

TEACHING STUDENT'S READING COMPREHENSION USING TWO STAY TWO STRAY TECHNIQUE

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Abstract

Reading comprehension is an important part in the reading process. In learning English, students may face some difficulties in learning reading, even though they are students of Senior High School. Therefore the teacher should teach them by appropriate technique to solve their difficulties. This research was conducted to find out the effectiveness of using two stay two stray technique in teaching student's reading comprehension. It was conducted by quantitative research design with pre-experimental one group pretest-posttest design involving 32 tenth grade students of Senior High School in Cianjur. The instrument used in this research was test (pretest-posttest) which was given before and after treatment. The result of data analysis in this research shows the t_{score} is 25.106, it is higher than t_{table} with degree of freedom (df) 31 and level of significance (2-tailed) at 5% (0.05) which has a value of 2.039. Because $t_{score} > t_{table}$ ($25.106 > 2.039$), then H_a is accepted. In other words, there is the effectiveness of using two stay two stray technique in teaching student's reading comprehension.

Keywords: Reading Comprehension, Two Stay Two Stray Technique

INTRODUCTION

In learning English, students should master four skills of language, namely listening, speaking, reading and writing. Reading is one of the skills that can give information for the students as the reader from the text. According to Grabe and Stoller (2002:9) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". To interpret what they read, the reader should comprehend the content of the text first. Comprehension is a part of reading. It may also be said as the core point of the reading process. According to Snow (2002:11) "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

Furthermore, difficulties in learning reading comprehension can be faced by students, including Senior High School students. The difficulties above such as, the students can not understand the language feature and purpose of the text, also they find it difficult to make a conclusion of reading text. Those difficulties can be solved by appropriate teaching methods that should be applied by the teacher as a facilitator of their students to improve student's reading comprehension. One of various methods that can be applied by the teacher is cooperative learning. Bowering (et al, 2007) says that "Cooperative learning is a general teaching method where students work together in face to face interaction without direct teacher supervision to achieve common goals". There are many techniques of cooperative learning methods that can be used by the teacher, one of them is Two Stay Two Stray (TSTS). Huda (2013:140) says that Two Stay Two Stray is a cooperative learning method developed by Spencer Kagan (1990) which contains four members of each group and makes them share information with other groups.

Based on the explanation above, the writer conducted a research at the tenth grade students of Senior High School in Cianjur entitled Teaching Student's Reading Comprehension Using

Two Stay Two Stray Technique with objective of the research is to find out the effectiveness of the use two stay two stray technique in teaching student's reading comprehension.

METHOD

In this research the writer used quantitative research design which consists of numeric data and statistical method. According to Bungin (2006:50) "Quantutative research design stresses the analysis to the numerical data that was processed by statistical method". Then the research method used in this research was pre experimental one group pretest posttest because the writer used only one class as the sample. According to Arikunto (2013:124), the design of pre experimental one group pretest posttest can be seen as follows:

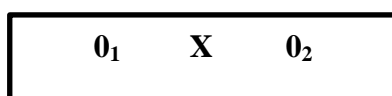


Figure 1. Design of pre experimental one group pretest and posttest design

From the design of research above, there were three steps in conducting pre experimental one group pretest posttest design:

1. The writer gives students test before treatment (pretest) to find out reading comprehension of the tenth grade before being taught by using Two Stay Two Stray. It is signed by O_1 .
2. The writer applies the treatment, it means that the writer uses two stay two stray technique in teaching reading comprehension. It is signed by X .
3. The writer gives second test after treatment (posttest) to measure reading comprehension of the tenth grade after being taught by using Two Stay Two Stray. It is signed by T_2 .

Furthermore, Arikunto (2013: 173) says that "population is total number of research respondent". The population of this research was tenth grade students of Senior High School in Cianjur. In selecting sample of the research, the writer used purposive sampling technique, then its result was tenth grade students of class X IPS 1. Instrument used was multiple choice test which given twice as pretest and posttest. The pretest was given to students before treatment, then the posttest was given after treatment. In scoring the result of the test, the writer used reading scoring according to Khoerudin (2016:198) as in the following:

$$B = \frac{N \times 100}{n}$$

Note :

B = Student's score

N = Right answer

100 = maximum score

n = total items

In collecting data, the writer conducted three steps, they were pretest, treatment and posttest. After the research data got by writer, the writer analyzed it using IBM SPSS version 21 then analyzed it into descriptive statistics, tests of normality and t-test.

RESULTS AND DISCUSSION

Results

The result of research data includes score of pretest and posttest showed as in the following:

Table 1. The score of pretest and posttest

No	Respondents	Pretest	Posttest
1	Student 1	70	85
2	Student 2	55	75
3	Student 3	75	95
4	Student 4	60	80
5	Student 5	80	90
6	Student 6	75	90
7	Student 7	60	85
8	Student 8	55	85
9	Student 9	50	70
10	Student 10	70	85
11	Student 11	60	80
12	Student 12	60	80
13	Student 13	75	90
14	Student 14	55	75
15	Student 15	50	75
16	Student 16	60	75
17	Student 17	65	85
18	Student 18	65	85
19	Student 19	60	85
20	Student 20	65	80
21	Student 21	60	75
22	Student 22	65	80
23	Student 23	50	70
24	Student 24	50	75
25	Student 25	60	75
26	Student 26	50	70
27	Student 27	50	75
28	Student 28	80	95
29	Student 29	60	80
30	Student 30	65	85
31	Student 31	60	80
32	Student 32	65	70

Based on the research data of pretest and posttest score above, the writer analyzed the data into some steps in the following:

Table 2 Descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre_Test	32	50	80	1970	61,56	8,839
Post_Test	32	70	95	2580	80,63	7,042
Valid N (listwise)	32					

In the table above, it can be seen the lowest and highest score of 32 students. The lowest score of pretest was 50 then posttest was 70. While the highest score of pretest was 80 and post test was 95. Beside that, the mean score of pretest showed 61,56 while posttest was 80.63. Generally, the table above shows that the posttest scores are higher than pretest.

Table 3. Normallity Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Test	,225	32	,000	,910	32	,011
Post_Test	,150	32	,065	,912	32	,013

In accordance with decision of normality test, the test is stated normally distributed if the value of Sig > 0.05 (Sig higher than 0.05). Based on the table above, it can be seen in the column shapiro wilk that pretest and posttest value Sig. were 0.011 and 0.013. It means, both of value of Sig > 0.05. So, the test can be stated normally distributed.

Table 4. Paired sample t test

	Paired Differences						t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre_Test - Post_Test	-19,063	4,295	,759	-20,611	-17,514	-25,106	31	,000	

Based on the table 4 above, we can conclude that the t_{score} is 25.106 and it is higher than t_{table} with degree of freedom (df) 31 and level of significant (2-tailed) at 5% (0.05) which has value of 2.039. Because $t_{\text{score}} > t_{\text{table}}$ ($25.106 > 2.039$), it can be stated that H_0 is rejected and H_a is accepted.

Discussion

Based on the explanation above, it can be seen that mean score of posttest is higher than pretest (80.63 > 61.56). In other words there is improvement from pretest's score to posttest's score. In addition, the result of t test shows that that t_{score} is 25.106, it is higher than t_{table} with degree of freedom (df) 31 and level of significant (2-tailed) at 5% (0.05) which has value of 2.039. Because $t_{\text{score}} > t_{\text{table}}$ ($25.106 > 2.039$), it can be stated that H_0 is rejected and H_a is accepted. So, it can be known that the use of two stay two stray technique is effective in teaching student's reading comprehension

CONCLUSION

Based on the result of data analysis of pretest and posttest, there is significant difference between student's reading comprehension achievement before and after the treatment of two stay two stray technique. In the end of result of data analysis conclude that the use of two stay two stray technique is effective in teaching student's reading comprehension. It is proved by result of t test which shows that t_{score} 25.106, it is higher than t_{table} with degree of freedom (df) 31 (the number of the sample minus 1) and level of significant (2-tailed) at 5% (0.05) which has value of 2.039 (that is taken from the t-table value). Because $t_{\text{score}} > t_{\text{table}}$ ($25.106 > 2.039$), it can be stated that H_0 in this research is rejected and H_a is accepted. In other words, this research had confirmed that there is effectiveness in teaching student's reading comprehension using two stay two stray technique.

ACKNOWLEDGMENTS

This research was supported by IKIP Siliwangi Bandung. We gratefully thank to our colleagues of IKIP Siliwangi Bandung who provided insight and expertise that greatly assisted the research. Then, we would like to thank to our supervisor who always gives guidance in conducting the research. The last, we also thank to anonymous reviewers for their comments on an earlier version of the manuscript, although any errors are our own.

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