

THE EFFECTIVENESS OF TWO STAY- TWO STRAY TECHNIQUE IN IMPROVING STUDENTS' READING ABILITY OF NEWS ITEM TEXT

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ABSTRACT

The research paper is entitled “**The Effectiveness of Two Stay-Two Stray Technique in Improving Students’ Reading Ability of News Item Text**”. It is written as a particular to fulfilment of the requirements for talking *Sarjana Pendidikan* degree. This pre-experimental research is done in the first grade of PUQ Pameungpeuk Senior High School. This research is conducted to answer the question Is two stay–two stray technique effective to improve students’ reading ability of news item text to the first grade of Senior High School? What are the students’ response toward the use of two stay- two stray technique in improving students’ reading ability of news item text? The population of this research is the first grade students of PUQ Pameungpeuk Senior High School 2019/2020. They are four classes (10 MIPA 1, 10 MIPA 2, 10 IPS and 10 BAHASA). The number of population is 116 students. The sample is one class in 10 MIPA 1. The number of sample is 30 students as the experimental group. So, the total sample in this research is 30 students. The result of computation shows t-observed is 9.883 and t-table 2.045 (t-observed > t-table, at p= .05). Based on the result above, the researcher conclude that t-observed is higher than t-table. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted. It meant that two stay – two stay technique was effective for improving students’ reading ability of news item text. Based on the questionnaire, the researcher also got the result that most of the students like two stay- two stray technique in improving students’ reading ability of news item text. Beside that, the students got the motivation and enthusiasm in reading English text by using two stay- two stray technique. It means students of PUQ Pameungpeuk Senior High School gave a positive respond toward the use of two stay- two stray technique. Therefore, the researcher conclude that the first grade students of PUQ Pameungpeuk Senior High School like two stay- two stray technique in improving students’ reading ability of news item text.

Key word: Reading, Two Stay- Two Stray

ABSTRAK

Makalah penelitian ini berjudul "**Efektivitas Teknik Dua Tinggal-Dua Bertamu dalam Meningkatkan Kemampuan Membaca Siswa Pada Teks Berita**". Penelitian ini ditulis sebagai khusus untuk memenuhi persyaratan mendapatkan gelar Sarjana Pendidikan. Penelitian pra-eksperimental ini dilakukan di tingkat pertama Sekolah Menengah Atas PUQ Pameungpeuk. Penelitian ini dilakukan untuk menjawab pertanyaan apakah teknik stay-two stray efektif untuk meningkatkan kemampuan membaca teks berita pada siswa kelas satu di SMA? Apa tanggapan siswa terhadap penggunaan teknik dua tinggal- dua bertamu dalam meningkatkan

kemampuan membaca teks berita siswa? Populasi dalam penelitian ini adalah siswa kelas I SMA PUQ Pameungpeuk tahun ajaran 2019/2020. Terdiri dari empat kelas (10 MIPA 1, 10 MIPA 2, 10 IPS dan 10 BAHASA). Jumlah populasi semuanya adalah 116 siswa. Sampel dalam penelitian ini hanya satu kelas yakni kelas 10 MIPA 1. Jumlah sampel ada 30 siswa sebagai kelompok eksperimen. Jadi, total sampel dalam penelitian ini adalah 30 siswa. Hasil perhitungan menunjukkan t-diamati adalah 9,883 dan t-tabel 2,045 ($t\text{-diamati} > t\text{-tabel}$, pada $p = 0,05$). Berdasarkan hasil di atas, peneliti menyimpulkan bahwa t-diamati lebih tinggi dari t-tabel. Ini berarti bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif diterima. Ini berarti bahwa teknik dua tinggal - dua bertamu efektif untuk meningkatkan kemampuan membaca siswa pada teks berita. Berdasarkan kuesioner, peneliti juga mendapatkan hasil bahwa sebagian besar siswa menyukai teknik dua tinggal- dua bertamu dalam meningkatkan kemampuan membaca siswa pada teks berita. Selain itu, para siswa mendapatkan motivasi dan antusiasme dalam membaca teks bahasa Inggris dengan menggunakan teknik dua tinggal- dua bertamu. Ini berarti siswa SMA PUQ Pameungpeuk memberikan respons positif terhadap penggunaan teknik dua tinggal- dua bertamu. Oleh karena itu, peneliti menyimpulkan bahwa siswa kelas satu di SMA PUQ Pameungpeuk menyukai teknik dua tinggal- dua bertamu dalam meningkatkan kemampuan membaca siswa pada teks berita.

Kata kunci: Membaca, Teknik Dua Tinggal- Dua Bertamu

THE BACKGROUND OF THE RESEARCH

In learning English Language, there are four skills that students have to know. Those skills are speaking, listening, reading and writing. Talking about reading, reading is one of the most important skill in learning English. Nurrizal & Hikmat (2017) said “There are two reasons why reading is important. Firstly, by reading students get information needed. In this case students want to know about various things. Secondly, by reading they get support in their academic achievement”. Reading is one activity to get information from what they already read. The main purpose of reading activity is to gain ideas and information. To achieve that purpose the students should be comprehend their reading text better. Reading aspects surely involved genre of the text. There are several genre of text that students have to know such as descriptive text, recount text, narrative text, news item etc. In those genre of text students still get some problem to get main idea. It may need a long time to make it better. In order to solve this problem, researcher focuses on improving reading ability of news item text. News item text learned in the first grade students of Senior High School.

News item text contains factual information about events of the day. In fact, the first grade students of Senior High School are still lack of the ability in reading. The teacher found out the students did have not a high motivation to follow a reading subject. There are several problems for students in reading class. Firstly, students are failed to comprehend the text. They read the text but they cannot understand the whole text. It is essential for readers to comprehend the text in depth as the main purpose of reading

class is to understand or comprehend what is stated on the text. Secondly, lack of motivation to read the text. Some teachers are failed to stimulate students to read the text well. Students are not curious whatever in the text. Thirdly, the process of reading itself spend much time. It simply shows how it feels when students read a text containing unknown vocabulary, students will have to consult dictionary every time. There will be many pauses in the learning reading process.

In the learning process, the students should be engaged because they are object in learning. The students should also communicate routinely, so there must be cooperation among the students to help each other in learning process. Kagan (1992) said “one of the cooperative learning methods is *Two Stay Two Stray*”. It is a technique that teaches the students to learn together and how to understand about different assumptions to get one conclusion (Huda, 2012). This technique brings students to learn more through process constructing and creating working in group and sharing knowledge.

Based on the explanation above, the researcher focus on teaching by using two stay- two stray technique as the solution in improving students’ reading ability. So the title of this research is “**The Effectiveness of Two Stay–Two Stray Technique in Improving Students’ Reading Ability of News Item Text**”.

LITERARY REVIEW

To avoid the misunderstanding in interpreting the problems that the researcher gets, it is important to clarify the terms used in this paper. Some of them as follows:

1. Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002).

2. Cooperative Learning

Cooperative Learning is a complex instructional procedure that requires conceptual knowledge if it is to be implemented succesfully and used fidelity for the rest of a teacher’s career (David. W. Johnson and Roger. T. Johnson, 1999).

3. Two stay – Two Stray Technique

One of the cooperative learning methods is *Two Stay Two Stray*. (Spencer Kagan, 1992). Two stay two stray Technique is one of the cooperative learning strategies that emphasise the interactions among students between groups in the classroom through cooperation and participation of the learners (Jollife, 2007).

4. News Item

News item text is a text that informs newsworthy events to readers, listeners or viewers (Garot and Wignell, 1995).

RESEARCH METHODOLOGY

Research Design

Based on the title of this research, the researcher employs Pre-Experimental research design to achieve the goals.

Population and Sample

The population of this research is the first grade of PUQ Pameungpeuk Senior High School consisting of four classes, having 116 students. The sample of this research is 30 students.

Data Collecting

This Research used tests as collecting the data. Those test are pre-test and post- test. Another instrument is questionnaire. It is use to observe the response of the use of Two Stay- Two Stray Technique in improving students' reading ability of news item text.

Procedure of Analysing the data

In this research, the writer would like to use the formula of test for dependent group.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}\right)}}$$

Explanation:

- \bar{x}_1 = The mean of the pre- test scores.
- \bar{x}_2 = The mean of the post- test scores.
- ΣD^2 = The sum of the squares of the differences between the pre- test scores and the post-test scores.
- $(\Sigma D)^2$ = The squares of the sum of the differences between the pre- test scores and the post- test scores.
- N = The number of pairs of scores.
- DF = The degree of freedom.
- DF = N-1

So, by using that formula, the researcher can know about the effectiveness of two stay- two stray technique in improving students' reading ability of news item text.

RESEARCH FINDING AND DISCUSSION

Research Finding

After doing the research, the researcher would like to present the data of pre- test score, post-test score and the questionnaire.

Table 4.1
Pre-test score

No	Subject	Pre-test (X ₁)
1	Student 1	73
2	Student 2	73
3	Student 3	63
4	Student 4	57
5	Student 5	67
6	Student 6	67
7	Student 7	73
8	Student 8	73
9	Student 9	73

10	Student 10	70
11	Student 11	73
12	Student 12	67
13	Student 13	73
14	Student 14	70
15	Student 15	70
16	Student 16	70
17	Student 17	73
18	Student 18	70
19	Student 19	73
20	Student 20	73
21	Student 21	73
22	Student 22	73
23	Student 23	63
24	Student 24	73
25	Student 25	63
26	Student 26	70
27	Student 27	67
28	Student 28	63
29	Student 29	70
30	Student 30	73

Table 4.2
Post-test score

No	Subject	Post-test (X_1)
1	Student 1	83
2	Student 2	87
3	Student 3	70
4	Student 4	67
5	Student 5	73
6	Student 6	70
7	Student 7	83
8	Student 8	80
9	Student 9	83
10	Student 10	87
11	Student 11	87
12	Student 12	80
13	Student 13	73
14	Student 14	83
15	Student 15	93
16	Student 16	77
17	Student 17	80
18	Student 18	80
19	Student 19	77
20	Student 20	90
21	Student 21	90
22	Student 22	83

23	Student 23	73
24	Student 24	90
25	Student 25	83
26	Student 26	80
27	Student 27	87
28	Student 28	83
29	Student 29	73
30	Student 30	73

The on the findings, the writer calculated the pre-test and post-test data in follow table:

Table 4.3
The Score of Pre-test and Post-test

No	Nama Siswa	Nilai Pre-test (X ₁)	Nilai Post-test (X ₂)	D Scores	D ²
1	Student 1	73	83	-10	100
2	Student 2	73	87	-14	196
3	Student 3	63	70	-7	49
4	Student 4	57	67	-10	100
5	Student 5	67	73	-6	36
6	Student 6	67	70	-3	9
7	Student 7	73	83	-10	100
8	Student 8	73	80	-7	49
9	Student 9	73	83	-10	100
10	Student 10	70	87	-17	289
11	Student 11	73	87	-14	196
12	Student 12	67	80	-13	169
13	Student 13	73	73	0	0
14	Student 14	70	83	-13	169
15	Student 15	70	93	-23	529
16	Student 16	70	77	-7	49
17	Student 17	73	80	-7	49
18	Student 18	70	80	-10	100
19	Student 19	73	77	-4	16
20	Student 20	73	90	-17	289
21	Student 21	73	90	-17	289
22	Student 22	73	83	-10	100
23	Student 23	63	73	-10	100
24	Student 24	73	90	-17	289
25	Student 25	63	83	-20	400
26	Student 26	70	80	-10	100
27	Student 27	67	87	-20	400
28	Student 28	63	83	-20	400
29	Student 29	70	73	-3	9
30	Student 30	73	73	0	0

	Σ	2,089	2,418	-329	4,681
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$$(\Sigma D)^2 = (-329)^2 = 108,241$$

From the data above, the researcher computed the data using some step:

Step 1: Calculating the Mean of the Pre-test Scores (X_1)

$$\bar{x}_1 = \frac{2,089}{30} = 69.63$$

Step 2: Calculating the Mean of the Post-test Scores (X_2)

$$\bar{x}_2 = \frac{2,418}{30} = 80.60$$

Step 3: Entering Value Obtain from Step 1-2 into Formula for the Dependent t-test

$$t = \frac{69.63 - 80.60}{\sqrt{\left(\frac{4,681 - \frac{108,241}{30}}{30(30 - 1)}\right)}}$$

$$t = \frac{-10.97}{\sqrt{\left(\frac{4,681 - 3,608.03}{30(29)}\right)}}$$

$$t = \frac{-10.97}{\sqrt{\left(\frac{1,072.97}{870}\right)}}$$

$$t = \frac{-10.97}{\sqrt{1.23}}$$

$$t = \frac{-10.97}{1.11}$$

$$t = -9.883$$

Step 4: Interpreting the Result of the Computation

With $df = N - 1 = 30 - 1 = 29$, at $p = .05$ of two tailed, the value of t-table = 2.045. As the derived t was bigger than that of the t-table ($9.883 > 2.045$), H_0 was rejected and H_a is accepted, stating that there was significant difference in the students' scores before and after treatments using two stay – two stray technique. It meant that two stay – two stay technique was effective for improving students' reading ability of news item text.

The result of the questionnaire can be shown in the table as follow:

Table 4.4
Questionnaire

No	Question	Yes	No
1	Apakah anda menyukai aktifitas membaca teks dalam pembelajaran bahasa inggris? (Do you like the reading text activity in English learning?)	27 (90%)	3 (10%)
2	Apakah anda tahu tentang news item text? (Do you know about news item text?)	30 (100%)	0 (0%)

3	Apakah anda suka membaca teks berita? <i>(Do you like reading news item text?)</i>	20 (67%)	10 (33%)
4	Apakah anda mempunyai kesulitan dalam memahami News Item text? <i>(Do you have any difficulty in understanding the news item text?)</i>	18 (60%)	12 (40%)
5	Apakah guru anda menggunakan media atau alat bantu dalam pembelajaran bahasa inggris khususnya ketika Reading? <i>(Did your teacher use the media or tools in teaching English learning especially when doing?)</i>	15 (50%)	15 (50%)
6	Apakah metode yang dipakai guru anda memudahkan anda dalam memahami Reading News Item text? <i>(Did the method of your teacher make you easier to understand reading news item text?)</i>	28 (93%)	2 (7%)
7	Apakah anda menyukai aktifitas membaca teks berita menggunakan two stay two stray technique? <i>(Do you like reading news item text using the two stay – two stray technique?)</i>	26 (87%)	4 (13%)
8	Apakah dengan menggunakan two stay two stray technique dapat mempermudah anda memahami maksud dari teks news item? <i>(Can two stay two stray technique about comprehend the purpose of the news item text?)</i>	22 (73%)	8 (27%)
9	Apakah semangat membaca teks bahasa inggris anda bertambah dengan menggunakan two stay two stray technique? <i>(Are you enthusiasm in reading English text using two stay two stray technique?)</i>	22 (73%)	8 (27%)
10	Apakah menurut anda two stay two stray technique adalah metode yang efektif untuk meningkatkan pemahaman membaca bahasa inggris? <i>(What is your opinion, is two stay two stray technique effective for improving the reading comprehension in English learning?)</i>	25 (83%)	5 (17%)

Research Discussion

The result of the effectiveness of two stay- two stray technique in improving students' reading ability of news item text is effective. With $df = N - 1 = 30 - 1 = 29$, at $p = .05$ of two tailed, the value of t-table = 2.045. As the derived t was bigger than that of the t-table ($9.883 > 2.045$), H_0 was rejected and H_a is accepted, stating that there was significant difference in the students' scores before and after treatments using two stay – two stray

technique. It meant that two stay – two stay technique was effective for improving students' reading ability of news item text.

From the result of the questionnaire above the researcher took a conclusion that most of the first grade student of senior high school of PUQ Pameungpeuk liked two stay – two stray technique in studying reading of news item text. In other words they gave positive responses toward the use of two stay- two stray technique in improving their reading ability.

CONCLUSION

After the data had been collected and analyzed, the result of this research showed that the use of two stay – two stray technique in improving students' reading ability produced better result. It can be seen from the result of the pre-test and post-test computation. The data showed that the post-test scores were higher than the pre-test computation. It meant that the use two stay – two stray technique in improving students' reading ability of news item text was effective.

From the result questionnaire, the researcher can conclude that almost all of students liked the use of two stay – two stray technique in improving students' reading ability of news item text. They showed positive responses because they agreed that two stay- two stray technique made the students fun in learning and it can help them to study English especially in reading ability.

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