

THE USE OF TWO STAY TWO STRAY IN IMPROVING STUDENTS' READING COMPREHENSION

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Abstract: *This study was aimed to investigate whether Two Stay Two Stray technique can improve students' reading comprehension. It also aimed to find out the students response toward Two Stay Two Stray technique. This research used an experimental study. Based on the research findings, the researcher found that teaching reading comprehension by using Two Stay Two Stray technique was better in experimental group than control group. It was shown from the result that score mean score of pre-test of experimental group was slightly better than the control group (38,5 and 39,13). Whereas the mean score of post-test of the experimental group also revealed the same result where the mean score of experimental group was higher than the control group (79,13 and 68,83). and the mean score of post-test of experimental group was 79,13. Then, t-score pre-test of both techniques was 0,21 and t-score of post-test of both techniques was 3,04. So, t-score post-test is higher than t-score of pre-test. From the questionnaire was positive responses.*

Keywords : *Reading Comprehension, Two Stay Two Stray*

Abstrak: Penelitian ini bertujuan untuk melihat apakah *Two Stay Two Stray* dapat memperbaiki kemampuan pemahaman membaca (*reading comprehension*) siswa. Penelitian ini juga bertujuan untuk melihat tanggapan siswa terhadap penggunaan tehnik *Two Stay Two Stray*. Penelitian ini adalah jenis penelitian eksperimen. Berdasarkan hasil dari penelitian, peneliti menemukan bahwa pembelajaran pemahaman membaca siswa dengan menggunakan tehnik *Two Stay Two Stray* menunjukkan hasil lebih baik; dimana siswa di kelas eksperimen menunjukkan hasil yang lebih baik dibandingkan dengan kelas kontrol. Hal ini terlihat dari hasil penghitungan data, dimana nilai mean pre-test dari kelas kontrol eksperimen lebih tinggi dari kelas kontrol (39,13 dan 38,5). Hal ini juga terlihat dari nilai mean post-test dari kelas eksperimen lebih tinggi dari kelas kontrol (79,13 dan 68,83). Dari pengolahan data kuesioner juga ditemukan bahwa tanggapan siswa terhadap penggunaan *Two Way Two Stray* sangat positif hal ini terlihat dari respon siswa dalam kuesioner dimana siswa memberikan tanggapan positif terhadap pertanyaan yang ada dalam kuesioner. Dengan demikian, hasil penelitian ini menunjukkan bahwa penggunaan tehnik *Two Way Two Stray* dapat digunakan guru sebagai salah satu tehnik mengajar untuk meningkatkan kemampuan siswa dalam *reading comprehension*.

Kata kunci : *Reading Comprehension, Two Stay Two Stray*

There are four basic skills that should be mastered by the students in learning English; they are listening, speaking, reading and also writing. The students cannot master these four skills without proper techniques or strategies especially in reading. In reading, the students not only read the text but also have to read which follows by good comprehension. So, they need the ability and good understanding to comprehend the text

that they read. Rayner (2001) affirms "Reading comprehension is defined as the level of understanding of a text/message". This understanding comes from the interaction between the sentences and how they trigger knowledge outside the texts/messages. It implies that in reading comprehension, the students are able to gain the information correctly, accurately, and can improve their knowledge. However, reading

comprehension is not as easy as it seen. There are several problems that can distract the students ability in reading.

In the classrooms where English is not as the students first language, some problems often occur in the reading activity. The major problem in reading comprehension is the students have difficulty in comprehending the text. It may be due to the students have less vocabulary and make them hard to understand the paragraphs and make them difficult to answer the task given. In addition to that, the teacher had a problem on how to get the students' attention and participation. The other problem is a classical problem in which sometimes the teacher also has a problem in handling the passsive students who are not participate well in the class. These problems make the students difficult in dealing with the reading comprehension tasks.

A teacher must be able to create a goodconditions in the classroom to avoid the spirit of the student in learning reading comprehension and to increase the students' ability in reading comprehension. The researcher tried to solve that problems by providing a specific cooperative learning in teaching-learningprocess. It was Two Stay Two Stray (TSTS) developed by Spencer Kagan in 1992.

The model of Cooperative learning, type Two StayTwo Stray is a technique that developed by Spencer Kagan and can combine with The Number Head. This technique gives a chance to student shares the result information to theothergroups. The learning process using Cooperative Learning type Two Stay Two

Straycould increase the activity and ability of student (Isjoni, 2007). There are some researchers succeeded in doing the research by using Two Stay Two Stay model.

According to the description above, the researcher is interested in conducting this strategy as an experimental research. This research is focused on reading skill where the treatment is in reading comprehensionof narrative text. The sample and population are the first grade of SMA N 1 Indrapuri Aceh Besar.Through an assumption that the implementation of Two Stay Two Stray strategy could give positive effects, the writer thought that is was necessary to conduct the research entitled "*The Effectiveness of Two Stay Two Stray Technique to Improve Students' Ability in Understanding Reading Comprehension.*"

LITERATURE REVIEW

Reading Chomprehension

Reading is about understanding written texts. Reading can make someone successful in study. Reading also helps someone knows the world. Reading is one of the four English skills that should be taught from elementary school up to university level. Through reading, students can get a lot of meaningful information.Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards (Gordon, 2007). In addition to that, Kilingner (2007) states that, "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading,

word knowledge, and fluency”.

Reading comprehension involves taking meaning in a text in order to obtain meaning from the text. The ability to comprehend printed or written material, however, involves much more than recognizing words, knowing their appropriate meaning, and reading phrases and sentences. Reading comprehension is a complex process involving many different types of higher level thinking skills. That is why the teacher needs to teach reading comprehension by using a suitable strategy.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies (Brown, 2001). Some strategies are related to bottom-up procedures, and others enhance the top-down processes. According to Brown (2000) there are ten reading comprehension strategies: identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners.), use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels.), skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when you are not certain, analyze vocabulary, distinguish between literal and implied meaning, and capitalize on discourse markers to process relationship. By incorporating those strategies in reading comprehension activities, later on will impact on the ability to comprehend the texts properly.

Cooperative Learning

There are many learning methods that have been developed by the expert. The latest method that has been widely used is cooperative learning

method. In cooperative learning method, students are more active in the class as they have to discuss the learning tasks in the group. Cooper (1989) defines cooperative learning as “An instructional task design that engages students actively in achieving a lesson objective through their own efforts and the efforts of their small team.” In addition to that, Alma (2009) asserts that cooperative learning is a learning activity that is done through joint activities which provide engagement for the learners which in turn can motivate students in learning activity. The implementation of cooperative learning can provide solution for students to interact and cooperate with their friends, increasing teacher and student’s interaction to comprehend difficult concepts.

The Use of Cooperative Learning

The use of cooperative learning can be very valuable for the students as it meant to engage them in group activities which can increase the learning mood. Harmer (2004) states that cooperative learning requires grouping that will have some advantages for the students achievement. Additionally, he states several advantages of cooperative learning. It reinforces a sense of belonging among the group members. It is also suitable for the activities where the teacher acts as controller especially good for giving explanation and instruction. It is an ideal way of showing materials that can be in pictures, texts, audio or video tapes. Later on, it will allow teacher to boost the mood of the class. In general, it is a good way for the teachers to get understanding of students’ progress. Finally, it is preferred class style in many educational setting where students and

teachers feel secure when the whole class is working in lockstep, and under the direct authority of the teacher that can give enjoyment of the classes, students motivation and independence.

Two Stay Two Stray

Cooperative learning has several models. One of the cooperative learning model is a Two Stay Two Stray (TSTS). Two Stay Two Stray was developed by Spencer Kagan in 1992. Two Stay Two Stray is a cooperative learning strategy that is improved from Kagan's One Stay-Three Stray. Two Stay Two Stray will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates.

Two Stay Two Stray cooperative learning model has the same goal of cooperative learning approaches that have been discussed previously. Students worked together on the invitation to the finding of a concept. The use of Two Stay Two Stray will lead students to be active, both in the discussion, asking questions, finding answers, explaining and comprehending the material described by a friend. Moreover, the reason for using the learning model Two Stay Two Stray is because there is a clear division of labor groups for each member to groups, students can collaborate with others, can overcome the condition of students who are crowded and unruly when the learning process (Santoso, 2011)

The model measures of Two Stay Two Stray suggested by Lie (2002) are as follows:

- a. Students work together in groups of four as usual.

- b. Once completed, two students from each group will leave the group and each visit to the other group.
- c. Two students who stay in the group in charge of the work and share their information to their guests.
- d. The guests excuse themselves and return to their own groups and report their information to their guests.
- e. Matching groups and discuss the result of their work.

RESEARCH METHOD

The study was an experimental research design that tried to measure the students ability in reading comprehension of narrative text. Experimental research is a systematic method that manipulates treatment or environmental condition and behavior of the subject is affected or changed (Best and Khan, 1993). In this research, the researcher manipulated at least one independent variable, controlled other relevant variables, and observed the effect on one or more dependent variable. In this case, Two Stay Two Stray model was as independent variable that affected students' ability in understanding reading comprehension.

The data of this research are collected through test and questionnaire. Data obtained were analyzed by applying basic statistical computation. The data was gathered from the pre-test and the post-test. The data from the pre-test and the post-test then was analyzed by using statistical procedures. The two sets of the scores obtained from the two groups was analyzed in the following ways in order to know the range, mean, standard deviation and t-score.

In addition, the questionnaire was given to the students to find out their responses toward the using of Two Stay Two Stray model in teaching reading. The questionnaire consisted of ten questions. The students responded the questionnaire given by choosing the option provided which matches their opinion on Likert scale (strongly agree, agree, undecided, disagree, and strongly disagree).

FINDINGS AND DISCUSSION

Findings of the Experimental Group (by Using Two Stay Two Stray Tehnique)

In order to have description of the result interpretation, the researcher processed the result of the pre-test and post-test. The researcher processed standard deviation of pre-test as follows:

$$\begin{aligned}
 SD &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\
 &= \frac{19(30598,75) - (743,5)^2}{19(19-1)} \\
 &= \frac{581376,25 - 552792,25}{19(18)} \\
 &= \frac{28584}{342} \\
 &= 83,57 \\
 &= \sqrt{83,57} \\
 &= 9,14 \text{ (SD of pre-test of experimental group)}
 \end{aligned}$$

The calculation of standard deviation of post-test as follow:

$$\begin{aligned}
 SD &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\
 &= \frac{19(120982,8) - (1503,5)^2}{19(19-1)} \\
 &= \frac{2298672,2 - 2260512,25}{19(18)} \\
 &= \frac{38159,95}{342} \\
 &= 111,57
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{111,57} \\
 &= 10,56
 \end{aligned}$$

When all of the standard deviation had been found, then the researcher calculated the t-score of Control Group and Experimental Group by using the formula of t-score as follows:

$$\begin{aligned}
 t_1 &= \frac{Xe - Xc}{\sqrt{\frac{(Se)^2}{n} + \frac{(Sc)^2}{n}}} \\
 &= \frac{39,13 - 38,5}{\sqrt{\frac{(9,14)^2}{19} + \frac{(8,97)^2}{18}}} \\
 &= \frac{0,63}{\sqrt{\frac{83,53}{19} + \frac{80,46}{18}}} \\
 &= \frac{0,63}{\sqrt{4,39 + 4,47}} \\
 &= \frac{0,63}{\sqrt{8,86}} \\
 &= \frac{0,63}{2,97} \\
 &= 0,21
 \end{aligned}$$

Findings of the Control Group (Without Two Stay Two Stray Technique)

In order to have description of the result interpretation, the researcher processed the result of the pre-test and post-test. The researcher processed standard deviation of pre-test as follows:

$$\begin{aligned}
 SD &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\
 &= \frac{18(28048,5) - (693)^2}{18(18-1)} \\
 &= \frac{504873 - 480249}{18(17)} \\
 &= \frac{24624}{306} \\
 &= 80,47 \\
 &= \sqrt{80,47} \\
 &= 8,97 \text{ (SD pretest control group)}
 \end{aligned}$$

The calculation of standard deviation of post-

test as follow:

$$\begin{aligned}
 SD &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\
 &= \frac{18(87118,5) - (1239)^2}{18(18-1)} \\
 &= \frac{1568133 - 1535121}{18(17)} \\
 &= \frac{33012}{306} \\
 &= 107,88 \\
 &= \sqrt{107,88} \\
 &= 10,38 \text{ (SD posttest of Control Group)}
 \end{aligned}$$

Based on the data above, it is found that the t-score of pretest in control group and experimental group is 0,21 and the critical $-t/\text{table}-t$ value for df of 18 = 1,7 at level of significance 5% (0,05). The result showed that t-score is < than table $-t$. So, there is no significance difference between pretest control group and experimental group.

The next activity was calculating the t-score of posttest of control and experimental group. The researcher determined it by using formula of the t-score as follow:

$$\begin{aligned}
 t_2 &= \frac{X_e - X_c}{\sqrt{\frac{(S_e)^2}{n} + \frac{(S_c)^2}{n}}} \\
 &= \frac{79,3 - 68,83}{\sqrt{\frac{(10,56)^2}{19} + \frac{(10,38)^2}{18}}} \\
 &= \frac{10,47}{\sqrt{\frac{111,51}{19} + \frac{107,74}{18}}} \\
 &= \frac{10,47}{\sqrt{5,86 + 5,98}} \\
 &= \frac{10,47}{\sqrt{11,84}} \\
 &= \frac{10,47}{3,44} \\
 &= 3,04 \text{ (t-score of posttest)}
 \end{aligned}$$

According to Arikunto (1993), affirms that hypotesis can be seen from the formula categories and devided into two parts, as follows:

H_0 = There is not a relationship or influencing of one variable, with the other variables. It means that the hypothesis is rejected.

H_a = There is a relationship or influencing of one variable, with the other variables. It means that the hypothesis is accepted.

Based on data above, it can be seen that t-score of posttest between control group and experimental group is 3,04 and the critical $-t/\text{table}-t$ for df of 19 = 1,7 at level of significance 5% (0,05). The result showed that there is a significant different between posttest control and experimental group. In addition to that, from the calculation above, it can be seen that the t-score is 3,04. It means that sucessful than critical $-t/\text{table}-t$ 1,7. This showed that there is a significant difference between the result of pre test 0,21 and post test 3,04. It also showed that by applying two stay two stray technique can improve the student's reading comprehension and improve their reading skill.

The analysis of the result calculation above shows that teaching reading comprehension by using Two Stay Two Stray technique has a significance different on students' reading comprehension achievement. So, the hypothesis is accepted. It can be seen from their reading comprehension score, where the students' reading comprehension score taught by using two stay two stray technique is higher than the students' reading comprehension by using think pair share technique. So, it can be said that two stay two stray technique was effective to improve students' ability

in reading comprehension compared to the Think Pair Share technique.

Discussion

This section presents the discussion that based on the findings of the study. It is concerned about the title.

1. The effectiveness of applying Two Stay Two Stray technique to improve students' ability in reading comprehension.

According to Kagan (1992), states that the strength of Two Stay Two Stray is building in staying and applying in straying. Building is when they stay to find out information, language and knowledge and the assimilating is when they share the information, language and knowledge. Moreover, Two Stay Two Stray is a good way to engage the students in learning English.

Based on the research, the application of Two Stay Two Stray for the experimental group in teaching reading comprehension. It was more effective than the control group who are not taught using Two Stay Two Stray. Based on data above, positive result has been indicated which the result was proven by the calculation of t-test. The t-score of pre-test of both techniques was 0,21 and then t-score of post-test of both techniques was 3,04. The t-test showed that the value was 3,04. It was higher than t-table 1,7. So, the experimental group achieved higher than the control group.

The figures show that, by applying Two Stay Two Stray could help students to solve their problems in learning reading comprehension. Then, they participated well during teaching-learning process, and it was more easier for students to do the task in reading comprehension.

2. Students' responses about Two Stay Two

Stray

To answer this research question, the data collected from the students' responses. It showed that 50% participations thought that the application of Two Stay Two Stray was good. Because, Two Stay Two Stray can help the students to improve their ability in reading comprehension. Then, they more also excited in teaching-learning process, showing the good interest during the treatment and also they were actively worked in their groups and collaborated each others.

CONCLUSION

The implementation of Two Stay Two Stray is effective to overcome the researcher's problems in teaching reading comprehension as this model of learning led the researcher find a solution of how to improve the students' comprehension in narrative text. By implementing Two Stay Two Stray technique, the researcher could guide the students to be more active and responsible in their learning and also able to manage the time effectively. The students' enthusiasm in learning reading comprehension through Two Stay Two Stray technique in the class also increased. The implementation of cooperative learning Two Stay Two Stray is effective to improve students' reading comprehension particularly in comprehending narrative text. This can be proved by the result of the tests given to the students where there is the improvement in their score in tests sheet and also instrument of the questionnaire that showed the positive responses toward Two Stay Two Stray Technique.

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