TEACHING READING BY UTILIZING HOT POTATOES SOFTWARE TOWARD STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

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Abstract

Tujuan penelitian ini adalah untuk mengukur apakah ada pengaruh signifikan atau tidak pada pengajaran membaca menggunakan Hot Potatoes Software pada membaca pemahaman siswa pada teks. Variable yang digunakan pada penelitian ini adalah perlakuan pengajaran Hot Potatoes Software sebagai variable bebas dan membaca pemahaman siswa pada teks deskriptif sebagai variable terikat. Kemudian, desain penelitian ini adalah eksperimental kuasi dan data presentasi yang digunakan adalah kuantitatif. Data berasal dari kelas 11 yang terdiri 28 siswa sebagai sampel. Siswa dibagi menjadi dua kelompok; kelompok eksperimental terdiri dari 12 siswa dan kelompok control terdiri dari 16 siswa. Untuk memperoleh data pre-tes dan post-tes diaplikasikan dan menganalisa data menggunakan rumus t-test. Peneliti menyimpulkan bahwa ada pengaruh signifikan dari software hot potatoes pada nilai membaca pemahaman siswa. Hasil penghitungan menunjukkan bahwa rata-rata hasil post-test siswa lebih baik. Hal ini terbukti dengan hasil t-test dari penelitian adalah (8.54) yang mana t-table lebih tinggi (2.05) pada level signifikan 5%. Hal ini berarti hypothesis alternative diterima yakni Software Hot Potatoes mempunyai pengaruh signifikan pada membaca pemahaman siswa pada teks deskriptif.

Keyword: Hot Potatoes Software, membaca pemahaman, Teks Deskriptif

Abstrak

The objective of this study is to measure whether there is or not significant effect of teaching reading by utilizing Hot Potatoes software toward students' reading comprehension of descriptive text. The

variables used were the teaching treatment of Hot Potatoes Software as the independent variable and the students' reading comprehension of Descriptive Text as dependent variable. Then, the research designed was Quasi-experimental design and the presentation of data used was quantitative. The data were obtained from the eleventh grade, of which 28 students were taken as sample. The students are divided into two groups; experiment group consisted of 12 students and control group consists of 16 students. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula. The researcher had concluded that there is Significant effect of Hot Potatoes Software toward the students' reading comprehension achievement. The result showed that mean of students' post-test was increased. It is proved by the t-test (8.54) which is higher than t-table (2.05) at level of significance 5%. It means that the alternative hypothesis was accepted and it proved that Hot Potatoes Software had significant effect toward students' reading comprehension of Descriptive Text

Kata kunci: Hot Potatoes Software, Reading Comprehension, Descriptive Text.

Introduction

English as a compulsory subject at elementary school to university has been implemented in many countries in the world (Harahap, 2012; Braine, 2010; Cakiki, 2007; Nunan, 2003). English is an important subject at school due to its role, it can be seen from English language development in educational curricula, such as the language of international business, tourism, news broadcasting, etc. In line with Graddol (1997) English is closely related to technological, economic, global scientific and cultural developments, where it has been unrivalled in its effects in the late 20th century. Therefore, English must be mastered as a subject which is mostly used worldwide.

In the university environment, English is taught as a subject which is delivered through four skills: listening, speaking, reading and writing. To improve these english language skills, students must be proficient on the each area, including reading comprehension and the most important component of English proficiency is English reading comprehension
especially in an academic field (Ching & Hui, 2013; Huckin, Haynes, & Coady, 1993). Thus, to improve students' ability in understanding reading, teachers must apply good instructions. However, it is not easy task to apply reading instructions to promote students' achievemnet in learning English, paticularly reading comprehension (Zoghi, Mustapha, Massum, 2010).

The tradisional instructions in teaching learning process on reading comprehension class are still applied dominantly in most EFL context (Pan & Wu, 2013; Pan & Huang, 2009). This traditional teaching method is applied on reading courses by teacher -centered lecturing in a large class. the teachers apply the

reading course with text explanation, vocabulary illustration, grammar instruction, and intensive drills on language forms (Wei, 1996; Jin & Cortazzi, 2004; Pan & Wu, 2013). These traditional methods make students focus on linguistic accuracy and rote learning. Teachers act as the main sources of language knowledge, and students are taught as passive learners, rather than active learners, and exhibit limited autonomy (Ning, 2011). These methods have made students feel bored and dislike in EFL classes (Gomleksiz, 2007).

Recently, teaching reading comprehension has been changed to be more student-centered and communication-oriented (Brown, 2007). Besides, Suh (2009) said that teaching reading comprehension must be a meaning-making and self-directed task, and advanced from inspiring certain communicative approaches into reading classes. Learning EFL reading needs to be more cooperation and interaction. Therefore, a promising alternative to traditional teaching methods on reading comprehension is cooperative learning strartegy, which emphasizes interaction and communication and improves the socio-linguistic students achievement (Pan & Wu, 2013; Bolukbas, Keskin, & Polat, 2011; Gomleksiz, 2007; Ning, 2011; Tsai, 2004).

In the subject of Intepretative Reading taught to English Department students at STKIP PGRI Jombang, the objectives are to know and understand main idea in genre (text types) and its rhetoric, to emphasize the use of appropriate reading strategies to understand implicit information, and to identifying the organization, and genre (text types). Students are expected not only to read and comprehend the text: narrative, recount, descriptive, report, procedure, explanation, news item, analytical and hortatory exposition, discussion, and review but also they are able to emphasize reading strategies. Besides, students are expected to be able to master the generic stuctures and language features of the text.

In order to achieve the objectives of teaching intepetative reading, teaching strategy is required since the performance of the objectives related to the methods implemented by the teacher. The teacher must select appropriate methods in teaching intepetative reading, so that the students are able to achieve the objectives of intepetative reading. But students' performance on reading comprehension in fact is still low and it is affected to their ability in emphasizing their reading srtategies and identifying text organization and text language features. Besides, students' responses and participation need to be increased. To solve the problem above, it was needed to find an applicable strategy in teaching intepetative reading. the researcher offer one technique that is Two Stay – Two Stray (TSTS). This technique requires students to work in group, in which they share their ideas to others and exchange them with other groups, to obtain the best performance on the objectives of intepetative reading.

Two Stay Two Stray (TSTS) is introduced by Spencer Kagan in 1992. The way of TSTS gives an opportunity to a group to share the result and information

to other groups. the procedure of TSTS is conducted in teaching learning process since a lot of learning activities are individual oriented activities. The students work alone and are not allowed to look at other students' work. Though, generally people work on activities depend on other people in the real life out of the school life. The TSTS consists of some steps (Lie, 2004: 60-61): The students are devided into group of four students. Two students of each group will leave the group, the rest of the two students of the group will stray to other groups. The two staying students have task to share information and work result to their guests. The guests excuse themselves and back to their group and report their result from other groups. Finally, The group matches and discusses the information.

Two Stay Two Stray is selected in this research because it definitely benifits on teaching learning process. According to Aris Agung (2013: 20) two stay two stray technique can be applied to all classes / levels, a tendency to be more meaningful student learning, more oriented activity, expected that students will be confidence to express their opinions, the ability to discuss with other students can be improved; increase students' interest and achievement. in addition, Harahab (2012: 20) stated that students were more enthusiastic and enjoyed the activities using two stay two stray. In the contrary, According to Sugiyanto (2009: 54) two stay two stray offers weakness such as: it needs a long time to apply, students avoid learning in a group, it requires a lot of preparation (materials, money and effort) for teachers, and teachers tend to difficulties in classroom management.

Based on the elaboration above the researcher is interested in conducting the study on teaching reading by TSTS. The purpose of this study is to identify, examine and implementation of TSTS and students' responses in teaching reading by TSTS. To fulfill these purpose, the paper will: 1. describe teaching reading using two stay two stray; 2. describe students' responses toward the the activities of reading class using two stay two stray.

Therefore, related to the purposes of the study, the researcher expects to educators and researchers to explore the advantages of two stay and two stray in contributing to English language learning, especially teaching reading. With this knowledge, researchers and practioners will be able to develop specific and creative teaching ways that make effective use of two stay and two stray model for English language learning. The research questions for this study are:

1. How is the implementation of TSTS in reading class?
2. How are students' responses on the implementation of TSTS in teaching reading?

Research Method
1.1   Research Background, Setting and Method

Genre texts type must be mastered by the candidate of English teachers. Teaching English on impretative reading class delivers genre text types to the

students of STKIP PGRI Jombang. It is based on the syllabi taken from the English department stated that the purpose of this course is to understand the topic sentence of the genre text type and comprehend the relation of each sentence in a paragraph as the development of topic sentence. So that, to cover the competence stated on the syllabi, the lecture needed to use several ways to teach them.

This is a descriptive qualitative which describes some activities in teaching reading. This method is chosen because this research conducted to know the process of finding aimed at investigating human behavior (Latief, 2013: 75). The aim of this research was to know the implementation of TSTS in reading class by TSTS and students' responses on the implementation of TSTS in teaching reading.

1.2 **Participants**

The participants of this research is the English Department students of STKIP PGRI Jombang in academic year 2017/ 2018, they are the students of 2016 B class. There are 39 students, 8 males and 31 females. They have different background of study. Most of them were graduated from Senior High School and some of them were graduated from Vocational High School. The participants were taught by TSTS during 2 meetings. In the end of each teaching, they were asked to answer open ended questions that asked about their response related to TSTS.

1.3 **Instrument**

The key instrument used in this research was human instrument. Besides, the researcher also used the other instruments; field notes, observation checklist, and questionnaire. Human instrument used to know the process of teaching used by the lecture. The field notes used to record the activities in the classroom. The observation checklist used to know how far the lecture used some activities which had been planned in the lesson plan. And the questionnaire used to know the students' response of the ways of teaching. Indeed, all of the instruments used to know all the process of the teaching.

Those instruments have different using. In field notes, the researcher wrote everything done in the classroom during 2 meetings. The researcher recorded all the activities done in the classroom started from the beginning to the end of teaching. In observation checklist, the observer was given 10 statements that describe the lecture activities. Rating scale used in describing the teacher activities. There were 4 scales description; 0 (Teacher does not perform the activity), 1 (Teacher does the activity but does not do maximally), 2 (Teacher does the activity but quite maximally), 3 (Teacher does the activity maximally). The observer was asked to choose which scale fits on each activity. At last, the questionnaire was used to know the students' responses of the teaching process. To show their opinion, they might give a tick to each statement. There were 4 different scale; strongly agree, agree, disagree, and strongly disagree. Both scales used in this research were to indicate the important characteristics (Oppenheim, 1992).

1.4   Data collection methods and analysis

   Field notes, observation, and questionnaires were used in data collection method. Through those instruments, the researchers got all the data needed. Field notes was the method in gathering the data to answer the first research questions- how is the implementation of Two Stay Two Stray in teaching reading? The researcher recorded everything done by the teacher started from the beginning to the end of teaching process. Observation checklist was a method to know how far the classroom activities fit on the plan. It was used to support the field notes recording. Questionnaire was used to know the students' responses about the activities done in the classroom. It answered the second research questions- how are the students' responses on the implementation of Two Stay Two Stray? The researchers did it during two meetings. It means, the researcher did the research in two activities done by the lecture in teaching reading.

   There are some steps in analyzing the data: (1) data reduction, in this step the researchers classified some data taken from field notes, observation, and questionnaire and select them based on the topic of the research. The researcher also arranged those data based on the research problem, (2) data display, the data were presented in the form of narration and suited with the research problem, and (3) taking conclusion after the data were analyzed.

Findings and Discussions
Using TSTS in Teaching Reading

   During 2 meetings, the researcher did the observation to the students of 2016 B from the English Department of STKIP PGRI Jombang, especially in Interpretative Reading course. The researcher found some different ways used by the lecture. Here some description about TSTS used by the lecture during 2 meetings;

   In the first meeting, the class was done for about a hundred minutes. The lecture used one of the techniques in cooperative learning, namely "Two Stay Two Stray". Firstly, in pre activities the lecturer stimulated those giving questions relate to descriptive text. This activity done to make sure all of the students were ready with the class. Secondly, in whilst activity the lecturer made a review about the topic, descriptive text. After that, the lecture formed the students into several groups and every group consisted of 4 students, in that moment there were 10 groups formed. Then the lecture distributed four different descriptive texts; the first text was about "Wakatobi" was given to the first, second and the third group. The second text was talking about "The White Rhino" and received by the fourth, fifth, and sixth group. The third text was about "Tabuhan Cave" and given for the seventh and eighth group, and the fourth text that given to the ninth and tenth group was about "Niagara Falls". After receiving their own text, every group was asked to discuss the content of the text for about ten minutes. After that, they made five questions related to the text. The questions could be

in the form of yes/no question or WH questions. This activity is done during ten minutes.

The next activity was searching the content of other texts from other groups. For each group, two of them would be strayers and two of them would be stayers. The strayers did the activity by looking for the information about different text from other groups. In another word, they might find some information by asking from the stayers who sits in their own group. Each strayers should get the information from two different text. Then, the stayers might stay at their own group to accept the strayers who come in. This activity was done for about fifteen minutes. After the time was up, the strayers were asked to back to their group to share the information gotten from the other groups.

The next activity was doing the questions and answer. One of the group read the three questions made by them in the previous activity and should be answered by the other group, especially for strayers who had searched the information. This activity is done till all the groups had the same chance as like the others. It was done for about fifteen minutes. In the end of the class, the lecture gave feedback about the activity done in the classroom. The lecture took the conclusion and summarized the topic of the discussion.

In the second meeting, the lecture still used "Two Stay Two Stray" in the classroom activity. The topic discussed was about explanation text. The classroom was done in a hundred minutes. In the beginning of the class, the lecture stimulated the students by giving a text that might be discussed in a pair. After discussing the text, they were asked to make five questions relate to the text, then did questions and answer. And then, the students mentioned what kinds of text was. There were fourteen pairs. The students' answer were different. Most of them answered it was explanation text. Two of pairs answered it was descriptive text and a pair answered it was a report text.

The next activity was explaining material about explanation text. The lecture explained the material clearly. The lecture also gave some opportunities to the students to deliver some questions related to the topic. The lecture answered the questions clearly. And sometimes the lecture gave a chance to the other students to give their opinion relate to the questions. The lecture asked to some students, then gave the conclusion of the answer.

The following activity was understanding the two explanation texts. The title of the texts are How is the kite flying, How cell phone work, Recycling and Acid Rain. After that, the lecture formed the students into several groups and every group consisted of 4 students, in that moment there were 10 groups formed. Then the lecture distributed four different descriptive texts; the first text was about "How is the kite flying" was given to the first, second and the third group. The second text was talking about "How cell phone work" and received by the fourth, fifth, and sixth group. The third text was about "Recycling" and given for the seventh and eighth group, and the fourth text that given to the ninth and tenth group was about "Acid Rain". After receiving their own text, every group

was asked to discuss the content of the text for about ten minutes. After that, they made five questions related to the text. The questions could be in the form of yes/no question or WH questions. This activity is done during ten minutes.

The next activity was done as similar with the first meeting. In the last of classroom activity, the lecture gave a feedback to the students relate to the topic. the lecture delivered some questions to the students to make sure their understanding to Explanation Text.

Students Responses on the Implementation of TSTS

Here is the result of the questionnaire that show the students' responses after taught by using Two Stay Two Stray technique:

Tabel 3. The Result of Students Responses of the Use of "Two Stay Two Stray" Technique

No	Statements	Responses			
		SA (%)	A (%)	DA (%)	SDA (%)
1.	I got more understanding the Descriptive and Explanation Text from the lecture's explanation	66.6	30.6	2.8	-
2.	"Two Stay Two Stray" Teachnique used by the lecture in teching reading helped me understanding the text easier	38.9	61.1	-	-
3.	By using "Two Stay Two Stray" Teachnique, the teaching process is more fun and motivated	62.8	34.4	2.8	-
4.	I have more confidence in discussing, giving opinion or correcting my friends' reading	51.4	42.8	5.8	-
5.	I can develop idea in understanding the text by sharing some ideas with the member of the group	38.9	61.1	-	-
6.	Helping each other in a group makes me have more understanding in reading comprehension	55.5	44.5	-	-
7.	Being stayer/strayer can train and add my understanding to the text	50	47.2	2.8	-
8.	The use of "Two Stay Two Stray" Technique does not only train the reading skill, but also the other skills (listening, speaking, and writing)	61.1	36.1	2.8	-
9.	I got easier to understand the text by using "Two Stay Two Stray" Technique	40	57.2	2.8	-
10.	Learning Descriptive and Explanation Text by using "Two Stay Two Stray" Technique can improve my ability well	30.6	63.8	2.8	2.8

Notes:

SA   = Strongly Agree

A   = Agree

DA   = Disagree

SDA = Strongly Disagree

The researcher used questionnaire to know the students responses. The questionnaire is given to each meeting. There were four indicators written in the questionnaire, they were; students' understanding, the techniques used, the students' ability and the group work. In the first indicator, there were two statements. First, the students are more understanding well after getting the material about "Descriptive and Explanation Text", the data shows that 66.6% students are strongly agree, 30.6% students are agree, and 2.8% students is

disagree on the statement. Second, the use of Two Stay Two Stray can help students in understanding the text easily. The data shows that 38.9% of the students are strongly agree and 61.1% of the students agree with the statement.

The second indicator has four statements. First, by using Two Stay Two Stray, the learning is more fun and motivated. The data shows that 62.8% of the students are strongly agree, 34.4% of the students are agree, and 2.8% of the students is disagree. Second, the students are more confidence in discussion, giving opinion or correction their friend's understanding. The data shows that 51.4% of the students are strongly agree, 42.8% students are agree, and 5.8% of the students are disagree. Third, the students can develop the idea in understanding the text. The data shows that 38.9% of the students are strongly agree and 61.1% of the students are agreed. Fourth, being stayer or strayer can train and provide their understanding. The data shows that 50% of the students are strongly agree, 47.2%of the students are agree, and 2.8% of student is disagree.

The third indicator has two statements. First, Two Stay Two Stray does not only train reading skill but also the other skills; listening, speaking and writing. The data shows that 61.6% students are strongly agree, 36.1% students are agree, and 2.8% student is disagree. Second, learning reading by using this technique can make their ability increased. The data shows that 30.6% students are strongly agree, 63.8% students are agree, 2.8% student is disagree, and 2.8% student is strongly disagree.

The last indicator has two statements. First, group discussion can help us more understand about reading comprehension. The data shows that 55.5% students are strongly agree, and 44.5% students agree. Second, group discussion makes us easier understanding the text. the data shows that 40% students are strongly agree, 57.2% students are agree, and 2.8% students is disagree.

Discussions
The Implementation of Using TSTS

This part is going to talk about relation between theory and the activities done in the research. The researcher analyzed the use of methods done by the lecture with the theory stated in the previous parts. Kagan (1992) stated that the way of TSTS gives many chance to the students in a group to share some information they got from the main activity. It appears in teaching process done by the lecture. After discussing the text given by the lecture grouply, two strayers found information of two different text. In this activity, the students were trained to deliver some questions to the stayers, listened some information, and wrote the thing what they listened. It also appears in stayers' activity. The stayers have more opportunity to share the idea they have to the strayers. It means that the stayers were trained to explore the idea from the text they have understood. It also can improve their speaking skill, because they can practice many times when the other strayers come to them. Listening and writing skill is

also needed. When the strayers look for some information to the stayer, they must listen and write everything relate to the information needed. So, this activity does not only train the students' reading skill, but also their listening and speaking skill.

TSTS does not only train the students' ability in group work, but also individual work. It is supported by Kagan (1992) inferred that the students work alone and are not allowed to look at other students' work. Those appeared in teaching process when the strayers came to the other groups to look for some information about the different text, each strayers came to the other group individually. They receive and understand the point by themselves.

TSTS can not only be used for adult learners, but also for young learners. It based on Aris Agung (2013:20) stated that TSTS can be implemented in every grade. TSTS also expected to improve the students' confidence in expressing their opinion. Related to the theory, the researcher found that every student get an opportunity to do. Asking and elaborating information they have. By doing that activity in several times, it can make their confidence is better.

Students' responses on the implementation of Two Stay Two Stray in teaching reading

From students' responses on the implementation of two stay two stray, students can achieve better understanding on the reading task given by the lecturer. The study showed students' reading comprehension improved better. In Addition, Aris Agung (2013) stated two stay two stray have a tendency to be more meaningful student learning and students' achievement on reading comprehension is increasing. The current study also finds not only students' ability on reading comprehension but they also improve their listening, speaking and writing. The study using two stay two stray learning model in teaching reading text build students' confidence in discussing and sharing ideas in group which in training students themselves English language skills by interacting with other students in their group or other groups. These findings relates two the result of the study from Aris Agung (2013), he found that students believe on themselves to express their ideas when they give opinions on their group or other groups. Besides, students really enjoy the readingclass when the lecturer implemented the teaching learning model two stay two stray. They are motivated in doing some tasks, interseted and more enthusiastic as well (Aris Agung, 2013; Harahap, 2012). This deep meaningful responses lead educators to apply two stay two stray learning model in teaching reading. Students can believe on themselves to achieve better comprehension in reading text. This learning model provides the class which considered as more alive class.

Conclussion

This research has talked more about two ways that can be used for the teacher in teaching reading. Two Stay Two Stray focused on the students' center activity. For instance; discussing the text, making some questions based on the text, giving explanation about the content of the text. Those activities were done in groups. TSTS also focused on improving other students' skills. They are

listening, speaking, and writing. It means that this technique can cover integrated skill.

Most of the students agree TSTS influences their ability. It can make them getting easy in understanding the text. In TSTS, the students got many activities in understanding the text. It was started from group discussion, being strayer or stayer, presenting the content of the text, and having questions and answer. The students did it many times, so those can help them to improve their understanding.

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