

**THE USE OF TWO STAY-TWO STRAY IN TEACHING
READING COMPREHENSION ON NARRATIVE TEXT**

An Article

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THE USE OF TWO STAY-TWO STRAY IN TEACHING READING COMPREHENSION ON NARRATIVE TEXT

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Abstract: The aim of this research is to find out the effectiveness of the use of two stay-two stray in teaching reading comprehension on narrative text. This research was conducted to the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015. In this research, a quasi-experimental research with non-equivalent control group design was used by the writer. The samples of this research were class XI MIA 1 as the control group and class XI MIA 4 as the experimental group. The data were collected through pre-test and post-test by using multiple-choice test items and analyzed by using Effect Size (ES) formula. The finding shows that the effect of treatment was 1.19 (> 1.00), it is categorized as strong effect. It indicates that the use of two stay-two stray is effective in teaching reading comprehension on narrative text.

Keywords: two stay-two stray, reading comprehension, narrative text

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui keefektifan dari penggunaan teknik two stay-two stray dalam pengajaran pemahaman membaca teks narasi. Penelitian ini dilakukan kepada siswa kelas 11 SMA Negeri 7 Pontianak tahun ajaran 2014/2015. Dalam penelitian ini, penulis menggunakan metode quasi-eksperimen dengan model non-equivalent control group. Sample penelitian ini terdiri dari kelas XI MIA 1 sebagai kelas control dan kelas XI MIA 4 sebagai kelas eksperimen. Data penelitian dikumpulkan melalui pre-test dan post-test dengan menggunakan tes pilihan ganda dan data tersebut dianalisa dengan menggunakan rumus ES (tingkat efektifitas). Hasil penelitian menunjukkan bahwa efek dari penggunaan teknik two stay-two stray adalah 1.19 (>1.00), dikategorikan memiliki efek yang kuat. Hal ini menunjukkan bahwa penggunaan teknik two stay-two stray efektif dalam pengajaran pemahaman membaca teks narasi.

Kata kunci: two stay-two stray, pemahaman membaca, teks narasi

English is an international language which means English is used by people in almost all parts of the world to communicate one another. In Indonesia,

English is the first foreign language which is taught as compulsory subject in schools. In order to master English subject, students must recognize and master the four basic language skills: listening, speaking, reading and writing. From those skills, reading has an important role for students in mastering English subject. Grabe and Stoller (2011, p.3) state “reading is the ability to draw meaning from the printed page and interpret this information appropriately”. It means that without having good reading skill, the students cannot understand the English text easily. In education, reading skill is a requirement for students, especially for senior high school students. The fact is when the students face the examination, the test is given in reading text form. If the students have good skill in reading, they can understand the text they read easily and answer the question based on their understanding of the text. Then by mastering reading skill, students can practice self-learning to reach more worth information and knowledge to increase their competence in English.

Reading comprehension is a complex process which needs skill for students to get meaning from what they are reading. As Snow (2002, p.11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. In senior high school, especially in SMA Negeri 7 Pontianak, generally there are some kinds of text which need to be learned by students. Those texts are narrative, report, analytical exposition, recount, and news item. From those texts, the writer chose narrative text as the focus of this research. Based on the syllabus, narrative text was taught to the eleventh grade students. The reason why the writer chose narrative text in this research was based on the consideration when the writer had teaching practice in SMA Negeri 7 Pontianak, there were many students had difficulties in understanding a narrative text. The students had difficulties in finding supporting idea, understanding implicit information, words meaning from context, and pronoun reference. Moreover, narrative text is one of the texts that students would face in the final examination.

In line with the problem, English teacher should provide an appropriate strategy and technique in teaching reading. Strategy and technique in teaching and learning process is important in order to increase students’ capability in mastering English subject. The teacher has to create a learning activity which should be student centered, where the students have to act more than the teacher. One of the learning activities that focuses on student centered is two stay-two stray. Two stay-two stray is a cooperative learning techniques adapted from one stay three stray that developed by Spencer Kagan in 1992. Then, Jolliffe (2007, p.81) states “in two stay-two stray, two members of the group join another group to discuss how they completed the task and then return to their original group to feedback”. Two stay-two stray is one of cooperative learning techniques by which emphasizing the process of interactive dialogue. It means that in learning, student should interact with another student by working together, interact more, and changing idea to others. In addition, students have to work in group in order to answer a task which can increase students’ comprehension about the lesson.

The writer was interested in two stay-two stray technique because from the steps of this technique, it can give groups opportunity to exchange ideas through comprehend sharing ideas. Groups can share how to understand supporting idea,

implicit information, how to identify the meaning of words, and word references in narrative text. Thus, this technique can help students in learning material easily, in this case, comprehending the narrative text. As Kagan and Kagan (2009, p.360) state that “teams can learn a lot from each other. Teams can reap benefits from sharing their projects with other teams”. In addition, Hamiddin (2012) conducted a collaborative action research to find out the students’ improvement in reading comprehension of poems. In his research, the comprehension of poems covers comprehension of the structures of poem and the content of poem. The research showed that the students’ reading comprehension of poem improved from cycle 1 to cycle 2. Then, he stated that two stay-two stray provided the students to express a desire to be active participants in comprehending poems. Moreover, the students’ motivation and involvement had proved that the learning process using two stay-two stray in teaching of poetry was fun, enjoyable, and interesting.

Furthermore, the general procedures of two stay-two stray adapted from Lie (2010, p.70) are as follows: 1) Teacher introduces and explains about two stay-two stray technique; 2) Teacher divides students into groups. One group consists of four students; 3) Teacher prepares narrative text and the questions for each group; 4) Teacher appoints two students as the stayers and the rest students as the strayers. It does by the teacher to all groups; 5) Groups are given a narrative text and a task about the text; 6) Teacher asks the groups to discuss the text and complete their work in certain duration of time; 7) Groups do the task about answering the questions based on the story given. In their original group, both the stayer and the strayer discuss how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the story given; 8) After all groups have finished discussing and answering the task, teacher asks two group members (strayers) to leave their group and each of the two students go to two different groups. If their group have difficulty in answering the two tasks, they can ask another group to explain how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the story given; 9) Teacher asks the remaining group members (stayers) to accept the guests and explain what their group has done to them. If there is a group had difficulty in answering the two tasks, then, they must explain how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the story given; 10) Then, teacher asks the guests (strayers) to excuse themselves and back to their group and report the answers from other groups, while the stayers report on the feedback they have received; 11) Lastly, teacher asks the groups to revise and complete their work.

Two stay-two stray is a teaching technique which can be used in teaching reading comprehension. Dalimunthe (2013) conducted a classroom action research to improve students reading comprehension of recount text. Her research 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 to be able to share their ideas and recognize their friends’ opinion. Regarding those findings, the writer applied two stay-two stray technique with different text that was narrative text, to the eleventh grade

students of SMA Negeri 7 Pontianak in academic year 2014/2015. The writer was interested in investigating whether two stay-two stray were able to increase the students' reading comprehension on narrative text or not since the previous researches showed that two stay-two stray was an appropriate technique for teaching recount text and poems. The result of this research was expected to help students in comprehending narrative text.

METHOD

In this research, the writer used a quasi-experimental study with non-equivalent control group design that includes two classes as control group and experimental group where random assignment is not being used. Muijs (2004, p.13) defines experimental method as "the test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis". Then Kerlinger (as cited in Cohen et al. 2005, p.214) refers to quasi-experimental as compromise designs, an apt description when applied to much educational research where the random selection or random assignment of schools and classrooms is quite impracticable. The steps of conducting the research were: 1) Defining the population; 2) Taking the sample; 3) Administering the pre-test; 4) Giving the treatment; 5) Administering the post-test; 6) Organizing and analyzing the data.

Muijs (2004, p.15) defines "population is the group of people we want to generalise to". The population of this research was the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015. The total number of the population was 230 students. Then according to Cohen et al. (2005, p.92) sample is a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. In this research, purposive sampling was used by the writer as the technique of sampling. The writer chose this sampling technique because the sample should be homogenous. Concerning with this, the writer took the students of class XI MIA 4 as the experimental group, and the students of class XI MIA 1 as the control group. The reason why the writer chose these classes was because the types of both classes have same ability in learning English.

In this research, the writer used measurement technique to measure the students' reading skill by using two stay-two stray technique. The first step was pre-test which is conducted to find out the students' reading skill before the treatment. The second step was post-test which is conducted to measure the students' achievement after the treatment was given in that class. The tool of collecting data in this research was multiple-choice. The test consists of 15 items with five alternatives. The test was used in pre-test and post-test. The question in the pre-test was similar with the post-test because the writer wanted to measure the effectiveness of the technique. The result of the pre-test and post-test would be compared to know the students' achievement before and after the treatment given. Considering that this research was conducted to find out the effectiveness of the implementation of two stay-two stray, the writer used the effect size formula to measure the effect of treatment. The classifications of effect size are weak effect (0-0.20), modest effect (0.21-0.50), moderate effect (0.51-1.00), strong effect (>1.00).

FINDINGS AND DISCUSSION

Findings

After conducting a research on teaching reading comprehension through the use of two stay-two stray on the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015, the writer shows the research findings. The pre-test and post-test were given to the class XI MIA 1 as the control group and class XI MIA 4 as the experimental group of this research. The findings of this research cover the result of the students' mean score, the interval score of pre-test and post-test, the standard deviation, the difference mean score between the experimental group and control group, and the effect size.

This research was designed to find out whether the use of two stay-two stray is effective or not in teaching reading comprehension on narrative text. From the data analysis, it showed that the score of pre-test of experimental group was 57.87 and the score of pre-test of control group was 57.03. Then, after the experimental group was treated by applying two stay-two stray technique, the score of experimental group in post-test improved and the score was 69.15. Meanwhile, the score of post-test of control group was 63.36. The difference between the interval score of experimental group and the interval score of control group was 4.95. It meant that the experimental group performed a better achievement than control group. Therefore, it can be concluded that the use of two stay-two stray is effective in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015.

This research was also designed to find out the effectiveness of the use of two stay-two stray in teaching reading comprehension on narrative text. In data analysis, by doing the measurement of students' mean score of pre-test and post-test in each group, the writer used those scores to analyze the standard deviation between both experimental and control group. The standard deviation is a measure of the spread of scores within a set of data. Standard deviation (SD) or generally represented by the symbol (σ) shows how much variation or dispersion exists from the average (mean, or expected value). A low standard deviation indicates that the data points tend to be very close to the mean, whereas high standard deviation indicates that the data points are spread out over a large range of values. Result of this measurement showed that standard deviation of experimental group (4.48) was higher than standard deviation of control group (3.75). After measuring standard deviation, the writer analyzed the *t* test to compare the two means from experimental and control group to know the description since they were significantly different from each other. The result of measurement showed that the value of *t* test was 8.15. To know the effectiveness of the implementation of two stay-two stray technique, the writer used effect size formula to measure the effect of the treatment. Based on the data analysis, it was found that the effect size of the treatment was 1.14 which meant that 1.14 bigger than 1.00 and it was classified as strong effect. The summary of result of data analysis can be seen on the following table:

Table 1

Summary of Data Analysis on Students' Score of Experimental Group and Control Group

| Group | Pretest Score (X ₁) | Posttest Score (X ₂) | Interval Score (MD) | Standard Deviation (SD) | <i>t</i> test | Effect Size (d) |
|---------------------|---------------------------------------|--|---------------------------|-------------------------------|---------------|-----------------------|
| Experimental | 57.87 | 69.15 | 11.28 | 4.48 | - | - |
| Control | 57.03 | 63.36 | 6.33 | 3.75 | - | - |
| | - | - | - | - | 8.15 | 1.14 |

Discussion

In this research, the writer applied two stay-two stray technique to the eleventh grade students of SMA Negeri 7 Pontianak in teaching reading comprehension on narrative text. The purpose of this research was to find out whether the use of two stay-two stray was effective or not in teaching reading comprehension on narrative text. Two stay-two stray refers to a teaching technique that gives chances for the students to share the result and information to the other groups. The students are set in group of four students. Two students of each group leave the group, each of the two students visit the other groups. Then, two students stay in their group to share result and information from the material to the guests.

Two stay-two stray was an effective technique to teach reading comprehension, particularly on narrative text. This technique can encourage students to be active in learning, increase students' responsibility, and increase students' understanding about the text. In two stay-two stray activity, students are divided into the strayers and the stayers. This particular job can increase students' responsibility and involvement during the learning process. Moreover, students can share and help one another about how to comprehend the narrative text not only in their original group but also in another group. This condition can increase students' understanding about the text. In addition, students who guide and help their friends to comprehend narrative text gain more advantages in two stay-two stray activity, as we know, when the students teach they learn more and more.

This research used quasi-experimental study with with non-equivalent control group design. The writer compared the result of experimental group and control group to know the effectiveness of the use of two stay-two stray in teaching reading comprehension on narrative text. The writer divided the students into two classes. The first class (XI MIA 1) was chosen as the control group, and the second class (XI MIA 4) was chosen as the experimental group. The experimental group was the group where the experimental procedures were performed by applying the two stay-two stray technique. The control group did not receive the treatment as well as the experimental group but only received a group work as the learning method.

In applying this technique in the classroom, the writer acted as the teacher to both control group and experimental group in teaching reading comprehension

on narrative text. Before giving treatment, the writer gave pre-test to both classes in order to know the students' reading comprehension. After that, the treatment was given to the experimental group by applying two stay-two stray technique. And for the control group, the writer applied group work as the learning method. There were two meetings for both control group and experimental group.

In control group, teacher (the researcher) asked some questions to explore students' knowledge about narrative text and explained what narrative is. The students listened to the teacher explanation and answer the questions. After that, the teacher gave the students a task and they must work in group to discuss and answer the task. In the first meeting, students were very calm and kept silent. They just listened to the teacher explanation and started answering the task in silent. The students talked if the teacher asked them. In the second meeting, teacher asked students to work in group seriously and actively. As the result, the students became more active than before. They were also brave to ask many things such as vocabulary and pronoun reference.

In experimental group, teacher (the researcher) asked some questions to explore students' knowledge about narrative text, explained what narrative is, and introduced two stay-two stray technique to the students. After that, the teacher began applying two stay-two stray technique in the classroom. In the activity, students were set in groups of four students. Each group was given two tasks and the students must discuss the task in their own group first. In the task, the students were asked to answer the questions based on the story given. The questions were about supporting idea, pronoun reference, vocabulary, and implicit information. After all groups have finished discussing the task, two students (the strayer) of each group left their own groups and visited another group. They had to ask another group to share the group result. If their group had difficulty in doing the task, then they can ask another group to help them. Then, the rest students in group (the stayer) had to accept the guests from other groups. They had to share the group result to the guest. If the guest had difficulty in doing the task, then their job was helping the guest. Finally, the guests excused themselves and back to their group and report their findings from other groups. Both the stayer and the strayer discussed and matched the result of their works.

In the first meeting, students of experimental group were still confused how to apply the technique. They often asked the teacher about their job. They also asked the teacher about what group that should be visited. Although the students were still confused, they were not bored during the activity and enjoyed it. They also became active and enthusiastic when the teacher asked them to visit another group. In the second meeting, the students already knew the technique. When the teacher asked them to discuss the tasks first, they discussed the tasks seriously. Then, when the teacher asked the students to visit another group, they were very enthusiastic. They already chose and knew what group which should be visited. Moreover, the students can understand the tasks easily because they can ask and discuss it with not only their own groups but also with the other groups. In addition, there were some students showed their abilities to guide their friends that had difficulties in answering the tasks.

Then, the writer gave the post-test to both control and experimental group. The research findings showed that the score of pre-test of experimental group was

57.87 and the score of pre-test of control group was 57.03. Then, after the experimental group was treated by applying two stay-two stray technique, the score of experimental group in post-test improved and the score was 69.15. Meanwhile, the score of post-test of control group was 63.36. The difference between the interval score of experimental group and the interval score of control group was 4.95. Then, the t test was higher than t table ($8.15 > 1.67$) which meant that there was significance difference between control and experimental group in their average score. It meant that the experimental group performed a better achievement than control group. Moreover, the effect size of the treatment was 1.14 ($1.14 > 1.00$). Therefore, it was categorized as strong effect which meant that the use of two stay-two stray was effective in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015.

CONCLUSION AND SUGGESTION

Conclusion

According to the research findings, the general conclusion of this research can be stated as follows: (1) Two stay-two stray is effective in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015. It was proved by the interval score of the pre-test and post-test of the experimental group that was 11.28 which higher than the interval score of the pre-test and post-test in control group that was 6.33. The score of pre-test in experimental group (57.87) was higher than control group (57.03). The score of post-test in experimental group (69.15) was also higher than control group (63.36). It meant that the students of experimental group performed better achievement than control group after the treatment was given to the experimental group. (2) The effectiveness of two stay-two stray in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 7 Pontianak is categorized as strong effect. It was showed by the effect size of the treatment was 1.14. It greater than 1.00 ($1.14 > 1.00$), therefore it was categorized as strong effect. Then, the t test is higher than t table ($8.15 > 1.67$) which meant that there was a significant difference between the experimental group and the control group in their average of reading comprehension on narrative text.

Suggestion

After conducting this research, the writer realizes that there are some positive and negative sides in using two stay-two stray technique in teaching reading comprehension, especially on narrative text. Therefore, the writer would like to give some suggestions in order to make this technique can be applied well in teaching reading comprehension. (1) Two stay-two stray can be used by the English teacher to help students comprehend the narrative text easier. (2) The process of two stay-two stray activity in the classroom can take time. Thus, teacher should have good preparation and can manage the time as efficient as possible so that all steps of two stay-two stray technique can be applied in the teaching and learning process well. (3) Students must study seriously. They are

required to be responsible for their own job in two stay-two stray activity. (4) The passive students will depend on their friends. Thus, teacher should be patient and give more attentions to them. Teacher needs to encourage the passive students to participate actively in the activity.

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