

## **Chapter Two**

### **Literature Review**

This chapter discusses the definition of cooperative learning, the definition of two stay two stray, the definition of reading and the strengths and weaknesses of two stay two stray.

**Cooperative learning.** Every learning process needs a system or technique that can be used by the teacher to make learning process success and the students more active during the learning process. There are a lot of teaching strategies that can be used by the teacher education department. One of the strategies that can make students more active is cooperative learning. Cooperative learning is a teaching method that allows the students to work together in group to finished their task (Arends, 2007)

Cooperative learning can give opportunities for students. Students can improve their attitude during learning with cooperative learning strategies because they should work in a group and solve a problem. Automatically students should create good communication, and share their knowledge. Slavin (2009) stated that cooperative learning is learning models that make the students work in small group to help each other in understanding the lesson. Suprijono (2009) stated cooperative learning is a technique that uses a group work concept and arranged by the teacher.

Abrami et al. (1995) state the five components of cooperative learning are: (a) positive interdependence, (b) individual accountability, (c) face to face interaction, (d) social skills, and (e) group processing.

In addition Johnson and Johnson at journal Hong Kwen et.al (2001) stated that the activities of the teacher in cooperative learning are: (1) Make a specification of the objectives of the lessons; (2) Make a pre-instructional instruction to the student; (3) Explain the lesson clearly; (4) Monitoring students' activities in classroom; and (5) Evaluate all of the students' learning activity.

Based on the explanation above, it can be concluded that cooperative learning is a model of learning process that make the students work in group and in cooperative learning the students need good teamwork and positive interaction in their group to make the learning process success and the students understand the lesson easily.

**Principles of Cooperative Learning.**According to Sanjaya (2011) there are four principles of cooperative learning. The first is positive interdependence. Every groups consist of different characteristic. Every member should have a good teamwork to make the learning process success, thats why each member should have a great skill comucation to help the member who do not understand the lesson. The second is individual accountability. Each members of group should have a great responsibility to make the learning process success. The third is face to face promotion interaction. Each member have chance to face to face each member and discuss the lesson, so it can help the students know how to

respect the differences and build great teamwork. The fourth is participation communication. In cooperative learning help the students active in classroom and have a good communication.

**The Purposes of cooperative Learning.** Suprijono (2009) stated the purposes of cooperative learning are intrinsic and extrinsic.

1. Intrinsic purpose. In intrinsic purpose is based on the reason that in each groups the students' feeling is happy.
2. Extrinsic purpose. In extrinsic purpose based on the reason that to reach everything needs teamwork.

### **Advantages and Disadvantages of Cooperative Learning**

**Advantages.** According to Sanjaya (2011) in cooperative learning there are some advantages; (a). Students can get knowledge from the others friends not only from the teacher, (b). Cooperative learning can improve students critical thinking, (c). Cooperative learning can make the students respect each other, (d). Cooperative learning can help the students have a good responsibility, and (e).cooperative learning can improve social skills.

**Disadvantages.** Sanjaya (2011) also stated the disadvantages of cooperative learning; (a) it needs a lot of time, (b) needs peer teaching to make the learning process success, (c) beside of teamwork, individual skill is important so its difficult to mix them, (d) needs more practice to make the learning process using cooperative learning success.

**Two stay two stray.** One of the cooperative learning models is Two Stay Two Stray, called as TSTS. TSTS was founded by Spencer Kagan. In TSTS students discuss and analyse about the content of the subject together in a group and practising together. The purpose of this activity is to make students more active during a discussion with their friends and make students can be respectable each other.

Kagan (2007) stated that TSTS is an improvement from Kagan's One Stay Three Stray. TSTS is a strategy that makes four students work in a group and discuss to solve the problem. Then two of members in the group stay in the original group to share and explain the result with the guest. The others visit another group to compare and share the result from the discussion together before they come back to their original group and explain the result (Suprijono, 2009).

**Application of TSTS in teaching reading.** In two stay two stray, each group consist of four members. Teacher gives a material discussion for students. Sukmana (2010) argued that there are some steps in TSTS strategy in improving reading comprehension.

1. Students in the classroom will be divided into some groups which are each group consist of four members.
2. Each group have same reading text from the teacher.
3. The students discuss the reading text and look for the difficult word, then share with each member in a group the meaning of words and understanding of the reading text.

4. Each group will send two members as a volunteer to visit others group to share the result of the discussion.
5. Two members of the group will greet members of the other group to explain the result of the discussion.
6. The teachers control the activities in the classroom to make sure the activities run well.
7. The volunteer back to their group to explain the result from other group and then compare with their group's result.
8. The teachers give some quiz related to the reading text and announce their score.

This activity can improve students' critical thinking because in this activity students should solve the problem and discuss with friends. This activity also can improve students' social skill. Because students should visit others group and then explain the result. In that situation, students must be polite during speak to others.

**The Advantages and Disadvantages of Two Stay Two Stray.** According to Vivien (2012), there are advantages and disadvantages of two stay two stray. the advantages are; (1) make students more confident and have a good teamwork, (2) it can be apply in every class/grade (3) makes students active, (4) improve speaking skills. Then the disadvantages are; (1) needs a lot of time, (2) the students do not want to work in group (3) the teacher needs a lot of preparation (4) the teacher difficult to control the classroom.

**Reading Skill.** Reading is one of the important skills in learning a language. Through reading, we can get information around the world. The readers must know and understand the content of the text after they read. According to Cline et.al (2006), reading processes decoding and understanding written texts. Decoding means the readers are translating the reading text into spoken words. Understanding means the readers know the content of the reading text.

In addition, Alyousef (2005) states that reading is an interactive process between the readers and the reading text. It means reading is an understanding process of the readers to get information from the reading text. Someone can be successful in their study by reading. Richards and Rodgers (2001) states the ability of the reader to understand the meaning of the text depends on their background knowledge, the subject that they read and the structure of language. Wainwright (2007) says reading comprehension is a complex process which involved many abilities.

Reading comprehension means the ability of the reader to understand the meaning of the reading text. Same line with Wainwright (2007) states reading comprehension is not reading aloud but also understanding the meaning of the reading text.

**Purposes of Reading.** According to Harmer (1991) there are many purposes of reading. These purposes are explained below:

1. Reading to get specific information; it means when the students read to get specific information, they just read the question first before reading the text, or they can scan the reading text based on the question.
2. Reading to confirm expectation; this purpose means the students will predicting the content of the reading text and have motivation in reading.
3. Reading to communicative tasks; in this stage, teacher divided the students into two groups to make communicative interaction. The first group will read the reading text and others group should ask the question to the first group. But when the first group answer the question they should not read the text.
4. Reading for general understanding; this purpose involves the reader to understand only the main idea of the reading text. Therefore the readers just look for the important point in the reading text.
5. Reading for detailed comprehension; information; the objective from reading is to make the readers know and understand how the language is used in the reading text.
6. Reading for detailed comprehension; function and discourse; make the readers understand the structure and the function in the reading text.

Based on the explanations above, the writer can conclude if the readers want to understand the meaning in the reading text, they should have a great reading comprehension and mastering grammar.

## **Review of Related Research**

There was relevant research that had been conducted by other researchers. The first study was conducted by August Lawaherilla with title "*improving students' reading competence through two stay two stray technique*". The researcher used classroom action research. The researcher used both qualitative and quantitative in collecting the data. The researcher used interview, observation and test (pre- and post-test). The purpose of the research is to know whether using two stay two stray can improve students' reading comprehension at SMP YPPK Biak or not and to know the strength and weaknesses of the implementation of two stay two stray. The target population in this research is class VIII-A that consisted of 26 students.

Lawaherilla (2011) explained the result, the first was using two stay two stray can improve the students reading competence that consist; main idea, word meaning, referen word, explicity stated information and implicity state information. The result from pre- and post-test are improve, from 57.019 to 64.62. for the second post test the result show 72.788. The second was while using two stay two stray the students more active in learning process, brave to give them opinion using English language to the other.

## **Conceptual Framework**

Two stay two stray is one of cooperative learning models that can makes the students easy to understand the lesson because in TSTS the students work and discuss together with their friends. It also can help the students improve their social life. Reading process is always related to the thinking. Someone who wants

to understand the content of the reading text should have a great reading comprehension. Using TSTS in reading activities can make the students improve their reading understanding. Due to the important role of TSTS in reading classroom, this research was focus on how the students perceive the implementation of TSTS and the advantages and disadvantages of TSTS used by the lecturer in reading activities at EED of UMY. The research framework is presented in the chart.

**Figure 1. Conceptual framework**

