

## The Effect of Using Two Stay Two Stray Towards Students Reading Comprehension at Third Grade of MTs 6 Agam

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### Abstrak

Penelitian ini dilakukan di sekolah menengah pertama yang memiliki masalah dalam pembelajaran bahasa Inggris, khususnya pemahaman membaca. Ada beberapa masalah yang ditemukan di sekolah menengah pertama yang berkaitan dengan pemahaman membaca. Pertama, sulit siswa untuk mengidentifikasi teks dalam mengenali objek untuk menjawab beberapa pertanyaan teks yang membuat siswa lama untuk memahami teks, masalah lain adalah kosakata siswa sangat terbatas dan membuat pencarian kata-kata yang berbeda dalam kamus membutuhkan waktu untuk menyelesaikan tugas, nilai siswa dalam tes Bahasa Inggris masih di bawah kriteria ketuntasan minimum (*KKM*), yang terakhir adalah tentang teknik guru dalam mengajar membaca. Guru mencoba menerjemahkan dalam teks satu per satu pada setiap pertemuan. Oleh karena itu peneliti berasumsi untuk membuktikan apakah teknik *Two stay Two stray (TSTS)* mampu meningkatkan pemahaman membaca siswa. Penelitian ini menggunakan desain eksperimen quasi dengan menggunakan menggunakan kelompok control *pre test-post test*. Populasi penelitian ini adalah siswa kelas III MTs 6 Agam. Sampelnya adalah IX7 yang digunakan sebagai kelas eksperimen dan diajar dengan teknik *Two stay two stray* dan IX6 digunakan sebagai kelas kontrol dan diajar dengan teknik *konvensional*. Untuk menentukan sampel, peneliti menggunakan *random sampling*. Instrumen penelitian berupates membaca. Data diperoleh melalui *pretest* dan *posttest* untuk kelompok eksperimen dan kontrol. Untuk menganalisis data peneliti menggunakan program SPSS 20 untuk menguji *normalitas* dan menguji *homogenitas*. Kemudian untuk menguji hipotesis peneliti menggunakan uji t (SPSS 20) diperoleh ( $\alpha$ ) = 0,05. Dari hasil tersebut bahwa *Two stay two stray* mampu meningkatkan pemahaman membaca siswa, dibuktikan dengan  $H_a$  di terima dan  $H_o$  di tolak yang artinya ada pengaruh yang signifikan penggunaan teknik *two stay two stray* terdapat pemahaman membaca pada eksperimen. Hal ini membuktikan bahwa penggunaan teknik *two stay two stray* sebagai pemahaman membaca dapat membantu siswa meningkatkan kemampuan mereka dalam pemahaman membaca.

**Kata Kunci:** Teknik *Two Stay Two Stray*, Pemahaman Bacaan, Teks Narrative

### Abstract

This research conducted at junior high school which had problem in learning English especially reading comprehension. There were several problem found at junior high school deals with reading comprehension. First, the students were difficult to identifying the text in recognizing object of a text to answer several text questions that make students long to understand the text, the other problem was the students vocabulary very limited and it make then to find the different word in dictionary are take time to finish the task, the score of students in English test still below minimum criteria of completeness (*KKM*), the last was about the teacher technique in teaching reading. The teacher try to translate thesaurus in the text one by one in each meeting. Hence the researcher assumed to prove whether *Two stay Two stray (TSTS)*

technique able to improve the students reading comprehension. This research used quasi experimental design by using the pre test-post test control group design. The sample was IX<sup>7</sup> treated as experimental class and taught by using Two stay two stray technique and IX<sup>6</sup> treated as control class and taught by using conventional technique. To determine the sample, the researcher used random sampling. The instrument of this research is reading test. The data was got through pretest and posttest to experimental and control group. To analyze the data, the researcher used SPSS20 to test the normality and test homogeneity. Then, to test the hypothesis the researcher used t-test (SPSS20) that ( $\alpha$ ) = 0.05. From the result that there was significant effect of using two stay two stray technique in reading comprehension in the experiment and control class. It proved that using two stay two stray technique as reading comprehension could help the students improving their ability in reading comprehension.

**Keywords:** *Two Stay Two Stray Technique, Reading Comprehension, Narrative Text*

## INTRODUCTION

English is one of the additional subjects to be learned at school. English in Indonesia is learned by students from kindergarten until university level. In relation to English language learning, there are four essential skills that language learners need to acquire. According Rayner, Foorman, Perfetti, Pesetsky, dan Seidenberg (2001), reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. It implies that in reading comprehension, the students are expected to understand well the reading material in order that the students are able to gain the information correctly, accurately and to improve they knowledge.

There are many types of reading texts that can be read by readers. One of them is Narrative text. Reinita & El Fitri (2019) state that narrative text is a text focusing specific participants. It social function is to tell stories or past events and entertain the readers. In another experts Anderson dan Anderson (1997) state that narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener. It means that narrative text is text that tell a story in the past to amuse the reader which consist of some character, plot, setting and action which have problematic like fable, legend, folktale, etc and to teach the students of story's lesson which divided into orientation, complication, sequence of event and coda (moral value). Narrative text is aimed to amuse,entertain and to deal with actual or vicarious experience in different ways (Villafuerte et al., 2018). It comes from the syllabus that is applied by the teacher. Therefore, this research will use Narrative text.

In line with that, one of the technique introduced in cooperative learning technique is Two Stay Two Stray which is developed from Kagan Two Stay Two Stray. Kagan (1989) state that the learning process using cooperative learning type two stay two stray can improving students reading comprehension. Lie (2002) state that use of Two stay two stray technique in teaching reading comprehension was effective way to improve the students ability. It further increased their self confidence, social interaction, individual accountability and group skills as well as getting better reading comprehension because they could understand the material better by learning together as a team. The effective used two stay two stray technique will help the students in understanding Reading Comprehension in Narrative text. The teachers can apply the technique in the classroom which can be used to help him or her in transferring the knowledge.TSTS is a cooperative learning model which provides opportunities to submit work information to the other group. The sharing activities familiarize students to respect the each other opinions. Student can learn to express their opinion to other.

Based on the observation on April 04 2022 where the observation was in third grade at MTsN 6 Agam. There were eight classes of third grade at MTs.6 Agam. The researcher found some problems in students' reading comprehension in Narrative text. First, in reading activity, the researcher found students were difficult and confused to identifying the text when the researcher came to classroom to observe the learning process. The teacher was giving the text for students. Then, the teacher asked students to read the text. After reading the text that

was given by the teacher, some students asked what was the text about because students were difficult to comprehend what's the meaning of the text.

Second, students were lack of English vocabulary. When the researcher entered and observed the classroom, the researcher found some students were having very low English vocabulary. When the teacher was distributing the text and asking students to read, after reading the text some students asked about the vocabulary in the text. The students did not understand some words in the text. From the text that given by the teacher, but there were some students also searched the Indonesian meaning of the difficult word in the dictionary. Some of students brought the dictionary because most of students forgot to bring it and some students did not have it all. Therefore, students asked the teacher about the meaning of those difficult word found in the text. At the end, the teacher finally wrote the vocabulary in the whiteboard in order to make students more understood because students were not able to comprehend the text that has given by teacher.

Third, the students problem in reading was their mark in English test was still below KKM (77). Most of the students was failure in English examination for example in daily examination (UH). They get score below KKM it means they did not achieve good mark in English yet. It was proven by their scores in some English test (Reading Comprehension), that is still under the KKM (minimum achievement criteria). It can be seen in appendix 17.

Four, the teacher's teaching technique in teaching material was conventional technique. The conventional technique used by the English teacher was presentation technique. This type of this strategy was teacher-centered technique, the teacher more active in the teaching process while the students seem passive. In teaching process, teacher explained the materials to the students in front of the class. The teacher had bigger roles in the classroom activity, so that it make students passive and did not active in learning process. Based on the problems above that the researcher has observed, the researcher assumes that Two stay Two stray (TSTS) technique is very effective can improve the students reading comprehension.

## **METHOD**

### **Design**

Design of this research is experiment research. Experiment research was used to establish the cause and effect relationship. The design of this research was quasi-experimental research because the researcher used pre-test and post-test to found the effect of two stay two stray teaching toward students reading comprehension in narrative text at third grade of MTs 6 Agam. In this research, the researcher divided the class into two classes they were experimental class and control class. The population of this research was third grade of MTs 6 Agam. The sample was IX<sup>7</sup> treated as experimental class and taught by using Two stay two stray technique and IX<sup>6</sup> treated as control class and taught by using conventional technique. To determine the sample, the researcher used random sampling.

### **Technique of Data Analysis**

Technique of data analysis from this research used some steps. The instrument of this research is reading test. The data was got through pretest and posttest to experimental and control group. To analyze the data, the researcher used SPSS 20 to test the normality and test homogeneity. Then, to test the hypothesis the researcher used t-test (SPSS 20) that ( $\alpha$ ) = 0.05.

## **RESULT AND DISCUSSION**

The research finding include the students score of reading from both control and experiment class and the analysis of students score. This section also describes about the analysis of the data collected to answer the research questions: First, there was significant effect of using Two Stay Two Stray Technique to Improve The Students' Reading Comprehension at MTsN 6 Agam? Second, there was significant difference of students' Reading Comprehension which are taught by using two stay two stray technique at MTs 6 Agam? Third, there was Reading Comprehension of the students which are taught by using two stay two stray technique better than the Reading Comprehension of the students which

are not taught by using two stay two stray technique?. The description of the research data for both the experimental class and the control class explained below.

**Table 1. The calculation of score from the pretest**

	N	Minimum	Maximum	Mean	Standart deviation	Variance
Class Experiment	33	25.00	65.00	43.18	1.0370	107.528
Class Control	34	30.00	65.00	46.76	8.951	80.125

Based on the Table 1, the results of the pre-test scores can be seen from the average experimental class mean 43.18 while the results of the average pretest score of the control class mean 46.76 with a slight difference in the scores of the class.

Post-test was a process of measure students" achievement in after students" are given the treatment to see the result. Post-test was given for both experimental class and control class in the last meeting. The calculation of mean, standard deviation, variant, maximum and minimum score for pre-test in control class.

**Table 2. The calculation of score from the post test**

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class Experiment	33	60.00	95.00	78.33	9.071	82.292
Class Control	34	60.00	95.00	76.03	10.059	101.181

The Table 2 showed that the results of the average pretest value of the experimental class were 78.33 while the results of the average pretest score of the control class were 76.03 with a slight difference in the scores of the class.

**Table 3. The comparision of pre test experimental and control class**

The result The class	Pre test	Post test
Experimental class	$\bar{x} = 43.18$ $S = 1.0370$ $S^2 = 107.528$	$\bar{x} = 78.33$ $S = 99.071$ $S^2 = 82.292$
Control class	$\bar{x} = 46.76$ $S = 8.951$ $S^2 = 80.125$	$\bar{x} = 76.03$ $S = 10.059$ $S^2 = 101.181$

Based on the Table 3, the post test result of experimental class is higher than the pre test result 43.18 higher than 46.76. It means that the treatment that has been use by the reserach can help the students in improving the students reading comprehension. The comparison of the post test result between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post test result of control class is 76.03 lower than the experiment post test result 78.33. It means that

the students who were treated by using TSTS technique give better than result than students who were taught by using conventional technique or normal.

After finding the mean score and the value of the t-obtained by using t- test of the both classes, the hypothesis had tested. The hypothesis of this research had tested as follow:

H<sub>a</sub>: there was significant effect of using two stay two stray technique to improve the students reading comprehension at MTs. 6 Agam

H<sub>o</sub>: There was no significant effect of using two stay two stray technique to improve the students reading comprehension at MTs. 6 Agam

The measure whether the researcher would accepted or rejected the hypothesis, the researcher used independent sample t-test with calculated in SPSS 20 to find whether H<sub>o</sub> or H<sub>a</sub> is accepted or rejected trough comparing post-test and post-test of experimental and control class. The value of sig. (2-tailed) compare with 0.05. If the value of sig. (2- tailed) is lowest than 0.05 the alternative hypothesis (H<sub>a</sub>) is accepted. However, if the value of sig. (2-tailed) is the same of bigger that 0.05 the null hypothesis (H<sub>o</sub>) is accepted. The calculated can be seen bellow :

**Table 3. The result of One-Sample Test**

	T	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Hasil pre-test and post-test Kelas	28,914	67	,000	61,39706	57,1587	65,6354
	24,556	67	,000	1,50000	1,3781	1,6219

Based on the Table 3 to determine the results of 2 tailed seen from the value of Sig. (2-tailed) was  $0.000 < 0.05$ . it means the value of 2 tailed is accepted. From the table above the value is lowest than 0.05. It can be concluded that there was significant effect of using two stay two stray technique towards students reading comprehension at third grade students of junior high school in MTs 6 Agam.

Based on the result of this study related to the first hypothesis which stated that there was significant effect of using two stay two stray technique to improve the students reading comprehension. Hidayat and Muhson state that teaching reading comprehension by using two stay two stray makes that students active and motivated in following the teaching and learning process. They were easier to master the reading materials given. Consequently, their ability in mastering reading comprehension increased significantly (Chen & Goswami, 2011). In addition, the two stay two stray technique can gave the effect to the students reading comprehension.

In the second hypotesis which stated that there was significant different between the students using two stay two stray technique with the students are not using two stay two stray technique. Hans dan Hans (2015) found that the use of (TS-TS) in teaching reading comprehension was an effective way to improve the students' ability. It further increased their self-confidence, social interaction, individual accountability and group skills as well as getting better reading comprehension because they could understand the materials better by learning together as a team. Indeed, using two stay two stray technique in the classroom can solved the problem on students reading comprehension and help to made students easy to begin their reading.

In the third hypotesis which stated that the students reading comprehension in narrative text are though by using two stay two stray technique better than using conventional technique. Tuan (2010) advantages of two stay two stray technique there are seven advantages of technique two stay two stray they are as follows: First, it can be applied to all class /level. Second, a tendency to be more meaning ful students learning. Third, it is more oriented activity Four , it is expected that students will dare to express their opinions. Fifth, it increases

the cohesiveness and confidence of students. Sixs, the ability to speak the students can be improved. Seven , it help increase students interest and achievement. Therefore, students reading comprehension improved by using two stay two stray technique.

In conclusion that there was a significant effect on students' reading comprehension scores using the two stay two stray technique, helped students to improve on narrative text. According Hans dan Hans (2015) found that use of Two stay two stray in teaching reading comprehension was effective way to improve the students ability. It further increased their self confidence, social interaction, individual accountability and group skills as well as getting better reading comprehension because they could understand the material better by learning together as a team.

## CONCLUSION

Based on the finding and the dissucion the previous chapter the reasearcher concludes this research that the researcher focus on students reading comprehension on narrative text by using TSTS technique. There is significant effect of using two stay two stray tehniqne towards students' reading comprehension. It is showed by the result that has presented by using statistical of independent sample t-test SPSS in the previous chapter. The criteria of simple paired test; if the significance of test  $< 0,05$  then the  $H_0$  is refused and  $H_a$  is accepted, but if the significance test  $> 0,05$  then the  $H_a$  is refused ad  $H_0$  is accepted. According to the research which the significance test is  $0,00 < 0,05$ , it means that  $H_a$  is accepted. Hence, the hypothesis of  $H_a$  is there is significant effect of using two stay two stray technique towards students' reading comprehension at MTs 6 Agam.

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