**The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension of Second Year Students**

**in SMP N 1 Sumbergempol in Academic Year 2012/2013**

**THESIS**

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**ABSTRACT**

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Teaching reading at junior high school needs a special way and an appropriate technique. In this case, the use of certain technique for teaching is needed. For junior high school, students are usually happy when they cooperate with their friends to discuss a problem in a class. It is a reason why the researcher tries to use cooperative method in this research. There are some techniques of teaching can be used by teacher to increase teaching and learning process. One can be applied is by using two stay two stray technique (TSTS). It gives students opportunity to show their achievement in teaching process. Here, students are demanded to be an active student, where they have to solve the problems by themselves and their group, especially in teaching reading. So they can understand the problem by themselves.

 The formulation of the research problems are: (1) How is the students’ reading comprehension before they are taught by using Two Stay Two Stray technique? (2) How is the students’ reading comprehension after they are taught by using two stay two stray technique? (3) How is the effect of using Two Stay Two Stray technique toward teaching reading comprehension of second years’ students in SMP N 1 Sumbergempol in the academic year 2012/2013?

The purposes of the study are: (1) To know the students’ reading comprehension before they are taught by using two stay two stray technique; (2) To know the students’ reading comprehension after they are taught by using two stay two stray technique; (3) To know the effect using two stay two stray technique toward teaching reading comprehension of second years’ students in SMP N 1 Sumbergempol in the academic year 2012/2013.

Research methods: (1) the research design in this study was experimental design with Static-group comparison. This design involves at least two group; one group receives TSTS technique, the other does not receives TSTS technique, and both groups would be given pre-test and post-test, (2) the population of this study was all students of second year students of SMP N 1 Sumbergempolin the academic year 2012/ 2013, (3) the sample was VIIII and VIII J class consisting of 30 students, (4) the research instrument was test, (5) the data analysis was using T-test.

The result showed that the students’ Mean score in teaching reading without using TSTS technique is only 68,67.While the students’ mean score after they are taught using TSTS technique was 85,33. the result of significant level is 8,67. Whilet table in the book is 2,00.It is known that significant level is bigger than t table = 8,67 > 2,00. It’s means that Ha which states that there is significant effect of using TSTS as a technique of teaching reading descriptive text toward students’ reading comprehension of the second year students of SMPN 1 Sumbergempol is accepted. Whereas Ho which states that There is no significant effect of using TSTS as a technique of teaching reading descriptive text toward students’ reading comprehension of the second year students of SMPN 1 Sumbergempol is rejected. In other words, TSTS technique can be used as an alternative to teach reading to the students at SMP level.

ABSTRAK

Wibowo, ArisAgung. NIM 3213083039. 2013. The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension of Second Year Students in SMP N 1 Sumbergempol in Academic Year 2012/2013. Skripsi.Jurusan Pendidikan Bahasa Inggris.SekolahTinggi Agama Islam Negeri(STAIN)Tulungagung.DosenPembimbing: DwiAstuti W.N. SS.M.Pd.

Kata kunci: Effectiveness, Two Stay Two Stray Technique and Reading Comprehension

Pengajaran membaca di sekolah menengah pertama (SMP) memerlukan cara khusus dan teknik yang tepat. Dalam hal ini, penggunaan teknik tertentu untuk mengajar diperlukan. murid-murid sekolah menengah pertama (SMP), biasanya mereka senang ketika mereka bekerjasama dengan teman-teman mereka untuk membahas/mendiskusikan sebuah masalah didalam kelas. Ini adalah sebuah alas an mengapa peneliti mencoba menggunakan metode cooperative di penelitian ini. Ada beberapa teknik pengajaran dapat digunakan oleh guru untuk meningkatkan proses belajar mengajar. Salah satu teknik yang dapat diterapkan adalah dengan menggunakan Two Stay Two Stray (TSTS). Teknik ini memberikan siswa kesempatan untuk menunjukkan prestasi mereka dalam proses pembelajaran. Di sini, siswa dituntut untuk menjadi siswa yang aktif, di mana mereka harus memecahkan masalah mereka sendiri dan bersama dengan kelompok mereka, terutama dalam pelajaran membaca. Jadi mereka bisa mengerti dengan sendirinya.

Rumusan masalah penelitian: (1) Bagaimana pemahaman bacaan siswa sebelum mereka diajarkan dengan menggunakan Two Stay Two Stray? (2) Bagaimana pemahaman bacaan siswa setelah mereka diajarkan dengan menggunakan Two Stay Two Stray? (3) Bagaimana pengaruh penggunaan Two Stay Two Stray ke arah pemahaman pengajaran membaca tahun kedua 'siswa di SMP N 1 Sumbergempol pada tahun akademik 2012/2013?

Tujuan dari penelitian ini: (1) Untuk mengetahui 'pemahaman bacaan sebelum mereka diajarkan dengan menggunakan teknik Two Stay Two Stray, (2) Untuk mengetahui siswa pemahaman mahasiswa membaca setelah mereka diajarkan dengan menggunakan teknik Two Stay Two Stray; (3) Untuk mengetahui pengaruh menggunakan teknik Two Stay Two Stray ke arah pemahaman pengajaran membaca tahun kedua 'siswa di SMP N 1 Sumbergempol pada tahun akademik 2012/2013.

Metode penelitian: (1) desain penelitian dalam penelitian ini adalah desain eksperimen dengan perbandingan statis kelompok. Desain ini melibatkan setidaknya dua kelompok, satu kelompok menerima teknik TSTS, yang lainnya tidak menerima teknik TSTS, dan kedua kelompok akan diberikan pre-test dan post-test, (2) populasi penelitian ini adalah semua siswa siswa tahun kedua SMP N 1 Sumbergempol pada tahun akademik 2012/2013, (3) sampel adalah VIII I dan kelas VIII J terdiri dari 30 siswa, (4) instrumen penelitian adalah tes, (5) analisis data menggunakan uji T-tes

Hasil penelitian menunjukkan bahwa skor rata-rata (mean) siswa dalam mengajar membaca tanpa menggunakan teknik TSTS hanya 68,67. Sedangkan nilai rata-rata siswa setelah mereka diajarkan menggunakan teknik TSTS adalah 85,33. hasil tingkat signifikan adalah 8,67. sedangkan t tabel di dalam buku 2,00. Hal ini diketahui bahwa tingkat signifikan lebih besar dari t tabel = 8,67 > 2,00. Ini berarti bahwa Ha yang menyatakan ada pengaruh yang signifikan dari penggunaan TSTS sebagai teknik pengajaran membaca teks deskriptif terhadap pemahaman siswa membaca dari siswa SMPN 1 Sumbergempol diterima. Sedangkan Ho yang menyatakan bahwa ada pengaruh yang signifikan menggunakan TSTS sebagai teknik pengajaran membaca teks deskriptif terhadap pemahaman membaca siswa tahun kedua siswa SMPN 1 Sumbergempol ditolak. Dengan kata lain, teknik TSTS dapat digunakan sebagai alternatif untuk mengajarkan membaca kepada siswa di tingkat SMP.

**MOTTO**

**فَإِنَّ مَعَ لْعُسْرِ يُسْرًا ﴿٥﴾**

 **إِنَّ مَعَ لْعُسْرِ يُسْرًا ﴿٦﴾**

**Meanings:**

**5. So, verily with every difficulty, there is relief**

**6. Verily with every difficulty, there is relief**

**(Al-Insyiroh 5-6)**

**DEDICATION**

He would like to address his special thanks to:

* Thanks for God, who has given blessing and mercing.
* His beloved parent Subandi, Rumini, and his brothers who have given full love, attention, motivation and pray for me, thanks for your affection and endless love.
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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

 Tulungagung, August 2013

 Writer

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