



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

¹Rita Harisma ; ²Endang Ridona Sinulingga

¹English of Education, University of Muhammadiyah Sumatera Utara, Indonesia

²English of Education, University of Muhammadiyah Sumatera Utara, Indonesia

Email: ritaharisma17@gmail.com

Abstract

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

Keywords: *Two Stay – Two Stray , Reading, Manga, Narrative Text*



A. Introduction

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

In reading comprehension, students should have ability to understand the text well. So, English teacher had better to prepare their students should be Competent in reading because the students usually find some difficulties when they are learning about text, because the students usually find some difficulties when they are learning about text and they have also difficulty to understand about meaning, vocabulary, and what the text is.

One of various methods which can be applied in teaching reading is cooperative learning. Cooperative learning was not a new method in education, in fact there are a few teachers who used this method.

There are many methods in cooperative learning classes which can be applied in classroom activities. One of them is Two stay - two stray which is adapted from Istarani. This method will bring students to active learning process, because students will learn more through process constructing and creating working in group and sharing knowledge. Nevertheless individual responsibility is still the key of success in learning English.

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



Based on the explanation above, this study attempts to investigate the teaching of reading to Junior High School students by using Two Stay - Two Stray through manga. The use of Two Stay - Two Stray through manga in teaching reading is chosen because it can help the students in reading comprehension.

Formulation of the Problem

The problem of this study is: are there any improvements in the students' achievement in reading comprehension by using the two stay - two stray method through manga?

The Objectives of the study

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

Significant of the study

The significances of this study were expected to be useful for:

1. Theoretically

The researcher has gained knowledge about learning English by using the two stay - two stray method through manga. For the researcher, it is an important piece of information about the contribution of using manga in teaching reading, which could be used to improve teaching English.

2. Practically

Teacher, Students, and Researcher

The teacher should give some motivation to students, in order that the students can read the narrative text. The students would find their ability in reading narrative text in manga with the use of the two stay - two stray method, and the researcher has gained some new experiences from this research. So the researcher can explore their ability through this research.

B. Review Of Literature

Reading Comprehension

Reading is one of the receptive skills in learning English, dealing with how someone gets information from written text. According to Neil (2003: 68).



Reading with comprehension meant understanding what had been read. It was an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge. The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. When reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text.

Reading Comprehension Process

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

a. Developing a text base

Developing a text base meant the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it meant.

b. Building a mental model

Mental model is representation from the ideas in the text base that was developed by existing knowledge of the readers. In building a mental model, the readers tried to make meaning from the text

The Purpose of Reading

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

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



5. To know when and where something will taken place or what is available.
6. To know what is happening or has happened (as reporter in newspaper, magazine, reports).
7. For enjoy and excitement.

Types of Reading

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

- a. Perceptive
Perceptive reading tasks involve attending to the components of larger streches of discourse: letters, words, punctuation and other graphemic symbol. Bottom-up processing is apply.
- b. Selective
In other to know one's reading recognition of lexical, grammatical, or discourse feature of language within a very short story, selective reading is applied.
- c. Interactive
Include among interactive reading are streches of language of several paragrapgs to one page or more in which the reader mist, psycholinguistic sense, interect with the text.
That is mean reading is process of negotiating meaning, the reader brings the text a set of schemats for understanding it and in take is the product of interaction.
- d. Extensive
Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reportrd, short stories and books.

The Basic Skills of Reading

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

- 1) Pronunciation



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

2) Structural System

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

3) Vocabulary

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

Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Generic Structures of Narrative Text

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.



The Characteristics / Language Feature of Narrative Text:

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Two Stay - Two Stray

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

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

The Steps in Two Stay - Two Stray

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

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



e. The groups match and discuss the results of their work.

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

The Advantages Of Two Stay - Two Stray are :

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

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

The Disadvantages of Two Stay - Two Stray are :

The disadvantage of TSTS are :

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



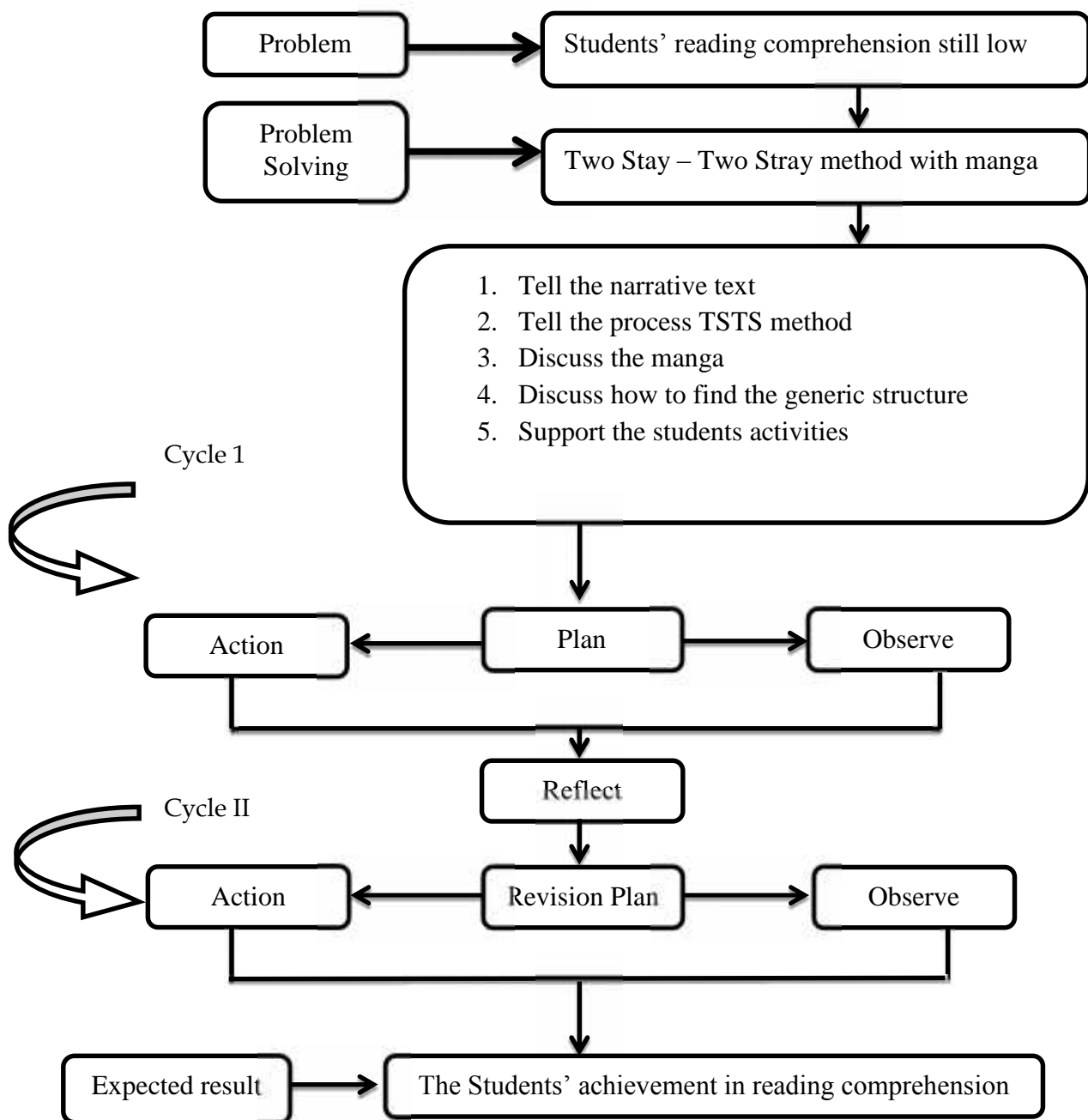
*The 1st Multi-Disciplinary International conference University Of Asahan 2019
Thema: The Role of Science in Development in the Era of Industrial Revolution
4.0 based on Local Wisdom.” in Sabty Garden Hotel-Kisaran North Sumatra,
March 23rd, 2019*

Manga

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

Conceptual Framework

The conceptual framework can be seen in the following figure.





The problem of this research is the low of students' reading comprehension. The students found difficulties to comprehend the text.

The researcher used Two Stay - Two Stray Method to solve this problem. Two Stay - Two Stray can help the students difficulties in reading comprehension. The manga support the method to make the students more easy to find the purpose from the text.

Planning

The activities in the planning were:

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

Action

1. The teacher opened the class by greeting the students.
2. The teacher asked what topic they will learned, that is Narrative Text.
3. The teacher told the students about the advantages of learning Narrative Text.
4. The teacher introduced the Manga in learning Narrative Text.
5. The teacher asked the students opinion about Narrative Text.
6. The teacher gave the definition of Narrative Text.
7. The teacher showed the text of Narrative Text with its generic structure.
8. The teacher explained about the Narrative Text.
9. The teacher gave the question based on the text to students.



10. The teacher asked the student's answer by reading base on the result in their team, and gave the score
11. The teacher and students made the conclusion based on the material.
12. The teacher ended the class by closing

Observation

Observation was done to collect data namely, teacher and students activity attitude during teaching learning process. In this section the researcher did conduct the formal observation.

Reflection

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

Technique of Collecting the Data

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

Technique of Analyzing Data

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

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

Where :

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

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

N : Number of the students



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

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

Cycle 1 :

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

Cycle 2 :

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

Where :

P : The percentage of those who getting score

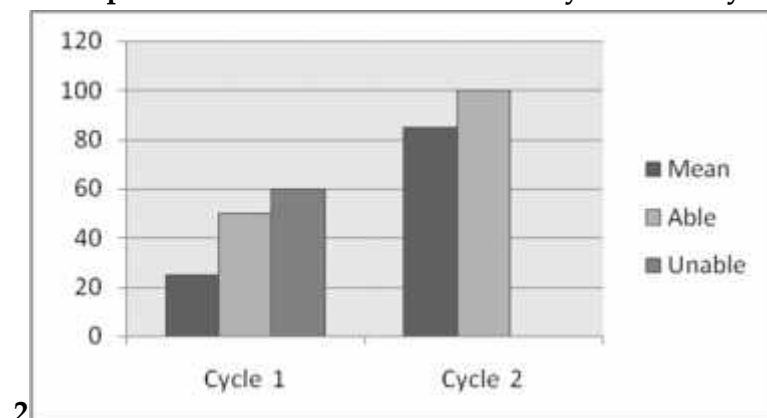
R : The number of the students getting score

T : The total number of the students

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

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

The Improvement of Students' Score in Cycle 1 and Cycle



C. Research Findings

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



percentage of the students who got score more than 70 in cycle 1 were 17.64%, the percentage of the students who got score more than 70 in cycle 2 were 100. It also could be seen from qualitative data that was observation sheet.

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

D. Conclusion

There was improvement of students' achievement in reading comprehension by using Two Stay - Two Stray Method. It meant that Two Stay - Two Stray was a good Method in teaching reading comprehension, improvement of students' achievement could be shown from quantitative data. The mean score in cycle 1 was 45.00, the mean score in cycle 2 was 86.76 the students who got score more than 70 in cycle 1 were 6 students, the students who got score more than 70 in cycle 2 were 34 students and the percentage of the students who got score more than 70 in cycle 1 were 17.64%, the percentage of the students who got score more than 70 in cycle 2 were 100%.

E. Suggestion

Suggestion was stage as followed:

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



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