THE EFFECTIVENESS OF USING TWO STAY TWO STRAY IN TEACHING READING OF NARRATIVE TEXT AT THE FIRST GRADE STUDENTS OF SMAN 1 SRONO IN THE 2020/2021 ACADEMIC YEAR

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Abstract: ***The Effectiveness of Using Two Stay Two Stray In Teaching Reading Of Narrative Text At The First Grade Students Of SMAN 1 SRONO In The 2020/2021 Academic Year.*** *Reading not only helps students understand the text but also to reach and expand their knowledge especially in English. Reading comprehension in learning English is a process of understanding written ideas through meaningful interpretation and interaction with language. In studying reading material, students must be able to understand the reading text during the reading process. Two Stay Two Stray is a cooperative learning model that provides opportunities for groups to share results and information with other groups. Two stay two stray is used with the aim of directing students to actively discuss, question and answer, seek answers, explain and listen to material explained by friends. The main objective of this research is to find out how effective the Two Stay Two Stray (TSTS) technique is used in the learning process of reading narrative text. In this study, researchers used an experimental method by grouping students into two groups, namely the experimental group and the control group. The research subjects were students of class X SMAN 1 Srono Banyuwangi. In collecting data, the researcher made observations, giving tests in the form of pre-test, post-test, and documentation. The results of this study indicate that the Two Stay Two Stray (TSTS) technique is quite effective in learning to read narrative text and can improve students' reading ability of narrative text. This is evidenced by the increase in the average score of students before the research was conducted by giving the pre-test, namely 76.76, then the average value after giving the material using the TSTS method and giving the post-test was 87.74. The researcher concluded that by using the Two Stay Two Stray (TSTS) technique the learning process to read narrative text was very effective and could improve students' reading skills.*

Keywords: English, Reading, Narrative Text, Effectiveness, Two Stay Two Stray (TSTS).

Introduction

The main of reading is getting information. Grellet (2006) also states that reading does not only help the students understand the text but also to achieve and enlarge their knowledge especially in English. As it is the most urgent activity in any language class, not only as a source of information and pleasurable activity but also as a means of combining widening one's knowledge of the language (Smagorinsky, 2001). According to Heilman, Blair and Rupley (1981) reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. As stated by Flippo (2000) reading process is not simply translated word by word but it needs to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend the reading text during the process of reading. Nevertheless, most of teachers do not know what way or technique which can be applied to teach reading comprehension in order to assist the students to comprehend the reading text.

Effectiveness on the basis of effective means that it is successful or something that is done is successful. According to the popular scientific dictionary defines effectiveness as the appropriateness of use, use results or support goals. According to Pasolong (2007), effectiveness basically comes from the word "effect" and this term is used as a causal relationship. Effectiveness can be seen as a cause of other variables. Effectiveness means that pre-planned goals can be achieved or in other words, the targets are achieved because of the activity process.

The two stay two stray method is a cooperative learning model that provides an opportunity for groups to share results and information with other groups. This is done because many teaching and learning activities are carried out individually.

Two stay two stray is used with the aim of directing students to be active in discussing, question and answer, looking for answers, explaining and also listening to material explained by friends. In this learning, students are faced with listening to what is said by both the teacher and by friends in other groups, which indirectly the students will be taken to listen to what other group members say. In this process, there will be listening to students' material given by the teacher.

Based on the observation in SMAN 1 Srono, the researcher found many problems in delivering the material and student difficult to understand about the material. The teacher delivers the material just a full text without gives some techniques to make the learning is more interest. The students' only listen the material was given from the teacher and read the text. In this school uses lecturing technique most of the time. According to the English teacher, there are some problems that make students unable to understand the way the material is taught by the teacher ie students rarely record the material taught by the teacher, students still do not understand the material delivered by the lecture method in front of the class, students

do not have goals towards the lesson English is seen from the inactivity of students in absorbing the material being taught. But the reason given by students to the English teacher is that the teacher gives the material too fast, so the material taught is not well understood by students.

Based on the above problems, the teacher must make students interested and there will be effective techniques in the learning process to make students more easily understand the material, especially in reading. The way, this technique is used by teachers to teach students activities towards the goals to be achieved. Techniques that can be applied in teaching reading skills are cooperative learning with two stay to stray. A technique that students have to create groups and the results are given to other groups. This technique can be used for all subjects and levels. Therefore, researchers go to do one technique in cooperative learning is two stay two stray.

Lie (2007:61-62) defined that "structure of two stay two stray give opportunity two the group for distribute the result of the information with other group. (Kagan S. , 1994) TSTS is essentially a group discussion model, member of each group has own responsibility (two students become strayers and two other become strayers).

The researcher made observations at SMA N 1 Srono, in this observation the researcher revealed that students experienced problems and tended to experience many difficulties in reading comprehension, especially in reading narrative text. There were some crucial problems concerning the teaching and learning of reading narrative text. First, most of students always felt bored when they were studying reading because the teacher never used any kind of technique that can assist them to comprehend the reading material easily. The teacher only asked the students to read a text aloud and gave the meaning of the difficult words directly then asked them to do the exercises. It made them difficult to get the message of the text because they just read the text without comprehending the text. Forth, there were many students who had difficulty in grasping the meaning of the text. They did not know the meaning of certain words that were not familiar to them. It happened as they were lack of vocabulary and they also did not know the topic of the text. Furthermore, the teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It can be seen from the monotonous activities which consists of reading aloud, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text.

Based on the description above. In overcoming this, the teacher applies the two stay two stray method to emphasize students in the interactive dialogue process. In learning activities the application of two stay two stray is expected to be effective in making students interact with other students in working together and exchanging ideas.

Theoritical framework

Effectiveness is a success or

something that is done with good results. In the general scientific dictionary defines the term effectiveness as an accuracy of use, results that support goals. According to Pasolong (2007), effectiveness comes from the word "effect" and this term is used as a causal relationship. Effectiveness can be seen as a cause of other variables. Effectiveness means that the goals are pre-planned.

Two stay two stray techniques is a cooperative learning strategies that emphasizes the interactions among students in groups through cooperation and participation of the students (Jolliffe, 2007). In this phase, the students will work together until all of the members comprehend the material and finally attain a great achievement. According to Suprijono (2009), two stay two stray is started by dividing the students into a group. After creating the group, the teacher gives them a task to discuss and find out the answers with their own group. Eisenhower (1994) states that cooperative learning will be an alternative way for the teacher to motivate and solve the students' problems. It can happen as the students are interested to learn cooperatively where they can share and gather information together.

Procedure of Two Stay Two Stray have six steps of Two Stay Two Stray procedures (Lie, 2007: 62)

1) Students work in group consist 4 members.
2) The teacher gives the task to each group to discuss and work on together.
3) When completed, two members

from each group were asked to leave the group, and two members visit to other group.
4) Two people who live in a group in charge of distributing information and the results of their work to their guests.
5) The guests excused himself and return to their own group and reports their finding from other groups.
6) Every group matches and discusses the results of their work.

The Characteristics of Two Stay Two Stray have some characters about Two Stay Two Stray (Lie, 2007:62):
1) Students work cooperatively in groups to complete the learning material.
2) Form groups of students who have high ability, medium and low.
3) When the members of group may come from different racial, cultural, ethnic and gender
4) More oriented towards the group award than individual.

Data Collection

Research is the process that is the step combination that is done systematically to get the solution of the problem or to get the answer from the certain question. Experimental research is a general plan for conducting studies with active independent variables.

In this research, researcher uses quasi-experimental techniques. This technique is important because it is the ability to reach valid conclusions about the effects of experimental treatment on the dependent variable. Quasi-

experimental design is used randomly in determining the groups assigned as research objects. There are two groups used in the research, the group used as an experiment and the group used as a control. Researchers use post-test in conducting tests to obtain data.

Group	Treatment	Test
Control Group	No Treatment	Pre-test & Post Test
Experi mental Group	Treatment	Pre-test & Post Test

Table : Grouping of Research Objects

Based on the table above, the researcher selected two classes consisting of experimental and control groups. The experimental group was taught by using two stay two stray techniques as a treatment whereas the control group is taught by using reading aloud techniques. In this research, the students were given a post-test to know their reading ability after the treatment was done only to the experimental class while the control class was taught by reading narrative text techniques. The researcher conducted this pre-test and post-test for control and experimental class.

The instrument is a tool for measuring, observing, or documenting data, it contains test of the reading and response possibilities that establish and develop in advance of the study. As states by Arikunto in sons (2013: 41) that research instruments are other tools used to measure the skills, knowledge or talents of individuals or groups. This means that the research instruments used to measure the variables studied by researcher.

As expressed by Arikunto (2010: 193) which says that the test is set of questions of exercise or other instrument used to measure the skill, knowledge intelligent or attitude of an individual or group. Agreeing with this, Margono (2010: 170) also said that the test is a set of stimuli given to someone to get answer as a basic of score determination. It can be concluded that the test is a set of questions that measure knowledge to get answers as a basis for determining the score. In this study, the test is divided in two parts, pre-test and post-test which are given in the experimental group and control group. The purpose of pre-test and post-test is to compare groups or measure change which produced from experimental treatments.

Data Analysis

1. Data Analysis Technique

Data analysis method is systematically process to analyze data which have been collected. To get the data the researcher takes from the result post-test students. To analyze the data, the researcher using independent t-test formula in SPSS program.

$$\frac{M_2 - M_1}{\sqrt{\left[\frac{\sum X_X^2 + \sum X_Y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

Where;

Mx   = mean of the experimental group

My   = mean of the control group

$\sum X^2$ = the total individual score deviation of Mx

$\sum Y^2$ = the total individual score deviation of My

Nx = the number of subjects in group x

Ny = the number of subjects in group y

2. Research Procedure

In this study, the research procedures carried out by researchers use several steps that will be applied such as planning, action and testing.

1) Planning

The first stage carried out by researchers is to conduct learning planning based on a syllabus that has been determined by the school. Planning is made by researchers to conduct teaching in class to fit the objectives of the study. In this planning stage, the researcher made two comparisons of the first learning plan for the experimental group using the Two Stay Two Stray method and the second for the control group using conventional methods. Researchers choose narrative text as material in learning to read where the material of narrative text is determined by the researcher.

2) Action

In implementing the learning plan in class with the two research groups, class A as the first group using the Two Stay Two Stray method and the second group class B using the conventional method meeting four times in the classroom with a time of 2 x 35 minutes. In the first meeting, researchers gave posttests to students for data retrieval.

3) Test

Retrieval of data obtained from student test results to determine the ability to read students about narrative text. In this test it is expected to get different results between using the Two Stay Two Stray method by using conventional methods. Tests given to students in the form of multiple choices tests and written tests with the theme of the narrative text. The purpose of this test is to find out how much the level of student understanding of reading and assess students' reading ability. Differences in student ratings are on the scores obtained by each student in two different groups and are accumulated based on groups that have been determined.

Findings

1. The effectiveness of using the Two Stay Two Stray method in learning to read narrative text.

From the results of the initial research by giving a pre-test for the experimental group, it was found that the average value in the experimental class was 76.76 with a minimum value of 60 and a maximum value of 95. With the class average score slightly above the KKM, namely 75, the researcher trying to increase the average value by applying the Two Stay Two Stray method. After conducting experiments by providing learning with the Two Stay Two Stray method and providing post-test to students, the results of the experimental class average score of 81.03 with a minimum value of 65 and a maximum value of 95. The results after the study were greater than before and experienced a good increase from the KKM value.

The researcher applied the two stay two stray technique using the learning method by forming small groups of 5 students in one group. Researchers provide material

reading narrative text with folklore reading taken from books and the internet. During the learning process, the researcher trained the students to speak with an emphasis on aspects, namely fluency, accuracy, content, and pronunciation. These aspects also serve as guidelines for researchers in assessing students' speaking ability.

Based on the description above, the researcher concluded that the use of the two stay two stray technique in learning to read narrative text using folklore themes was very effective in class X IPS 1 SMA 1 Srono Banyuwangi as an experimental group.

2. The ways of applying two stay two stray technique in learn reading narrative text to improve students' reading skills.

After completing the research, students feel helped in learning English by applying the two stay two stray technique. They find it easier to understand the reading of the narrative text by classifying the aspects contained in the story. Supported by the formation of small groups of 5 students in 1 group, students can channel their ideas or thoughts to their group or to other groups.

Learning English through the application of the two stay two stray technique with narrative text reading material has an impact on improving students' reading skills. This is evidenced by the fact that most students have good post-test scores. This means that the application of the two stay two stray technique to reading material of narrative text is quite effective in improving students' reading skills.

In the implementation of the application of the Two Stay Two Stray technique in learning to read narrative text, the researcher carried out several stages including the stage of giving pre-test, providing narrative text material, forming small groups, giving material back in groups by allowing students to discuss with their group of friends, and the last one is giving a post-test to find out the final results of students.

Based on the treatment from the beginning of the meeting to the last meeting, students can demonstrate the ability to read narrative text by classifying aspects in the narrative text. It is hoped that in the future students can feel confident that learning material reading narrative text using the two stay two stray technique is very effective so that students can improve their ability to read narrative text.

Conclusion

Based on research that has been conducted by researchers from the beginning of the study to data processing, the researchers can conclude the research results as follows:

a. By using the Two Stay Two Stray technique in the learning process of reading narrative text, it is seen that there are students' activeness in following the material. It can be seen that the conditions in which students are involved in discussions between friends in their own groups and provide input to other groups.

b. The comprehension of reading narrative text material using the Two Stay Two Stray technique

seems to further improve the students' abilities. This is evidenced by the results of the scores taken by the researchers at the pre-test and post-test stages. In giving the pre-test before the study using the two stay two stray technique, the average result obtained was 76.76, but after learning using the two stay two stray technique and given the post-test to students, it was seen that the results had increased or increased. the score ie the class average rose to 81.03. This means that the use of the two stay two stray technique in the learning process of reading narrative text is very effective.

c. The use of the two stay two stray technique in learning to read narrative text is also very helpful for teachers in delivering material. Here students who look active because in groups they can exchange thoughts, ideas, ideas and development of the material provided by the teacher. The teacher only directs, monitors student activities and provides solutions if there is material that is difficult for students to complete.

d. After conducting research and analyzing the data, the researcher concluded that the teacher's use of the Two-Stay Two-Stray technique to read narrative texts was very effective. This means that the two-stay two-stray technique is very effective in improving students' learning ability to read. ability to read narrative text. And from the hypothesis test it can also be seen from the Sig value. (2-tailed) of

the variance equation is assumed in the SPSS table where Sig. (2-tailed) is 0.036. lower than α = 0.05, which means that Ho is rejected and Ha is accepted.

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