

**THE EFFECT OF TSTS (TWO STAY TWO STRAY) TECHNIQUE TO THE
STUDENTS' READING ABILITY AT THE TENTH GRADE IN
SMK NEGERI 1 KEDIRI ACADEMIC YEAR 2014/2015**

THESIS

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



By

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11.1.01.08.0117

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**



APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 18th, 2015

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ABSTRACT

The aim of this research is to measure the effect of TSTS technique to the students' reading ability. This research was called experimental research. The population of the research was the tenth grade students of SMK Negeri 1 Kediri that taken only one class consists of 32 students as the sample. The technique of analyzing data was T-test formula. The instrument used to get the data was pre-test and post-test. The formula that was used to analyze the data was t-test. From the result, it was found that the obtained t-test was 6,474, whereas t-table was 1,697 at the degree of significance 5%. The t-score was higher than t-table ($6,474 > 1,697$). It means that there was significant so the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. Based on the t-test result which obtain that TSTS (Two Stay Two Stray) technique has significant effect to the students' reading ability for the tenth grade students of SMK Negeri 1 Kediri in academic year 2014/2015. And the suggestion is deliver to the teacher that should apply Two Stay Two Stray technique in teaching reading to increase the students' reading ability.

Key words: TSTS technique, students' reading ability

I. INTRODUCTION

The English reading ability is the most important component of English performance, particularly in an academic setting. It is supported by BSNP (2008:18) in Harahap (2012:2) stated that in Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP)), the objectives of teaching reading are clearly stated. For Senior High School students, they are expected to be able to read and comprehend: description, narration, procedure, recount, news item, report, exposition, spoof, review and explanation. It shows that reading ability must be mastered by the students to reach the objectives of reading instruction.

Furthermore, from the data of The Jakarta Post in Rohim (2009:1) explained that the research finding of the Program for International Student Assessment (PISA) which oblige to improve the teaching practices especially related to reading skills, stated that Indonesian students rank among the lowest in basic reading skills compared to their peers in other countries. Indonesia is in 51st position among 57 countries on five continents. From the data,

it shows that Indonesian's students really weak in the basic of reading skill. It means that many students are still poor in reading and they need to improve their reading ability. Based on the statements above, it can be concluded that reading is important skill that should be mastered by students because they have less basic of reading skill compared with other countries. It is clear that reading definitely cannot be separated with reading ability in order to be successful in understanding kinds of text to reach the objectives of teaching reading.

Teaching reading in Vocational High School is quite different from Senior High School. Pramono (2012:8) explained that in teaching reading and writing at vocational high school there is difference between senior high school. There is no teaching genre of text, like narrative, descriptive, report, news item, etc. Teaching English in vocational schools should refer to the program of study of students who are being taught.

The English teachers of vocational schools have to teach about the language of English that is closely related to the students major of study. On the other hand, with new curriculum of 2013, reading instruction for vocational high school is same with senior high school that learn text for reading material. Based on the basic competence of English subject especially for Narrative text at the tenth grade of Vocational High School are analyzing the social function, structure of the text, language features and to define the meaning of the words. From the basic competence above states that the students are expected to be able to analyze the social function, structure of the text, language features and be able to understand the meaning of the oral or written of the simple Narrative text.

According to the result of an informal interview with Daniar Jauhar Alam, S.Pd. as English teacher in SMK Negeri 1 Kediri, he said that learning of English text for reading material is less important for vocational schools that the students actually only need real practice. Basically teaching reading in vocational schools only limited in expressions, short conversation, and procedures. In addition, he said that is because of the changing of curriculum, the students faced some problems in reading English text.

The students mostly have difficulties in comprehending the text, it is caused by limited students' vocabularies and knowledge of grammar. They are also difficult to define form of text that caused many students are bored in reading a text which contains unrelated topic to their environment. In other words, their ability on reading comprehension was very limited. Also they felt very difficult to comprehend the text they read when they did not have reading strategies in their mind as the keys to extract the information presented.

Many educators have made untiring attempts to find more efficient ways of reading

instruction for enabling the learners to become more proficient readers depend on the different types of learners and their needs. According to Brown (2000:299), “the reader brings information, knowledge, emotion, experience and culture that is called schemata (plural) to the printed word.” In this case, every students have already had different strategies to master their reading ability. The students typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Their ability to understand what they read is highly dependent upon the background knowledge that they bring to the act of reading. If the student knows a lot about a topic, they will use this knowledge to interpret the text, to make inferences, to create visual images, and to evaluate the author’s point of view. In the reality, there is still many problems faced by the students in using their own strategies in doing reading task.

Realizing the importance of reading for students’ needs, it is then very crucial for the students to have good reading proficiency. Mahfoodh (2007, p.1) in Floris and Divina (2009:37) states “Having good reading proficiency means the reader has abilities to understand written statements or any type of written texts accurately and efficiently.”

Based on Pimentel (2007:1) stated that putting a quality teacher in every classroom is key to addressing the challenges of reading achievement in schools such as knowledgeable, strategic, adaptive, and reflective teachers make a difference in student learning. That statement is supported by Urquhart who (2011:xi-xii) explained that to help all students become better readers, educators must understand the premise that guides the teaching of reading in their discipline, how to choose the best reading strategies from the vast array available, and how to put it all together and positively impact student learning. From the theories above is expected to have a quality teacher in supporting the students’ needs in reading achievement with efficient ways and good strategies to become more proficient reader.

Based on informal interview above from one of English teacher in SMK Negeri 1 Kediri, the researcher found that mostly the teacher there is still applied monotonic learning pattern in teaching reading such as read and doing the task. However, it makes students less active in participation in the teaching learning process. Usually the students are emphasized to hear and remember the teacher’s explanation and to work on the task given by the teacher individually. This makes students less interested and less motivated to understand the lesson. And this impacts on student achievement everyday.

For deducting the impact on the student achievement, the teacher need to improve the

learning process using a new learning model to make good reading proficiency in reading process. Because of that situation, Pimentel (2007:2) states “Effective teacher educators design the reading components of their preparation programs around findings from research on how students become successful readers and how teachers support their learning.” It means that the teacher must have multiple strategies in preparation to teach reading so that they can support the students in learning and become successful reader.

One of the changes is teacher centered learning initially turned to student centered. The students become the main subject in the classroom. There is no activity for teacher to explain more about the material but the students will take this part to discuss with their friends and in the end of discussion will be the teacher session for giving feedback of the result of their student’s discussion. In other words, from the explanations above, that classroom management is important to be applied in every school to give the students challenge and more interested in studying. Especially it will be very useful applied in vocational school that the learning programs have relation with many people in real work.

Vocational High School is a school that emphasizes expertise program on each students studying there. Silaen (2014:3) explained that is in every programs of vocational schools, it provides a basic knowledge and public about the different types of jobs in the community while fostering an appreciation of various the work. And provide basics of attitudes and work skills, though it is still common. In other words, this programs are expected to the learners have a great opportunity to get a job, though of course still have to go through training in the work.

Under these conditions, it is necessary to develop a model of learning that can enable and improve student learning outcomes through the application of knowledge, collaborate to solve the problem, the material individually and mutually discuss the matter with his friends. To achieve satisfactory learning outcomes, the researcher uses a learning model Two Stay Two Stray in learning activities.

According to Huda (2013:207), “*Model pembelajaran kooperatif tipe Two Stay Two Stray (TS-TS) dikembangkan oleh Spencer Kagan (1990)*”. This learning model is a model of Cooperative Learning that emphasizes the interaction between groups, cooperation, responsibility and participation of learners, therefore this learning model is expected to make students be good in cooperation and exactly do not get bored in teaching learning process. The explanation above is supported by Kagan (2009:62) stated that hundreds of lab and field research studies demonstrate that cooperative learning has a positive impact on classroom

climate, student self-esteem, empathy, internal locus of control, role-taking abilities, time on task, attendance, acceptance of mainstreamed students, and liking for school and learning.

This cooperative learning is common used of many teachers to make their classroom management more active and the students become independent. Two Stay Two Stray technique gives chance to the students to share the result of their information from the subject matter given to the other students in a group by sending two members of the group to visit, and two people who lived to tell what they discussed. It means that in the process of implementing this model students are active participants in solving problems of the subject matter. Therefore, by using this learning model can boost the performance of students in learning.

According to Santoso (2011), the strength from Two Stay Two Stray technique in learning are more oriented to the activity, can be applied to all levels, expectation to the students can show their opinion, their speaking ability can be improved, helping the students' interested and learning achievement. Using this technique in reading skill is very useful because by collaborating with other friends it can make the students' reading ability will enhance in comprehending the text to reach teaching reading indicators by sharing with friends and teacher also.

On the other side, the weaknesses are it takes long time, students mostly tend to not want to learn in group, for the teacher needs a lot of preparation such as material, money, effort, etc. and have difficulties in classroom management. From those explanations above, it can be concluded that the strength of Two Stay Two Stray technique is the students more active in teaching learning process and be meaningful. For the weaknesses is the technique needs long time in preparation to have an optimal result. It is the teacher responsible to solve the weaknesses of it. Based on those arguments above the researcher believes that the use of Two Stay Two Stray technique will help the teacher get success in teaching and learning process, especially can improve the students' reading ability.

Based on the background of the problem above, the researcher defines Two Stay Two Stray technique as in line with the researcher needs. Therefore, the researcher decides the research entitled "The Effect of TSTS (Two Stay Two Stray) Technique to the Students' Reading Ability at the Tenth Grade in SMK Negeri 1 Kediri Academic Year 2014/2015."

II. METHOD OF THE RESEARCH

This research used experimental research with one-group pre-test and post-test design

where the researcher want to know the effect of TSTS technique to the students' reading ability so that the students can understand it and influencing their daily reading achievement.

This research was carried out at the tenth grade of SMKN 1 Kediri in academic year 2014/2015 and it was conducted in the second semester. The activities were started from giving pre-test, doing treatment, and giving post-test to the students.

The researcher took the tenth grade of SMK Negeri 1 Kediri as the population of the research. It has 20 classes, each class consist of 32 students. The number of students were 640 students. For the sample, the researcher used clustering sampling. The researcher took one of twenty classes that is X-TAV 2, it consists of 32 students, 28 males and 4 females.

The research instruments in this research were pre-test and post-test, were conducted in order to know how the students' score after they were taught using Two Stay Two Stray technique. The test was given twice; the first was pre-test and the second was post-test. Pre-test was conducted to know the students' reading ability before being given the treatment and the second one was post-test which was given after the treatment. The test was in the multiple choice form consisting 20 questions for each. The students were asked to answer the questions of a short narrative text. In the test the researcher used some indicators; they are identifying the general idea, the implicit information, the explicit information, the meaning of the word, and the social function.

For analyzing the data, the researcher used t-test 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. FINDING AND DISCUSSION

Based on the result of students' score in pre-test, the total pre-test score of class X-TAV 2 was 1930, and the mean was 60,31. While, the standard score of English subject for the tenth grade students of SMKN 1 Kediri is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of pre-test score, there was only 6 students who passed the test.

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 2450, and the mean was 76,56. The standard score of English subject for tenth grade students of SMKN 1 Kediri is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of post-test score, the total score of students who could pass the test were 18 students. It means that students' score was increasing.

Then, the scores from pre-test and post-test were analyzed by using t-test. the researcher found that t-test was 6,474 at the degree of freedom of 31, t-table was 1,697 at the level of significance of 5%. T-test based on significant 5% showed by the table below.

Table 1
The table of t-test based on signification 5%

Df (N-1)	T-test	T -table (5%)	Significance	Ho
31	6,474	1,697	significance	Rejected

In testing the hypothesis, the computation of t-test was compared to t-table. The result of this research showed that t-test (6,474) > t-table 5% (1,697). And the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

Because Alternative Hypothesis (Ha) was accepted, it means there was significant effect of using TSTS technique to the students' reading ability at the tenth grade in SMK Negeri 1 Kediri academic year 2014/2015 had evidenced.

IV. CONCLUSION AND SUGGESTIONS

The researcher could draw a conclusion that Two Stay Two Stray technique helped the students to comprehend the text in the material that was given by the researcher. Beside it, this research had some limitations such as this technique took long time in preparation, dividing the students into heterogeneous group and controlling the classroom management. And from the data analysis, the researcher found that t-scores was 6,474 while the t-table at the degree of freedom of 31 was 1,697 at the level of significance 5%. It can be concluded that t-observed was higher than t-table at the level significance of 5%. So, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there was effect of TSTS technique to the students reading ability.

Based on the result of the research, the researcher tried to give some suggestions. For the first is delivered to the English teacher for applying TSTS technique, the teacher has to concern about the important things such as the teacher has to divide the class into some heterogeneous groups, the teacher has to monitor to all of the students to work in group, the teacher should manage the timing in preparation and discussion to have an optimal result and the last the teacher should control the classroom management in learning process.

For the second is to the students, they must be active in teaching learning process especially in reading class by using TSTS technique. Then, the students should follow the steps of TSTS technique for easy to comprehend the text that is given by the teacher. And the students should read English material by using TSTS technique not only inside the class but also outside the class. Therefore, English can be their habits and it can change their reading ability and also increase their vocabulary.

And for the last suggestion is to the other researchers. The result of the data analysis shows that TSTS technique is the suitable technique in teaching reading. So, this research is hopefully able to be used as an inspiration or reference when they do the same or similiar research that is about teaching reading using TSTS technique.

Finally, the researcher hopes that this effort will be useful for teaching reading and to increase the students' reading ability. The researcher also hopes that this research will be useful for the English teacher and the students.

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