



The Use of Two Stay Two Stray Method to Improve Students' Reading Comprehension

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ABSTRACT

The Senior High School are still low in comprehending texts. Therefore, the main objective of this research was to see whether the use of Two Stay Two Stray method was effective in improving the students' reading comprehension. The researchers used quantitative method. And the design of this research was quasi experimental design used one group pre-test and post-test design. This research assigned two groups namely control and experiment groups. The population of this research was taken at the tenth grade students in academic 2015/2016 of SMA Negeri 3 Sorong, with a total population were 175 students. Each group consisted of 25 students, so the total sample of this research were 50 students. The sample of this research was taken without randomizing. The findings of this research showed that the use of Two Stay Two Stray Method improved the students' reading comprehension at the tenth grade of SMAN 3 Sorong, because there was a significant difference between the results of posttest in the experimental group and the control group, where the mean score of posttest in experimental group was 83.6 which was higher than the mean score of control group which was only 72. To compare the two results between experimental and control groups, the researcher used t-test formula and the result of t-test formula was 3.696. By using the degree of significance 5% or 0.05 in the t-table it was obtained 2.021. Thus, alternative hypothesis ($H_1: 3.696 > 2.021$) was accepted because t-test value was higher than t-table value and null hypothesis ($H_0: 3.696 < 2.021$) was rejected. Therefore, the researcher would like to conclude that the use of Two Stay Two Stray Method could improve students' reading comprehension at the tenth grade of SMA Negeri 3 Sorong.

Key Word: *Reading Comprehension, Recount Text, Two Stay Two Stray Method.*

BACKGROUND

Reading provides us with some activities to help us to comprehend the written expressions. Through reading we can get a lot of knowledge, information, or even problem solution. According to Jean Wallace Gillet, et al (2012) building knowledge is the phase of reading and

finding out. So, reading can help us to get a lot of information to expand our knowledge. In addition, reading is one of tools in learning which is always involved in classroom activities. To most students, mastering reading comprehension is still a hard work and problematic. From the researcher teaching experience, it is found

that many students do not know the appropriate reading skills to be used so they found it difficult to answer the questions. In addition, only few students have good reading habit especially reading English texts. Moreover, the way the teacher teaches reading is less effective since it is commonly more teacher-centered than student-centered which is proven to be more appropriate for language classroom. Considering the facts above, there is an urgent need to implement a method that can help solve these problems. In this case, the dynamic method of teaching reading should be considered. The appropriate teaching method, like cooperative learning method help the teacher solve the problems in the class because cooperative methods employ student-centered activities rather than teacher-centered activities. It can guide and facilitate the learning process in order to enable the students learn and create a better atmosphere of learning. The method also may attract the students' attention toward comprehension of reading text and it can increase their motivation by actively involving in learning activities. In addition, in a cooperative learning classroom, two or more students are interdependent to achieve the reward they will share if they succeed as a group. The students in each group are mixed in ability level, race, culture, and gender.

One of the method introduced in cooperative learning method is Two Stay Two Stray (TSTS) which is developed by Spencer Kagan (1992:63). In learning process, this method can give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students. In this technique, there are some

activities that give a chance to students to discuss. Then, by using this technique, students help each other. The high level and the low level of students will work together to achieve the purpose of their group. Reading is a much more complex process. It involves all of the higher mental processes. It involves recalling, reasoning, evaluating, imagining, applying, and problem solving. Good reading requires good thinking. Aebersold (1997:15) states that reading comprehension is what happen when people look at a text and assign meaning to the written symbols in that text. There are interaction between the reader and the text. Reading is the activity that looks at written words, symbols, text on a page and understands them (Sinclair, 1994: 797). According to the Klient, et al. (1996) the definition of reading covers (1) reading is a process, (2) reading is strategic and (3) an interactive read. Reading is a process intended information from texts and knowledge possessed by the reader has a major role in shaping meaning. Reading is also a strategic one. Effective readers use reading strategies appropriate to text and context in order to understand meaning when reading.

From the assumption above, the conclusion can be drawn that the act of reading is to understand the content, or ideas either express or implied in the reading material. Thus, understanding into products that can be measured in reading, not the physical behavior at the time of reading. The nature or essence of reading is comprehension (St.Y. Slamet, 2008:68). Reading comprehension is a process of making sense of a written text. However, it is not a passive one way decoding process. Instead, it is an active two way process in which

the reader and the text interact. The reader test clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader (Clara, 2011:56:

The problem of the research could be formulated as does the use of Two Stay Two-Stray (TSTS) Method improve students' reading comprehension at the tenth grade of SMA Negeri 3 Kota Sorong. And the objective of this research was to investigate whether or not the use of Two Stay Two Stray (TSTS) Method improve students' reading comprehension at the tenth grade of SMA Negeri 3 Kota Sorong.

RESEARCH METHODOLOGY

Research Method

This research used quantitative method in this research. In this research the researchers used quasi experimental design, in which describing the achievement result of experimental group and control group in reading comprehension. Where the experiment group applied the treatment and then the control group did not get it. In this case the researcher applied pretest-posttest control group design.

Subject of the Research

The population of this research was taken at the tenth grade students of SMAN 3 Sorong 2015/2016 academic year. The sample of this research was taken by used unrandomized. Purposive sample is taking sample based on the specific purpose. The sample of this research was be taken from two class, they are class of X IPA2 and X IPA5. Each class consist of 25 students, so the total sample of this research were 50 students.

Research Instrument

Researchers used subjective test. This test explores the students' own opinion in answering the text. The test consisted of 10 essay tests about reading comprehension in recount text. The test gave in pre-test and the post-test. And for the treatment the researcher used recount texts in applied the method. And used T-test formula to compare the two means between experimental and control groups. The formula as follow :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

(Arikunto, 2006: 311)

t = Formula to compare the two means between experimental and control group

M_x = Mean score of experimental group

M_y = Mean score of control group

$\sum x^2$ = Deviation of experimental group

$\sum y^2$ = Deviation of control group

N_x = Number of students

N_y = Number of students

FINDINGS

In this presenting the data, the researchers wants to show the result from the test was given to the experiment group and control group. The data result can see in the table below :

Table 1
Table Score of Experimental Group

NO.	NAMA SISWA (N)	PRETEST SCORE (X1)	POSTTEST SCORE (X2)	GAIN SCORE (X)	SCORE QUADRATE (X ²)
1	APL	90	100	10	100
2	AVA	90	100	10	100
3	AOY	70	80	10	100
4	AAR	80	90	10	100
5	ASKP	20	60	40	1600
6	BN	50	60	10	100
7	BB	80	90	10	100
8	CFL	80	90	10	100
9	CAM	50	65	15	225
10	CTF	40	75	35	1225
11	CW	40	95	55	3025
12	GSW	50	85	35	1225
13	GKLG	50	65	15	225
14	IK	70	80	10	100
15	IIP	80	90	10	100
16	ILS	70	80	10	100
17	INA	50	75	25	625
18	JAR	90	100	10	100
19	JKL	90	100	10	100
20	LGT	80	90	10	100
21	MA	80	90	10	100
22	MSRA	80	90	10	100
23	SAA	50	75	25	625
24	TBS	70	85	15	225
25	YIW	80	90	10	100
	N = 25	Σ X₁ = 1680	Σ X₂ = 2100	Σ X = 420	Σ X² = 10600

**Mean Score of Pretest and Posttest of
Experimental Group**

Mean score of pretest

$$M = \frac{\sum X_1}{N}$$

$$= \frac{1680}{25}$$

= 67,2

Mean score of posttest

$$M = \frac{\sum X_2}{N}$$

$$= \frac{2090}{25}$$

$$= 83,6$$

Table 2
Table Score of Control Group

NO	NAMA SISWA (N)	PRETEST SCORE (Y1)	POSTTEST SCORE (Y2)	GAIN SCORE (Y)	GAIN CORE QUADRATE (Y ²)
1	AS	70	75	5	25
2	AMFM	70	75	5	25
3	AP	70	80	10	100
4	AA	60	70	10	100
5	BANP	70	70	0	0
6	CGR	70	70	0	0
7	CTON	50	65	15	225
8	DNA	60	75	15	225
9	DFMS	60	70	10	100
10	EMC	70	70	0	0
11	F	50	75	25	625
12	FS	60	70	10	100
13	GAK	60	65	5	25
14	GD	70	75	5	25
15	HPW	70	75	5	25
16	ISFR	70	70	0	0
17	JRF	70	70	0	0
18	J	70	75	5	25
19	JYIK	70	75	5	25
20	MFM	60	70	10	100
21	NPD	60	70	10	100
22	PAS	70	75	5	25
23	RHT	70	70	0	0
24	SAP	60	70	10	100
25	WFM	70	75	5	25
	N = 25	Σ Y₁ = 1630	Σ Y₂ = 1800	Σ Y = 170	Σ Y² = 2000

Mean Score of Pretest and Posttest of Control Group

Mean score of pretest

$$M = \frac{\sum X_1}{N}$$

$$= \frac{1630}{25}$$

To compare the two means between experimental and control groups, the researchers used t-test formula. Before processing the data into formula, the

$$= 65,2$$

Mean score of posttest

$$M = \frac{\sum X_2}{N}$$

$$= \frac{1800}{25}$$

$$= 72$$

researcher had to get the mean score of each group and standard deviation of each group and after that the

researcher put into the T-test formula, as follows :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Mean Score

After collecting the data the researcher calculated the mean score of experimental and control group. M_x is coded as the experimental group, and M_y is coded as control group as follows:

$$M_x : \frac{\sum x}{N_x} = \frac{420}{25} = 16,8$$

Result of mean score of experimental group was 16,8

$$M_y : \frac{\sum y}{N_y} = \frac{170}{25} = 6,8$$

Result of mean score of control group was 6,8

Standard Deviation

The standard deviation is calculated by symbolizing the experimental group as $\sum x^2$ and control group as $\sum y^2$, as follows :

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 10600 - \frac{(420)^2}{25} \\ &= 10600 - \frac{176400}{25} \\ &= 10600 - 7056 \\ &= 3544 \\ \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \end{aligned}$$

DISCUSSION

The Result Analyses of Pre-Test and Post-Test in Experimental and Control Group

$$\begin{aligned} &= 2000 - \frac{(170)^2}{25} \\ &= 2000 - \frac{28900}{25} \\ &= 2000 - 1156 \\ &= 844 \end{aligned}$$

T-test Value

After the researchers got the mean score and standard deviation of experimental and control group, the researcher put in the t- test formula. The calculation is as follows:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{16,8 - 6,8}{\sqrt{\left(\frac{3544 + 844}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}} \\ &= \frac{10}{\sqrt{\left(\frac{4388}{48}\right) \left(\frac{2}{25}\right)}} \\ &= \frac{10}{\sqrt{(91,5) \left(\frac{2}{25}\right)}} \\ &= \frac{10}{\sqrt{7,32}} \\ &= \frac{10}{2,706} \\ &= 3,696 \end{aligned}$$

So, result of the comparison between two means of experimental and control group is, t-test = 3,696.

This research is focused on the use of Two Stay Two Stray Method to improve the student's reading comprehension. Based on the score of pretest result in both group, the

researcher found many students who have many problems in comprehending reading text, especially in recount text. They have difficulties to determine the identification, main idea and the purpose in recount text. After that many students look uninteresting in reading the text because they still less mastery vocabulary. Some that problem above make the students could not do pre-test well.

Based on their problem in reading comprehension, the researchers helped them with using the treatment of Two Stay Two Stray Method to improve their reading comprehension. In the treatment the students looks got interest and interactive in learn reading. They also looks more understanding after got the treatment. It can be seen in the result of posttest was higher than pretest. After obtained the treatment, the reseacher found that most of the students could understand and comprehend reading text, especially on recount text. Although several students made mistakes. Some of students who made mistakes it cause they have not a lot of vocabulary, therefore they difficulties to comprehend the text. Actually, in control group who did not get the treatment, the students also obtained the achievement in posttest. The mean score of posttest in experimental group is 83,6, it can be classificatied in good score category and then the mean score of posttest in control group is 72, it can be classificatied in fairly good score category. It is showed that the result of experimental group was

higher than the result of control group. Considering the discussion above, the researcher argue that the use of Two Stay Two Stray Method could improve students' reading comprehension at the tenth grade of SMAN 3 Sorong.

The Result of Testing the Hypothesis

The hypothesis in this study must be tested. In this reseach, the researcher uses two kinds of hypothesis; they are null hypothesis (H_0) and alternative hypothesis (H_1). Null Hyphotesis (H_0) is the use of Two Stay Two Stray Method can not improve students' reading comprehension at the tenth grade of SMAN 3 Sorong and Alternative Hyphtesis (H_1) is the use of Two Stay Two Stray Method can improve students' reading comprehension at the tenth grade of SMAN 3 Sorong. In testing the hypothesis, the reseacher had to use degree of freedom (df). df was definite by formula $(N_x + N_y - 2)$, where (N_x is total samples of experiment group) and (N_y is total samples of control group). Therefore, in formula form, it can be said that $df = (25 + 25 - 2) = 48$. In this research the researcher uses two tail hypothesis so the researcher had to use 5% in the t-table. After the reseacher found the df and probability 5% or 0.05, so the t-table value can be follow : $t_{.975 / 0.05} = 2.021$ is significant. So, the result of t-test was 3.696 and the result of t-table was 2.021, the researcher would be make the formulation of hypothesis, as follow :

Null hypothesis (H_0) = t-test value < t-table value

Null hypothesis (H_0) = $3.696 < 2.021$

Alternative hypothesis (H_1) = t-test value > t-table value

Alternative hypothesis (H_1) = 3.696 > 2.021. Based on the description of the data above, it meant that t-test value was higher than t-table value. Thus, alternative hypothesis (H_1 : 3.696 > 2.021) was accepted and null

CONCLUSION

Having analyzed the data in the previous chapter, then the researcher would like to conclude that the use of Two Stay Two Stay Method could improve students' reading comprehension. It can be proved of there was a significant difference between the results of posttest in the experimental group and the control group, where the mean score of posttest in experimental group was 83,6 which was higher than the mean score of control group which was only 72. To compare the two results between experimental and control

hypothesis (H_0 : 3.696 < 2.021) was rejected. Therefore, as conclusion it can be stated : The Use of Two Stay Two Stay Method Could Improve Students' Reading Comprehension at the tenth grade of SMA Negeri 3 Sorong.

groups, the researcher used t-test formula and the result of t-test formula was 3,696. By using the degree of significance 5% or 0.05 in the t-table it was gotten 2.021. Therefore, alternative hypothesis (H_a : 3.696 > 2.021) was accepted because t-test value was higher than t-table value and null hypothesis (H_0 : 3.696 < 2.021) is rejected. Based on the result above, the researchers concluded that "The use of Two Stay Two Stay Method could improve students' reading comprehension at the tenth grade of SMAN 3 Sorong".

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