THE EFFECTIVENESS OF TWO STAY TWO STRAY IN TEACHING READING COMPREHENSION

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ABSTRACT

This research was aimed: to find out significant effect of Two Stay Two Stray in Teaching Reading Comprehension at the second year Students of MTs Hidayatussibyan NW Sengkerang in academic year 2013/2014. The kind of this research was quantitative research. The population of this research was the second grade students that consist of 28 students. The instrument of collecting data used test which was 50 multiple choice items. In this research, the researcher gave a treatment and prepared a test in form of multiple choices to look for the effect of Two Stay Two Stray in Teaching Reading Comprehension. The result of the data analysis indicated that the grade students obtained high score on the post test. It means that, the Two Stay Two Stray gave a significant effect in students' reading comprehension. It was proven by the lowest and highest score in pre-test and post-test, they were 20 and 58 and post-test were 32 and 80. Thus, the result of alternative hypothesis was accepted. It was provable that ttest was higher than ttable, which was the value of ttest was 4.875 and ttable 27 in significance level of 0.05% was 2.052.

Key Words: *Two Stay Two Stray, Teaching and Reading Comprehension*

INTRODUCTION

Reading is one of the language skills that the students have to acquire. It means that reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing script. According to Jhonson (2008: 03) reading is the practice of using text to create meaning. Indeed, reading for general comprehension requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under much emitted time constraints. It is one of skills in English, this skill is the ability to understand information in a text and interpret it appropriate.

There are many problems might be encounted during the teaching learning process. One of those problems is related to student's difficulties in reading English text, because they do not read the text only but they are require to understand the contents of reading materials such as: find out the topic, main idea and answer the questions.

The availability of methods in teaching reading comprehension will create the learning atmosphere as enjoyable as possible. The writer decided to take cooperative learning type Two Stay Two Stray because besides cooperative learning is as an effective instructional method, it also a successful way to enhance social and academic development among students. The Two Stay Two Stray is a technique of cooperative learning. Cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. The Two Stay Two Stray technique gives the students chance to share their ideas, arguments and information to other groups.

Thus, it is assumed that the application of learning methods Two Stay Two Stray able to make the learning environment becomes more active, participatory, conducive and fun. This is because the students are also given opportunity to envolve actively in the discussion.

Two Stay Two Stray technique type of cooperative selected in this study because through the learning model able to increase the activity of students and make learning more fun. Students are taught skills specially to be able to work well within a group such as being an active listener, provide an explanation to the good friends, discuss, and so on. Cooperative learning arranged in an effort to increase student participation, facilitating students to experience leadership attitudes and make decisions in groups, as well as provides the opportunity for students to interact and learn with different backgrounds.

Based on the description above, the problem statement of the research is "Is Two Stay Two Stray effective in teaching reading narrative text at

the second year students of MTs. Hidayatussibyan NW Sengkerang?".

The aim of this study "to know whether Two Stay Two Stray effective or not in teaching reading narrative text at the second year students of MTs. Hidayatussibyan NW Sengkerang".

REVIEW OF RELATED LITERATURE
Nature of Reading

Reading is about understanding written texts. It is a complex activity that includes both perception and thought. Jhonson (2008: 03) reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning quay being created, there is no reading taking place. Meanwhile, Brown (2003: 185) states that reading is likewise a skill that teachers simply expect learners to acquire. Grabe and Stoller (2002: 4) add reading can be taught as a way to draw information from the text and to form an interpretation of that information. The process of drawing information and interpreting information requires the work of the brain actively. Meanwhile, Othman in Harahap (2003: 3) reading process is interaction between text and reader's imagination. Therefore, readers need three aspects: making prediction, thinking of the text that it is even of life and having similarity to the human life.

Burns in Harahap (2013: 4) say that reading is a thinking process. The act of recognizing words requires interpretation of graphics symbols. In order to comprehend a reading texts, a student must able to use the information, to make inferences and to read critically and creatively to understand figurative language, to determine the authors' purpose, to evaluate the ideas presented, and to apply, the ideas to actual situation. Furthermore, O'maley & Pierce (1995: 94) reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interaction between texts and their own knowledge. Another opinion is given by Jhonson (2008: 4) reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning (reading).

Two Stay Two Stray

Two Stay Two Stray method is a method that use cooperative learning activity for sharing ideas each other to another group within a classroom that consist of 4 students in one groups, this method with original name "one stray two stay. Two stay two stray was introduced by Spencer Kagan (1992).

Englander (in Febrianti, 2009) cooperative learning is an approach of teaching and learning in which students consist of some small groups or teams. Two Stay Two Stray is one of cooperative learning approaches that students are involved in planning both the topics for study as well as how to proceed with their investigation. Furthermore, Two Stay Two Stray involves the integration of four essential features: investigation, interaction, interpretation, and intrinsic motivation.

The Steps of Teaching Two Stay To Stray

Every methods that used by the teacher to teach the students should be have the steps so that learning process can be running well. In Two Stay Two Stray technique also has steps to use it in teaching reading comprehension. According to Lie (2008: 62) there are some steps to use Two Stay Two Stray, such as:

a. The teacher makes some groups which consist of 4 students in each group.
b. After the students have groups each other, the teacher gives them a media. So, the students will understand all information from media.

RESEARCH METHOD

Research design is the preparation of the design of the research project (Kothari, 2004: 31). This was experimental research with pre experimental design. This study

Based on explanations above, the writer concluded that Two Stay Two Stray is cooperative learning that has purpose in order to make the students can be socialization well.

Two Stay Two Stray techniques will be very useful in the teaching and learning process if the teachers carefully and creatively prepare them, and then, they are used effectively to support the discussion of the material. So that, the teacher can explains clearly to the students what going to do in using this technique.

c. The teacher gives them time to read the media around 10 until 15 minutes in order the students can figure out it.
d. After the students read the media that given by the teacher, half of the students have to move to another group and get all of the information from their friends in another group.
e. The two staying students have task to share information and work result to their guests.
f. The guests excuse themselves and back to their group and report their findings from other groups.
g. All the group comparing and discussing about their result together.
h. Every group will explain their result in front of the class.

intended to know the effectiveness of of Two Stay Two Stray in teaching reading narrative text. According to Sugiyono (2013: 74) pre-experimental design is experiment which seriously, because still there

are external variable following has an effect on to be formed dependent variable. In this research only one class, it was mean that there was no control group. Thus, the writer used One-Group Pretest-Posttest Design. Formulates it as follows:

Pre-test	Treatment	Post-test
T1	X	T2

Population of the Study

Population is all individuals of interest to the researcher (Marczyk, et al, 2005: 18). The population of this research was the whole students of the second year students of MTs Hidayatussibyan NW Sengkerang in academic year 2013/2014 that was 1 class which consist of 28 students. So, in this research the writer used population sampling technique to take the sample.

Research Instrument

Research instrument is a tool that used to measure the natural and social phenomena in observed (Sugyono, 2013: 102). The instrument of this research used objective test with multiple choices items consist of 50 items (narrative text). The total point for each item was 1 for the correct answer and 0 for the incorrect answer. So, the total score was 100.

The writer used this instrument to collect the data dealing with the effectiveness of Two Stay Two Stray in teaching reading comprehension (narrative text)

Pre-test and Post-test of the research

In the process of collecting the data, the writer came to the class as a teacher. Pre-Test was the test done before explaining the material that was an item in a study, it aimed to measure the ability of students in reading narrative text before using "Two Stay Two Stray". The test consists of 50 items of multiple choices.

Before the writer gives the students Post-test, the writer gave treatment by using Two Stay Two Stray. It was three weeks, and in each week the writer gave treatment two times. After giving treatment, the writer gave Post-test to the students. The tests were similar to the Pre-test, but different redaction.

Techniques of Data Analysis
Descriptive Statistics

It is used to display the important features of the data. The most commonly used measures of central tendency were mean, mode, median, and standard deviation. Identification of means score Pre-test and Posttest, with the following formula:

$$M = \frac{Y-X}{N}$$

(Sudijono, 2007: 318)

Identification of frequency distribution (mode), with the following formula:

$$Mo = L + i \left(\frac{fi}{fi + f2} \right)$$

(Suharsimi, 2003: 369)

Identification of frequency distribution (median), with the following formula:

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right)$$

(Suharsimi, 2003: 371)

Identification the students individual deviation (d) of sample score, formulate it as follows:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N} \right)}$$

(Sudijono, 2007: 306)

Inferential Statistics

It is used to decide whether the results confirmed the predicted effects of the independent variable. In other words, this analysis draw the conclusion whether the scores between the pre-test and posttest was significant and the using of The Two Stay Two Stray was effective or not.

For the sake of computation the writer used the formula which is recommended by Urdan in Imran (2013: 24). The formula is shown as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

DISCUSSION
Descriptive Statistics

During the research process until the end, the writer obtained the students' score either in the result of pre-test, post-test, deviation, and deviation square.

The Score of the Students are obtained the total score of Pre-test was $\sum 1052$, Posttest was $\sum 1596$, Deviation was $\sum 544$, and Deviation Square was $\sum 12000$. After the total score both of the tests obtained, the work continued to the

computation of the mean score of the tests.

Data Interpretation of Pre-test
Mean score of Pre-test

Based on the result of the calculation of the means score of the Pre-test it has been obtained the mean score of the test was 37.57. After finding the mean score, the writer continued calculated the mode but before that, the writer classified the frequency of distribution.

Frequency Distribution of Pre-test

Class limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
20-26	19.5-26.5	23	IIII	4	14.28
27-33	26.5-33.5	30	IIII-I	6	21.42
34-40	33.5-40.5	37	IIII-III	8	28.57
41-47	40.5-47.5	44	IIII	4	14.28
48-54	47.5-54.5	51	IIII	4	14.28
55-61	54.5-61.5	58	II	2	7.14
Total			28	28	100

Data Interpretation of Post-test
Mean Score of Post-test

It has been obtained the mean score of the test is 57. After finding the mean score, the writer continued calculating the mode but before that, the writer classified the frequency of distribution.

Frequency Distribution of Post-test

Class limits	Class boundaries	Midpoint	Tally	frequency	Percentage
32-39	31.5-39.5	35.5	III	3	10.71
40-47	39.5-47.5	43.5	II	2	7.14
48-55	47.5-55.5	51.5	IIII	4	14.28
56-63	55.5-63.5	59.5	IIII IIII	12	42.85
64-71	63.5-71.5	67.5	II	5	17.85
72-79	71.5-79.5	75.5	IIII	1	3.57
80-87	79.5-87.5	83.5	I	1	3.57
Total			28	28	100

Based on the condition above, the writer concluded that Null hypothesis (Ho) is cearly rejected and the alternative hypothesis (Ha) is accepted. Thus, it is said that Two Stay Two Stray is an applicable technique. It is proved by the practicality of this method in teaching language skills that the learners are able to comprehend and understand the materials.

CONCLUSION

This research was starting from 21 of March up to 10 of April 2014**.** The statistical analysis of the data obtained showed that the figures of students' mean score of pre-test was 37.57 and 57 for posttest. The students' mean score of post-test was higher than pre-test.

Based on the result and discussions in previous chapter, it can be concluded that Two Stay Two Stray was effective in teaching Reading narrative text. Based on the result of the t-test, it was found that t-test was 4.875 and t-table at significance level of 0.05 (95%) was 2.052. Thus, t-test was higher than t-table. So, it indicated that "Two Stay Two Stray" as technique can be used in teaching Reading Comprehension especially narrative text. It showed that Alternative Hypothesis (H_a) was accepted and Null (H_o) Hypothesis was rejected.

SUGGESTION

In line with the conclusion above, there are some suggestions offered by the writer. For teachers in particular, the writer hoped the teachers to apply various kinds of methods, techniques, media in conducting English course in order the teaching and learning process will be more effective and interesting. Thus, it can enhance the students' motivation and achievements in learning English. Especially in teaching Reading, the language teachers should be able to motivate, control, and facilitate the students in undergoing the process of reading either during the class time or beyond the class time. For making this possible, the writer offers to use cooperative learning type Two Stay Two Stray as a method in teaching English as a Foreign Language especially in teaching English Reading. Besides will make the class more fun and enjoyable, it also makes the class more interesting.

Furthermore, the students are suggested to be more interested in learning English Language especially Reading Narrative text. It is important indeed because the students themselves know what kinds of text that they learn. To make them easier to comprehend what the text talks about, it is need any discussion with other people. Thus, the writer suggests using Two Stay Two Stray in learning Reading especially Narrative Text. Besides Two Stay Two Stray is cooperative learning, it will make them working well within a group such as being an active listener; provide an explanation to the good friends.

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