THE EFFECT OF USING TWO STAY – TWO STRAY (TS – TS) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT SECOND GRADE OF SMPN 3 PALUPUH

A Thesis

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HALAMAN PERSEMBAHAN



Sekeras apapun kita berjuang dan sekeras apapun kita berusaha melakukan sesuatu pekerjaan, yakinlah semua yang kita lakukan tak akan pernah sia-sia dan semua itu akan indah pada waktu nya....amin

Waktu yang sudah kujalani dengan jalan hidup yang sudah menjadi takdirku, sedih, bahagia dan bertemu orang-orang yang memberiku sejuta pengalaman bagiku, yang telah memberi warna-warni kehidupanku.

Kubersujud dihadapanMu,

Engkau berikan aku kesempatan untuk bisa sampai dipenghujung awal perjuanganku, segala puji bagiMu ya ALLAH,
Alhamdulillah...Alhamdulillah...Alhamdulillahhirabbila'alamin...

Dengan Rahmat Allah Yang Maha Pengasih Lagi Maha Penyayang...

Dengan ini saya persembahkan karya ini untuk :

Ayahanda (ZULKARNAINI) *terimakasih atas limpahan kasih sayang yang telah engkau berikan selama ini dan memberikan semangat, motivasi dan memberikan kehangatan yang sangat berarti serta terimakasih atas kesabarannya Bapak...* ☺

*Ibunda (***MURNIATI**) *terimakasih atas limpahan doa dan kasih sayang yang tak terhingga dan selalu memberikan yang terbaik untukku. Serta terima kasih atas semangat semangat yang telah diberikan Ibu..* ☺

Saudara ku Tercinta **Yunita Erni, Erma Yutra, Netra Yenti, Rena Mulia, Mela Novia, Roby, and my young sister Salsa Billa Zahra.** Terimakasih doa nya saudaraku..

Buat adik-adikku berjuanglah
untuk mencapai impianmu apapun itu
tetap sabar dan tawaqal..... ☺

ABSTRACT

Eva Susanti, 2312.062.The Effect of Using Two Stay-Two Stray (TS-TS) Strategy Toward Students' Reading Comprehension on Narrative Text at The Second Grade of SMPN3 Palupuh. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

This research was aimed to find out the effect of using Two Stay-Two Stray(TS-TS) Strategy toward students' reading comprehension. It had been done at SMPN3 Palupuh because most of the students of Junior High School still faced problems in mastering English especialy in reading comprehension. Most of the students had low motivation to read English text; it could be seen from their behavior in reading activity. They tend to be sleepy every time they read. As a result, only some of the students got involved in the classroom activity.

This research used experimental research.There researcher used a quasi-experimental design by using the pretest-posttest control group design.The population of this research was the second grade students at SMPN3 Palupuh. The sample was VIII II treated as experimental class and taught by using TS-TS Strategy and VIII I treated as control class and taught by using traditional strategy. To determine the sample, the researcher used total sampling technique. The data was got through pretest and posttest to experimental and control groups.To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the Hypothesis the researcher used t-test formula and consulted the result by using t- table with level of significance $\alpha = 0,05$.

From the result and calculation the pre-test and post-test scores of the experiment class, it was found that the t-obtained (9.47) was higher than the t-table (1.960) with degree of freedom (df) = 40 and (α) = 0,025. So, the alternative hypothesis (Ha) was accepted which means that there was significant effect of Two Stay Two Stray Strategy toward students reading comprehension. Then, the calculation of post-test both classes : was experimental class and control class, it was obtained that the t-o was (8.09) which was higher than the t-table (1.960). with degree of freedom 21 + 21 – 2 = 40 and (α)= 0,025 So, the alternative hypothesis (Ha) was accepted which means that there is significant difference between using TS-TS Strategy and Traditional strategy. Then t-obtained both of classes is (8.09) which was higher than t-table (1.645) with (α)= 0,05. So, the alternative hypothesis (Ha) was accepted which means that TS-TS strategy is better than traditional strategy in teaching reading comprehension on narrative text. So, it can be concluded that the entire hypothesis is accepted. It is proved that using TS-TS Strategy as a reading strategy can help the students in improving their reading comprehension.

Keywords: TS-TS Strategy, Reading Comprehension, Narrative Text.

ABSTRAK

Eva Susanti, 2312.062. Pengaruh Penggunaan Strategy Dua Tinggal Dua Pergi terhadap Kemampuan Pemahaman Membaca Teks Narrative pada Siswa Kelas VIII SMPN3 Palupuh. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2017.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan Strategy Dua Tinggal Dua Pergi terhadap pemahaman membaca siswa. Penelitian ini telah dilakukan di SMPN3 Palupuh karena tidak bisa dipungkiri bahwa masih banyak siswa di Sekolah Menengah Pertama (SLTP) menghadapi masalah - masalah dalam menguasai pelajaran Bahasa Inggris, khususnya untuk pemahaman membaca dalam Bahasa Inggris. Kebanyakan siswa mempunyai motivasi yang lemah dalam membaca text bahasa Inggris; dapat dilihat dari tingkah laku pada aktifitas membaca. Mereka cenderung mengantuk setiap kali belajar membaca. Sebagai hasilnya hanya beberapa siswa yang terlibat dalam aktifitas kelas.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian Quasi eksperimen dengan menggunakan model pretest-post test. Populasi dari penelitian ini adalah siswa kelas (VIII) di SMPN 3 Palupuh.Untuk kelas VIII II diperlakukan sebagai kelas eksperimen yang diajar dengan menggunakan strategy TS-TS. Sedangkan kelas VIII I yang diperlakukan sebagai kelas kontrol dan mereka diajar dengan menggunakan metode yang biasa digunakan oleh guru.Peneliti menggunakan total sampel untuk menentukan sampel penelitian ini.Untuk menganalisis data,peneliti menggunakan tes normalitas dengan memakai uji Lillifors dan menggunakan tes homogenitas dengan menggunakan uji-F. Sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel derajat (α) = 0,05.

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperiment terdapat hasil uji t-hitung (9.47) lebih tinggi daripada t-table (1.960) dengan derajat kebebasan adalah df = 40 dengan (α)= 0,025. Jadi, hipotesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan strategy TS-TS. Kemudian, perhitungan akhir dari dua kelas: kelas eksperiment dan kelas kontrol di peroleh t-hitung (8.09) lebih tinggi dari t-table(1.960) dengan derajat kebebasan (df) = 21+ 21 – 2 = 40 dengan (α) = 0,025. Jadi,hipotesis alternatif diterima bahwa terdapat perbedaan yang signifikan antara penggunaan strategy TS-TS dan strategy yang biasa digunakan oleh guru. Kemudian antara dua kelas diperoleh t-hitung (8.09) lebih tinggi daripada t-table (1.645) dengan (α):=0,05. jadi, hipotesis alternatif diterima yang berarti bahwa penggunaan strategy lebih baik dari pada mengguanakan strategy biasa. Hal ini dibuktikan bahwa menggunakan strategy TS-TS sebagai strategy membaca yang bisa membantu siswa dalam meningkatkan pemahaman membaca mereka.

Kata Kunci: Strategy TS-TS, Pemahaman Membaca, Teks Narrative.

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is an activity when the students read the text to get more information. It is also a process of combining information that is gotten from the text and the student's own background knowledge in order to build the meaning. It means that through reading the students can construct the meaning based on the information that they got from the text and combine with their own background knowledge.

Besides, the students also get some benefits that can improve their skill in many aspects. There are benefits that the studentscan get by reading something such as genre of the texts, articles, books, journals, magazines, reports, newspapers, etc. Reading is one way that helps the students to be better in writing skill. For example, when they read a lot of books, they get the new ideas so that they will not have difficulties to write something.

Students are categorized as successful reader if they can comprehend the reading material. In reading something,student's reading comprehension is one of the important things in order to catch the meaning based on what they have read. Reading comprehension consists of two terms: reading and comprehension. Reading is known as the skill and comprehension is its goal. So, the combination of them as reading

comprehension constitutes that comprehension is the crucial thing in reading.

To understand the text, the readers should take some process to get the comprehension. According to Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructingto emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.[1] It means that reading comprehension is the act of understanding the text to improve the students ability in reading the text.

Furthermore, one of the strategies that can be applied to improve students' skill in reading narrative text is Two Stay-Two Stray (TS-TS) Strategy. Two Stay-Two Stray (TS-TS) Strategies is a way students share their knowledge and experiences with other groups[2]. The advantages of this strategy are: Improve students cooperation in group, improve students ability in giving information to other people, improve students ability to combine their idea,coach students to share their knowledge, leaning process will not make students boring, because always have interaction between students and coach students independence in learn. According to Kagan in Sukmayati , Two Stay- Two Stray Strategy cooperative learning can used to teaching reading that most students improve their ability in

[1] Snow, Catherine E, *Reading For Understanding: Toward A Research And Development Program in reading Comprehension*,(Santa Monica,2002), P. 11

[2]Suyatno.2009.*MenjelajahPembelajaranInovatif,* MasmediaBuana Pustaka.P.66

comprehending the reading text[3]. In other words, this method is used to help the students to increase the students' ability in comprehending the text universally.

Based on the researcher's interview and observation on 26-27 July 2016 in SMP N 3 Palupuh, the researcher found some problems that wererelated to the students' understanding. There were several problems that found by the researcher in relation to the students reading comprehension. It could be proved based on the researcher observation and interview with English teacher in SMPN 3 Palupuh. First, the students have difficulty to comprehend the text because they had limited vocabularies. This can be observed when reading the text, the student tended to ask the teacher the meaning of the word or to find them in the dictionary. Second, students were difficult to identify the generic structure of the text. Consequence students could not answer the questions well. Third, the students have low motivation to read the text. In fact, they admitted that they often felt bored when they had to read text especially a long and uninteresting text. When they found difficulties, they waited the teacher to explain them and did not try to solve them by themselves. As the result, they got low mark in reading test.

[3]Kagan in sukmayati.*Applying Two Stay-Two Stray Strategy to improve Students Reading Comprehension*, (online) (http://download.portalgaruda.org/article.php?article=183304&val=6357&title=Applying%20Two%20Stay-Two%20Stray%20Strategy%20to%20Improve%20Students%20Reading%20Comprehension). Retrived on sebtember, 21 2015

Based on above problems, the researcher wants to apply TS-TS strategy in order to improve students' skill in reading. Finally, the researcher is interested in conducting a research under the title **"The Effect of Using Two Stay Two Stray (TS-TS) Strategy Toward students' Reading Comprehension on Narrative Text at the Second Grade of SMPN 3 Palupuh".**

A. Identification of the Problem

Based on the background of the problem above, there are three problems can be identified, they were:

1. The students had limited vocabularies.
2. The students difficult to identify the generic structure of the text
3. Most of the students had low motivation to read the text.

B. Limitation of the Problem

Based on the problem above, there are many strategies that can improve students' reading comprehension skill. Then, the research only focus on the effect of using **Two Stay-Two Stray (TS-TS) Strategy Toward Students' Reading Comprehension on Narrative Text at the Second Grade of SMPN 3 Palupuh**.

C. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problems in the following questions.

1. Is there any significant effect of using Two Stay- Two Stray (TS-TS) strategy towards students' reading comprehension on narrative text?
2. Is there any significant difference between the students who are tough by Two Stay-Two Stray (TS-TS) strategy and those who are taught by using traditional strategy?
3. Does Two Stay-Two Stray (TS-TS) strategy give better result than traditional strategy towards students' reading comprehension on narrative text?

D. Purpose of the Research

Based on the problem proposed above, the purpose of this research were:

1. To know whether there is significant effect of using Two Stay-Two Stray (TS-TS) strategy to improve students' reading comprehension on narrative text.
2. To know whether there is significant difference between students who are tough by using Two Stay-Two Stray (TS-TS) strategy and those who are taught by using traditional strategy.
3. To know whether the use of Two Stay-Two Stray (TS-TS) strategy gives better result than traditional strategy towards students' reading comprehension on narrative text.

E. Significant of the Research

The researcher hope the result of this research give extra insight, they are:

1. For the students, it is expected that this strategy will help them to improve their reading comprehension on narrative text
2. For the English teacher, it is expected that this strategy can be use in improving students' reading comprehension on narrative text.
3. For the collage, it can add the references in the library of IAIN Bukittinggi
4. For the next research, this research can add the researcher's education of knowledge
5. For the researcher, it is expected as the way to apply and develop the knowledge. It is expected as the requirement to obtain the Strata I Degree of English Education Department in IAIN Bukittinggi.

F. Definition of Key Terms

1. Two Stay - Two Stray (TS-TS) Strategy is a way students share their knowledge and experiences with other groups. In this method starts with the division of the group.
2. Reading comprehension has defined as an active thinking process which a reader intentionally constructs meaning and deepens understanding from the text[4].
3. Narrative text is a text that tells history to the reader and the goal is to entertain the reader.

[4]Peter Westwood.2007.*Commonsense Method for Children with Special Education Needs*, Routledge: London sand New York, 5 edition,, p. 105

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Reading Comprehension

a. Definition of reading comprehension

Reading is the important part of foreign language learning and teaching. From reading people can get information and knowledge especially for the students. Reading is the meaningful interpretation of written and printed symbols. Nunan said that reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning[5]. So, reading is the readers find the meaning of the text from reading the text and they also try to draw the meaning of the text based on their background knowledge that related with the theme of the text talk about.

Reading comprehension has been defined as an active thinking process which a reader intentionally constructs meaning and deepens understanding from the text[6]. Understanding the text involves word identification, activation of prior knowledge, and the application of cognitive strategies. Students who are good comprehension use a variety of cognitive process as they read. According to Wagner, reading is process

[5]David Nunan. 2003. *Practical English Language Teaching*. Mc Grow Hill. P. 71

[6]Peter Westwood.2007.*Commonsense Method for Children with Special Education Needs*, Routledge: London and New York, 5 edition,, p. 105

through which the reader tries to share an author's point of view, his ideas, and experiences in order to communicate with him[7]. Nunan said that, Reading is a set of skills that involves making sense and driving meaning from the printed word[8]. Two the experts have the different sentences in giving the meaning of reading. Actually, the content of their intention is the same, which refers to the purpose of reading.

In reading comprehension, the reader tries to comprehend the text and get the main points from the texts. According to Aderson in Nunan, the main aim of reading is comprehension[9]. It means that the reader should be able to get and interpret ideas from the text that is readable. Nunan further states that there are two main reasons why people should important to read, they are: first reading for pleasure and the second reading for information. Reading for pleasure means that reading to make the readers get enjoyment of it. Reading for information means that the readers want to get the ideas or the messages from their reading activity. It can be concluded that reading comprehension is the ability to get the idea or information from the text.

In comprehending the text, the students face with some difficulties, such as: identifying main idea and topic, answering the questions, summarizing and organizing the text. Dalman said that, causes of

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[7]Guava Bond Wagner.1960.*Teaching the Child to Read, 3 edition*, The Macmillan Company: New York. p. 5

[8]David Nunan.2005.*Practical English Language Teaching: Young Learners*, McGraw-Hill:New York.p. 73

[9]David Nunan.2003. *Pactical English Language Teaching*. Mc Grow Hill. P. 71

difficulties in comprehension are insufficient background for reading a selection, failure to adjust reading technique to read and lack of appropriate teaching guidance[10]. It can be concluded that in teaching reading the teacher have to activate students' background well before come to the text and they has to used appropriate strategy to make the students comprehension the text well.

b. Principle of Teaching Reading

As a good teacher, the teacher has to use some of principles in teaching at the classroom. According to Nunan, there are eight principles for teaching reading[11], they are:

1) Exploiting the reader's background knowledge

The teacher has to exploit background knowledge of the students because it will relate with the comprehension of the students. According to Carrel and Connor background knowledge will influent reading comprehension.[12] It is clear that, exploit background knowledge of the students will improve comprehension of the students in read the text.

[10]Malta Dallman.1964.*The Teaching of Reading*, America :HolsRenhart and Wiinston. p. 130
[11]David Nunan.2003.*Practical English Language Teaching*, McGraw Hill. p. 74-78
[12]Carrell and Connor in David Nunan .2003. *Practical English Languege Teaching*, McGraw Hill. p. 74

2) Building a strong vocabulary base

To get success in teaching reading, the teacher has to build the basic of fundamental in reading a text that is vocabulary. When the teacher was building the strong of fundamental vocabulary to the students, it means that, the teacher will get success in teaching reading.

3) The teacher must use the strategy to make understanding to the students.

The students will difficult to comprehend the text when the teacher does not give them the explanation by using the strategy. So, as a teacher, teacher has created the strategy to comprehension of the students.

4) Working on increasing reading rate

One of the difficulties in teaching reading is that even when the students can read, much of their reading is not fluent. Often, to increasing students rate, teacher over emphasize accuracy which impedes fluency. The teacher must work toward a balance between assisting students to improve their reading and developing reading comprehension skills.

5) Teaching reading strategies

The definition in the oxford, the strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use.

6) Encouraging readers to transform strategies into skills

Strategies can be defined as conscious action that learners take to achieve desired goals or objective, while a skill is a strategy that has become automatic. As learner consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Building assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and assessment can include in the reading classroom.

8) Striving for continuous improvement as a reading teacher

The good reading teacher actively teaches students what to do. To succeed, you need more that classroom tips and techniques; you needed to understand the nature of the reading process.

c. Purpose of Reading

When students begin to read, they have some purposes in reading texts. Dallman said that to understand child's problem in reading comprehension and to plan a effective developmental program in reading, the teacher need to know the various skills that make up ability to comprehend what is need[13]. In addition, he said that the reader's purposes are:

1. Reading To Find Main Idea

   One of the most command reasons for reading is to get the general idea of a selection. This purpose is usually done in reading fiction and science. The students need to develop this ability not only through incidental but also through practice exercises.

2. Reading to Select Significant Details

   The ability in selecting the significant details is closely related with finding the main idea. The students have to know the differences between the main points and supporting details. The students also must be able to decide what point is more important.

[13]MalthaDallman, *The Teaching Of Reading*, (America: HolsRenchart and Wiinston, 1964) p. 134-139

3. Reading to Answer the Questions

Reading to answer question is a mean of improving the ability to note significant details. It is the common goal in teaching even in elementary school, high school, and college. The answer will be easy to find if the questions as partly couched in exact words of the writer.

4. Reading to summarize and organize

The students must be able to sense the relationship between the main point and the details as well as interrelationship among the details. In addition, they needs to know either how to make these relationship clear to other and under stable.

From the purpose above, student's reading activity will not be useless and they will get good comprehension, because students know what they need and what is the way to get it. Moreover, Nuttal said that you read because you want to get something from the writing, for example facts, ideas, enjoyment, even feeling of family community[14]. Whatever it was, they purpose is to get the message from the text that is

[14]CristineNuttal, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1985), p.3

expressed by the writer. All of these purposes can they decide before they read a text and they can choose the suitable way to get it.

d. Process of Reading Comprehension

Reading comprehension is process of getting the meaning and idea from the text. Nunan said that, there are three categories of reading process as follow[15]:

1. Bottom-up Models

   It mean students start with the fundamental basic of letter and sound recognition, letters, letter cluster, words, phrase, sentence, longer text, and finally meaning is the order in achieving comprehension. The Students begin with the smallest elements and builds up to comprehension of what is being read.

2. Top-Down Models

   It begin with the idea that comprehension reside in the reader, for instance; used background knowledge, makes predictions, and researches the text to confirm or reject the prediction that are made.

[15]David Nunan, Practical English Language Teaching……..p. 70-72

3. Interactive Models of Reading

This type combines elements of both bottom-up and top-down models of reading to reach comprehension. The process of reading comprehension is needed by the students in order to comprehend and conclude the whole text. The process begins from the students' background knowledge in order to engage into meaning what is being read from the text.

e. Reading Assessment

The assessment of reading is used to measure the students' reading comprehension. When teacher has already helped the students in reading comprehension, teacher needs to identify the development of students' reading comprehension. Nunan states that there are two types of assessment in measuring reading comprehension; quantitative and qualitative assessment. Quantitative assesment will include information from reading comprehension test as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy

checklist.[16] There are several indicators to measure students' reading comprehension, as the table below:

Table 2.1:

The Indicators to Measure Students' Reading Comprehension

No.	Indicators
1.	The students are able to identify the main idea of each paragraph.
2.	The students are able to identify the detail information in the text.
3.	The students are able to identify the generic structure the genre of the text.
4.	The students are able to identify the purpose of the text.

Based on the table above there are several indicators to measure students' reading comprehension.

The calculation Method of reading score :

Score of reading test = $\frac{AchievingScores}{MaximumScores}$ X 100

In order to find the reading score of reading test, the researcher divides the achieving scores to the maximum scores of the students reading test and it was multiplied to 100. So, the scores is 0 and the highest score is 100 in score of reading test.

[16]David Nunan, *Practical English Language Teaching*, (New York : McGraw-Hill, 2003), p. 77

2. The Nature of Two Stay-Two Stray Strategy

a. Definition of Two Stay-Two Stray Strategy

Strategy is one factor that follow determine students success in foreign language. Strategy is a way which involves students in order to be active directly in learning process. According to Macoro strategy is specific action by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation[17]. In other word, in big dictionary of Indonesia language explains strategy is the effort which designed by someone to reach a particular purpose. It means that a strategy is a long term plan of action designed to achieve a particular goal.

Two Stay - Two Stray (TS-TS) Strategy is a cooperative learning where students are more dominant or more active than teachers. In other words, in this strategy the student who became the center of learning itself. According to Ngalimun in Istarani, Two Stay-Two Stray is with students share their knowledge and experiences with other groups nutshell is the working group, in which two students from a group visit to another group and two other students remained in the group to receive guests from another group, students who visit to the other groups back in their home group, they report the information

[17]Ernesto Macoro, *learning Strategies in Foreign and Second language Classroom*, (London: Continuum,2001) , p.17

acquired to the group of their friend[18]. In other word, in this strategy the students work together. According to Suyanto Two Stay-Two Stray is a way students share their knowledge and experiences with other groups[19]. This method starts with the division of the group. Once the group is formed of teachers to share tasks such problems should they discuss the answer.

In other opinion, Two Stay- Two Stray (TS-TS) Strategy offers a low threat forum where students can exchange ideas and build social skills such as asking probing question. In this activity the students are encouraged to contribute their idea and opinion to their group and other group[20].Kagan says that, Two Stay- Two Stray Strategy cooperative learning model is so effective in teaching reading comprehension that most students improve their ability in comprehending the reading text. It is clear that TS-TS Strategy can improve students' reading comprehension.

b. The Characteristic of Two Stay-Two Stray (TS-TS) Strategy

Two Stay Two Stray (TS-TS) Strategy have some characteristics they are:

[18]Istarani&Muhammad Ridwan.*50 tipe, strategidanteknikpembelajaran cooperativ*e.Media Persada. Medan.2015.p.148

[19]Suyatno.2009.*MenjelajahPembelajaranInovatif*, MasmediaBuana Pustaka.P.66

[20]Crawford, A., Saul E.w.,Mathews, s., &Makinster, J. 2005.*Teaching Learning Strategies For the ThinkinClasroom*.New York: The internal Debate Education Association

1. One group consisted of four students
2. Two students act as a guest to other groups
3. Two students act as guest reception from other groups
4. Final step is compare the working group has done with his own group results[21].Base on characteristic above, the student will interest to learn English because they will interaction with other group.

c. The Procedure of Two Stay-Two Stray (TS-TS) Strategy

Students who are taught in narrative text by using Two Stay-Two Stray (TS-TS) Strategy are encouraged to follow five steps. According to Lie, Two Stay- Two Stray strategy consists of some steps:

1. The students are divided in group that each group consists of 4 students. Grouping is done by counting start from 1 until 5 to the students. So, if they get the counting 1, the will be group 1, and so on.
2. Then two students of each group stay in their group, and two students will stray to other groups.
3. The two staying students have task to share information to their guests.

[21]Muhammad ridwan, istarani: *50 Tipe,StrategidanteknikPembelajarancooperative*.Media Persada. Medan.2015. p.149

4. The guests excuse themselves and back to their group and report their findings information to their group.
5. The group matches and discusses the information [22].

Based on procedure of Two Stay Two Stray (TS-TS) Strategy above the students will be active in learning English because they have to share information to other group.

d. The Advantages of Two Stay-Two Stray Strategy

Two Stay- Two Stray Strategy has some advantages in order to make it strong as a model which used by the teacher in teaching learning process. According to Istarani. They are[23]:

1. Improve students cooperation in group
2. Improve students ability in giving information to other people
3. Improve students ability to combine their idea
4. Coach students to share their knowledge
5. Leaning process will not make students boring, because always have interaction between students.

From the explanation above, it is clear that Two Stay- Two Stray Strategy can be used in teaching learning process especially in reading, because reading emphasizes students to work in learning process.

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[22]Anita Lie. *Cooperative Leaning: Mempraktikan Cooperative Learning Di Ruang-RuangKelas*. 2010; 70

[23]Istarani&Muhammad ridwan.*50 Tipe,StrategidanteknikPembelajarancooperative*.Media Persada.Medan.2015. p.150

3. The Nature of Narrative text

a. Definition of Narrative Text

Narrative text is a text that tells a story to the reader. The goal is to entertain the reader. Reinking and Hart tell that the purpose of narrative text is to tell what happened or to establish an interesting or useful fact[24]. In other word, the story happened in the past and retell again to writer in a form of writen text. It can be concluded that, narrative text is a text that tells a story in the past to entertain the reader.

b. Element of narrative text

Narrative text has some characteristic that build in some of elements they are:

1) Social function

The function of narrative text is to amuse, entertain or inform the factual information and imaginer. Besides that, narrative text is to learn the reader. Thus, narrative text has the moral value that we find explicitly in the text. Usually, narrative text is read for children in order they can learn from the story.

[24]James A. Reinking and Andrew W.Hart, *Strategies for Sucessful Writing*, (Englewood: New Jersey , 19860, p.41

2) Generic Structure of Narrative Text

a. Orientation, mean that introducing the participant and informing the time and the place, such as, when, where, why, and who.
b. Complication or problem, describing the rising crises which the participant.
c. Resolution, showing the way participant to solve the crises, better or worse.
d. Coda or moral value, that is something the writer want to deliver to the reader.

3) The Language Feature of Narrative Text

a. Grammatical Feature

Comprehending the sentence structure is really important or the students. The structure will help the students in comprehending the text. Narrative text uses:

b. Simple past tense, because the story is happened in the past.
c. Relational verbs, for examples being, having, actions verbs, mentality verbs, and mentality process verbs.
d. Time signal such as first, then, after that, before, when, finally, etcetera.

e. In fist sentence usually uses one upon a time, long time ago, one day, etc. All of elements will construct a narrative text and the reader will be interest to read it.

4) The Goal of Learning Narrative Text

Based on the syllabus of Junior High School of SMPN 3 Palupuh, narrative text is taught at first and second grade. When teacher already teach students in reading comprehension, teacher needs to identify students' reading comprehension whether the goal of learning is achieve or not. There are three goals of learning narrative text: to identify meaning of the text, to identify the purpose of the text, and to identify rhetorical steps of the text.

4. Traditional Strategy in Teaching Reading

Traditional strategy concerned with the teacher being controller or the learning environment in teaching reading, after the teacher explains the materials, then the teacher asks the students to read the text and give the meaning of some difficult vocabularies. Then teacher asks the students to answer the questions. According Longsdon, traditional strategy in teaching reading based on model like following steps:

a. The teacher delivers instruction, typically through lecture
b. The teacher models the skill, often on a black board or overhead projector
c. The students is given practice work, usually in work books or on handouts
d. The teacher reviews the student's work or test the group using a pencil and paper test
e. The teacher provides feedback on the student's performance, usually in the form of a grade for the work and marks on items missed[25].

Traditional strategy makes the students are passive in the learning process. In conclusion, the traditional strategy does not encourage the students to be active in the classroom.

B. Review of the Related Studies

In supporting this research, there are several studies that had generally brought positive effect of using Two Stay- Two Stray Strategy that had been conducted by some researchers, they are: A previous research was done by Elvi Rodiana D (2013). She conducted the research entitled" *improving grade VIII Students' Reading Comprehension Achievement in Recount text by Using Two Stay- Two Stray Strategies at*

[25]Ann logsdon,Top 4 Fact on Differentiated Instruction vs Traditional Methods. http://learningdisabilities.about.com/od/instructionalmaterials/tp/differinstruct.htm, retrived on December 2009 2016

MTS Lab AL-Wasliyah Medan"[26]. This researcher found that the average scores of students in every test kept improving. It means there is a significant improvement on students' reading comprehension in reading recount text by using Two Stay- Two Stray strategy. It can be seen from the improvement of mean of students' score namely the mean of evaluation I (63.28) increased to the mean evaluation II (67.96) increased to evaluation III (72.96). The score continuously improved from the first evaluation to third evaluation.

Next, the study was conducted by Nur Fatoni (2014). She conducted the research entitled *" the influence of using Two Stay-Two Stray in learning reading comprehension of recount text*" [27]. She found that there is a significant different between students' reading achievement in experiment class and control class. Experimental class was taught reading by using Two Stay-Two Stray technique in teaching recount text has the higher gain score (11.4) than control class (6.4).

The last, Melia Yuliza (2014) also conducted the research about *" the effect of using Two Stay Two Stray technique toward students' achievement on speaking ability in descriptive text*[28]" . The result showed that the positive effect of students speaking ability on descriptive text taught by using two stay two stray techniques.

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[26]ElviRodiana D, 2013, " *improving grade VIII Students' Reading Comprehension Achievement in Recount text by Using Two Stay- Two Stray Strategies at* MTS Lab AL-WasliyahMedan,published

[27]NurFatoni, 2014, *the influence of using Two Stay-Two Stray in learning reading comprehension of recount text*. UIN SyarifHidayatullah Jakarta. published

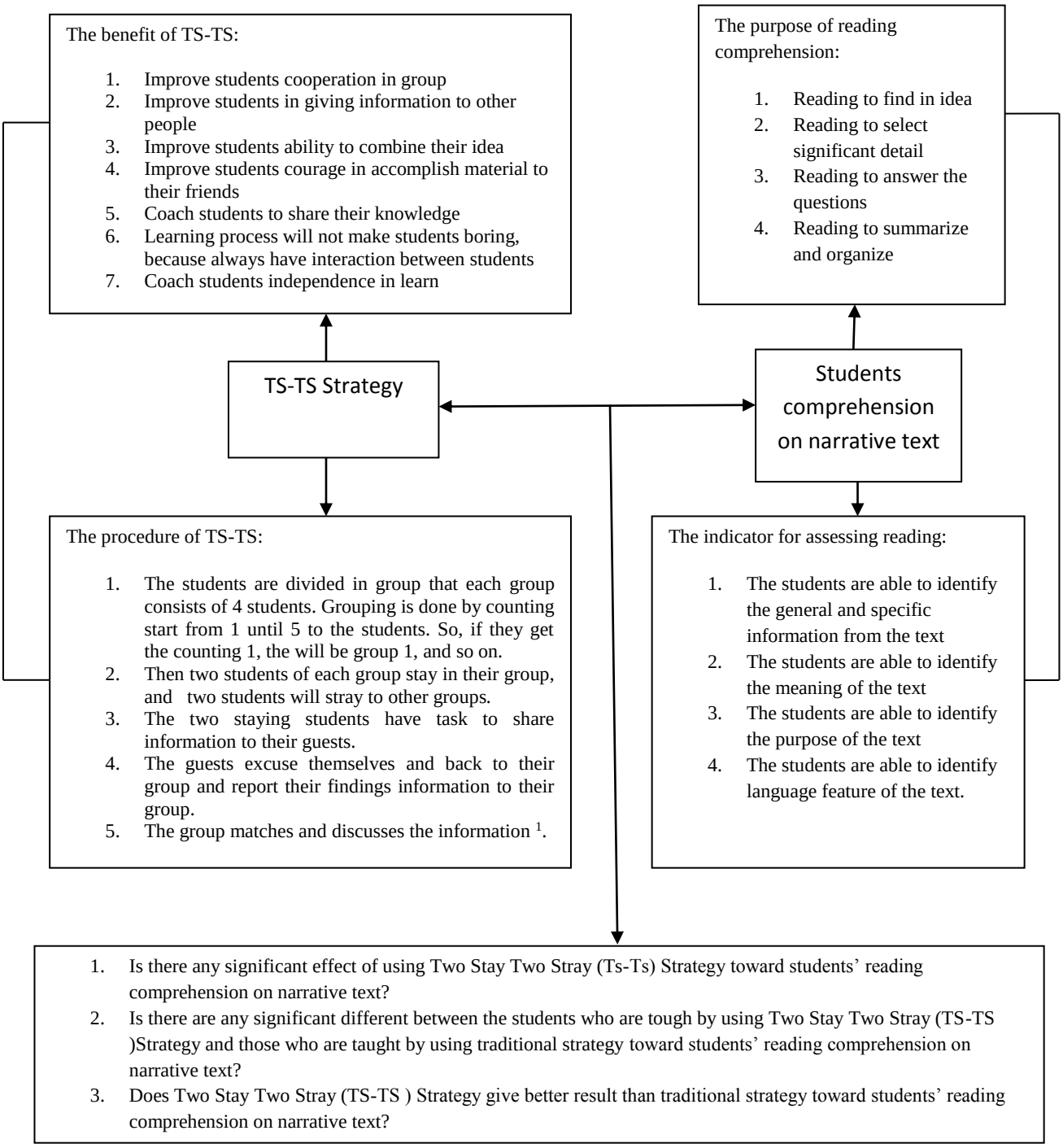
[28]MeliaYuliza, 2014. *the effect of using Two Stay Two Stray technique toward students' achievement on speaking ability in descriptive text* .Published

From those studies, the researcher will do the research by title "The Effect of Using TS-TS strategy toward students' reading comprehension on narrative text" because the researcher wants to know whether the teaching reading comprehension by using TS-TS strategy can improve second grade students' reading comprehension in SMPN 3 Palupuh as success as the previous study above. The researcher differentiated this research in using TS-TS strategy toward students' reading comprehension on narrative text at the second grade SMPN 3 Palupuh.

From those studies, the researcher will do the research under title "The Effect of Using TS-TS strategy toward students' reading comprehension on narrative text" because the researcher wants to know whether the teaching reading comprehension by using TS-TS strategy can improve students' reading comprehension as success as the previous study above. The researcher differentiated this research in using TS-TS strategy in students' reading comprehension on narrative text at SMPN 3 Palupuh in Academic Year 2016/2017.

C. Conceptual Framework

There is a schema to explain this research in order to make clear; the research can be shown as follows



The scheme above shows that TS – TS Strategy can help the students and the teacher in reading comprehension on narrative text. TS-TS Strategy purpose is to help the students by using five steps to understand the text. So, the students can build comprehend about their reading by using TS-TS Strategy.

The teacher can use TS-TS Strategy to make students active and understand in learn reading comprehension of narrative text. TS-TS Strategy has Five steps :first, students work together in group consist of 4 students. Second, after discuss about material, two students being a guest to other group. Third, two students who lived as a acceptor, and they give information about material to their guest. Four, guest excuse themselves and returned to their original group and report their finding information from other group. The last is the group match and discusses the information. The teacher used the steps well in teaching reading to get the purposes of reading comprehension.

Furthermore, there are four purposes reading comprehension that will help the teacher to teach the students in teaching learning process. They are: Reading to find main idea ,reading to select significant details, reading to answer question ,reading to summarize and organize.

Thus, this research is intended to see the effect of using Two Stay Two Stray (TS-TS) Strategy toward students' reading comprehension on narrative text at second grade of SMPN 3 Palupuh.

H. Hypothesis

Based on the background, formulation, and purpose of the problem in the previous chapter the hypothesis of this research is:

1. H_a : There is significant effect of using TS-TS Strategy toward students' reading comprehension on narrative text.

   H_o : There is no significant effect of using TS-TS strategy toward students' reading comprehension on narrative text.

2. H_a : There is significant differences between using TS – TS strategy and traditional strategy toward students' reading comprehension on narrative text.

   H_o : There is no significant different between using TS – TS strategy and traditional strategy toward students' reading comprehension on narrative text.

3. H_a : Using TS - TS strategy is better than traditional strategy toward students' reading comprehension on narrative text.

   H_o : Using TS-TS strategy same as traditional strategy toward students' reading comprehension on narrative text.

   In conclusion, the alternative hypothesis (H_a) means there are significant effect and significant differences of using TS – TS strategy toward students' reading comprehension on narrative text. On the other hand, the null hypothesis (H_o) means that using TS-TS strategy do not give significant effect and significant differences toward students' reading comprehension on narrative text.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting this research, the researcher used quantitative approach. According to Margono, quantitative approach is a process to find knowledge by using the numeral data as the instrument and it is also to find information about everything that will be found. It meant that quantitative research used the numbers in analyzing the data.

There were many type of quantitative research. Dealing with the problem of the study stated previously, researcher used a quasi-experimental design by using the pretest-posttest control group design. Gay also adds that an experiment typically involves two groups (two classes), an experimental group and a control group.[29] The experimental group and the control group were given the same test. The test was thesame in qualities and quantities to keep the reliability of the research. In experimental class, the researcher would use Two Stay-Two Stray Strategy as treatment in teaching reading. While in the control class the researcher will use conventional Strategy as usual used by the teacher in teaching reading. In short, these two classes were treated by using different strategy, whereas the same topic, length of time, pretest, and posttest were given to both of classes. For two groups research was described as following tables :

[29]L.R. Gay, *Educational Research: Competencies for Analysis and Application, … ,* p.261

Table 3.1 The Design of the Research

Group	Pretest	Treatment	Posttest
Experimental	T_1	X	T_2
Control	T_1	_	T_2

Where :

X : The treatment that was given to experiment class by using Two Stay – Two Stray Strategy.

T_1 : Pretest

T_2 : Posttest

Based on the research design above, special treatment was only given to the experimental class. The post-test was conducted after giving the treatment to the experimental class and it was given in order to observe students' comprehension in narrative text.

B. Population and Sample

Population and sample were two elements in doing research. They were necessary steps to get data for this research. The population and sample of this research were:

1. Population

Margono States that the population is the whole data which become our focus in the certain place and time[30]. The population was all students at second grade of SMPN 3 Palupuh

Table 3.2

The Population of Second Grade Students of SMPN 3 Palupuh

No	Class	Jumlah
1	VIII A	21
2	VIII B	21
Total students		42

Source: *SMP N 3 Palupuh*

2. Sample

The sample of this research was determined by using total sampling. According to Sugiono, total sampling is a technique intake of sample where amount of sample equal to population[31]. Researcher chose total sampling because amount of population less than 100. So sample of this research was students of Second grade of SMPN 3 Palupuh. They were two classes of second grade. Thus, one of them was chose to be a control class and one class to be experimental class.

[30]Margono.*MetodologiPenelitianPendidikan*. (Jakarta : PT RinekaCipta. 2007). P.118

[31]Sugiyono. 2007. *Metodepenelitionpendidikankuantitatif, kualitatifdan R&D*. Bandung:ALFABETA

To chose experimental and control class, the researcher would follow the steps below:

a. Researcher collected the score of the students' reading comprehension of second grade of SMPN 3 Palupuh in 2016/2017 academic years.

b. Test the normality of the data

The purpose of testing the normality of the data was to know whether the data spread out normally or not. Lilliefors test was used to test the normality of the data. It could be done in these steps below :

1) The researcher arrange the data from the lower to the higher

2) The researcher found the mean score ($\bar{x}$), the standard deviation (SD) and the variant

$$\mathbf{(X)=}\frac{\sum \boldsymbol{x}}{\mathbf{N}}$$

$$\mathbf{SD=}\frac{\sqrt{\sum(\mathbf{fx})^{\mathbf{2}}}}{\mathbf{n-1}}$$

$$\boldsymbol{S^2} = \frac{\sum(\boldsymbol{fx})}{\boldsymbol{n-1}}$$

3) The researcher found the score of Zi by using this formula :

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

4) The researcher found the score of F(Zi) by consult the score of Zi with Z_{table}

5) Find S (Zi)

6) The researcher found the absolute score of F (Zi) – S (Zi)
7) The researcher determined the higher score of absolute mark F (Zi) – S(Zi). It is named with Lo (Lilliefors)
8) The researcher test the Lo score with Lilliefors table with the certain degree of freedom (α) : 0,05
9) The researcher took the conclusion, if Lo <L_{tab}or if L_{tab}> Lo it can be concluded that the data distributed normally with the degree of freedom in (α) 5%. [32]

c. Test the homogeneity of the data

The purpose of homogeneity test was to know whether the population was homogeneous or not. F test was used to test the homogeneity of the data. F test was doing by follow the steps below :

1) The researcher found the mean score ($\bar{x}$)

$$\bar{x} = \frac{\Sigma x}{n}$$

2) The researcher found the Standars Deviation (SD)

$$SD = \frac{\sqrt{\sum (fx)^2}}{n-1}$$

3) The researcher found the Variant (S^2) = $\boldsymbol{S^2 = \frac{\sum(fx)}{n-1}}$
4) The researcher found the F-obtained = $\frac{thehighervariant}{thelowervariant}$

[32]Gay, L.R, *Educational Research : Competencies for Analysis and Application*, …. P. 102

5) The researcher found the score of F-table with the certain of level significant (α) 0,05
6) The researcher found the conclusion, if the F-obtained < F-table, the data is homogeny.[33]

C. Instrumentation

Instrument is a technique that is used to collect data. The instrument that was used in this research is a test about the students' reading comprehension of narrative text. This test was conducted in order to identify the effect of using TS-TS strategy toward students' reading comprehension on narrative text. The form of test were multiple choices. The test consists of 20 items. The test created by considering the validity and reliability test. According to Arikunto, the main requirements of the test are validity and reliability, as explained below:

1. Validity

Validity in testing was used to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. Arikunto says that a test can be said as a valid test if it measures what is intended to measure and the instrument is called as a valid instrument when it can give the true description about the data based on the reality or fact.[34]In this research, the validity used the content validity and expert validity. In other

[33]Gay, L.R, *Educational Research : Competencies for Analysis and Application*, … p. 102

[34]SuharsimiArikunto, *Dasar-DasarEvaluasi: Revisi*, (Jakarta: PenerbitBumiAksara, 2007), p. 58

word, test is valid if it measures accurately what is intended to be measured.

The validity test by using product moment test was done by Pearson:[35]

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X^2)\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

In which:

r_{xy}= Correlation index

N = The sum of tester

ΣXY = The sum item score and total score

ΣX = The sum of item score

ΣY = The sum of total score

Find the process in appendix 18

2. Reliability

If the test gave the current result as the same as the previous test that has been conducted. It means that the test has a high reliability. Reliability is concerned with the test which consistently measures whenever it used. The researcher used the formula as follow:[36]

$$r^{11} = \left[\frac{n}{(n-1)}\right] \left[\frac{vt\Sigma pq}{vt}\right]$$

[35]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta : RinekaCipta, 2000), p. 162
[36]SuharsimiArikunto, *ProsedurPenelitian*..... p. 193

In which :

r^{11} = reliability coefficient

P= the proportion of students who give the right answer.

Q= the proportion of students who give the wrong answer.

V_t= Total variant

N= the sum of item in the text

The researcher will compare between the *r* score table and *r* total score. If $r_{table} > r_{total\ score}$ it means the score is reliable.

Find the process in appendix 19

D. The Procedure of Experimental Research

In line with the research design above, the data would be taken from the students' reading comprehension on narrative test. The test was given in objective task to the students VIII I and VIII II of SMPN 3 Palupuh. The test was delivered to all of the students in the control class and experiment class.

The researcher gave the test that appropriate with the material.The task in objective which consisted of 20 items in 80 minutes. After the students finished their test, the researchercollected the students' answer sheets. Then, the researcher checked the students answer. After getting the

students score, the researcher compared the students' scores of two classes and answer the hypothesis. The steps in this research, they were:

1. Pre-test in experimental and control classes

   The researcher gave the pre-test to the sample classes before teaching reading that consisted 20 items in 80 minutes. The researcher did some following steps:

   a. Distributed the narrative text with the question and answer sheets to the students.
   b. Limited the time, the students read the text and answer the question individually and the researcher only controls their activity.
   c. Collected the answer sheets.
   d. Checked the students answer and gave the scores.

2. Treatment

   In both experimental and control classes, the researcher gave different treatment in teaching reading.

   a. Experimental class

      The researcher taught the students by giving a treatment that was TS-TS strategy. The researcher divided the students to some groups and each group consisted 4 students and the researcher explained the definition,

elements, purpose, generic structure and grammatical feature of the narrative text. Next, researcher explained the procedure of TS-TS strategy. Next, the researcher asked the students to work in their group and follow procure of TS-TS strategy. While the researcher was only control their activities.

b. Control class

The researcher used traditional strategy in teaching reading. The researcher explained the definition, elements, generic structure, purpose, and grammatical feature of the narrative text. Then researcher read the text and translated it. After that, researcher asked the students to answer the question of the text.

3. Post- test in experimental and control class

After teaching, the researcher gave 20 items for the students in 80 minutes as the comparison and the evaluation of students' scores before and after treatment. The researcher would do the following instruction:

a. Arranged the students seat and distributed the items and answer sheets
b. Asked the students to answer the questions
c. Collected the answer sheets
d. Check the students' answer and give the scores.

E. Technique of the Data Collection

In line with the research design above, the data would be takenfrom the students' reading comprehension test. The pretest would be given to the experimental and the control class before giving the treatment. The students would be asked to read a text about the topic selected.The pretest was used to know the students' reading comprehension at beginning. The researcher tookthe students' reading comprehension scores based on scoring and measuring guidance for reading.

The posttest was given to the experimental and the control class after giving the treatment to experimental class. The students were asked to read a text about the topic selected. The posttest was used to know the development of the students' reading comprehension at the end. The researcher took the students' reading scores based on scoring and measuring guidance for reading. The scores of the students on this test are collect in order to be used as the data.

F. Technique of the Data Analysis

To analyze the data, the researcher took the **t**-test to compare the difference of the mean score between two classes: the control class and the experimental class. Sugiyono states that if the research was compared between two groups and the hypothesis is tested by using **t**-test.[37] The researcher used the t- test as suggested by Gay, the following formulas were used to analyze the data in this research.

[37]Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, p. 249

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Note :

T : The score of t – calculated (obtained)

X1 : Mean score of the posttest of the experimental class

X2 : Mean score of the pretest of the experimental class

SS1 : Sums of squares of the posttest of the experimental class

SS2 : Sums of squares of the pretest of the experimental class

n1 : Number of experimental class in posttest

n2 : Number of ecperimental class in pretest

For the first, post-test scores are analyze to see whether there was or there was no significant effect of the students' reading comprehension in narrative text post-test result between the students who were taught by using TS-TS Strategy and the students who were taught by using traditional strategy in comprehending the narrative text by comparing mean scores both of the classes.

For the next, to test the hypothesis in order to indicate a significant effect between mean scores of two classes, it would be compared between t-obtained to the value of t in the table at the level of significance 0, 05. The condition was the alternative hypothesis (Ha) was accepted if $t_{obtained} > t_{table}$. While, the null hypothesis (Ho) was accepted if $t_{obtained} < t_{table}$.

To answer the third research question the researcher uses post -test in experimental class and control class is analyze to see whether reading

comprehension on narrative text taught by using TS-TS strategy is better than reading comprehension on narrative text by using traditional strategy. To identify the last question the researcher uses one tail test.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research findings include the students' score of reading from both control and experiment class and the analyses of students' score. This section also describes about the analysis of the data collected to answer the research questions:

1) Is there any significant effect of using TS-TS Strategy in the classroom toward students' reading comprehension at the second grade of SMPN3 Palupuh?

2) Is there any significant difference of the students' reading comprehension between the students who are taught by using TS-TS Strategyand the students who are not taught by using TS-TS Strategy at thesecond grade of SMPN3 Palupuh?

3) Is the reading comprehension of the students who are taught by using TS-TS Strategy better than the reading comprehension of the students who are not taught by using TS-TS Strategy?

The findings were intended to explain; first, the use of TS-TS Strategyin teaching reading to the second grade students of SMPN3 Palupuh has a significant effect in increasing the students' reading comprehension. Second, there is significant difference effect between the

students who were taught by using TS-TS Strategy and the students who were not taught by using TS-Ts Strategy. Third, The use of TS-TS Strategy in teaching reading is better than traditional strategy.

1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at the second grade of SMPN3 Palupuh. The scores of the students' reading comprehension were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 42 students who were involved in the pre-test; 21 students in the experimental class and 21students in the control class. There were also 42 students who were involved in the post-test; 21 students in the experimental class and 21students in the control class. The description of the data in both of the experimental and control classes were explained below:

a. Data from the Pre-test of Experimental and Control Group

Pre-test is the data analysis that have been given by the researcher at the first meeting before conducting the treatment for experiment class by using TS-TS Strategy and treatment for control class by using traditionalstrategy.

The analysis of raw pre-test scores attained by the experimental group is as follows:

Table 4.1

Pre-tes Score of the Experiment Class (VIII. II)

No	Name	Score
1	AS	70
2	AFM	65
3	AE	50
4	AAN	55
5	EM	55
6	FJ	65
7	LS	70
8	M	70
9	NH	75
10	PAS	60
11	RP	65
12	RF	70
13	RS	70
14	R	70
15	RM	40
16	SP	50
17	S	45
18	SJ	50
19	SS	50
20	U	65
21	VV	65

The data obtained show that the lowest score of pre-test gained by the experimental group is 40 and the highest score is 75. It is found that there is one student who got 40,45,60, 75 , two of them got 55, four of them got 50, five students got 65,and six students got 70.

The analysis of raw pre-test scores attained by the controlclass is as follows:

Table 4.2
Pre-tes Score of the Control Class(VIII I)

No	Name	Score
1	AS	55
2	AP	40
3	A	70
4	A	40
5	BG	35
6	DAP	50
7	E	55
8	FZ	50
9	JA	65
10	LA	30
11	M	40
12	MRA	60
13	NS	50
14	PRY	45
15	RJ	65
16	RO	55
17	RL	55
18	SW	65
19	SKS	45
20	TW	65
21	YW	50

The data obtained show that the lowest score of pre-test gained by the control group is 30 and the highest score is 70. It is shown that thereare one student got 30,35,60,70, two of them got 45,three of them got 40, and four students who got score 50,55,65.

Table 4.3
The Result of the Calculation of Scores Gained from the Pre-test

The Class	Numbero f Score	Mean	Standard Deviation	Variant
Experiment	8	60.7	10.03	100.7
Control	9	51.7	11	120.8

The table above shows that the mean of the experimental group pre-test score is 60.7 while the mean of the control group pre-test is 51.7 with a slight difference of these groups'score.

b. Data from the Posttest of the Experimental and Control Group

Based on chapter three, the posttest was conducted at the end of the treatment in order to find out the effect of using TS-TS Strategy toward students' reading comprehension. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation.

The data gained from the posttest score of the experimental group are as follows:

Table 4.4
Post-tes Score of the Experiment Class (VIII II)

No	Name	Score
1	AS	75
2	AFM	95
3	AE	95
4	AAN	85
5	EM	80
6	FJ	100
7	LS	85
8	M	85
9	NH	80
10	PAS	75
11	RP	80
12	RF	95
13	RS	85
14	R	95
15	RM	100
16	SP	75
17	S	80
18	SJ	95
19	SS	90
20	U	95
21	VV	95

The data shows that the lowest score of the posttest gained by the experimental group is 75 and the highest score is 100. It means that there is significant progress on students' posttest score compared to the pre-test. The significant progress on experimental class achievement occurs after getting the treatment. After classifying the data, it is found that there are one students got 90, two students got 100, three students got 75, four students got 80,85, and seventh students got 95.

The result of the students' score from the post-test scores of the control class are as follow:

Table 4.5
Post-tes Score of the Control Class

No	Name	Score
1	AS	30
2	AP	80
3	A	85
4	A	80
5	BG	75
6	DAP	80
7	E	95
8	FZ	80
9	JA	80
10	LA	80
11	M	90
12	MRA	80
13	NS	75
14	PRY	35
15	RJ	30
16	RO	40
17	RL	80
18	SW	75
19	SKS	80
20	TW	75
21	YW	75

From the data above, the lowest score of posttest obtained by the control class is 30 and the highest score is 95. After classified, it can be seen that th are one students got 35,40,85,90,95, two of them got 30, five of them got 75, and nine of them got 80.

Based on the calculation of the scores gained in the posttest of reading test of both class, it can be summarized as follows:

Table 4.6
The Result of the Calculation of the Score Gained from Post-test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	6	87.6	7.8	60.9
Control	8	71.4	19.4	377.86

The table above shows that the mean score of the experimental class posttest score is 87.6, while the mean score of the posttest score of the control class is 71,4. It means that the mean score of the experimental class was higher than the control class.The standard deviation of the experimental class is 7,8 and the control class is 19,4. In addition, based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control maximum result;100 is higher than 95.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre-test and post-test from the experimental and the control class are showed in the following table:

Table 4.7:
The comparison of pre-test and post-test of the Experimental and the control class

Test Result / The Class	Pre-test	Post-test
Experimental Class	$\bar{X}$ = 60.7 S = 10.03 S^2 = 100.7	$\bar{X}$=87.6 S = 7.8 S^2=60.9
Control Class	$\bar{X}$= 51.7 S = 11 S^2= 120.8	$\bar{X}$= 71.4 S = 19.4 S^2=377.86

Based on the table above, the post-test result of the experimental class is higher than the pre-test result (87.6 higher than 60.7). It means that the treatment that has been used by the researcher can help the students in improving the students' reading comprehension. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (71.4) is lower than the experimental post-test result (87.6). It means that the students who were treated by using TS-TS Strategy give better result than the students who were taught by using traditional strategy only.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes

both experimental and control classes were equal at the beginning of the research because they were normal and homogenious. The researcher used the Liliefors test to find out whether the data was distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Experiment Class

The normality test of pre-test score of the experimental class can be showed by the table below:

Table 4.8

The Calculation of Mean Score, Standard Deviation,and Variant of Pretest Score in Experiment Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
40	1	40	60.7	-20.7	428.49	428.49
45	1	45	60.7	-15.7	246.49	246.49
50	4	200	60.7	-10.7	114.49	457.96
55	2	110	60.7	-5.7	32.49	64.98
60	1	60	60.7	-0.7	0.49	0.49
65	5	325	60.7	4.3	18.49	92.45
70	6	420	60.7	9.3	86.49	518.94
75	1	75	60.7	14.3	204.49	204.49
	∑= 21	∑= 1275				∑= 2014.29

Mean Score:

$$\bar{x} = \frac{\sum \text{F.Xi}}{N} = \frac{1275}{21} = 60.7$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{2014.29}{21-1}} = \sqrt{\frac{2014.29}{20}} = \sqrt{100.7} = 10.03$$

Variant:

$$S^2 = (10.03)^2 = 100.7$$

Table.4.9.

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
40	1	1	0.05	-2.06	0.0197	0.0303	0.0303
45	1	2	0.10	-1.57	0.0582	0.0418	0.0418
50	4	6	0.29	-1.07	0.1423	0.1477	0.1477➔Lo
55	2	8	0.38	-0.57	0.2843	0.0957	0.0957
60	1	9	0.43	-0.07	0.4721	-0.0421	0.0421
65	5	14	0.67	0.43	0.6664	0.0036	0.0036
70	6	20	0.95	0.93	0.8238	0.1262	0.1262
75	1	21	1	1.43	0.9236	0.0764	0.0764

From the column of F(Zi) – S(Zi), the score of Lo = 0.1477, L – table for n = 21 with the level of significant 0.05 = 0.185,So, Lo <Ltable, 0.1477< 0.185. It can be concluded that the samples are distributed normally.

b. Normality Test of Pretest Score Control Class

The normality test of pre-test score of control class can be showed by the table below:

Table 4.10:

The Calculation of Mean Score, Standard Deviation, and Variant of Pretest Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	$(Xi-\bar{x})^2$	F $(Xi-\bar{x})^2$
30	1	30	51.7	-21.7	470.89	470.89
35	1	35	51.7	-16.7	278.89	278.89
40	3	120	51.7	-11.7	136.89	410.67
45	2	90	51.7	-6.7	44.89	89.78
50	4	200	51.7	-1.7	2.89	11.56
55	4	220	51.7	3.3	10.89	43.56
60	1	60	51.7	8.3	68.89	68.89
65	4	260	51.7	13.3	176.89	707.56
70	1	70	51.7	18.3	334.89	334.89
	∑= 21	∑= 1085				∑= 2416.69

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1085}{21} = 51.7$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{2416.69}{21-1}} = \sqrt{\frac{2416.69}{20}} = \sqrt{120.8} = 11$$

Variant:

$S^2 = (11)^2 = 120.8$

Table 4.11

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
30	1	1	0.05	-1.97	0.0244	0.0256	0.0256
35	1	2	0.10	-1.52	0.0643	0.0357	0.0357
40	3	5	0.24	-1.06	0.1446	0.0954	0.0954➔ Lo
45	2	7	0.33	-0.61	0.2709	0.0591	0.0591
50	4	11	0.52	-0.15	0.4404	0.0796	0.0796
55	4	15	0.71	0.30	0.6179	0.0921	0.0921
60	1	16	0.76	0.75	0.7734	-0.0134	0.0134
65	4	20	0.95	1.21	0.8869	0.0631	0.0631
70	1	21	1	1.66	0.9515	0.0485	0.0485

From the column of |Sn(Xi)-P(Zi)|, the score of **Lo= 0.0954**. L^{tabel} for n= 21 with the level of significance 0.05= 0.185. It means that L^{tabel} > Lo (0.185>0.0954). It can be concluded that the samples distributed normally.

c. Normality Test of Post-test Score of Experiment Class.

The normality test of post-test score of the experimental class can be showed by the table below:

Table 4.12.

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Experiment Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
75	3	225	87.6	-12.6	158.76	476.28
80	4	320	87.6	-7.6	4.56	18.24
85	4	340	87.6	-2.6	6.76	27.04
90	1	90	87.6	2.4	5.76	5.76
95	7	665	87.6	7.4	54.76	383.32
100	2	200	87.6	12.4	153.76	307.52
	∑= 21	∑= 1840				∑= 1218.16

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1840}{21} = 87.6$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{1218.16}{21-1}} = \sqrt{\frac{1218.16}{20}} = \sqrt{60.9} = 7.8$$

Variant:

$$S^2 = (7.8)^2 = 60.9$$

Table.4.13.

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
75	3	3	0.14	-1.62	0.0526	0.0874	0.0874
80	4	7	0.33	-0.97	0.1660	0.1640	0.1640➔Lo
85	4	11	0.52	-0.33	0.3707	0.1493	0.1493
90	1	12	0.57	0.31	0.6217	-0.0517	0.0517
95	7	19	0.90	0.95	0.8289	0.0711	0.0711
100	2	21	1	1.59	0.9441	0.0559	0.0559

From the column of F(Zi) – S(Zi), the score of Lo = 0.1640. L – Table for n = 21 with the level of significance 0.05 = 0.185.So, Lo <Ltable, 0.1640< 0.185 . It can be concluded that the samples are distributed normally.

d. Normality Test of Post-test Score Control Class

The normality test of post-test score of the control class can be showed by the table below:

Table 4.14:

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
30	2	60	71.4	-41.4	1713.96	3427.92
35	1	35	71.4	-36.4	1324.96	1324.96
40	1	40	71.4	-31.4	985.96	985.96
75	5	375	71.4	3.6	12.96	64.8
80	9	720	71.4	8.6	73.96	665.64
85	1	85	71.4	13.6	184.96	184.96
90	1	90	71.4	18.6	345.96	345.96
95	1	95	71.4	23.6	556.96	556.96
	∑= 21	∑= 1500				∑= 7557.16

Mean Score:

$$\bar{x} = \frac{\sum \text{F.Xi}}{N} = \frac{1500}{21} = 71.4$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{7557.16}{21-1}} = \sqrt{\frac{7557.16}{20}} = \sqrt{377.86} = 19.4$$

Variant:

$$S^2 = (19.4)^2 = 377.86$$

Table.4.15:

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
30	2	2	0.10	-2.13	0.0166	0.0834	0.0834
35	1	3	0.14	-1.88	0.0301	0.1099	0.1099
40	1	4	0.19	-1.62	0.0526	0.1374	0.1374
75	5	9	0.43	0.19	0.5753	-0.1453	0.1453
80	9	18	0.86	0.44	0.6700	0.1800	0.1800➔Lo
85	1	19	0.90	0.70	0.7580	0.1420	0.1420
90	1	20	0.95	0.95	0.8315	0.1185	0.1185
95	1	21	1	1.22	0.8888	0.1112	0.1112

From the column of F(Zi) – S(Zi), the score of Lo = 0,1800 L – table for n = 21 with the level of significance 0.05 = 0.185 So, Lo $<L_{table}$,0,1800< 0.185. It can be concluded that the samples are distributed normally.

e. Homogeneity Test of the Pretest Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class are homogeny as presented in the table below:

Table 4.16:

The Mean Score, Standard Deviation, and Variant 0f Pre-Test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	8	60.7	10.03	100.7
Control	9	51.7	11	120.8

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{120.8}{100.7} = 1.2$$

Then, consult to the F^{tabel} with the level of significant 0.05

F^{tabel}-right = F∝ (V1, V2)

= F 0.05 (8, 7) = 3.73

$$F^{tabel}\text{-left} = \frac{1}{F\propto (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (7,8)} = \frac{1}{3.50} = 0.29$$

It can be concluded that in level of significant 0.05, the data is homogenous because F^{tabel}-left <Fobt< F^{tabel}-right (0.29<1.2<3.73).

f. Homogenity Test of the Post-test Score from the Experiment Class and the Control Class

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table below:

Table 4.17:

The Mean Score, Standard Deviation, and Variant 0f Post-Test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	6	87.6	7.8	60.9
Control	8	71.4	19.4	377.86

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{377.86}{60.9} = 4.20$$

Then, consult to the F^{tabel} with the level of significant 0.05

F^{tabel}-right = F∝ (V1, V2)
= F 0.05 (7, 5) = 4.88

$$F^{tabel}\text{-left} = \frac{1}{F\propto (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (5,7)} = \frac{1}{3.97} = 0.25$$

It can be concluded that in level of significant 0.05, the data is homogenous because F^{tabel}-left <Fobt< F^{tabel}-right (0.25<4.20<4.88).

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tasted as follow:

a. The First Hypothesis

The first hypothesis of this research, there is any significant effect of using TS-TS Strategy toward students reading comprehension on narrative text at second grade of SMPN 3 Palupuh as follows:

Ha : there is significant effect of using TS-TS strategy toward students reading comprehension on narrative text at second grade of SMPN 3 Palupuh.

Ho : there is no significant effect of using TS-TS strategy toward students reading comprehension on narrative text at second grade of SMPN 3 Palupuh.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\propto$ and after $-$ t $-$ table $\frac{1}{2}\propto$, it means that Ha accepted and H_o rejected (-t-table $\frac{1}{2}\propto$> t-obtained > t-table $\frac{1}{2}\propto$) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\ \left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{87.6 - 60.7}{\sqrt{\frac{(21-1)60.9+(21-1)100.7}{21+21-2}\ \left(\frac{1}{21}+\frac{1}{21}\right)}}$$

$$t = \frac{26.9}{\sqrt{\frac{1218+2014}{40}\ \left(\frac{2}{21}\right)}}$$

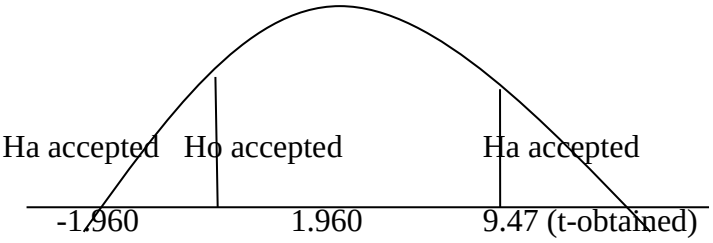
$$t = \frac{26.9}{\sqrt{\frac{3232}{40}\ \left(\frac{2}{21}\right)}}$$

$$t = \frac{26.9}{\sqrt{80.8\ (0.1)}}$$

$$t = \frac{26.9}{\sqrt{8.08}}$$

$$t = \frac{26.9}{2.84} = 9.47$$

Figure 1: The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table ½∝ and after – t – table ½ ∝ (-t-table ½∝> t-obtained > t-table ½∝). So that, it can be concluded that there is significant effect of using TS-TS strategy toward students' reading comprehension on narrative text at the second grade of SMPN3 Palupuh.

b. The Second Hypothesis

The second hypothesis is there is any significant difference between the students who are tough by TS-TS strategy and those who are taught by using traditional strategy toward students' reading comprehension on narrative text as follows:

Ha : there is any significant difference between the students who are tough by TS-TS strategy and those who are taught by using traditional strategy toward students' reading comprehension on narrative text.

Ho : there is no any significant difference between the students who are tough by TS-TS strategy and those who are taught by using traditional strategy toward students' reading comprehension on narrative text.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table ½∝ and after − t − table ½ ∝, it means that Ha accepted and H_o rejected (-t-table ½∝> t-obtained > t-table ½∝) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\ (\frac{1}{n1}+\frac{1}{n2})}}$$

$$t = \frac{87.6 - 71.4}{\sqrt{\frac{(21-1)60.9+(21-1)19.4}{21+21-2}\ (\frac{1}{21}+\frac{1}{21})}}$$

$$t = \frac{16.2}{\sqrt{\frac{1218+388}{40}\ (\frac{2}{21})}}$$

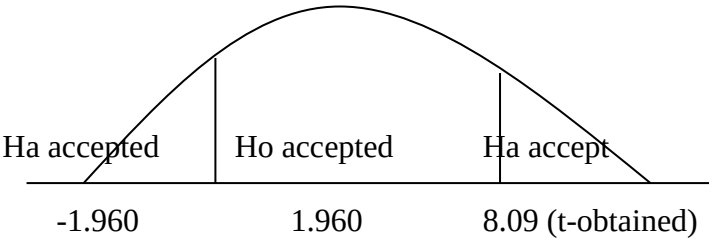
$$t = \frac{16.2}{\sqrt{\frac{1606}{40}\ (\frac{2}{21})}}$$

$$t = \frac{16.2}{\sqrt{40.15\ (0.1)}}$$

$$t = \frac{16.2}{\sqrt{4.015}}$$

$$t = \frac{16.2}{2.003} = 8.09$$

Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table ½∝ and after – t – table ½ ∝ (-t-table ½∝> t-obtained > t-table ½∝). So that, it can be concluded that there is any significant difference of the students' reading comprehension between the students who are taught by using TS-TS strategy and the students who are taught by using traditional strategy in the classroom.

c. The Third Hypothesis

The third hypothesis is TS-TS strategy better than traditional strategy toward students reading comprehension on narrative text as follows:

Ha : using TS-TS strategy is better than traditional strategy toward students' reading comprehension on narrative text.

Ho : using TS-TS strategy is same as traditional strategy toward students reading comprehension on narrative text.

To prove this hypothesis, the researcher used the formula one tail test-right to find whether H_o or Ha is accepted or rejected

through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located after $t-$ table, it means that Ha accepted and H_o rejected (t-obtained > t-table) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\ \left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{87.6 - 71.4}{\sqrt{\frac{(21-1)60.9+(21-1)19.4}{21+21-2}\ \left(\frac{1}{21}+\frac{1}{21}\right)}}$$

$$t = \frac{16.2}{\sqrt{\frac{1218+388}{40}\ \left(\frac{2}{21}\right)}}$$

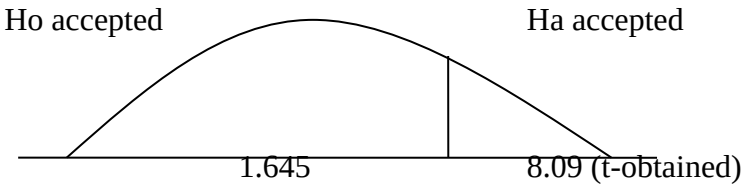
$$t = \frac{16.2}{\sqrt{\frac{1606}{40}\ \left(\frac{2}{21}\right)}}$$

$$t = \frac{16.2}{\sqrt{40.15\ (0.1)}}$$

$$t = \frac{16.2}{\sqrt{4.015}}$$

$$t = \frac{16.2}{2.003} = 8.09$$

Figure 3: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located after t – table (t-obtained > t-table). So that, it can be concluded that the students' reading comprehension that are taught by using TS-TS strategyis better than the students who are taught by using traditional strategy.

B. Discussions

Based on the hypothesis, the researcher explains, the first hypothesis in this research: is there any significance effect of using TS-TS strategy toward students reading comprehension on narrative text? From the calculation of post- test score of the experimental class, it can be concluded that the alternative hypothesis is accepted. So, there is a significance effect of using TS-TS strategy toward students reading comprehension on narrative text.

In this research, the researcher had seen the effect of using TS-TS strategy. There were two classes involved in this research. One class was assigned as the experimental group and the other class as the control group. The experimental group was treated by applying TS-TS strategy

while the control group was treated by using traditional strategy which used by the teacher in VIII class of SMPN 3 Palupuh.

The data obtained in this research through pretest and posttest indicated that the mean scores of experimental and control class were significantly different. The mean score of the students' posttest in the experimental group was 87.6 while the mean score of the students' posttest in control class was 71.4. The different result of the two groups could be seen from the hypothesis testing. The value of $t_{observed}$ was bigger than t_{table} (8.09>1.96) in the level of significance 0.05. It means that the alternative hypothesis was accepted. Thus, it could be concluded that the students which were taught by using TS-TS strategy had better reading comprehension text rather than those who were taught by using traditional strategy which used by the teacher in second grade of SMPN 3 Palupuh.

One of the strategy that can be used in improving students' reading comprehension on narrative text in by using TS-TS strategy. By using this strategy, the researcher assumed that there is a significant effect of TS-TS strategy to the students reading comprehension. The researcher also assumes that there is difference between TS-TS strategy and traditional strategy. Morever, the TS-TS strategy makes the students more active in reading and the strategy also focuses to the students' reading narrative text. It is better than the traditional strategy that the teacher used which is only read the text and ask some question to students. The researcher's opinion about the TS-TS strategy also has disadvantages beside the

advantages, such as; need more and the student stalking with their friends because the thought about their experience.

Based on the result, the researcher gives evidence with the treatment by using TS-TS strategy in experimental class during 4 meetings and the researcher also gives the treatment in control class by using traditional strategy during 4 meetings. In this reserach, the researcher knows that there is a significant effect of using TS-TS strategy toward students' reading comprehension on narrative text. The experimental class was treated by asking the students to comprehend the narrative text by using TS-TS strategy but the control class was treated by asking them to comprehend the narrative text by traditional strategy. The material and the length of time in this research are the same for pre-test and post-test both classes.

In this research, the experimental class was given pre-test, treatment, and post-test. The researcher gave the test before treatment are called pre-test, and test which are after the treatment are called post-test. Then, the researcher gave the difference treatment in both of classes. The researcher gave the treatment by using TS-TS strategy four meetings.

In first meeting, the researcher discussed with the students about narrative text. The next, the researcher started the lesson by activating the students prior knowledge about narrative text, after that her ask the students to discuss the text with their group. Next, the writer asks two students each group go to other group to finding information about the

text. After that, the students came back to their group and discuss the information.

Researcher gave the same treatment to students for second until two meetings, with difference narrative text. In control class, the researcher gave the same text but the researcher used the traditional strategy. After the researcher gave the treatment, the researcher gave post-test to measure the students achievement in reading narrative text. After the treatment done. The researcher gave the test to the students. It was same as pre-test. In conclusion, the experiment class has any effect when the researcher use TS-TS strategy rather than by using traditional strategy. The result is suitable with Kagan. He states that TS-TS strategy cooperative learning model is so effective in teaching reading comprehension that most students improve their ability in comprehending the reading text.[38] It clear that TS-TS strategy can improve students' reading comprehension .

[38]Kagan in sukmayati.*Applying Two Stay-Two Stray Strategy to improve Students Reading Comprehension*, (online) (http://download.portalgaruda.org/article.php?article=183304&val=6357&title=Applying%20Two%20Stay-Two%20Stray%20Strategy%20to%20Improve%20Students%20Reading%20Comprehension). Retrived on sebtember, 21 2015

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the finding and the discussion in the previous chapters the researcher concludes this research that the researcher focus on students' reading comprehension on narrative text by using TS-TS strategy.

The use of TS-TS strategy in teaching reading to the second grade students of SMPN 3 Palupuh has a significant effect in increasing the students' reading comprehension on narrative text. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 60.7 which has been improved in the posttest, in which the students' mean score is 87.6. In applying the t-test formula it is found that t-obtained is 9.47 which is higher than t-table 1.960. It means that hypothesis (Ha) of this research could be accepted that using TS-TS strategy gives significant effect toward the students' reading comprehension.

1. There is significant difference effect between the students who were taught by using TS-TS strategy and traditional strategy. It was found that the value of t test8.09isgreater than the value of t-table, 1.960. Moreover, the mean score of posttest of experimental group was greater than the mean score of posttest of control group.

2. There was significant difference effect between the students who were taught by using TS-TS strategy and traditional strategy. It was found that the value of t test 3,01 is greater than the value of t-table, 2,01. Moreover, the mean score of posttest of experimental group was greater than the mean score of posttest of control group.
3. The use of TS-TS strategy in teaching reading is better than traditional strategy. It is proved by the data of the posttest of both group where the mean score of experimental group is 86.6 and the mean score of control group is only 71.4 meanwhile both group have the same level of ability in the pre-test.So by using TS-TS strategy in teaching reading is better than traditional strategy.

B. Sugestion

Based on the finding of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use TS-TS strategy as an alternative teaching strategy especially in teaching reading comprehension. The teacher are hoped to facilitate the students on practicing the method or provide students with varying material to be learned.
2. It also expected to be used in the other skills such as speaking.
3. Since this research is only a beginning research, further research is expected to be done to see other issues that have not been covered by this research.