

**THE EFFECT OF TWO STAY-TWO STRAY STRATEGY ON
READING COMPREHENSION OF THE SECOND YEAR STUDENT
OF SMPN 34 PEKANBARU**

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Abstract: *This study was aimed at investigating the effect of Two Stay-Two Stay strategy on reading comprehension of the second year students of SMPN 34 Pekanbaru. This study was an experimental quantitative research. The population of this research was all the second year students of SMPN 34 Pekanbaru. This research was conducted by applying Two Stay-Two Stay (TS-TS) strategy to the experimental group selected by employing cluster random sampling method. There were 40 students in experimental group who had a pre-test and there were 40 students in control group who had a pre-test. Then they were taught by using TS-TS for experimental group, and without TS-TS for control group. They finally had a post-test to see the increase of their scores. After all data were collected, the researcher calculated them by using t-Test method in Ms. Excel 2010. The result of data analysis showed that the mean score of pre-test for control class was 58,12 and the post –test was 62,25. While the result of pre-test for experimental group was 62,62 and the post test was 71,38. With the t-Test score was 8,76, it can be concluded that there was a significant effect of using Two Stay-Two Stray strategy on reading comprehension of the second year students of SMPN 34 Pekanbaru that it could be seen from the improvement of students' scores in post-test. Therefore, the use of TSTS in teaching reading comprehension is 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.*

Key Words: *Cooperative Learning, Two Stay Two Stray, Reading Comprehension*

DAMPAK PENGGUNAAN *TWO STAY-TWO STRAY* TERHADAP PEMAHAMAN MEMBACA SISWA KELAS DUA DI SMPN 34 PEKANBARU

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Abstract: Penelitian ini bertujuan untuk mencari tahu dampak penggunaan *Two Stay-Two Stray* terhadap pemahaman membaca anak kelas 2 SMPN 34 Pekanbaru. Ini adalah penelitian eksperimen kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas 2 SMPN 34 Pekanbaru. Penelitian ini dilakukan dengan menerapkan *Two Stay-Two Stray strategy* dalam kegiatan mengajar membaca pada grup eksperimen yang dipilih menggunakan metode *cluster random sampling*. Ada empat puluh siswa di grup eksperimen tersebut yang diberikan sebuah *pre-test* dan ada 40 siswa yang di grup control yang diberikan sebuah *pre-test*. Lalu grup eksperimen diajarkan menggunakan *two stay-two stray strategy* dan grup control tanpa *two stay-two stray*. Mereka diberikan *post-test* untuk melihat peningkatan nilai siswa. Setelah semua data dikumpulkan, penulis menghitungnya dengan menggunakan metode t-Test pada Ms. Excel 2010. Hasil dari *pre-test* untuk grup control adalah 58,12 dan untuk *post-test* adalah 62,62. Sedangkan *pre-test* untuk grup eksperimen adalah 62,25 dan *post test* adalah 71,38. Dengan hasil t-test mencapai 8,76, maka dapat disimpulkan bahwa ada dampak yang signifikan penggunaan *two stay-two stray strategy* terhadap kemampuan membaca siswa kelas dua SMPN 34 Pekanbaru yang dapat dilihat dari peningkatan nilai siswa pada *post-test*. Oleh karena itu, penggunaan TS-TS adalah sebuah cara efektif untuk meningkatkan kemampuan membaca siswa. Lebih jauh lagi ini bisa meningkatkan kepercayaan diri siswa, hubungan social, kemampuan individu, dan grup skill sebaik mereka bisa mendapatkan informasi karena mereka memahami material secara berkelompok.

Kata Kunci: Kooperatif Learning, Two Stay-Two Stray, Pemahaman Membaca

INTRODUCTION

Reading, as one of language skills, has an important role for those who want to learn English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading can also improve the reader's vocabulary. Reading has a purpose. It is something that almost everyone does in everyday, it is an integral part of daily lives, taken very much for granted and generally assumed to be something that everyone can do it.

People comprehend what is being read. When reading, readers try to extract and construct meaning from what they are reading. This is what reading comprehension means. Students interact with written information everyday to broaden, improve and update their knowledge. They will even be able to obtain more information, knowledge, and lesson from what they read rather than what their teachers can give. Moreover, they can practice self-learning and develop self reliance. For reading comprehension, it is very important to be learned by students, teachers need to develop and upgrade their knowledge and ability in teaching reading.

According to Patel and Jain (2008), 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 the school curriculum (KTSP) 2006 the basic competence to be achieved on reading subject is that the students should comprehend the main idea, finding generic structure, language features and social function in the text. In this research, the writer focuses on students' reading comprehension on recount text of the Second Year student of SMPN 34 Pekanbaru.

The focus of this study is the students should find and understand the components of recount text. After that, the students' comprehension will be shown by answering correctly question the text that provided such as knowing main idea, factual information, meaning of vocabulary, reference and inference as the five of components of reading.

There are three reasons for choosing recount text. First, Recount text contained on the syllabus of the Second Year students of Junior High School.

Second one, by using TSTS strategy the writer hopes the students can identify, comprehend the text and answer the questions based on the text. Moreover, recount text is one of the texts that students would face in daily test, mid-test, semester test and the final examination.

Third, the writer hopes that after the students have the ability in understanding the components of recount text, they can produce their own story based on the knowledge they have. So, they can inform and entertain their own stories to their friends as stated by Coogan (2006) as the social function of the recount text.

Based on the writer's experience during the teaching practice at SMPN 34 Pekanbaru, the writer found that most of the students could not comprehend well the texts that they were reading. It can be seen from the students' score on their daily activities such as assignment, homework, and quiz. Many students who do not reach the minimum criteria of achievement (KKM) that is 75 for English subject and by interviewed the English teacher.

The English teacher said that there are some problems that affect the low ability of the students in mastering reading comprehension. The first problem is the students have limited vocabulary, it is very difficult for them to clearly understand the information implied in the text and the second problem is the students low of motivation to read the text.

Regarding the problems above, there are some methods that the teacher can apply in improving the students' achievement on the reading comprehension. One of the possible is Two Stay-Two Stray (TS-TS) strategy.

This method provides opportunities to each member of a group to share the information to other groups. In this activity the students have time to read and discuss the material first with their own group. It makes the students read the text seriously because each member of the group has his/her own responsibility to become the stayer and the strayer. When they are reading the text, they try to know all of the meanings of the words. It can help to increase the students' vocabulary.

TS-TS strategy also gives chance to the students to contribute their ideas and opinion to their own group and other groups, it makes them more critical thinking, have responsibility and they have a positive outcomes in social relationship with their friends. TS-TS will work well if the students have information to share, because the point of TS-TS is to share ideas among students, so the students can help each other in comprehend the text. Moreover, this activity could give positive interdependence while learning together in group, thus it gives the solution for the students' motivation become higher than before being taught using TS-TS.

According to Dalimunthe (2013) who conducted a research entitled "improving Grade III students' reading comprehension achievement in recount text by using Two Stay Two Stray strategy", the result showed that the students' mean score of test III was higher than test II and test I. Moreover, she stated that two stay-two stray can make students became easier to identify the main idea from a text and be able to share their ideas and recognize their friends' opinion.

Regarding this finding, the writer in this study is interested in applying, whether TS-TS is able to gives effect to the students' achievement on the reading comprehension for the second year student on recount text or not since the previous researches showed that TS-TS was an appropriate strategy in teaching recount text. The result of this research is expected to help the students in comprehend the recount text and reach the minimum criteria of achievement (KKM).

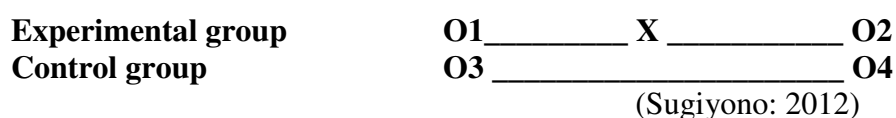
Based on the previous explanation, this study answer the research question "Is there any significant effect of TSTS technique on the students' reading comprehension in recount text of the second grade students of SMPN 34 Pekanbaru?".

METHODOLOGY

This research took place at SMPN 34 Pekanbaru which is located on Jl. Kartama, Pekanbaru, Riau. The data were collected from September 26, 2016 up to October 25, 2016. There were six meetings needed for applying this strategy. It was based on the syllabus and permitted from the school. The time allocation for each meeting was 2 x 40 minutes. This study used experimental research design because this method established cause and effect method. Sugiyono (2005), experimental research is any part of quantitative research that has characteristic, control group. In this study, the researcher

find out two variables; independent variable (Variable X) refers to the effect of TS-TS technique and dependent variable (variable Y) refers to the reading comprehension. There were two groups in this research, one was experimental group and another group was control group.

First, the writer gave pre test to the experimental class and control class to know the students' ability in reading comprehension. After that, the writer gave treatments to experiment class. Experimental class taught by using *TS-TS* technique and control class taught without using TS-TS. Then, the Post-Test result was taken to measure their achievement in reading recount text. The Post-Test was the same as the Pre-Test. Finally, the test was analyzed to see the result.



O1, O3 = Pre-test
X = Treatment by using TS-TS
O2, O4 = Post-test

The success of the treatment was determined by comparing pre-test and post-test scores. At the end of the post-test, the research would compare the students' score of pre-test before doing the treatment and student's score of post-test after doing the treatment. Briefly, the research is categorized success significantly if the result of the post-test is higher than the result of the pre-test or it can be drawn as follow:

$t_1 < t_2$ = success significantly

$t_1 = t_2$ = no improvement

$t_1 > t_2$ = fail significantly

According to Bungin (2004), population in educational research as the group about which the researcher is interested in gaining information and drawing conclusion for the data. In addition Sugiyono (2010) states that population is a group that chose by the researcher to be learned and draw conclusion. The population of this study was all of the second grade students of SMPN 34 Pekanbaru. There were five classes at second grade students. Each class contains forty students. Therefore, the total numbers of the whole students were two hundreds.

Table 1 Population of the second year students at SMPN 34 Pekanbaru

Classes	Total of Students
VIII. 1	40
VIII. 2	40
VIII. 3	40
VIII. 4	40
VIII. 5	40
Total	200

Since the total numbers of the students are quite large, so the sample of this study was assigned by using cluster random sampling. The sample was chosen by using cards. Since there were five classes, 5 pieces of paper were made. Only one card was written the word “experimental class” and “control class” while the others were blank. Each class took one. As the result, class VIII.1 was chosen as the experimental class which total number was 40 students and class VIII.4 was control class which total number was 40 students. 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 recount text. There were pre-test and post-test. 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:

Table 2 the blue print of the test

Texts	Components for reading comprehension	Components for recount text	Number of items	Number of each items
Zoo	Main idea	Orientation	5	1,9,17,25,33
My fantasti c Holiday	Factual information	Event	5	2,10,18,26,34
			5	3,11,19,27,35
The earthqu ake	Vocabulary	Action verbs	5	4,12,20,28,36
			5	5,13,21,29,37
English course	Reference		5	6,14,22,30,38
	Inference		5	7,15,23,31,39
My Busy day		Social Function	5	8,16,24,32,40
Total				40

According to Heaton (1975), the item test was rejected if the index of difficulty (FV) was below 0,30 (difficult) or over 0,70 (easy). The test was accepted if the degree of difficulty was between 0,30-0,70.

The formula was presented below:

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value

R = the number of the correct answer

N = the number of the students

a. To obtain the Mean Scores of the respondents

$$\bar{x} = \frac{\sum fx}{N}$$

Where:

\bar{x} = mean score

$\sum fx$ = total of the students' score

N = the number of the students

b. To obtain the Standard Deviation

$$s.d = \sqrt{\frac{\sum d^2}{N}}$$

Where:

s.d = standard deviation

$\sum d^2$ = sum of mean deviation

N = the number of students

c. To obtain the Interval class

$K = 1 + 3,3 \log n$

(Sugiyono)

Where:

K = The Number of Interval class

n = The Number of Observation

log = Logarithm

The researcher collected the quantitative data through test. The researcher gave pre-test before applying Team TS-TS technique. After finishing the treatment, a post-test was done. The test was recount text. The test consisted of four texts with thirty questions.

RESEARCH FINDINGS & DISCUSSIONS

After the data were obtained, they were calculated by using Ms. Excel 2010. It was found out the score of each component on pre-test and post-test from control group and experimental group. The following tables describe the scores on pre-test and post-test:

Table 3. Comparison between each component of the reading from pre test to post test from control group

Components of Reading	Percentage %	
	Pre test	Post test
Main Idea	60,5	62
Factual Information	62	62,5
Vocabulary	57	61
Reference	60.5	59,5
Inference	57,5	61,5
Social Function	56	61,5

The table show that there are quite differences between the scores of the pre-test and post-test in control group. The improvement of the scores is quite significant because during the lesson the teacher doesn't only explain the material but gives the students assignment to find out the components of reading by themselves. The lowest score of both pre-test and post-test of the experimental group are in social function and vocabulary.

Table 4 Comparison between each component of the reading from pre test to post test

Components of Reading	Percentage %	
	Pre test	Post test
Main Idea	59,5	70
Factual Information	67	71
Vocabulary	58,5	70,5
Reference	59,5	74
Inference	62,5	73
Social Function	64	74

The table shows that there are quite differences between the scores of the pre-test and post-test in experimental group. The improvement of the scores is quite significant because during the treatment the students showed their interest in learning by using two stay-two stay strategy. The lowest score of both pre-test and post-test of the experimental group are in vocabulary and main idea component.

Table 5. Students' Pre-test and Post-test scores of Control and Experiment class

		Control Class	Experimental Class
Mean Score	Pre-Test	58,12	62,62
	Post-Test	62,25	71,38

Table 5. shows that the mean of the students' score pre-test and post-test scores from control class and experimental class. It shows that the mean score of pre-test from control class is 58,12 and the mean score of the post test is 62,25. Besides, the mean score of pre-test from experimental class is 62,62 and the post test score is 71,38.

In addition, from the mean score from pre-test to post-test it shows that the students' scores in control class was increased although it was not as significant as experimental class. Where the mean score of pre-test was 58,12 and post test was 62,25. The mean score from pre-test to post-test increased 4,13.

In the control class, the teacher didn't only explain the lesson, but the teacher also gave the homework to the students to find out the meaning of the text and finding the components of the reading by themselves. It makes the students' achievement in control class was also increased on post test.

Similarly, the students from experimental class was increased, the mean score from pre-test was 62,62 to post test was 71,38. The mean score from pre-test to post-test increased by 8,76 point. The mean score of experimental class was more significant than control class, because in the treatment by using TSTS, the students work together to finding and understanding the topic and all of the components of the reading.

Based on the statistical description table, whether from control or experimental class, it was clear that the mean score of students' score from the pre-test to post-test of experimental class was higher than students' score of control class. In other words, based on the results of the true experimental the students of experimental class that were taught by TSTS succeeded since all the data were shown that $t_1 < t_2$.

Moreover, some factors that influence the increasing of the students' reading comprehension, such as the students were excited in explaining because they could share their ideas and information with friends in comprehending the texts. They have confidence to speak up with their friends in their own group and other groups, because TSTS could increase the students' interdependences as social creatures in learning. Besides that, in the group discussion, the students have more flexibility and freedom to express ideas so the students would be active in learning process.

Finally, the result of this study was seemed relevant to the study by Dalimunthe (2013). In her study, two groups were invited, one group was as control group and one was as experimental group. The students' score in experimental group who had TS-TS strategy increased from control group without TS-TS strategy. So, it can be concluded that TS-TS strategy is one valuable and applicable ways to improve the reading comprehension of the second year students on recount text of SMPN 34 Pekanbaru and the research question of the problem in this study was answered.

CONCLUSIONS

Based on the analysis, the writer concludes that TS-TS strategy is an effective way to teach reading since there is improvement that the students made on reading comprehension in recount text. From the results of this research, it can answer the research question that "Is there any significant effect of TS-TS strategy on students' reading comprehension in recount text of the second year students at SMPN 34 Pekanbaru? ", it can be seen that the score from the pre-test to post-test of experimental group was higher than control class.

It was found that the score of t-test (8,76) was much higher than the t-table (2,0226). It means that there is a significant effect to the students' achievement in learning reading comprehension on recount text by using TSTS.

TSTS technique is an effect to teach reading comprehension. It gives positive contribution and better outcomes to improve students' reading comprehension. In other words, TS-TS work well to improve reading comprehension of the second year student at SMPN 34 Pekanbaru.

RECOMMENDATION

Based on the results of the research, the writer offers some recommendations. First, teacher can use TS-TS strategy is as an alternative way to improve the students' comprehension ability especially on Recount text.

Second, it is better for the teacher to give rewards to the students who get good scores. So, students will be motivated to do better in the next chance of learning.

Third, teacher should monitor his or her students when they are working in a group. This is most valuable thing to determine whether the students are learning or not.

Fourth, the teacher need to realize that learning has two way process, not only teacher-center. So, the students can be more active in achieving their success in the study.

Fifth, it is necessary for the next researcher to conduct this research, because this thesis is far from being perfect and need constructive critiques and suggestion in order to improve this thesis.

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