

THE INVESTIGATION ON TWO STAY TWO STRAY TEACHING METHOD TOWARD STUDENTS' READING COMPREHENSION

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ABSTRAK

Kata kunci:

Minimal 3 kata dan maksimal 6 kata, (kata pertama; kata ke dua; kata ketiga)

Penelitian ini bertujuan untuk melakukan investigasi terhadap efektivitas metode mengajar Two Stay Two Stray Teaching Method terhadap pemahaman membaca siswa. Penelitian ini mengajukan pertanyaan penelitian tentang apakah metode pengajaran "two stay two stray" efektif dalam mengembangkan pemahaman membaca siswa. Jenis penelitian ini adalah penelitian eksperimen yang terdiri dari satu kelas eksperimen dengan dua test yang diberikan yakni pretes dan postes. Subjek penelitian adalah siswa yang berada di kelas dua SMPN 2 Jerowaru. Instrumen penelitian menggunakan tes pilihan ganda yang mengukur pemahaman membaca siswa. Hasil data dalam penelitian ini dianalisis dengan menggunakan analisis deskriptif dan analisis statistik untuk menentukan efektivitas metode pengajaran "two stay two stray" terhadap pemahaman membaca siswa. Hipotesis akhir dibuat setelah mengetahui hasil analisis statistik dari penelitian ini.

ABSTRACT

Keywords:

Two Stay Two Stray Teaching Method, Reading Comprehension

The research was aimed at conducting the investigation on the effectiveness of Two Stay Two Stray Teaching Method Toward Students' Reading Comprehension. The research address the research question on whether or not the two stay two stray teaching method effective in developing students' reading comprehension. The type of the research was experimental study which consist of one class experiment with two pre test and post test. The subjects of the research were those students who were at the second years of SMPN 2 Jerowaru. The research instrument used multiple-choice test which measured the students' reading comprehension. The result of data in this research were analyzed by means of descriptive and statistical analysis to determine the effectiveness of two stay two stray teaching method on students' reading comprehension. The final hypothesis were made after finding out the statistical analysis result of the study.

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 Slater, A., Muir, D. (2012:71) say that 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.

When the teachers teach English in the school, they find the students' problem in learning English language. One of the problems related students difficulties in reading English text, because they do not read the text only but they are required to understand the contents of reading materials such as: find out the topic, main idea and answer the question that related with the text.

The availability methods in teaching reading comprehension will create the learning atmosphere as enjoyable as possible in order the process of transferring English knowledge and skill will be easier and more interesting in the classroom. Two Stay Two Stray is one of an effective instructional method, this method is believed to be able to enhance social and academic development among students. The Two Stay Two Stray is one of the teching method in 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.

By telling those evidences on the use of Two Stay Two Stray method, the researcher believe that the method mentioned is effective in making the learning environment becomes more active, participatory, conducive and fun. This is because the students are also given opportunity to discuss actively in discussing the material, in this case mainly discussed about texts, digging each other and then share the information about what they get. So that, learners will gain an understanding about reading comprehension but focused on narrative text.

After all, this study aimed at conducting an investigation on the effectiveness of Two Stay Two Stray method in teaching reading comprehension by addressing the research question, " does Two Stay Two Stray method effective in teaching reading narrative text?".

This study is expected to have some significances like giving the educators the theoretical information of the positive effect of Two Stay Two Stray in learning Reading Narrative text as well as helping the students comprehend the narrative text .

METHODE

The research method is the preparation of the design of the research project (Creswell. 2008:59). This research was an experimental research with pre experimental design. This study would like to investigate the effectiveness of of Two Stay Two Stray in teaching reading narrative text. The research involved only one class as the research participants, which means that there was no control group. In shshort, the researcher used One-Group Pretest-Posttest Design. Formulates it as follows:

The Scheme of Research		
Pre-test	Treatment	Post-test
T1	X	T2

In this research there was no control group and the students were given pre-test before the giving instruction or treatment for a given period of time. And the end of period of time, the students received post-test. It means that the writer gave pre-test to the students and then taught students by means of “Two Stay Two Stray” for periods of time. By the end of the research, post test were given to see the significances of the teaching method that was applied to centin research samples of particular research population.

The research Population itself means here is the all individuals of interest to the researcher (Wasche, M. et. al. 2007:12). The population of this research is the whole students of the second year students of SMPN 2 Jerowaru that is 1 class which consist of 28 students. So, in this research the writer used population sampling technique to take the sample. Thus, the writer took all of population as sample or population research.

The instrument of this research used objective test with multiple choices items consist of 50 items (narrative text). The total point for each item is 2 for the correct answer and 0 for the incorrect answer. So, the total score is 100.

In this research, data means all information that is directly gathered from the second year students of SMPN 2 Jerowaru. The data is the item that obtained from the students after doing the test. The data obtained through Pre- test, and Post-Test.

1. Pre-test

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

2. Post-test

Before the writer gives the students Post-test, the writer gave treatment by using Two Stay Two Stray. It was in three weeks, and in each week the writer gave treatment two times. After giving the treatment, the writer gave Post-test to the students.

By and large, there are two types of methodology data analysis, namely; statistic analysis and non-statistic analysis. In this study, the writer applied the descriptive analysis and statistic analysis. Descriptive Analysis was used to display the important features of the data. It is commonly used to measure central tendency mean, mode, median , and standard deviation. Mean while the Inferential Analysis was used to decide whether the results confirmed the predicted effects of the independent variable.

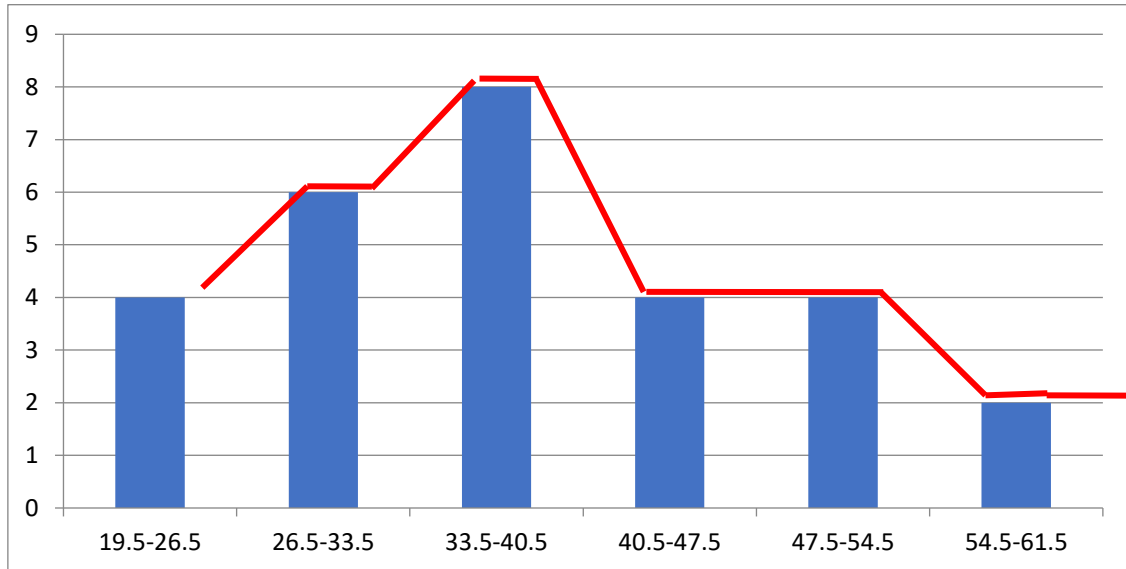
FINDING AND DISCUSSION

At the first meeting the pre-test was given to know the students prior knowlwe in reading narrative text. At pre test, the questions were consisting of 50 items of multiple choices test. Soon after giving the pre test and measuring stuent’s knowledge on reaing naraative text, the treatment was given by means of Two Stay Two Stray teaching method. After eight times of the treatmen given, the writer conducted post-test to the students, the tests was 50 items of multiple choices that based on the materials that has taught in the treatment.

The research question said “does the Two Stay Two Stray teaching method effective in teaching reading narrative text at the second year students of smpn 2 jerowaru?. To find out the answer of this question, the writer presented the statistical computation of mean score,

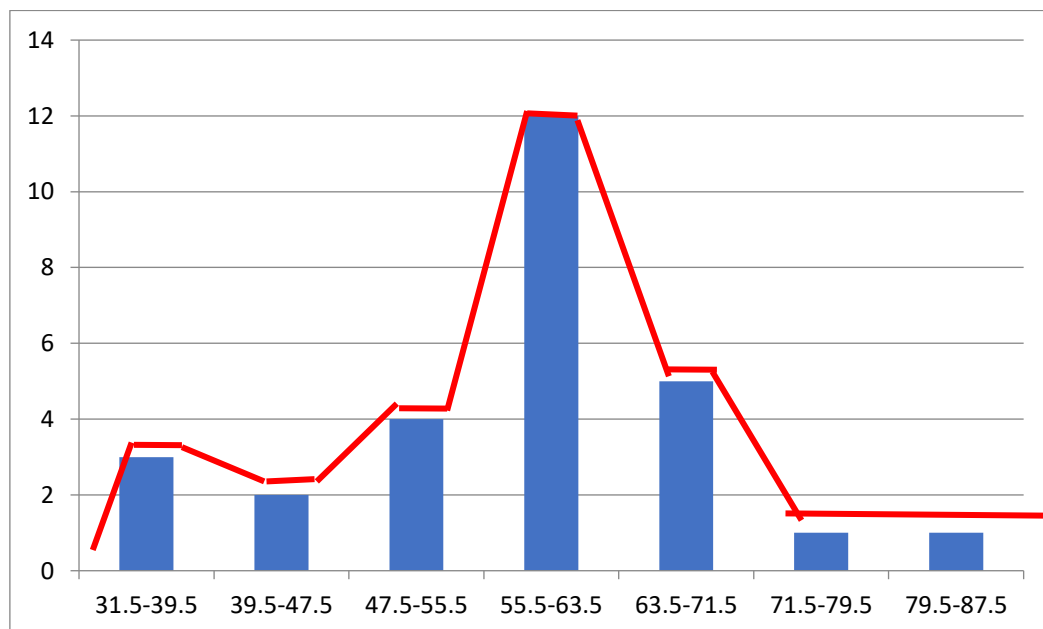
mode, median and standard deviation as well as deviation Square. The obtained data from the students' score was 37.57 average score in pretest with 58 was the high score while 20 was the lowest score. A clear illustration is shown through the following graphic.

Graphic 1.0
Histogram of Pre-test



The mean score of the Post-test was obtained by dividing the sum of the students' score of the Post-test with the number of the students. Based on the result calculation it was found that the Post-test mean score was 57 with the highest score was 80 while the lowest score was 28. A clear illustration is shown through the following graphic.

Graphic 1.1
Histogram of Post-test



Meanwhile the statistical analysis result found that t-test value was 4.875 and t-table was 2.052 for confidence level 0.05 (95%). This facts show that value of t-test was higher than the value of t-table. Thus, the writer concluded that the use of Two Stay Two Stray was effective

in teaching reading narrative text. The writer found that there was a significant difference between the students' ability before treatment by using Two Stay Two Stray and after treatment.

Based on the condition above, the writer concluded that Null hypothesis (H_0), which says: "Two Stay Two Stray" is not effective in teaching reading comprehension at the second year students of smpn 2 jerowaru was clearly was rejected while the alternative hypothesis (H_a), which says "Two Stay Two Stray" was effective in teaching reading comprehension at the second year students of smpn 2 jerowaru was accepted.

CONCLUSION

In conclusion, this research aimed to investigate the effectiveness of the Two Stay Two Stray Teaching Method on students' reading comprehension, particularly focusing on narrative text. The study, conducted with the second-year students of SMPN 2 Jerowaru, employed an experimental design with a one-class experiment, including both pre-test and post-test assessments.

The findings revealed that the Two Stay Two Stray Teaching Method had a significant impact on students' reading comprehension. The pre-test scores indicated a range of 20 to 58, with an average score of 37.57. After the implementation of the teaching method, the post-test scores demonstrated improvement, with a mean score of 57, ranging from 28 to 80. The statistical analysis, utilizing t-test, showed a significant difference between students' abilities before and after the treatment.

The graphical representations of the pre-test and post-test scores further illustrated the positive impact of the Two Stay Two Stray Teaching Method. The histograms demonstrated a shift towards higher scores after the implementation of the teaching method.

The calculated t-test value of 4.875 exceeded the critical t-table value of 2.052 at a confidence level of 95%. This result led to the rejection of the null hypothesis, suggesting that the Two Stay Two Stray Teaching Method was indeed effective in enhancing students' reading comprehension among the second-year students of SMPN 2 Jerowaru.

To sum up, the study provides valuable insights into the effectiveness of the Two Stay Two Stray Teaching Method in the context of teaching reading narrative text. The positive outcomes support the adoption of this method as an engaging and effective instructional approach to improve students' reading comprehension skills. These findings contribute to the existing body of knowledge on innovative teaching methodologies and have practical implications for educators seeking to enhance their students' language skills.

The statistical analysis result 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_0) Hypothesis was rejected

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