



**THE EFFECTIVENESS OF TWO STAY TWO STRAY STRATEGY
TO THE STUDENTS' READING COMPREHENSION
AT SMPN 1 PRAMBON IN ACADEMIC YEAR OF
2015/2016**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



**By:
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NPM: 11.1.01.08.0029**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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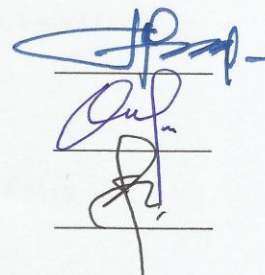
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iii



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ABSTRACT

The objective of the study was to investigate whether there is a significance effect of teaching reading using Two Stay Two Stray Strategy. Conducted at the eight grade students of SMPN 1 Prambon in academic year 2015/2016, this research used experimental technique with one-group pretest-posttest design. It was conducted in VIII-8 class as the research sample consisted of 32 students. The instrument used to collect the data was test. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyze the data was t-test. From the result, it was found that the obtained t-test was 9,738, whereas t-table was 2,750 at the degree of significance 1%. The t-score was higher than t-table ($9,738 > 2,750$). It meant that H_a was accepted while H_o was rejected. So, there was very significant effect of Two Stay Two Stray Strategy to the eight grade students' reading comprehension at of SMPN 1 Prambon in academic year 2015/2016. It is recommended that the teachers use Two Stay Two Stray Strategy in reading activities.

Key words: Effect, Two Stay Two Stray Strategy, Reading ability



I. INTRODUCTION

Reading comprehension is very important for students because they need it for acquiring knowledge and learning new information. According to Nunan (2005:79), reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Another definition stated that reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Cathy and Healy 2002:3). Beside that, According to (Samuels, "The Method of Repeated Readings" 169 in Duke and Pearson 2001), reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. From the statements above, it is allowed to conclude that reading comprehension is thinking skills which need a process through understanding and constructing meaning of the content that is being read.

As an active skill, reading is most important of the reader. According to Dr (2008:113) said that reading is most useful and important skill for people. Beside that, reading is not only a source of information

and a pleasurable activity but also as means and extending one's knowledge of the language. According to Jack (2002:283) said that in many second or foreign language teaching situations, reading receives a special focus. Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. From the statements above, it is allowed to conclude that reading is one of important English skill in learning language. Beside that, it is not only a source of information but also as extending one's knowledge language, for their career and for study purposes.

Reading is a lifelong activity, because it is also something crucial and indispensable for the students because the success of their study depend on the greater part of their ability to read. According to Paris et al. in Karen (2007:3) that reports of how good readers understand and learn from text suggest that they coordinate a set of highly complex and well-developed skills and strategies before, during, and after reading that assist them in understanding and remembering what they read. Another statement is said by Nunan (2003:79) that good reader knows what to do when they encounter difficult. Beside that, fluent reading is

defined as the ability to read an appropriate rate with adequate comprehension. And also the reader's background knowledge integrates with the text to create the meaning. From the statements above, it is allowed to conclude that when good readers find difficulties in reading, they know what to do. They have ability to coordinate a set of highly complex and well-developed skills and strategies before, during, and after reading a text and also the ability of the reader's background knowledge integrates with the text to create the meaning.

Later on, some problems faced in the world of education especially in learning to read in lack of reading skills among students, especially in learning to read English text. As stated by Oyetunde and Unoh in Adigun and Oyelude (2010:3) that list impediments to positive reading habits and attitude. These includes lack of materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home background, and lack of adult readers as models. Another expert Karen (2007:4) stated that the readers often less interested in reading, their motivation is often low, they prepare minimally, if at all, prior to reading, they use few metacognitive strategies to monitor their learning from text, and they have inadequate vocabulary and background

knowledge with which to connect and link new ideas to previous learning. From the statements above, it is allowed to conclude that the problems of reading skill among students can happen because their motivation is often low, poor preparation of the teacher, poor libraries and they have inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning.

To solve the problems above, the teacher needs to use interesting technique. There are many kinds of technique that can be used in the teaching and learning process. One of the technique that can be used in teaching reading and learning process is Two Stay Two Stray. According to Sugiyanto in Wibowo (2009) said that Two Stay Two Stray is useful for the students because there are some benefit that they can the students get from it. Such as: (1) it can be applied to all classes / levels, (2) a tendency to be more meaningful student learning, (3) it is more oriented activity, (4) it is expected that students will dare to express their opinions , (5) it increases the cohesiveness and confidence of students (6) the ability to speak the students can be improved; (7) it helps increase students interest and achievement. Sukmayati (2012:3) in her journal states TS-TS will work well if students have a product or information to

share. It also gives students experience in gathering information and reporting back to their teammates. From those statements above, it is clearly mentioned that Two Stay Two Stray Technique is an alternative method to help the teacher to make the class more active and also improve the students' reading comprehension.

Based on the explanation above, the important effect of using Two Stay Two Stray to the students reading performance make the writer hopes that the students are able to comprehend and explore their idea in a text. To make reading as something that is not underestimated again in the practice of education and the writer is eager to do a study entitled The Effectiveness of Two Stay Two Stray Strategy to the Students' Reading Comprehension at SMPN 1 Prambon in Academic Year of 2015/2016.

II. METHOD

This research used experimental research with one-group pre-test-post-test design since the researcher intended to examine the cause and effect between two variables, using Two Stay Two Stray Strategy as the independent variable and students' reading achievement score as the dependent variable.

This research was carried out at the eight grade of SMPN 1 Prambon in

academic year 2015/2016 and it was conducted in first semester. The activities were started from treatment up to collecting the data which were the score of the students' reading test.

The population in this research was all students of eight grade of SMPN 1 Prambon in academic year 2015/2016 consisting of nine classes. The number of the population was 328. While the sample of this research was only one class that was class VIII-8 consisting of 32 students.

The instrument used in this research to collect the data was written test. The test will be in the form multiple choice consist of 30 questions they are divided into three categories: easy (25%), middle (50%) and difficult (25%), while there were six indicators: 1) find main idea from the text, 2) identify implied information from the text, 3) find purpose from the text, 4) find detail information from the text, 5) find synonym/antonym word from the text and 6) find word reference based on the text. Each correct number will be given 1 points and the incorrect number will be given 0 points. Thus, if the all answers of the test are correct will be given 30 points. Beside, in this research there were two kinds of test, pre-test and post-test. Pre-test was conducted first to know the students' reading ability before being given the

treatment and the second one was post-test which was given after the treatment.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the result of students' score in pretest, the total pre-test score of class VIII-8 was 680, means = 21,25. The standard score of English subject for eight grade students of SMPN 1 Prambon is 70. So, the requirement for the students to past the test is their score has to be 70 or above. From the data of pre-test score, there was only one student who passed the test, the others were failed.

After being given the treatment, the students' reading ability was improved that can be seen from the result of students' reading ability in post-test with the total score was 1040, and the mean = 32,56. The standard score of English subject for eight grade students of SMPN 1 Prambon is 70. So, the requirement for the students to passed the test is their score has to be 70 or above. From the data of post-test score, the total students who could pass the test were 10 students.

Then, the scores from pretest and pretest were compared to get $Md = 11,56$

to analyze pre-test and post-test using t-test. From t-test computation, $t = 9,738$ and the degree of freedom is 31. With $Df = 31$, the value of t-table with the degree of signifance 1% = 2,750 and the value of t-table with the degree of signifance 5% = 2,042. Based on the t-score above, the researcher can conclude that the students' reading ability is increasing and Two Stay Two Stray Strategy gave very significant effect to the students' reading ability. It can be proven by the table difference degree of significance from t-table and t-score below.

Table 1. The statistical computation of using t-test

Df	T-Score	T-Table 1%	T-Table 5%	Significant Ha	Ho
31	9,738	2,750	2,042	Very significant	Rejected

Based on the calculation above, if t-score \geq t-table, and the degree of significance 1%, it means that it is very significant, so Ho is rejected. It can be seen that t-score is 9,738 and the degree of freedom $(N-1) = (32-1) = 31$.

Finally, the t-table is 2,750 in the degree of significance 1% and 2,042 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant effect of Two Stay Two Stray

strategy to the eight grade students' reading comprehension at SMPN 1 Prambon in academic year 2015/2016.

IV. CONCLUSION AND SUGGESTIONS

Regarding to the result of the data analysis, the conclusion of this study can be disclosed as follows: (1) Two Stay Two Stray strategy is good to teach reading descriptive text because it can help the students to understand the material well, so the students can produce better descriptive texts than before at the end of the lesson and can also solve the students' difficulties as well as build their responsibility by working in a group. (2) using Two Stay Two Stray strategy there is collaboration between teacher and students to learn how to read descriptive text and the students more focus and concentrate in the process of reading. In short, the researcher concludes that the Two Stay Two Stray strategy gave significant effect to the students' comprehension in reading descriptive text at eight grade students of SMPN 1 Prambon in academic year 2015/2016.

It is suggested to English teachers of the eight grade students of SMPN 1 Prambon in academic year 2015/2016 to use this Two Stay Two Stray Strategy as the information dealing with technique in

teaching reading as the investigations related to the application of Two Stay Two Stray Strategy in descriptive text. For the other researcher, the researcher expects that they are able to improve their research and make a better research by exploring on Two Stay Two Stray Strategy for reading.

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