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity use in one or more methods.

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension. Thus, the strategy hasabout students performed a few steps in learning process. And it is chosen as the solution for students reading comprehension in this research.

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II.5 ASSESSMENT OF READING

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences (Richards & Schmidt, 2002:35). To collect the information of the students' improvement in reading comprehension, some assessments of reading are essential to be carried out.

Unlike speaking and writing, the reading process and product cannot be seen and observed specifically. For this reason, all assessmentsof reading must be carried out by inference (Brown, 2004:186). Some considerations are needed in designing assessment of reading, such as the types of genres of written text, the components of reading ability, and specific tasks. Furthermore, the types of reading performance will influence the assessment tasks as well. Brown (2004:189) lists a number of possible tasks for assessing perceptive, selective, interactive and extensive reading. Related to the specifications of reading in this study that is assessing students' interactive reading performance so there are three types of possible assessment tasks applied as follow:

a. Multiple-choice

The multiple-choice in this study provides not only the vocabulary and grammatical items but also the context to assess the students' understanding of information in the text. The context is presented by putting a pair or part of a text followed by questions in which the students have responded correctly.

b. Impromptu reading plus comprehension

This type of assessment involves impromptu reading andresponding to questions. It is commonly used in proficiency test. In this test, students are provided a reading passage followed by questions and have responded to the items. The set of questions in impromptu reading covers the comprehension of some features of reading: (1) main idea, (2) expressions/idioms/phrases in context, (3) inference, (4) grammatical features, (5) detail, (6) excluding facts not written (7) supporting idea(s), (8) vocabulary in context. These specifications and the questions are in line with the strategiesof effective reading: skimming for main idea, scanning for details, guessing word from context, inferencing, using discourse markers,etc. which are assessed in this study (Brown, 2004:212).

c. Short answer task

With this type of assessment, reading passage is presented, and thestudents read questions that must be answered in a sentence or two. Thequestions might cover the same specifications similar to the impromptu reading.Those three types of assessment tasks have the combination of form-focused and meaning-focused objectives. They cover the objectives of reading assessment, especially in the comprehension issue and embody the evidences of students' reading comprehension.

II.6 THE PURPOSEOF READING

People who read a text have their own purpose. The purpose of reading is to get the idea and to catch the meaning of the text well, to get new information and new comprehension. In real life, people generally read something because they have a desire to achieve. The goal for establishing a purpose for reading is to

identify the appropriate motif for reading and to determine the appropriate reading style to fit that purpose (Graves:2004). Further, Pressley (2006 p.267) express the importance of establishing a purpose for reading is a conscious, deliberate act prompted by plausible purpose, it is what motivates us, helps us focus or attention, or gives us a goal something tangible to work to ward.

Establishing a purpose for reading is also important for monitoring comprehension. A reader will be more alert to certain aspect of the reading if they know their goal. They will be more of confusing or unclear section of the text when the students feel aware of unclear section of the text. When students are aware of their goals prior to reading, they become more motivated to read.

Based on the statement above, clearly, people read for many purposes. Some of them read for pleasure and some read for getting information in which different purpose gain different technique used. In addition, Nuttal (2005 p.3) Stated whatever your reason for reading (excluding any reading for language learning), it is not very likely that you were interested in, evenless likely you more interested in the grammatical structure used. You read because you wanted to get something from the writing. This statement also emphasizes on no matter the readers technique used in reading, it alarms to convey they messageof the text.

The difference purpose of reading is also stated by Harmer (1983). He divided into some areas such as predictive skill, extracting specific information getting, the general picture, extracting detailed information recognizing function and discourse patterns, and deducing meaning from context. Generally, reading

purpose mentioned above is to understand or to comprehend the reading passage from the printed of text whether there is an action or not after reading a text.

II.7 TYPES OF READING

There are many kinds of reading. According to Dr. M.R. Patel and Pravin M. Jain (2008: 117-123), they stated the types of reading as follows:

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher

c. Aloud Reading

Reading aloud also play important role in teaching of Enchant the training of reading aloud must be given at primary level because it is the base of words pronunciation.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently and when they are able to read without any difficulties.

II.8 THE FACTORS EFFECT READING COMPREHENSION

Based on Lenz from University of Kansas (http://www.specialconnections. q=instruction/reading_comprehension) Reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work was required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers

presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for students to read will not teach many students the comprehension strategies they need to be proficient readers.

II.9 TWO STAY TWO STRAY STRATEGY

II.9.1 DEFINITION

One of the strategies introduced in cooperative learning approach is Two Stay Two Stray (*henceforth: TS-TS*) which is developed from Kagan(1992:63). He proves that Two Stay Two Stray cooperative learning model is so effective in

teaching reading comprehension that most students improve their ability in comprehending the reading text. 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 wasworking 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 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. TS-TS strategy is designed into small groups of students consisting of four students. The students work in small (four-member) groups of mixed ability, including one high achiever (*Sukmayati, Applying Two Stay two stray)*

Figure of Two stay- two stray:

Keterangan:
= TINGGAL/STAY
= BERPENCAR/STRAY
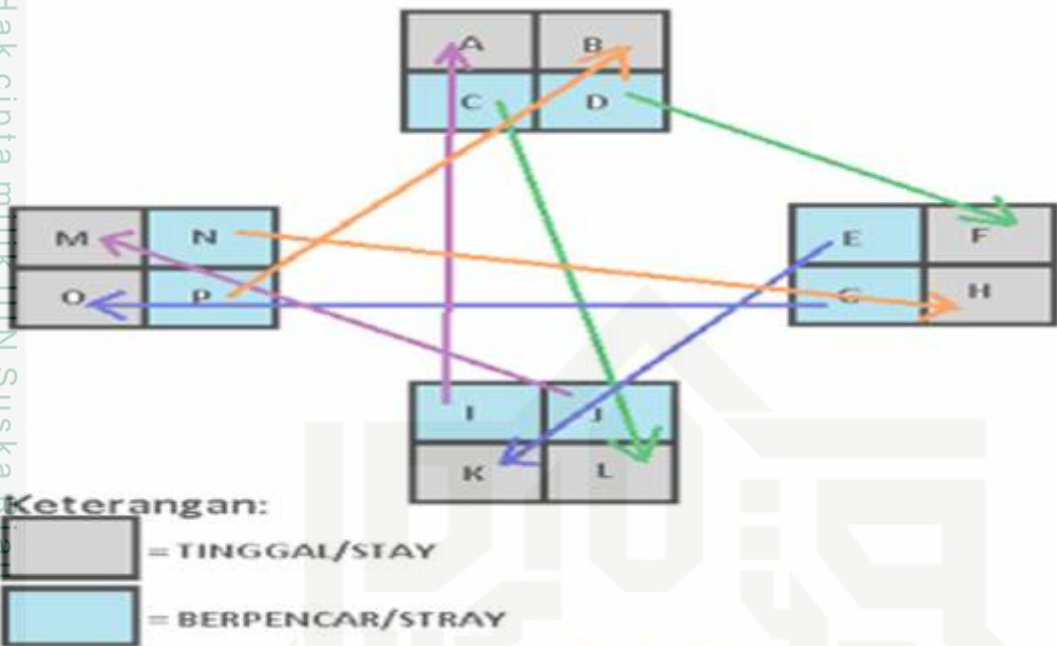
Characteristics of TSTS

The students work the task in the group that consists of four students. The group consist of students that have high, middle, and low ability. If possible in the group is consisting of different gender, and culture. The reward is more dedicatedto the group than individually.

The purposes of TSTS

In this learning, the students' activity listen to their friends said when they visit the other group. The students must listen carefully what the host explains about the material. So, in this learning the students must visit and listen carefully each other to do their task.

Procedures of TSTS

Some steps in TSTS learning (Lie, 2002:60-61). The student must cooperate to do their task. After understanding the material two students will leave their group to visit the group each other. Then two students stay in the group to share results and information from their material to the guests. The guests comeback to their group each other to report what they get from the other group. The group will match and the discussion result of their task.

Teaching Procedure:

There are some procedure using Two Stay Two Stray, those are:

1. Preparing

    Before teaching teachers must make syllabus, learning design, and prepare the task for students. Then teacher divided students into some group and in the group consist four students. In each group must heterogeneousbasedon the grade academic and ethnic.

2. The Teacher's Presentation

    The teacher will tell indicators of learning, introducing, and explaining materials based on the lesson plans that have been made.

3. The Groups' Activity

    Each group was given papers that contain tasks and every student in the group must learn that materials. After they received the tasks that contain problems there are relatedto the materials and clarification, the students learn in the small group and discuss about the tasks together. Each group will solve the problems by their way. Then two students with four students from each group will

leave the group to visit the other group. And two members stay in the group they duty is share the result and information to the guests. After the guests get the information, they will comeback to their group to report what they get from the other group and discuss about their material to finish it.

4. Formality

After the group finish their tasks, one of four groups will present for discussing with the other groups. The teacher only givesadd and direct them.

5. The Groups' Evaluation and Reward

The purpose of evaluation is to know students'' ability when they understand the materials by using Two Stay Two Stray cooperative learning. Each student will give question from learning result with TSTS, then continue by giving rewards to the group who get the high score.

II.10 DIRECTED READING ACTIVITY (DRA).

Directed Reading Activity (DRA) is a strategy used by the teacher to help students in reading class. Directed Reading Activity is a strategy that provides students with instructional support before, during, and after reading (Betts, 2012). The teacher takes an active role as he or she prepares students to read the text by pre teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students

in a discussion focusing on the purpose for reading, and follow-up activities that related to the content of the text and the specific skill that students learned to use. The main assumption of DRA is that comprehension can be improved by developing background knowledge, specific purposes mind set to reading, discussing and comprehension development after reading (Mckenna and Robinson, 1990:46).

Reading is the process of putting the reader in the contact communicating with ideas (Hornby, A.S, 1998). Reading is a process of looking at written language symbols, converting them into overt or covert speech, symbols and then manipulating them so that both the direct (overt) and implied (covert) ideas intended by the authormay beunderstandable(Hafner, L, E, & Hayden. B.J., 1982:7) but, according Haris, J.A., & Edward R.S (1979:27) states that reading is as result of the in play between perception of graphic symbols that represent language, and memory traces of the reader's past verbal and non verbal experiences. Meanwhile, comprehension is an active process that involves that child's integration of prior knowledge with information in the text in order to comprehend that text. Among the major goals of reading instruction is the development of learners who understand.

Reading is a complex process, every writer gives the reason in his or her to establish meaning. Charles in Hamka (2005:9) stated that reading is a transmitting of information process where the author is regarded as the informant and the reader. In other hand is receiver during reading process the reader interacts with the author directly.

According to Mark A. Clark and Sandra in Hamka (1988:15), they define that reading is an active cognitive process of interacting with print and monitoring comprehensions to establish meaning.Hullas (1959) argues that to begin a DRA one must start by eliciting prior knowledge. Eliciting prior knowledge helps students to connect their lives, their knowledge, to the central theme that the lesson is exploring. When asking students prior knowledge questions, there are different types of knowledge that we are trying to elicit. The three different types of connections teachers are trying to elicit from their text-to-self; Connections between the text and the reader's experiences and memories. In connection with that Stauffer (1969) argues that directed reading activity is a popular instructional procedure that can be used with both fiction and nonfiction text.

Based on some definitions above, we can simply conclude that directed reading activity is one of the some methods which can be used by teachers when they teach, and to begin a DRA one must start by eliciting prior knowledge. Eliciting prior knowledge can help students to connect their lives, their knowledge, to the reading.

Directed Reading Activity (DRA) is a teaching strategyused to guide students as they read text. DRA is one of the oldest and most widely used frameworks for reading instruction. DRA is commonly associated with based-reading instruction in the elementary grades, but can be used with students at all grade levels and with a variety of texts(Barbara, 2002:133). Then, DRA is designed to assist teachers in providing systematic group-reading instruction, in guiding and engaging students in reading text, and in providing students with

direct instruction in word recognition and comprehension (Tierney and Readence, 2000:133). DRA is a three – step teaching process that involves:

1. Pre-reading activities

    In this step, students' prior knowledge of the topic or concept is activated, or background knowledge development, and vocabulary words are introduced.

2. During-reading activity

    There are two ways doing the activitiesin this step. Firstly, the students read the text and orally respond to questionsposed by the teacher. Secondly, the teacher divides the text in three or four sections; students read silently, after reading a section the teacher poses questions orally and engages students in discussion before continuing to the next section.

3. Post-reading activities.

    In this step, comprehension check and discussion may be followed by oral rereading, or extension activities that connect the text with writing. Crawford (2005:42) points out that the directed reading activity is a technique for directing the students' silent reading with comprehension-level question. The students read with stops, pausing to discuss every few paragraphs. The Directed Reading Activity is a reading technique designed to assist readers in comprehending text that may be slightly above their reading levels. In MEL Program, (2006-2007:21), adherence to the Directed Reading Activity steps creates successful reading experiences for readers who may not otherwise encounter success, especially in

content area material.Crawford (2005:42) tells the steps in applying directed reading activity technique in the classroom are as follows:

1. Begin with one or two anticipation activities designed to motivate students and to activate or install needed background knowledge, including new vocabulary: semantic map to gloss (introduce) the term *yacht* and activate background knowledge, and predictions from terms to apply knowledge of additional vocabulary from the story.

2. Before beginning the Directed Reading Activity, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then, the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students.

   a. Chunk text with stops to support comprehension

   b. Directed Reading Activity (DRA) to guide silent reading with higher order questions.

   c. Discussion of responses to questions, with evidence provided through brief oral reading.

3. Provide a culminating activity that allows students to review their understandings of the text and to apply them. In many lessons, this may be provided as a home task.

   a. Think-Pair-Share activity to share new knowledge about the characters

   b. Completion of character map to share new knowledge (graphic organizer)

   c. Predictions about characters based on character traits.

In brief, Directed Reading Activity is a technique that is not only increasing the students' comprehension in reading, but also gives them a chance to socialize with friends in a classroom by discussing, giving opinions and identification skill that all of this is very important for their future life.

Allan (2005: 42) states that Activity steps of DRA are as follows:

First Step: Begin with one or two anticipation activities designed to motivate students and to activate or install needed background knowledge, including new vocabulary: semantic map to gloss (introduce) the term *yacht* and activate background knowledge, and predictions from terms to apply knowledge of additional vocabulary from the story.

Second Step: Before beginning the Directed Reading Activity, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students.

1. Chunk text with stops to support comprehension

2. Directed Reading Activity (DRA) to guide silent reading with higher order questions

3. Discussion of responses to questions, with evidence provided through brief oral reading

Third Step: Provide a culminating activity that allows students to review their understandings of the text and to apply them. In many lessons, this may be provided as a home task.

1. Think-Pair-Share activity to share new knowledge about characters

2. Completion of character map to share new knowledge (graphic organizer)

3. Predictions about characters based on character traits

REFLECTIONS: Teachers will notice that comprehension improves quickly when students focus on finding answers to comprehension-level questions instead of just reading aloud. They enjoy the discussion of their answers because there is usually more than one correct answer or more than one opinion about the correct answer.

II.11 RECOUNT TEXT

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the narrative

Genetic Structure of Recount

1. Orientation: Introducing the participants, place and time

2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

• Introducing personal participant; I, my group, etc

• Using chronological connection; then, first, etc

• Using linking verb; was, were, saw, heard, etc

• Using action verb; look, go, change, etc

• Using simple past tense

Examples and structures of the text

Our trip to the Blue Mountain

Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.
Events	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

II.12 Related Studies

Related studies require some previous researchers conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, finds the conclusion of the previous researchers, as follows:

a. Aris Julian Arianto (2015/2016) carried out a research entitled "The Effectiveness of Two Stay Two Stray Strategy to the Students' Reading Comprehension". This research aimed to investigate whether there was a

significanteffect of teaching reading using Two Stay Two Stray Strategy. Conducted at the eighth grade students of SMPN 1 Prambon in academic year 2015/2016, this research used experimental technique with one-group pretest-posttest design. It was conducted in VIII-8 class as the research sample consisted of 32 students. The instrument used to collect the data was test. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyzethe data was a t - test. From the result, it was found that the obtained t-test was 9,738, whereas t-table was 2,750 at the degree of significance 1%. The t-score was higher than t-table (9,738 > 2,750). It meant that Ha was accepted while Ho was rejected. So, there was very significant effect of Two Stay Two Stray Strategy to the eight grade students' reading comprehension at of SMPN 1 Prambon in academic year 2015/2016. It is recommended that theteachers use Two Stay Two Stray Strategy in reading activities.

Aris Julian Arianto's research used a quasi experimental research, and yhis research used it too. She had two classes as participants and the current research also used two classes. But, Aris Julian Ariantotreated one class by using conventional method and one other class treated by using TSTS strategy. Aris Julian Arianto had one dependent variables; it was reading comprehension. Further, she had one independent variable, it was TSTS strategy.

b. Ida WahyuWijayati (2015/2016) conducted a research entitled "The Effectiveness Of Two Stay Two Stray Technique In Teaching Reading Through

Procedure Text for Eleventh Grade Students of SMK Maospati In The Schooling Year Of 2015/2016". The researcher uses descriptive qualitative in the research because qualitative is a type of research without numbers.Location of the research is the place where the research is done to collect data. The research takes place in SMK Maospati. It is done by the researcher to observe of Eleventh Grade Students of SMK Maospati. The research was held in SMK Maospati, Magetan, JawaTimur in the schooling year of 2015/2016.The method is applied in this research a descriptive qualitative method. The technique of the data collecting is done by observation, interview, test and documentation. The technique of analyzing data are reducing data, displaying the data, verification and concluding the data. The process of applying TSTS technique in teaching reading through procedure text is more effective. The progress of student achievement increases after the teacher applied TSTS techniques in teaching reading, in fact the progress of students' achievement in descriptive text material is increased 21.6 points of each student. The advantages and disadvantages of the TSTS techniquein teaching reading through descriptive text, such as: a) advantages. (1) The students were enthusiastic and interested in teaching reading the text by using TSTS techniques. (2) The students could get information from other groups. (3) Low level students werenot ashamed to share or to give some opinions in the discussion and higher level students help them when they found the problem in learning reading. b) Disadvantages. (1) Some students were noisy when they visitedanother group to get information about their exercise and sometimes they also stood up when they visited other groups. (2) Two stay two stray technique needed a lot of times.

Ida WahyuWijayati's research used a descriptive qualitative method, but this research used quasi experimental research. She had done observation, interview, test and documentation for two classes, but it was chosentwo classes as participants and this currebt research did pre test, treatment and post test. Ida had two dependent variables, they were reading comprehension and reading interest. Further, she had one independent variable, it was TSTS.

c.   YulianaFriskain(2015) had conducted a research entitled the Effect of Direct Reading, Thinking Activity and Reading interest on Students' Reading Comprehension.   Her   research   was   conducted   at   MTs JamiyyahIslamiyyahPondokAren. The participants were two classes of the eighthgrades, each class consisted 40 students. It was a quasiexperimental research. She found that there was no significant difference of reading comprehension between students who were taught by conventional method. There were interaction effects on teaching methods and reading interest to students' reading comprehension. There was a significant effect of students' reading comprehension who were taughtby DRTA were higher than those who were taught by conventional method for students who had high reading interest. There was no significant difference of students' reading comprehension who were taught by DRTA method and those who were taught by conventional method for students who had low reading interest.

Friska's research used a quasi experimental research, and this research did, too. She had two classes as participants and so did this research. But, Friskatreated one class by using conventional method and one other class treated

by using DRTA. Friska had two dependent variables, they were reading comprehension and reading interest. Further, she had one independent variable, it was DRTA.

d.   In additional, Drs. Bactiar,M.pd and Ricky DrimarchaBams in 2012 also conducted an action research entitled Improving Students' Reading Comprehension by Using DRTA. It was aimed to improve students' reading comprehension and to find out whether the students' reading comprehension achievement improved if they were taught by using DRTA. They used one class as sample of the research for the second year that consisted of 40 students. They stated that based on observation sheet and questionnaire sheet showed that the students reading comprehension achievement was improved.

In their research, they used DRTA as the independent variable, and reading comprehension as the dependent variable. This research also used it. Their research used action research, but this research applied quasi experimental research. The aim of their research was to improve students' reading comprehension by using DRTA and this research was aimed to compare between DRTA and QAR strategies on students' reading comprehension.

e.   Further, TalalAbd Al-Hameed Al Odwan in 2012 conducted an experimental research entitled" The Effect of Direct Reading, Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension. It purposed to investigate the effect of DRTA. There were 42 students as participants. He found that there was a statistically significant difference in reading comprehension.

Al odwan's research was similar tothis research that used an experimental research. This research used two independent variables but he only used one independent variable, it was DRTA. He wanted to investiage the effect of DRTA on reading comprehension, but this research compared two strategies (DRTA and TSTS) on students' reading comprehension.

f.   The research also had been conducted by IsmiatulFaizah in 2014 entitled "A Comparative Study InTeaching Reading By Using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) Method". It was a comparative research with quantitative approach. It was aimed to compare DRTA and KWL strategies in teaching reading comprehension. The participants were students ofthe second yearof Junior high school level in Kanigoro. She found that there wasa significant different score in teaching reading by using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) method. In other words, DRTA (Direct Reading, Thinking Activity) was more effective method than KWL (Know – Want – Learn) method in teaching reading at Junior High School level.

Ismiatul research has similarity with this research, where Ismiatul research used experimental design and so did this research. Both researches used DRTA in comparing two strategies in teaching reading comprehension. However, there was a difference between Ismiatul research and this research, where ismiatul research used KWL as second independent variable, while this research used TSTS strategy as second independent variable. Based on the sample, Ismiatul involved Junior high school students of second grade while this research involved university students as participants.

g. The study was conducted by Connie EilarRenn from Grand Valley State University in 1999. The study entitled "The Effects of the Directed Reading, Thinking Activity on Second Grade Reading Comprehension" The study was aimed to investigate the relationship reading comprehension score in a second grade classroom where reading instruction used Direct Reading Approach (DRA) and reading comprehension score in second grade where reading instruction used Direct Reading Thinking Activity (DRTA). The sample consisted 2 classes. Each classes consisted 20 students. The findings of his study indicated that the implementation of the DRTA strategy dramatically improved the reading comprehension of the students. The students who were taught by DRTA method obtained higher result compared to students who were taught by direct instruction method.

The Conie's research only consisted one independent variable and one dependent variable. DRTA was as independent variable and reading comprehension was as dependent variable. While this research had 2 independent variables and one dependent variable, where TSTS and DRA are independent variables and reading comprehension was dependent variable. However, both Coni's research and this research used experimental design.

h. Edi Saputra, carried out a research entitled "An Overview of Directed Reading Activity (DRA) And Reading Comprehension". This research described about Directed Reading Activity (DRA) in teaching English and used descriptive method. It was done at MAN 1 Pekanbaru. This research was conducted in twoclasses. DRA was a strategy that provides students with instructional support

before, during, and after reading process. Some principles of Directed Reading activity (DRA) strategy, including first, attendone of the principles of the DRAthat must be considered by the teacher to the learners when teaching reading in the classroom based on context to get meaning to develop skills and strategies in identifying words, sentences and paragraphs. Second, students had enough changes in reading a text deeply to identify main idea, specific/detail information, reference and also meaning in a text. Third, DRA encouraged the learners to be skilled and have strategy, to explore the text aesthetically, particularly in relation to literature and to develop their conceptual prior knowledge by texts. And fourth, DRA encouraged the learners to self-monitoring when they were reading so that they can adjust their reading strategies as needed. It was chosen because it creates effective and creative readers who always use background knowledge to emphasize word recognition and comprehensions in reading text by connecting what they were ready know and what they were reading. The learners were given chances to correct errors that occured during and after a reading process.

Edi Saputra's research only consisted one independent variable and one dependet variable. DRTA was as independent variable and reading comprehension was as dependent variable. While this research had 2 independent variables and one dependent variable, where TSTS and DRA were independent variables and reading comprehension was dependent variable. However,Edi Saputra's used descriptive research and this research used experimental design.

i.   **Braxton** (2009)

Braxton (2009) conducted a quasi-experimental study and evaluated the effects of two summarization strategies: the GIST strategy and the rule-based approach. This study was similar in nature to the study conducted by Bean and Steenwyk in 1984. Braxton included 64 fourth and fifth grade students in the study, and half of the students received the GIST strategy instruction while the other half received the rule-based instruction. The students participated in 15 sessions that lasted for 40-60 minutes. The results indicated that both groups improved substantially in their ability to write summary statements; however, the rule-based group out-performed the students who received the GIST strategy instruction. In addition, males scores were higher than females in the GIST condition, but females scored higher than males in the rule-based condition. Both methods indicated positive effects, and the students greatly improved in their ability to summarize and comprehend expository text.

The similarities his study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of her study with this study liedabout the purpose of his study. He investigated the effectiveness of GIST strategy towards the students' reading comprehension achievement. While this study aimed to investigate what was a useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

j. **Elizabeth A. Horton** (2014)

Elizabeth A. Horton (2014) carried out a research of her dissertation entitled "The Effects of the Modified GIST Strategy on the Reading Comprehension of English Language Learners with Disabilities". A single-subject multiple-probe multiple-baseline study was designed to investigate the effects of the Modified GIST Strategy on the summarizing skills of five English language learners with disabilities between the ages of 15 and 17 years old. The five participants were in grades nine through 11 and were enrolled in both an English class as well as a reading remediation class. The participants enrolled in a public high school located in a diverse school district near a metropolitan city in the Mid-Atlantic area of the United States. The participants were pulled from remedial reading courses for approximately 22 individual sessions with the researcher in the reading resource room and school library. Baseline data were collected prior to the implementation of the Modified GIST Strategy, and the participants were randomly assigned to an intervention tier and intervention start date. The dependent measures included (1) modified GIST summary statements, (2) standardized and informal reading assessments, and (3) the Adolescent Motivation to Read Profile. The result of the study was (a) all five participants demonstrated mastery of the Modified GIST Strategy steps following six tutoring sessions, (b) all five participants increased in their ability to summarize expository text immediately after instruction in the Modified GIST Strategy during the tutoring phase, (c) all five participants maintained their ability to summarize expository text at least two weeks following the intervention phase and three weeks following the instruction during the tutoring phase, (d) nonparametric tests

indicated that the gains for the entire group of participants were significantly higher on the KTEA-II reading subtests, (e) three of the five participants demonstrated substantial gains on the KTEA-II reading subtests after instruction in the Modified GIST Strategy, (f) four out of five participants demonstrated improved comprehension scores on the QRI Expository Passages following instruction in the Modified GIST Strategy, (g) three out of five participants scored above the baseline probes during the generalization phase, (h) three out of five participants had improved scores in their motivation to read following participation in the research study.

The similarities to her study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of her study with this study liedabout the purpose of his study. She investigatedthe effectiveness of GIST strategy towards the students' reading comprehension achievement. Whilethis study aimed to investigate what was useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

II.13 OPERATIONAL CONCEPTS AND INDICATORS.

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an abstract from the research, planningwhich should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:
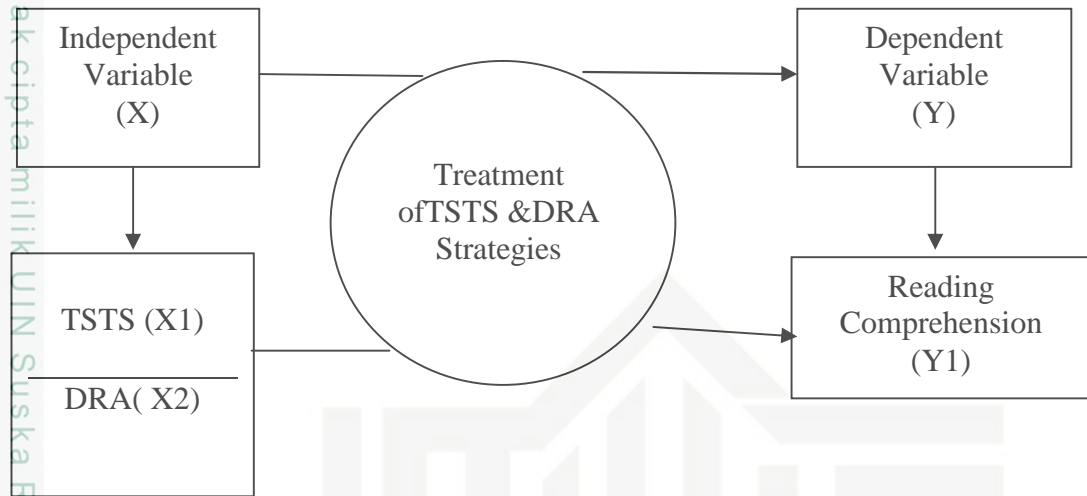
```
┌──────────────┐                                 ┌──────────────┐
│ Independent  │          ╱‾‾‾‾‾‾‾‾‾╲            │  Dependent   │
│  Variable    │─────────▶          ──────────▶ │  Variable    │
│    (X)       │        │  Treatment  │          │    (Y)       │
└──────┬───────┘        │ ofTSTS &DRA │          └──────┬───────┘
       │                │  Strategies │                 │
       ▼                │             │                 ▼
┌──────────────┐        ╲_____╱           ┌──────────────┐
│  TSTS (X1)   │                                │  Reading     │
│              │──────────────────────────────▶│ Comprehension│
│  DRA( X2)    │                                │    (Y1)      │
└──────────────┘                                └──────────────┘
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II. 13.1. Indicators

A. Indicators using Two Stay Two Stray, those are :

1. Teacher makessome groupsand each group consistedfour students.

2. Teacher introduces and explains materials based on the lesson plans that have been made.

3. Teacherasks each group to present papers based on the task given.

4. Teacher asks two students of each group to visit another group in order to share information to other groups. Two other students stay on their group to wait the guests from the other groups.

5. Teacher asks each group presents their paper in turn. Teacher gives direction as a facilitator.

6. Teacher evaluates the Groups and give reward

B. Indicators of using Directed Reading Activity:

1. The teacherprepares and chunks the text into manageable pieces.

2. The teacherprepares one or two the comprehension-level questions for each chunk.

3. The teacher activates the background knowledge of the students, including vocabularies.

4. The teacherdivides the class into groups of five or six.

5. The teacher shares the reading that already prepared.

6. The teacher asks the students to read the first chunk of the text silently and look for the answer of the questions.

7. The teacher reads the question to all students and point out one of them to answer then read aloud the sentences that prove the answer and then discussing with another student/ groups.

8. The teacher asks the students to read the next chunk of the text and do the same activities until the end of the text.

9. The teacher asks the students to make a summaryof the text in group work.

10. Finally, the teacher calls two or three groups to read their summary in front of the classroom.

C.Undicators0f Students' Reading Comprehension.

The students are able to identify:

1) factual information

2) the main idea

3) the meaning of vocabulary in context

4) References

5) Inference

II.14.ASSUMPTIONS AND HYPOTHESES

II.14.1 The Assumption

In this research, the researcher presents that there are many strategies which the teacher can use in teaching learning process to build the students'capability in English. It is assumed that using Two Stay Two Stray Strategy and Directed Reading Activity are suitablestrategies to teach a readingcomprehension for the students and to increase their capability in Reading comprehension. DRA (Betts, 1946) is a strategy that provides students with instructional support before, during, and after reading. DRA is suitable for students who have had good success with DRA, because it encourages them to make their own predictions.

II.14.2 Hypotheses

Ho1:There is no a significant difference of students' reading comprehension pretest mean score between an experimental group 1 and an experimental group 2 at Vocational High School Pharmacy Ikasari Pekanbaru.

Ha2:There is a significant difference of students' reading comprehension between pretest and post-test mean scores in the experimental group 1 of the Vocational High School PharmacyIkasari Pekanbaru.

Ha3:There is a significant difference of students' reading comprehension between pretest and post-test mean scores in the experimental group 2 of the Vocational High School Pharmacy Ikasari Pekanbaru.

Ha4:There is a significant difference on students' reading comprehension post-test mean score between an experimental group 1 and an experimental group 2 ofVocational High School Pharmacy Ikasari Pekanbaru.