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**THE EFFETIVENESS OF USING TWO STAY TWO STRAY
TECHNIQUE TO TEACH READING COMPREHENSION ON
FACTUAL REPORT TEXT AT TENTH GRADE STUDENTS OF MAN
4 KEDIRI**

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Abstract

Reading comprehension is an important part of reading process. In learning English, students may face some difficulties in learning reading, even though they are students of Senior High School. Therefore, the teacher should teach them by appropriate technique to solve their difficulties. This study is aimed to investigate the effectiveness of using Two Stay Two Stray Techniques to teach reading comprehension on factual report text. The research design used is *a static group comparison design of pre-experimental design*. The study is conducted by applying Two Stay Two Stray (TS-TS) technique to the experimental class only. There are 34 students in experimental class and 34 students in control class. The result of data analysis shows that the mean score of post-test for experimental class is 81.06 while the post-test of control class is 71.88. It can be seen that the experimental class outperformed the control class in reading comprehension with $t = 2.028$, $df = 66$ and $P = .005$ and 95% confidence interval ranging from 143 to 18.210. The result of t-test shows that the mean difference is 9.176 with sig. (2-tailed) value 0.047. It can be seen that the value 0.047 is lower than 5% ($0.047 < 0.05$). It can be concluded that the t-value is significant in 5% significant level. It means that there is significant difference between control and experimental class. Thus, there is a significant effect of using Two Stay Two Stray technique to teach reading comprehension at tenth grade students of MAN 4 Kediri. It can be seen from the sig (2-tailed). Therefore, the effectiveness of



using Two Stay Two Stray technique to teach reading comprehension is an effective way to increase the students' ability.

Key word: *TS-TS technique, Reading Comprehension*

Abstrak

Reading Comprehension adalah bagian terpenting dalam proses membaca. Dalam mempelajari Bahasa Inggris, murid-murid mengalami kesulitan dalam memahami bahasa Inggris, meskipun mereka sudah dalam tahapan SMA. Oleh sebab itu, seorang guru seharusnya mengajar mereka dengan menggunakan teknik pengajaran yang sesuai. Penelitian ini dimaksudkan untuk menunjukkan apakah pengajaran dengan teknik Two Stay Two Stray pada text factual report effective dalam pengajaran reading comprehension. Penelitian ini menggunakan metode *a static group comparison design of pre-experimental design*. Penelitian ini menggunakan 2 kelas, yaitu kelas experiment dan kelas control. Penggunaan Two Stay Two Stray teknik hanya digunakan pada kelas experiment sedangkan kelas control tidak menggunakan teknik Two Stay Two Stray tetapi menggunakan teknik yang lain. Terdapat 34 murid pada kelas experiment dan 34 murid pada kelas kontrol. Hasil dari analisa data menunjukkan bahwa nilai mean pada kelas experiment adalah 81.06 sementara hasil dari kelas control adalah 71.88. Hal ini bisa dinyatakan bahwa kelas experiment lebih unggul dibandingkan kelas control dalam pemahaman reading mereka dengan $t = 2.028$, $df = 66$ dan $P = .005$ dan 95% jarak mulia dari 143 hingga 18.210. Hasil dari t-test menunjukkan bahwa perbedaannya adalah 9.176 dengan sig. (2-tailed) value 0.047. Hal ini menunjukkan bahwa hasil 0.047 lebih rendah dari 5% ($0.047 < 0.05$). Kesimpulan penelitian ini adalah Two Stay Two Stray teknik effective untuk digunakan dalam mengajar reading pada murid-murid kelas 10 MAN 4 Kediri

Key word: *TS-TS technique, Reading Comprehension*

Introduction

Reading is about understanding written texts. This is a complex activity that involves both perception and thinking. Reading consists of two related processes such as word recognition and comprehension. The introduction of the word refers to the process of understanding how the symbol written in accordance with one of the languages spoken. It means that the role of reading

comprehension is not only about academic things, but also it has influence in everyday life.

Reading is the ability to understand the meaning of printed word. Reading is crucial and important for the students because the success of their study depends on their ability to read. Most of the materials given by the English teacher are presented in the written form, for example in form of handbooks. It means that to understand the material, the students must have the ability to comprehend the meaning. For this reason, the reading comprehension is needed.

Based on Basic Competence which is issued by Kementerian Pendidikan dan Kebudayaan 2013 that basic competence 2013 of the tenth grade senior high school, the students are expected to comprehend social function, texts structure, and language features in reading text such as descriptive, narrative, recount text, and so on in oral and written form. One of the texts which is taught to the tenth-grade students of Senior High School is report text or factual report text. In this case, the students often find difficulties in reading the certain type of text, especially factual report text. In real situation most of the students find difficulty in reading and comprehending what the difference between factual report text and descriptive text.

The definition of factual report text is a text that explains and elaborate some factual information relate to particular objects, matter or things which are based on empirical, real, and/or scientific facts or information. In fact, most of the students still get confused when they are learning and understanding a factual report text. Despite the problem can be caused by several factors such as motivation, interest, intelligence, or learning materials, but the teaching strategy is still major reason why the problems in reading are still happened. The researcher find some factors that affected students' reading comprehension related to technique use in the classroom. From this case, one of the solutions that can be used to solve this problem is using cooperative learning.

There are many techniques in cooperative learning class which can be applied in classroom activities. Based on the problem which mentioned above, Two Stay Two Stray is one of effective technique that can be applied to solve the problem because this technique brings students to learn more through process constructing and creating working in group and sharing knowledge. This learning process is believed as being able to give chance to students to be involved in discussion. Kagan (1994) states that It also convinces critical thinking and willing to take responsibility of their own learning by increasing of their reading comprehension.

One of the cooperative learning techniques is two stay two stray technique (TS-TS). Cooperative learning techniques of two stay two stray (TS-TS) was developed by Kagan (1994). Lie (2004) states that this technique is very effective because it can be used in all subjects and all levels of learners age. This learning technique is also commonly called to as the "Two Lives Two Guest".

Cooperative learning method of two stay two stray (TS-TS) is one part of the cooperative learning method that puts students in small groups of up to 4-5 people. Then, they are given the task to discuss the course of material with their friends. Then, the group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of Two Stay Two Stray will provide the opportunity for the group to share information results to the other groups.

This study intended to: (1) describe the reading comprehension of the tenth grade students of experimental class at MAN 4 Kediri after being taught by using Two Stay Two Stray technique; (2) describe the reading comprehension of the tenth grade students of control class at MAN 4 Kediri without being taught by using Two Stay Two Stray technique; (3) find out whether there is significant difference of the reading comprehension of the tenth grade students of experimental and control class at MAN 4 Kediri; (4) find out whether Two Stay

Two Stray is effective to be used in reading comprehension for tenth grade students of MAN 4 Kediri.

Research Methods

Quantitative was selected as a research approach, whereas the research design used was *static group comparison design*. The subject of this research was two classes from the tenth grade students of MAN 4 Kediri. In this research design, the researcher uses two group but only one group that will receive the treatment and the control group will get no treatment at all or be given different treatment than the experimental group. In this research there is no pre-test used. To measure the effects of the X treatment, the researcher compares the groups on the dependent variable measure (Ary et el (2010) and Fraenkel (2009). Below is the illustration of the design:

| | <i>Treatment</i> | <i>Test</i> |
|--------------------|------------------|----------------|
| Experimental Group | X | Y ₂ |
| Control Group | - | Y ₂ |

The number of the participants from each class was 34 students. The instrument used was test as the primary data. Then, the reader is going to conduct the post-test only for the test. The test was to measure students' ability in reading comprehension. The test also consisted of 25 questions in multiple choice and the students did the test in 50 minutes and each question had five choices or options in A, B, C, D and E

This research was conducted on 06th – 23th of April 2019 at 8.15 – 9.45 am in the experimental class and 10.00 – 11.30 am in the control class at MAN 4 Kediri. The research was conducted in 4 meetings. Each meeting took 90 minutes. The three meetings were for the treatments and one last meeting was for a post-test. The experimental and control group were given the same question. The answer had '100' points if they got the right answer and '0' point if they had false answer. The whole score of test showed the reading

comprehension of the tenth grade students. The indicators used in test such as generalize the reading comprehension is identify the constant, speed, prosody, accuracy to answer the questions. The result of test was computed with SPSS 16.0.0 version.

The procedure of giving treatments are the same started from the first until the last treatment, but the different one was just the material given to the students for every group in a meeting such as animal, traditional food and transportation. The procedure of giving treatments could be seen below:

| Activity | Description | Time |
|----------|--|------|
| Pre | a. Greeting and asking the student's condition. | 10' |
| | b. Opening the class by praying together. | |
| | c. Checking the students' attendance. | |
| | d. Delivering goal of learning | |
| Main | e. Dividing the students into 8 groups, each group consists 4 students | 10' |
| | f. <i>Distributing a paper about Factual Report Text + Language features and explaining it to the students</i> | 5' |
| | g. <i>Instructing the students how to do two stay two stray technique in reading comprehension</i> | 5' |
| | h. <i>Asking the student to read factual report text</i> | 15' |
| | i. <i>Asking the students to discuss with their own group and make the resume of the text they have read</i> | 10' |
| | j. <i>Asking two students of each group to visit the other group for asking information and the rest is stay in the group to give the guest information they get</i> | 20' |
| | k. <i>Asking the student to student to return to their field group to discuss and resume their new information from other group</i> | 10' |
| | l. <i>Asking the students to collect their result of discussion</i> | 2' |
| Post | m. Reviewing the material which has just been learned. | 3' |
| | n. Closing the class by praying together. | |

In order to get data relates to the problem of the study, the writer uses quantitative data by giving the students reading test. The test items were objectives and the text was factual report text. There were post-test only. Collecting data is important to conduct a research. Arikunto (2010) says that

there are some methods of collecting data. There are questioner, test, observation, interview and documentation. In order to collect data researcher uses a test as an instrument. The aspects which were measured can be seen as follows:

| No. | Indikator | Question | Nomor Soal |
|-----|--------------------|---|---|
| 1. | Main Idea | Identifying about the kinds of the text, identifying about the title, identifying about the main idea of the text | 1, 2, 6, 10, 13, 14, 15, 17 |
| 2. | Supporting Details | Identifying the content of the text | 3, 4, 7, 11, 12, 18, 19, 20, 21, 22, 23, 24 |
| 3. | Reference | Identifying reference | 5 |
| 4. | Vocabulary | Finding the synonym and meaning of the word by memorizing and reading | 8,16, 25 |
| 5. | Inference | making inference. Showing question outside the text while it still has corelation with the cointain of the text | 9 |

Analyzing data was done after getting the score from the answer of test. The score was given '100' points if the students got right answer and '0' point if the students got the false answer. The students' scores were categorized into some criteria as can be seen in below:

| Score | Category |
|----------|-----------|
| 81 – 100 | Very Good |
| 61 – 80 | Good |
| 41 – 60 | Fair |
| 21 – 40 | Bad |
| 0 – 20 | Very Bad |

Results and Discussions

After the data were obtained, they were calculated by using SPSS 16.0.0 version. It was found out the score of each component on post-test from

experimental and control class. The following describes the scores on post-test on both experiment and control class.

Result of post-test of Experimental class

From the result of SPSS 16.0 of experimental class, the highest score gotten by students in experimental class is 96. Whereas, the lowest score is 32. The range of the highest and lowest score is 64. The mean score is 81.06. The median score is 88 while its mode is 88. The standard deviation shown is 17.093. To make it clear, the category of students' post-test in experimental class is described below.

| No | Score | Frequency | Percentage | Category |
|----|----------|-----------|------------|-----------|
| 1 | 81 – 100 | 24 | 70,7 % | Very Good |
| 2 | 61 – 80 | 5 | 14,6 % | Good |
| 3 | 41 – 60 | 3 | 8,8 % | Fair |
| 4 | 21 – 40 | 2 | 5,8 % | Bad |
| 5 | 0 - 20 | 0 | 0 % | Very Bad |
| | Total | 36 | 100 % | |

Based on the result of posttest got from experimental class, it can be seen that no students get bad score, 2 students get bad score, 3 students get fair score, 5 students get good score, and 24 students get very good score.

Result of post-test of Control class

From the result of SPSS 16.0 of control class, the highest score gotten by students in control class is 96, whereas the lowest score is 36. The range of the highest and lowest score is 60. The mean score is 71.88. The median score is 72 while its mode is 92. The standard deviation shown is 20.096. To make it clear, the category of students' post-test in control class is described below.

| No | Score | Frequency | Percentage | Category |
|----|----------|-----------|------------|-----------|
| 1 | 81 – 100 | 16 | 47 % | Very Good |
| 2 | 61 – 80 | 9 | 26,5 % | Good |
| 3 | 41 – 60 | 5 | 14,6 % | Fair |
| 4 | 21 – 40 | 4 | 11,7 % | Bad |

| | | | | |
|---|--------|----|-------|----------|
| 5 | 0 - 20 | 0 | 0 % | Very Bad |
| | Total | 36 | 100 % | |

Based on the result of post got from control class, it can be seen that no students get very bad score, 4 students get bad score, 5 students get fair score, 9 students get good score, 16 students get very good score.

The Significant difference of both classes

After finding the results of both classes, the significant difference between students’ reading comprehension in experimental and control class is calculated. SPSS 16.0 is used to analyze the data by using an independent-samples t-test. The result is shown in table below.

Independent Samples Test

| | Levene's Test for Equality of Variances | t-test for Equality of Means | | | | | | | | |
|-------|---|------------------------------|------|-------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| SCORE | Equal variances assumed | 2.622 | .110 | 2.028 | 66 | .047 | 9.176 | 4.525 | .143 | 18.210 |
| | Equal variances not assumed | | | 2.028 | 64.343 | .047 | 9.176 | 4.525 | .139 | 18.214 |

Meanwhile, the interpretation of the table above is; there is significant difference between two classes if sig. (2-tailed) value is the same as or is lower than 5% or 0.05. From table above, it can be seen that the experimental class outperformed the control class in reading comprehension with $t = 2.028$, $df = 66$ and $P = .005$ and 95% confidence interval ranging from .143 to 18.210. From the sig. (2-tailed) we can see the P is lower than 5% ($0.047 < 0.05$). So, it can be concluded that the t-value is significant in 5%. It means that there is significant difference between control and experimental class.

Significance value (sig. 2-tailed) 0,47% or 0.047 is lower than alpha level of 5% or 0.05. The significant different between both classes is found. Therefore, the Null Hypothesis is rejected in favor of the Alternative Hypothesis. Thus, Two Stay Two Stray is effective to teach Reading Comprehension for the tenth grade students of MAN 4 Kediri.

Conclusion

After analyzing the data in chapter IV, the conclusions can be shown as follows:

The students' reading comprehension in experimental class, which is taught by using *Two Stay Two Stray* technique, is in a very good category with the mean score 81.06. While the students' reading comprehension in control class without using two stay two stray, is in a good category with the mean score 71.88. This category stated that the classification could make easier to show how many students got value in very good level, good level, fair level, bad level, and very bad level. The scale categorization can be seen below :

Table of Criteria of Students' Score

| Score | Category |
|----------|-----------|
| 81 – 100 | Very Good |
| 61 – 80 | Good |
| 41 – 60 | Fair |
| 21 – 40 | Bad |
| 0 – 20 | Very Bad |

There is significant difference between the experimental and control class's reading comprehension. The result shows that experimental class's reading comprehension can reach the minimum standart score (KKM) while the control class's reading comprehension has not get the same achievement. The result of independent samples t-test is as the proof which values of sig. 2-tailed is 0.047.

Two stay two stray is effective to be used in teaching English especially to teach reading comprehension. It could be seen from the result that t-test (2.028) was higher than t-table with degree of freedom. The result of t-test shows that the mean difference is 9,176 with sig. (2-tailed) value 0.047 is lower than alpha level of 0.05. The value indicates that there is significant difference between

experimental class and control class. Thus, it can be concluded that the use of Two Stay Two Stray is effective. Therefore, the alternative hypothesis which stated that Two Stay Two Stray is effective to be used in reading comprehension on factual report text at the tenth grade of MAN 4 Kediri is accepted.

Based on the result of the research, the writer offers some recommendation. First, the teachers expect to have a new view in teaching language especially teaching reading comprehension. So the teachers can minimize the students' problem in learning reading comprehension and improve students' achievement by using interesting technique that found in two stay two stray technique. The suggestion, the two stay two stray technique can be applied in teaching reading comprehension.

Second, the teachers can give the rewards to the students who get good scores. So, it will motivate the students to do better in the next chance of learning.

Third, this research is suggested that the readers hopefully can read this thesis as their innovation in teaching reading comprehension on factual report text.

Forth, the next researcher when using the same technique in teaching reading comprehension must be more creative in implementing the technique. The *Two Stay Two Stray* technique was applied in this research in order to get students' improvement in learning reading comprehension and made them interested in learning reading. Also, to determine the item distribution of the test, the teacher needs to see the objective of the study, the weakness of the students, and application of the study based on the right and significant theory

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