

CHAPTER II

THEORETICAL REVIEW

A. Teachers' Perception

1. Perception

According to Robbins (1993, on Nugroho, 2019) stated that perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Perceptions from each people from something could be different, when brain gets stimulation on something then all the sensory will respond, it interprets or gives meaning and it is called perception. The perception was gotten from teachers that experienced teaching reading comprehension using two stay two stray technique.

2. Teachers' Percpetion

Teachers' perception about something is for knowing what teachers' opinion, such as include feeling or sense and reasons about something. Teachers in each school have various perspectives about teaching, it is affected by their different background, students and also experience. Robbins (1993 on Nugroho, Dwi, and Rudi, 2019) stated that the perceiver, the target being perceived, and the context of the situation in

which the perception is made are some factors that may influence someone's perception. The most relevant personal characteristics affecting perceptions are attitudes, motivates, interest, past experience, and expectations. So, teachers' perception is an idea that teachers believed based on teachers' background knowledge.

B. Teaching Reading Comprehension

1. Reading Comprehension

Reading is a process which is carried and used by readers to get the message that would be submitted by the authors through the written language or words media (Tarin, 1986:7 on Wibowo, 2013). Readers make use of their existing background knowledge (schemata) to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known. It said that basic decoding process are important comprehension and are used by readers in interaction with the more complex processes of meaning generation (Bojovic, 2010). However, it is equally clear that readers engage in reading in order to gain information. The purpose is assumed to be comprehension of the message. Comprehension in instructional settings is translated into some product, such as completion of comprehension questions, a written summary, or an oral report.

Reading is an important skill that students need to learn. When reading a text, the goal is to understand its content. Students reading a text at school often have difficulties to understand and comprehend its meaning. Teacher has to measure how comprehend students about the text. A process which has demanded that the word is a unity will be seen in a glance, and that the meaning of individual words will be known. If this is not fulfilled, then the message is written and implied will not be caught or understood, and the process of reading it is not implemented properly (Hodgson in Tarin, 1986:7 cited in Wibowo, 2013).

2. Reading Skills

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others. According to Davies F. B (1968 on Bojovic, 2010), reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. While according to Munby J (1978 on Bojovic, 2010) reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through

lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, trans-coding information from diagrams/charts.

Through reading skill, students can process the text, understand the meaning of the text, and also answer the questions based on the text. It is important for students to improve their reading skill as they learn English as Foreign Language.

3. Teaching Reading

Adopting a range of reading styles during pre-reading (predicting, word association, discussions, text surveys), while-reading (a list of questions, scanning and skimming activities, working out the meaning of unfamiliar words, pattern study guides, summarizing, clarifying, questioning, predicting, etc.) and post-reading activities (review of the content, work on grammar, vocabulary in context or word roots, discourse features, consolidation of what has been read by relating the new information to the students' knowledge, interests, and opinions through a writing assignment, discussions, debates, role-plays, project work) in second language classroom is necessary for successful interaction with the authentic texts, both in English for Specific Purposes and General Purpose English. (Bojovic, 2010)

It is not something easy for students who still learn about English as a foreign language to answer the questions from the text if they do not comprehend the passage. In teaching reading, teachers may develop a special technique to encourage the students to understand the text, to respond the information written in the texts, to be able to answer the questions related to the text, and finally to improve reading comprehension. Like Suwartono (2016) stated in a reading comprehension class the teacher gets the students to produce oral or written answers to a series of 'wh' questions that follow a reading passage. To enable them to develop their reading skills, the teachers should know the rationale of the nature of reading and its implication is teaching techniques. They should also be able to employ certain techniques to improve the students reading ability (Fauziati, 2010).

There are some difficulties that students face when they do reading comprehension. From those difficulties, each student has different problems. Students have to mastery some of the component of reading comprehension so the goal of it will be achieved. Nurjanah (2018 on her journal cited from Lee, 2017) stated that there are 6 skills considered essentials, they are:

a) Decoding

Decoding is related to an early language skill called phonemic awareness which is part of a broader skill called phonological

awareness. Phonemic awareness enables kids to hear individual sounds in words (phonemes). It also allows them to “play” with sounds at the word and syllable level.

b) Fluency

To read fluently, students need to instantly recognize word. Fluency speeds up when they can read and understand text. It is also important when students find irregular words, like of and the, which cannot be sounded out.

c) Vocabulary

To understand what stated in text, people need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction but they typically learn the meaning of words through everyday experience and also by reading

d) Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. Connecting ideas within and between sentences is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps students get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

e) Reasoning and Background Knowledge

Most readers relate what they read to what they know. So it is important for students to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and extract meaning even when it is not literally written.

f) Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They are different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they read. Working memory and attention are part of executive function. The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they do not understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.

C. Two Stay Two Stray

1. Definition

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative

learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. (Johnson, 1991)

One of the cooperative learning models is two stay two stray (TS-TS). It is developed by Spencer Kagan. Two Stay Two Stray (Kagan, 1992) is useful for reviewing or sharing class projects or assignments. After a team of four members complete a project, two students on the team move to another team to review their project/assignment. The other two students stay behind and share their project with two visitors (a pair from another team). When the two who strayed return to their original team they share what they've learned on their visit to the other team. This method can be applied all of the subjects and all of the ages of the students.

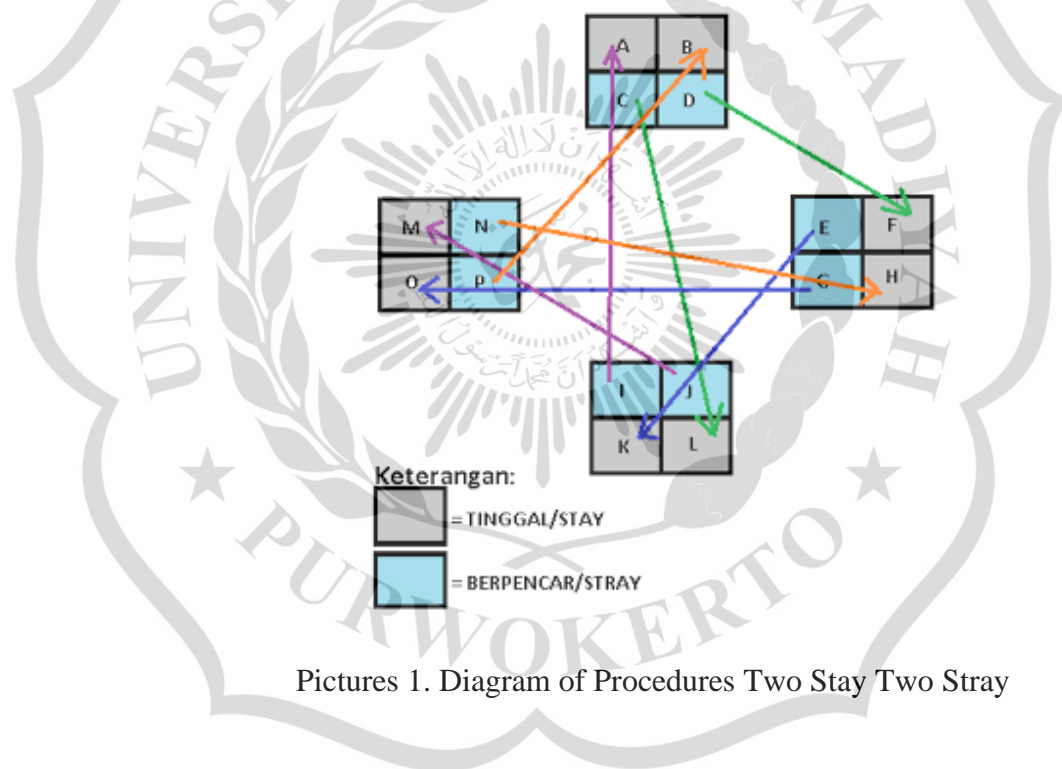
Difference to the other type of cooperative learning, the structure of Two Stay-Two Stray provides opportunities to submit work or information to the other groups. The sharing activities familiarize students to respect the each other opinions. Student can learn to express their opinions to others. Recognition of the other student opinion can enhance self-confidence and motivate the students to express their ideas or opinions. Students feel their existence are trusted and valued because each member has very important role and task in the implementation of inter-group opinion sharing. These interactive situations occur because the group cannot solve the task sharing opinions without the good cooperation between group members.

2. Procedures Two Stay Two Stray in Reading

In the previous point, the writer already gave brief description about procedure of TSTS. Furthermore, the general procedures of two stay-two stray adapted from Lie (2010, p.70 in Destiyawarni, 2015) are as follows:

- 1) Teacher introduces and explains about two stay-two stray technique;
- 2) Teacher divides students into groups. One group consists of four students;
- 3) Teacher prepares text and the questions for each group;
- 4) Teacher appoints two students as the stayers and the rest students as the strayers. It does by the teacher to all groups;
- 5) Groups are given a text and a task about the text;
- 6) Teacher asks the groups to discuss the text and complete their work in certain duration of time;
- 7) Groups do the task about answering the questions based on the story given. In their original group, both the stayer and the strayer discuss how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the story given;
- 8) After all groups have finished discussing and answering the task, teacher asks two group members (strayers) to leave their group and each of the two students go to two different groups. If their group have difficulty in answering the two tasks, they can ask another group to explain how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the story given;
- 9) Teacher asks the remaining group members (stayers) to accept the guests and explain what their group has

done to them. If there is a group had difficulty in answering the two tasks, then, they must explain how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the story given; 10) Then, teacher asks the guests (strayers) to excuse themselves and back to their group and report the answers from other groups, while the stayers report on the feedback they have received; 11) Lastly, teacher asks the groups to revise and complete their work.



Pictures 1. Diagram of Procedures Two Stay Two Stray

3. Advantages

Every method of teaching learning has advantages and disadvantages, like two stay two stray model. The advantage of cooperative learning model two stay two stray technique (Yusri, 2018) is made active learners

in the classroom, with the social interaction between learners and work in teams. While according to (Sugiyanto, 2009): (1) it can be applied to all classes / levels; (2) a tendency to be more meaningful student learning; (3) it is more oriented activity; (4) it is expected that students will dare to express their opinions; (5) it increases the cohesiveness and confidence of students; (6) the ability to speak the students can be improved; (7) it helps increase students interest and achievement.

This technique has same energy with to teach as students do peer-coaching because students have big roles on this teaching learning process. Through this technique, teachers can help students to improve their ability, knowledge, and activeness.

4. Disadvantages

Eventhough two stay two stray technique has many advantages, could not be lied that this technique also has disadvantages. For the disadvantages based on (Supriyanto, 2014) are: active students dominate in discussing and some of the passive students depend on his or her friends in the group; (2) students will not succeed if they cannot work well together as a team.

Those disadvantages are in line with the advantages. Passive and active students, and also team are seen in this technique. Teachers hope

with this technique, can improve how students communicate, understand, and try their best to be the best winner that is a proof if they can reach the goal of learning.

From the explanation above, it can be concluded that in TSTS students allow to participate actively in cooperation between students who have different characteristics (heterogeneous) in achieving the learning objectives is designed earlier. Then this learning is intended to make the students really received the knowledge of the learning experience together with his friends neither smart categorized nor still weak categorized in understanding the concept /subject matter.

Students do not only learn and accept what was presented by the teacher in the learning process, but could also learn from other learners, and also have the opportunity to teach other learners. TSTS learning process with this method is able to stimulate and to inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups would develop an open learning atmosphere in the dimensions of equality, because at that time there would be collaborative learning process in a personal relationship of mutual need.

D. Previous Studies

The writer had read a journal of Lilies Setiasih (2018: Bandung Islamic University) who wrote about Effect of Group Work and Student-Selected Online Material Strategies on Students' Reading Achievement. The objectives of this research were: (1) to find out whether or not the teaching strategies applying group work (GW) and student-selected online materials (SSOM) improve the students' reading achievement; and (2) to identify students' perceptions on GW and SSOM strategies. This research is an experimental research that is used test and questionnaire to get the data. The results of the research showed that: (1) the application of GW and SSOM in the teaching of EAP reading improved the students' reading achievement; (2) the students' perceptions on the strategies were mostly positive. These results provide significant insight into the teaching of EAP at the university level in Indonesia.

Another study that inspired the writer is The Analysis of Teachers' Perceived Effective Strategies in Teaching Reading (A Study at MAS Al Falah Aceh Besar) by Inas Ghalda (2018: Ar-Raniry State Islamic Univeristy). The objectives of this research are to find out the teachers' perceived effective teaching reading strategies at second grade of senior high school MAS Al Falah Aceh Besar and to know the effective strategies that the teachers used in teaching reading. This was qualitative research. The research took 4 participants from the English teachers. The data were collected of this

research was collected through observations and interviews. She used analytic process by McCracken to analyze the data.

Based on those research studies, on the first previous study was about using group work and student-selected online material to be the strategy on the teaching learning process and in the second one was about teachers' perceived that is effective on their teaching learning process, so here the writer had idea about teachers' perception on teaching reading comprehension using TSTS technique and in this technique students can learn something not only from the teacher but also from other students through work in teams. Students will go to another group to find information, and they can discuss something they do not understand. They can increase their confidence in speaking because they understand the topic which is they already read. From this research, the writer wanted to find out what teacher perception on teaching reading comprehension using TSTS.

E. Basic Assumption

Teaching learning reading comprehension is not easy for some students and teachers to make their students easily understand well about the reading content. One of teaching learning approach that can be done is Two Stay Two Stray. With discussion with other students, it might bring convenience for teacher when teaching reading comprehension because students can develop their knowledge from other students without having

fear. Because of many advantages that TSTS had, it was assumed that English teachers' in Sokaraja have positive perceptions on teaching reading comprehension using Two Stay Two Stray technique. But if students can not understand the material or cooperate well with each other, teachers' perception can be negative.

