

## **ABSTRACT**

### **THE IMPLEMENTATION OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION**

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The aims of this research were to find out i) whether there was a statistically significant difference of students' reading comprehension achievement before and after the students were taught through TSTS strategy, (ii) which aspect of reading comprehension improves the most and the least after the students were taught through TSTS strategy, and iii) the students' response on the implementation of TSTS strategy. The research was conducted on the second grade students of SMP Muhammadiyah 3 Bandar Lampung. The sample of this research was class VIII C which consisted 33 students.

One group pre-test and post-test was used as the design of the research. The reading tests and questionnaire were used as the research instrument. The reading test was used to measure the students' reading comprehension achievement before and after being taught by using *two stay two stray* strategy. The reading test was multiple choices test in 30 items. Questionnaire was employed to collect the data of the students' response toward the implementation of TSTS strategy. The data were analyzed by using Paired Sample t-test.

The result showed that there was a statically significant difference of students' reading comprehension with the significant level 0.05. Identifying reference become the most improved aspect after the students were taught through TSTS strategy and understanding vocabulary become the least improved after the students were taught through TSTS strategy. Furthermore, the students positively responded the implementation of TSTS strategy. This suggests that TSTS strategy facilitates the students to improve their achievement in reading comprehension.