

# **THE EFFECT OF TWO STAY TWO STRAY STRATEGY ON READING COMPREHENSION ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 KANDIS**

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**Abstract:** *This Pre-experimental research aims to find out whether or not there is a significant effect of using Two Stay Two Stay Strategy on reading comprehension ability of the second year students of SMAN 1 Kandis. The sample of this research is 35 students of XI IPA 1 chosen by cluster random sampling. To measure the students' reading comprehension level, pre-test and post-test in form of recount text are given before and after treatment. The results of the data analysis show that the mean score of the pre-test is 52.27 and the mean score of post-test is 79.92. It means the mean score of post-test is higher than pre-test. In addition, the value of t-obs is higher than t-table ( $11.66 > 2.03$ ). Therefore, it can be concluded that there is a significant effect of Two Stay Two Stay Strategy on reading comprehension of the second year students of SMAN 1 Kandis.*

**Key Words:** *Effect, Two Stay Two Stay Strategy, Reading Comprehension, Recount Text.*

# **PENGARUH STRATEGI *TWO STAY TWO STRAY* TERHADAP PEMAHAMAN MEMBACA SISWA TAHUN KEDUA DI SMAN 1 KANDIS**

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**Abstrak:** Penelitian pra-eksperimen ini bertujuan untuk mengetahui ada tidaknya pengaruh signifikan dari strategi two stay two stray pada pemahaman membaca siswa kelas di SMAN 1 Kandis. Sampel penelitian ini adalah 35 siswa dari kelas XI IPA 1 yang dipilih dengan menggunakan teknik sampel acak. Untuk mengukur tingkat pemahaman membaca siswa, pre-test dan post-test diberikan dalam bentuk teks recount sebelum dan sesudah treatment. Hasil dari analisa data menunjukkan bahwa nilai rata-rata pre-test adalah 52.27 dan nilai rata-rata post-test adalah 79.92. Hal ini berarti nilai post-test lebih tinggi daripada pre-test. Ditambah lagi, nilai t-obs lebih tinggi dari pada nilai t-tabel ( $11.66 > 2.03$ ). Oleh karena itu, dapat disimpulkan bahwa ada pengaruh signifikan strategi Two Stay Two Stray pada pemahaman membaca siswa tahun kedua di SMAN 1 Kandis.

**Kata Kunci:** Pengaruh, Strategi Two Stay Two Stray, Pemahaman Membaca, Teks Recount.

## INTRODUCTION

In this era, English has become an international language. many countries have included English as a compulsory subject in school. In addition, the majority of internet websites are written in English, therefore, more information can be obtained by reading English-language writing. Not only that, no matter where in the world you are, you will find various information written in English, such as directions, place names, restaurant menus and many else. Therefore, we need to have the ability to read and speak English by learning a number of English language skills. They are listening, speaking, reading, and writing.

Reading is one of language skills which need to be learned and understood in order to achieve the content and messages of any text Dole et al. (1991) state that in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Jean Wallace Gillet, et al (2012) state that building knowledge is the phase of reading and finding out. From these statements we can say that to build knowledge, readers must achieve understanding of what they are reading.

SMAN 1 Kandis has been implementing the 2013 curriculum (K13). In this curriculum, the primary focus of English reading instruction to enable the contextual meaning related to social function, text structure, and language features of the text. In the course of English reading instruction, The English teachers at this school have used a variety of strategies: reading aloud, work and discussion on reading questions, translating the unfamiliar vocabularies of the text.

The aim of teaching reading to senior high school students, as cited in 2013 curriculum (K13), is students to be able to comprehend messages in transactional and interpersonal interaction texts, special functional texts, and functional texts in daily life contexts, and to access science. Transactional and interpersonal interaction texts include commending, introduction, intention, giving opinion, etc, and special functional texts include announcement, song's lyrics, personal letter, etc, while functional texts include descriptive text, narrative text, recount text, exposition, procedure, and news item. In order to achieve these aim of teaching reading, teacher requires to use different strategies which are suitable to apply for each text.

Based on the writer's observation in SMAN 1 Kandis, the school has implemented 2013 curriculum, however the English teacher still has not found a truly effective learning strategy to improve students' reading comprehension abilities. This is caused by the lack of attention and motivation of students when reading lessons take place. Therefore, this should be a challenge for the teachers to find a suitable learning method in order to facilitate the teachers in delivering the lesson so that the students can follow the lesson with pleasure without feeling burdened. The more students enjoy the class activity, the better the students comprehend the lesson.

In the course of informal interview, the English teacher said that to get students' attention is not easy because sometimes while the teaching and learning take place, they do other things like talking, drawing, moving around, etc. Therefore, this situation should be used by the teachers to find a learning strategy that involves students to be active and focus during the lesson.

Based on the problems mentioned, it can be concluded that the students need an active and fun learning strategy which enable every single student to become active and highly motivated, and have a sense of responsibility in the learning process. By doing

so, they possess motivation in learning English, particularly reading instruction. In this research, Two Stay Two Stray strategy is implemented as an effort to help the learners develop their reading comprehension skill.

Kagan (1992) developed One Stay Two Stray strategy, however many researchers develop this strategy into Two Stay Two Stray strategy. The writer assumes that many researchers add the number of students who stay is to balance the students' task and to reduce the number of groups so that the noise can be minimized. Two Stay Two Stray Strategy is one of cooperative learning strategies. It is not a new method, but unfortunately there are only few teachers who use this method. Mary Firestone in his paper states that Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. The point of this method is to make students have social interaction with all learners and make them work in group to solve problems. In addition, this method should make students more active and increase their understanding of the lesson. TSTS is a teaching strategy where students work in groups finding concepts and problems then solving them together. In this strategy, the students are asked to share the result and the information of their topic to other groups.

## **METHODOLOGY**

The participants of this research were the second year students of SMAN 1 Kandis. The sample was selected by using a cluster random sampling technique. The number of the sample is 35 students.

The data collection was conducted in six weeks. It divided into two weeks for pre-test and post-test and four weeks for the treatment. In the first week the students were given 35 multiple choices about recount text as the pre-test. The next week, for the second meeting to fifth meeting, the students were taught by TSTS strategy to facilitate the learning activity, this was considered as treatment. After the treatment given, in the last meeting the students were given the same 35 multiple choices that was considered as post-test.

This research used a quantitative data analysis technique. The data which taken from experiment class (XI IPA1) was analyzed by using SPSS 23.0 (Statistical Product Service Solution 23.0).

This research was to find whether or not there is significant effect on the students' reading comprehension taught by TSTS strategy. T-test is one of the statistic tests used to know whether there is significance difference of the one or two samples of mean in two variables. The analysis of t-test formula draws whether the hypothesis is accepted or rejected. If the value of t-calculated is bigger than t-table, the alternative hypothesis is accepted. However, when the t-calculated is the same or less than the critical value of t-table, the null hypothesis is accepted.

## **RESEARCH FINDINGS**

Pre-test was conducted to measure students' basis level of reading comprehension before applying Two Stay Two Stray Strategy. The test was composed

of five texts with 35 questions. Each text had 7 questions. After collecting the data, the results of pre-test showed that students' level of reading comprehension is at poor qualification. The mean score of pre-test was 52,2771. The data of students' score of pre-test is presented in table 1 as the following:

**Table 1 Frequency of the students level of comprehension in pre-test**

<b>Test Score</b>	<b>Level of Comprehension</b>	<b>Frequency</b>	<b>Percentage</b>
<b>85-100</b>	<b>Excellent</b>	<b>2</b>	<b>5,7%</b>
<b>69-85</b>	<b>Good</b>	<b>4</b>	<b>11,4%</b>
<b>55-69</b>	<b>Mediocre</b>	<b>8</b>	<b>22,9%</b>
<b>00-55</b>	<b>Poor</b>	<b>21</b>	<b>60%</b>
<b>Total</b>		<b>35</b>	<b>100%</b>

Table 4.4 shows that only 5,7% students achieved excellent level, 11,4% achieved good level, 22,9% got Mediocre level and the most students got poor level at 60%. In fact, More than half students got poor level of comprehension in the pre-test.

After conducted the teaching and learning activity, the post-test was administered in order to measure the students' reading comprehension after being taught by using Two Stay Two Stray Strategy (TSTS). Table 4.2 (page 30) shows the mean scores of 35 students for posttest is 79,9228. According to the table criteria students' score in page 27, the mean is at good qualification. Then, after the mean score is calculated, the frequency of the students' score is presented in table 2.

**Table 2 Frequency of the students level of comprehension in pos-test**

<b>Test Score</b>	<b>Level of Comprehension</b>	<b>Frequency</b>	<b>Percentage</b>
<b>85-100</b>	<b>Excellent</b>	<b>17</b>	<b>48,6%</b>
<b>69-85</b>	<b>Good</b>	<b>11</b>	<b>31,4%</b>
<b>55-69</b>	<b>Mediocre</b>	<b>4</b>	<b>11,4%</b>
<b>00-55</b>	<b>Poor</b>	<b>3</b>	<b>8,6%</b>
<b>Total</b>		<b>35</b>	<b>100%</b>

Table 2 shows that most students achieved excellent level of comprehension at 48,6% or 17 students, 31,4% or 11 students achieved good level, 4 students got Mediocre level and only 3 students got poor level of comprehension in the Post-test. It is concluded that there is an significant effect on the students' reading comprehension after the treatment conducted.

**Table 3 Paired Sample Correlation**

	<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
<b>Pair 1 Pretest &amp; Posttest</b>	<b>35</b>	<b>0.664</b>	<b>.000</b>

Paired sample correlation describes the correlation coefficient of pretest and posttest. Table 3 shows that the correlation between pretest and posttest is 0,664 and the probability of sig is 0.000. Following is the classification of correlation coefficient.

**Table 4 Classification of Correlation Coefficient**

<b>No</b>	<b>The Value of “r” Product Moment (<math>r_{xy}</math>)</b>	<b>Interpretation</b>
1	0.00 – 0.20	There is such correlation between variable x and y. However, the correlation is very weak and therefore that correlation can be ignored.
2	0.20 – 0.40	The correlation between variable x and y is weak
3	0.40 – 0.70	The correlation between variable x and y is mediocre
4	0.70 – 0.90	The correlation between variable x and y is strong
5	0.90 – 1.00	The correlation between variable x and y is very strong

Table 3 shows that the correlation score of pretest and posttest is 0.664. it is concluded that the correlation between variable x and y is Mediocre. Furthermore, the probability of sig is 0.000 is smaller than 0.05 it means there is a strong correlation of using Two Stay Two Stray Strategy for the students' reading comprehension.

**Table 4.10 Paired Sample Test**

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
EX_P Pai RE - r 2 EX_P OST	-27.64571	14.02357	2.37042	-32.46298	-22.82845	-11.663	34	.000

$$\begin{aligned}
 t\text{-table} &= n-1 ; \alpha/2 \\
 &= 68-1 ; 0,05/2 \\
 &= 67; 0,025 \\
 &= 2.032
 \end{aligned}$$

Based on table 4.5, the value of  $t_{obs}$  is 11,663. and the value of t-table is 2.032. By comparing the result of  $t_{obs}$  and t-table, it can be stated that the value of  $t_{obs}$  is higher than t-table. Therefore, it can be stated that the alternative hypothesis “there is a significant effect of Two Stay Two Stray on reading comprehension ability of the second year students of SMAN 1 Kandis” is accepted and the null hypothesis is rejected.

## DISCUSSION

The findings of this research reveals that the students’ scores of post test gain higher than pretest. It can be seen from the table of mean score of pretest and posttest. The mean score of pre-test is 52.2771 and the mean score of post-test is 79.9229. There is an increase around 27.65. This result indicates that the students’ scores after receiving the treatment have significantly improved compared to their scores before the treatment.

From the data analysis, it is found that both pre-test and post-test have normal distribution as shown on table of normality test by using One-Sample Kolmogorof-Smirnov test calculated by SPSS version 23.0. it shows the degree of significance for pre-test is 0,20 and the degree of significance of post-test is 0.066. The test is normal when significance is bigger than 0,05. It can be concluded that the data has been normally distributed.

In addition, the researcher also calculates the correlation of the score of pretest and posttest. It is found that the correlation between variable x and y is mediocre to find out the effect of Two Stay Two Stray Strategy on Students’ reading comprehension.

In this research, the result of data analysis shows that Two Stay Two Stray Strategy has significant effect on the students’ reading comprehension ability of the



second year students of SMAN 1 Kandis. Then, this findings also answer the formulation of this research : Is there any significant effect of using Two Stay Two Stray Strategy on reading comprehension ability of the second year students of SMAN 1 Kandis?.

After finishing the research, the researcher found some strengths and weakness during the treatment by using TSTS strategy as the amenities to learn reading comprehension of recount text.

The strenght of Two Stay Two Stray Strategy are :

- ✓ Two Stay Two Stray Strategy helps teacher to upgrade students' motivation in reading.
- ✓ Through Two Stay Two Stay Strategy, the students are very active during the teaching and learning process because it requires them to involve all the procedures of TSTS strategy.
- ✓ Two Stay Two Stray Strategy helps teacher to deliver the lesson more effective and efficient.
- ✓ Two Stay Two Stray makes the teaching and learning process more fun and not tedious.

The weakness is sometimes it is not easy for teacher to control all their students to make less noise during the main teaching and learning process because sometimes when they were very excited about presenting their assignments, they unconsciously could not control their voices. Therefore teacher should remind them more often to minimize their voice.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the result of the analysis of data post test, there is a significant difference of students' scores in experiment class which is taught by Two Stay Two Stray Strategy. Furthermore, the result of t-test formula also shows that the value of t-test (11.663) is higher than t-table (2.032) at the significance level 5%. It means that Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected. In conclusion, the result of this research indicated Two Stay Two Stray Strategy (TSTS) is effective.

This research has some implications for teachers, students, and other researchers. For teachers, are expected to be able to arouse students' motivation in learning reading comprehension and also are expected to create a good atmosphere at the class through TSTS strategy. For students, are expected to be active and fully involved during the learning process because the point of this strategy is to increase students' activeness. They are also expected to be able to gain confidence and

responsibility. And for researchers, are expected to be able to retrieve some information regarding the implementation of Two Stay Two Stray Strategy for further research.

Based on the findings of the research, it also shows that Two Stay Two Stray Strategy is successful to help students in comprehending reading especially recount text and promoting students to be active and involved actively in group discussion and presentation. However, the teacher should consider some problems that might be happened during the implementation such as the noise caused by students because their excitement when discussing in the group. Therefore, teacher should frequently remind them to minimize their voice.

## **SUGGESTIONS**

Based on the conclusion previously mentioned, the suggestions are addressed to teachers, students, and other researchers as follows:

To the teachers:

- This strategy is recommended for English teachers to improve students' reading comprehension ability.
- The teachers should be able to make a good time management so that the time is enough for doing TSTS procedures.
- The teachers are expected to control the class in order to minimize the noise when students are discussing in the group.
- In order to raise students' enthusiasm, the teachers should provide some interesting and suitable texts.

To the students:

- The students should not be afraid to give opinions and share knowledge during discussion in the group.
- The students are suggested to fully involve during the learning process.

To the researchers:

- For the researchers who are interested to conduct the same topic are suggested to be more creative in implementing this strategy so that the perfect result could be achieved.

Finally, the researcher hopes this research can give a valuable contribution and can give benefit to anyone who needs information about this topic.

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