

The influences of Two Stay-Two Stray (TSTS) technique on students' reading comprehension

Salamun

Universitas Islam Malang

salamjamal45@gmail.com

ABSTRACT

The aim of this study is to know the influence of Two Stay-Two Stray (TSTS) technique on students' reading comprehension. Reading is one of essential ways in building students' knowledge. The researcher uses experimental research which uses two groups, those are experimental group and control group that consist of 46 students. The researcher elaborated the topics that were suitable for narrative text. Finding shows that the students who are taught by using conventional method, it can be proved from the average of speaking achievement. The students who are taught by using two-stay two-stray (76,43) have higher score than those taught by using direct method (68,21). Furthermore, based on the result of T-test, it is shown that $\text{sig}(0,002) < 0,05$. It means that the study indicated Two-stay Two-stray method is effective.

Keywords: TSTS, Reading Comprehension, Comprehension, MTs

I. INTRODUCTION

Reading is one of essential ways in building our knowledge. Reading provides us with some activities to help us to comprehend the written expressions (Aziz, 2019; nur Aziz & Hamidhah, 2023). Through reading we can get a lot of knowledge, information, or even problem solution. According to Jean Wallace Gillet on Ahya Ulumuddin explain that building knowledge

is the phase of reading and finding out (Ulumuddin, 2018). So reading can help us to get a lot of information to expand our knowledge, reading is one of tools in learning which is always involved in classroom activities.

Reading is clearly one of the most important skills in learning english, it can be instanced around the world argue that reading is the most important foreign

language skill (Aziz, 2019; Aziz & Cahyani, 2022). Particularly in cases where the students have to read English material for their own specialist subject, but may never actually have to speak the language. Much of current thinking on reading tends to focus primarily on the purpose of the activity: even if reading is done for pleasure it is still purposed (McDonough & Shaw, 2012).

In addition, most of the students are not interested in reading. This situation happened because the teachers teach the students monotonously, and it makes learning process being passive and not effective. Another problem is that the students have low motivation to read and they are also difficult to understand about the text because they only have limit vocabulary and it makes them difficult to answer the question. Students still have difficulties in some important aspects in reading. Such as deciding general of the text, finding main idea, knowing the purpose of the text or specific language features of the text.

Based on the problems above, the writer proposes a Two-Stay Two-Stray (TSTS) technique because it can make students more active in the class and improve their reading ability. In general, Two-Stay Two-Stray is the activity which two students stay in the team and another two

students look for the information from another team. Two Stay Two Stray is one of the techniques in cooperative learning. TSTS technique essentially is a group discussion model. Each member of group has its own responsibilities (two students become “strayers” and other two students become “stayers”). This technique employs student-centered activities rather than teacher-centered activities. It means that Two Stay Two Stray is group discussion and the member of this group consists of four students, two people as a stayers to share the results of their discussion and two others as a strayers who are looking for the discussion of other groups.

The researcher finds some previous researcher relating to topic, (Lewaherilla, 2011) finds that presented two-stay two-stray is able to improve students reading competence. It stimulates students to be responsible and active. In short, it is recommended that the English teachers use two-stay two-stray technique in teaching reading competence, so that it can be students own reading strategy in order to improve their reading competence. (Lesia & Angraini, 2018) presented there was significant difference between the students who were taught by using two stay two stray and those who were not. The use of two stay

two stray method in the classroom made the students active to speak up in the classroom. It is very interesting thing because with this method they did not felt shy when they wanted to speak about grammatical error. And also they could show and share their idea about the moral lesson, the mean idea of the story, the main character and etc. TSTS is a group discussion in which use to students accepted the opinion from other groups..

II. LITERATURE REVIEW

A. *Understanding of Reading*

Reading must be recognized that reading is a complex skill. First of these is ability to recognized stylized shapes which are figures on a ground, curve, line and dots in patterned relationships. Second of the skills involved in the complex is the ability to correlate the black marks on the paper – the pattern shapes – with language. A third skill which is involved in the total skill of reading is essentially an intellectual skill: this is the ability to correlate the black marks on the paper by way of the formal elements of the language.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading very necessary to widen

the mind and gain and understanding of the foreign culture (Patel & Jain, 2008).

Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period (nur Aziz & Cahyani, 2022). Leisure hours are not only, during the active period of life but also, more significantly, during the period when man has retired from active life. Therefore the learner of English must know reading English.

a. *Process of Reading*

The process of reading may be broadly classified into three stages (Patel & Jain, 2008):

- 1) The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

- 2) The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- 3) The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

b. Types of Reading

There are four types of reading (Patel & Jain, 2008) as follows:

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

2) Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about

something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

4) Silent Reading

Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

c. Reading Comprehension

Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which

concentrates on implicit meaning in the reading text (Al Odwan, 2012).

Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read (Song, 2003).

The literature review indicates that a major cause of poor reading comprehension skills is curricular deficiencies and ineffective teaching models. The social context influences what one reads, how one reads, and why one reads (Silliman & Wilkinson, 2007). It is important, therefore, that teachers address this issue by making reading relevant to students and establishing a purpose for reading a text.

B. Two-Stay Two-Stray

Two Stay Two Stray (TSTS) technique is developed by Spencer Kagan (1990). This method can be applied for every subject at any level of the students. The form Two Stay Two Stray allows the group members to share and inform the other group members about the result of their group discussion. In here the students work in a team or groups.

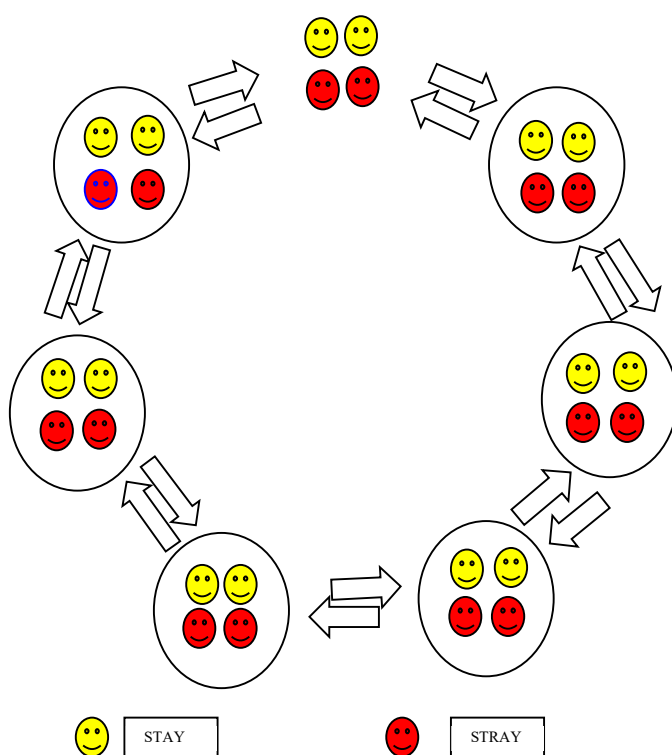
They are allowed to ask and argue with their friends that brings their social life by having interaction with other instead of working individually. In other words, by applying TSTS technique there will be an interaction and two ways communication between students instead of just listening to the teacher explanation or doing the task alone. The students can ask or even argue and share their opinion within the group members (Fathurrohman, 2015; Huda, 2013).

In two stay-two stray, the students will be divided into four students each groups. Then, the teacher will give them a reading material to discuss in the group and decide how long they discuss in the groups. Each group has material to discuss. When time is up, two of four students in the group will leave the group to stray to other group to look the information. While the rest will stay in group explain their material to other group who stray to them. This teaching learning process gives an opportunity to the students to share their ideas related to material which is discussed. The method will give the students sharing and discussing experiences while gathering the information (Lesia & Angraini, 2018).

The steps of two-stay two-stray: *First:* The teacher divides students into several groups consisting of four students who are

heterogeneous groups. *Second:* The teacher gives discussion material to each group to discuss with each group member. *Third:* Students work together in groups of four. It aims to provide opportunities for students to be actively involved in the process of thinking. *Fourth:* After completion, two people from each group left the group to visit other groups. *Fifth:* Two people who live in groups are tasked with sharing their work and information with guests from other groups. *Sixth:* Guests excuse themselves and return to their own groups to report the results of their findings from other groups. *Seventh:* Groups match and discuss the results of their work. *Eighth:* Each group presented their work (Fathurrohman, 2015; Huda, 2014).

Here is the scheme of One Stay Two Stray method:



III. METHOD

researcher used quantitative research in the form quasi experimental as a design. Quasi experimental is one approach of research which uses two groups, those are experimental group and control group, which one the experimental group as a class that gets the treatment and the control group that did not gets the treatment.

Design the form of experimental group and control group, pre-test and post-test design as follows:

Table 3.1

Group	Pre test	Treatme nt	Post test
Experimen tal	Y_1	$X_1 X_2 X_3$	Y_2
Control	Y_1	$O_1 O_2 O_3$	Y_2

Note: Y_1 : Pre-test of experimental group

$X_{(123)}$: Two-stay two-stray treatment

Y_2 : Post-test of experimental group

Y_1 : Pre-test of control group

O₍₁₂₃₎ : Non two-stay two-stray treatment

Y₂ : Post-test of control group

From the table 3.1 showed that of both classes were given pre-test and post-test. Pre-test was intended to know the early knowledge of students reading ability in narrative text. Afterward, all groups were given treatment. The treatment was as long as three times to get the maximum result for experimental class and control class. After having the treatment, all the groups were given post-test. It was conducted to assess the result of the treatment of all the groups.

1. Variables

This research consisted of two variables. They were independent variable and dependent variable. The independent variable was variable selected by the researcher to determine the effect on dependent variable. The independent variable was two-stay two-stray and the dependent variable was student's reading achievement.

Table 3.2

Independent variable	Dependent variable
Two-stay two-stray	Student's achievement reading narrative text

2. Teaching Procedure

Before conducting the treatment, the researcher prepared teaching material related to descriptive text that was needed during the treatment. The researcher elaborated the topics that were suitable for narrative text.

In the first meeting, the researcher gave students prior knowledge about narrative text. The second meeting, the researcher discussed and evaluated the used of two-stay two-stray method in reading narrative text. The third meeting, the researcher gave students sample task about material narrative text.

3. Research Instrument

The researcher used test as the instrument of this study. The test was taken twice namely pre-test and post-test. Pre-test was used to know the early knowledge of students' reading ability in narrative text, while post-test was used to measure students' reading ability after getting the treatment.

The reading test that should be done by the students was reading and comprehension descriptive text to answer

task multiple choice. The test was administered with limited time. The students had to finish their task in 120 minutes.

4. Theoretical Validity Evidence

Since this research focused on analyzing students reading competence. The instrument to collect the data should contains a reading task. The students read and understand multiple choice assignments and answer them, and the scoring scale should be designed to measure the quality of students' writing text. Thus, the data obtained should have construct and content validity evidence.

5. construct validity evidence

The researcher used two steps to provide construct validity evidence of reading skill. The first step, the researcher defined the construct of the knowledge or skills to be assessed. The construct defined was about reading test in task multiple choice.

The second step, the researcher made a good prompt which required the students to perform activities. Here, the researcher wrote instruction on the students' work sheet. The instruction must be as clear as possible to ensure that the students know well what they have to perform.

The instruction were as follows: (1) Read and understand the text in the question, (2) Choose the answer from A B C and D below the question, (3) Circle the answer that you think is the most correct, (4) You can use a dictionary, (5) You just have 60 minutes to finish your question.

6. Content Validity Evidence

To assess students reading achievement, the researcher used multiple choice to assess them. It consisted of 20 items, every correct item was scored 5 points. Therefore the total score was 100 points, if the students could answer all the items correctly.

7. Try Out

The researcher conducted try out before conducting pre-test and treatment. The purpose of conducting try out was to test whether or not the instrument is acceptable by the students. It was used to measure the validity and reliability of the instrument. The try out was given to the existing classes which are of equivalent level (e.g. class VII-J and VIII-K). The result of try out was analyzed to estimate the validity and reliability.

8. Inter-Rater Reliability

The researcher used inter-rater reliability to measure the reliability of the

test. The researcher used one rater to avoid the subjectivity. The rater was other researcher. She have same criteria to score the students reading achievement by using the formula. The formula for assessing reading achievement was presented in content validity evidence.

The researcher gave the example to the raters to score students' reading achievement. The formula was the correct answer x 5. If students could answer all questions. Thus, the total score that the students got was 100.

The test was conducted to class VIIJ and VIIK. The result showed that the maximum of score rater was eight. Since the difference score between two raters did not exceed the tolerance limit, thus the reading score has high reliability

IV. RESULT

During the research, the researcher extended the material to student about narrative text. The treatment to experimental class and control class. Two-stay two-stray was implemented in the experimental class. While in the control in the control class didn't use two-stay two-stray. After that, the researcher measured students' reading ability by using a test in multiple choice forms.

1. The description of pre-test score

In this part, the researcher presented the result of the students' reading narrative text score in pre-test. The descriptive statistics of pre-test was presented in Table 4.1 below.

Table 4.1

	N	Mini mum	Maxi mum	Mean	Std. Deviation
pre-test experiment	28	40	80	59.46	10.214
pre-test control	28	40	80	58.21	10.905
Valid N (list wise)	28				

2. The descriptive of post-test score

In this part, the researcher presented the result of the students' reading narrative text score in post-test. The descriptive statistics of post-test was presented in Table 4.1 below.

Table 4.2

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Post-test experiment	28	60	90	76.43	9.315
Post-test control	28	50	85	68.21	9.351
Valid N (list wise)	28				

3. Data Analysis

H_0 is accepted if the significant value (tailed) is higher than 0,05, and rejected if the significant value is lower than 0,05. While, H_a is accepted if the significant value (tailed) is lower than 0,05, and rejected if the significant value is higher than 0,05. To analyses the data of the students reading test, the researcher used SPSS 20 to know the result. The result can be seen as follow in table 4.5:

Table 4.5 Lilliefors Significance Correction

Independent Samples Test									
	Levene's Test for Equality of Variance s		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
Hasil belajar siswa adalah									
Equal varianc es assume d	.004	.950	3.293	54	.002	8.214	2.494	3.213	13.215
Equal varianc es not assume d			3.293	53.99	.002	8.214	2.494	3.213	13.215

V. DISCUSSION

During the research, the researcher extended the material to student about narrative text. The treatment to experimental class and control class. Two-stay two-stray was implemented in the experimental class. While in the control in the control class didn't use two-stay two-stray. After that, the researcher measured students' reading ability by using a test in multiple choice forms.

Table 4.1 showed the students' score before getting the treatment. There was similarity in the maximum score and minimum score of each group. The minimum score was 40 and the maximum was 80. On the other side, the mean of each group was different. The mean score of pre-test experiment was 59,46 and the mean score of pre-test control was 58,21.

Table 4.2 showed the students' score after getting the treatment. The minimum of post-test experiment was 60 and the minimum of post-test control was 50. While, the maximum of post-test control was 85 and the maximum score of post-test experiment was 90. On the other side, the mean of each group was different. The mean score of post-

test experiment was 76,43 and the mean score of post-test control was 68,21.

A. Data Analysis

Hypothesis testing is the last step to find out the answer of research hypothesis, from the hypothesis test, it will be found whether Two-stay Two-stray gave positives effect to students or not.

H_0 is accepted if the significant value (tailed) is higher than 0,05, and rejected if the significant value is lower than 0,05. While, H_a is accepted if the significant value (tailed) is lower than 0,05, and rejected if the significant value is higher than 0,05. To analyses the data of the students reading test, the researcher used SPSS 20 to know the result.

Table 4,5 showed that the data requirement was significant. It could be seen from the value Sig is 0,002. The data called significant if Sig. (2-tailed) is below 0.05. The result showed that Sig 0,002<0,05, thus, it could concluded that the data was significant. it means that there was significant effect of the used of two-stay two-stray strategy on student's reading achievement, it was enough to reject the null hypothesis.

From the table above, the calculation of the mean difference test of student reading between the pre-test and post-test data, can

be seen if the probability value of significance or sig. (2 tailed) is 0.002 based on the T-Test output.

The result of this research strengthen previous research conducted by August Lewaherilla, she has compiled thesis in 2011 under the title "Improving Students Reading Competence through Two-Stay Two-Stray Technique", The students who are taught by using two-stay two-stray (72,788) have higher score than those taught by using direct method (64,62).

VI. CONCLUSION

The researcher conducted this research in second MTs. Summersari Kowang Semanding Tuban. Based on the result of the analysis of data post-test, there is a significant difference between students' reading achievement in experiment class and control class.

The students who are taught by using conventional method, it can be proved from the average of speaking achievement. The students who are taught by using two-stay two-stray (76,43) have higher score than those taught by using direct method (68,21). Furthermore, based on the result of T-test, it is shown that sig.(0,002)<0,05. It means that the study indicated Two-stay Two-stray method is effective. From this research, the researcher highlights that Two-stay Two-

stray method is not only help students' raise their achievement up, but it also builds students' mental abilities to share knowledge to their friends and take responsibility of their group

VII. REFERENCES

- Al Odwan, T. (2012). The effect of the directed reading thinking activity through cooperative learning on English secondary stage students' reading comprehension in Jordan. *International Journal of Humanities and Social Science*, 2(16), 138–151.
- Aziz, I. N. (2019). Developing English Reading Book For College Students of INKAFA Based on Monitoring Strategy. *JALIE; Journal of Applied Linguistics and Islamic Education*, 2(2), 279–304.
- Aziz, I. N., & Cahyani, N. P. (2022). CIRC (Cooperative Integrated Reading and Composition) as Strategy of Teaching Reading Comprehension. *JEET, Journal of English Education and Technology*, 2(04), 504–511.
- Fathurrohman, M. (2015). Model-Model Pembelajaran. Universitas Negeri Yogyakarta. Jogjakarta: Ar-Ruzz Media. Retrieved From.
- Huda, M. (2013). *Model-model pengajaran dan pembelajaran*. Yogyakarta: pustaka pelajar.
- Huda, M. (2014). *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik: Pustaka Pelajar*.
- Lesia, E. S., & Angraini, N. (2018). Using Two Stay-Two Stray (TSTS) to Improve Speaking Achievement of the Tenth Grade Students of SMAN 10 Palembang. *Jurnal Global Expert*, 6(1).
- Lewaherilla, A. (2011). *Improving student's reading competence through Two Stay Two Stray technique*. Surakarta: Sebelas Maret University.
- McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT*. John Wiley & Sons.
- nur Aziz, I., & Cahyani, N. P. (2022). CIRC (Cooperative Integrated Reading and Composition) as Strategy of Teaching Reading Comprehension. *JEET, Journal of English Education and Technology*, 2(04), 504–511.
- nur Aziz, I., & Hamidhah, N. (2023). Improving Student's Reading Comprehension in Recount Text by Using Concept Oriented Reading Instruction. *JEET, Journal of English Education and Technology*, 3(04), 323–343. <http://jeet.fkdp.or.id/index.php/jeet/article/view/92>
- Patel, M. F., & Jain, P. M. (2008). *English language teaching: (methods, tools & techniques)*. Sunrise Publishers & Distributors.
- Silliman, E. R., & Wilkinson, L. C. (2007). *Language and literacy learning in schools*. Guilford Press.
- Song, S. (2003). *The effect of interesting text on the reading comprehension of Korean college EFL students: a comparison of seductive details and interesting elaborations*.
- Ulu-muddin, M. A. (2018). *The Influence of Using Two Stay Two Stray Technique Towards Students' Reading Comprehension in Narrative Text at the First Semester of the Eight Grade of SMP N 20 Bandar Lampung in the Academic Year of 2017/2018*. UIN Raden Intan Lampung.

