

**THE IMPLEMENTATION OF TWO STAY TWO STRAY STRATEGY TO  
IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT  
OF NARATIVE TEXT AT SMP MUHAMMADIYAH 3**

**BANDAR LAMPUNG**

**(A Script)**

**By**

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**ENGLISH STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2017**

## **ABSTRACT**

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

**By**  
**Uun Yukanah**

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.

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OF NARATIVE TEXT AT SMP MUHAMMADIYAH 3  
BANDAR LAMPUNG**

**By**

**UUN YUKANAH**

**A Script  
Submitted in a Partial Fulfillment of  
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**In**

**The Language and Arts Education Department of  
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**ENGLISH STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
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2017**

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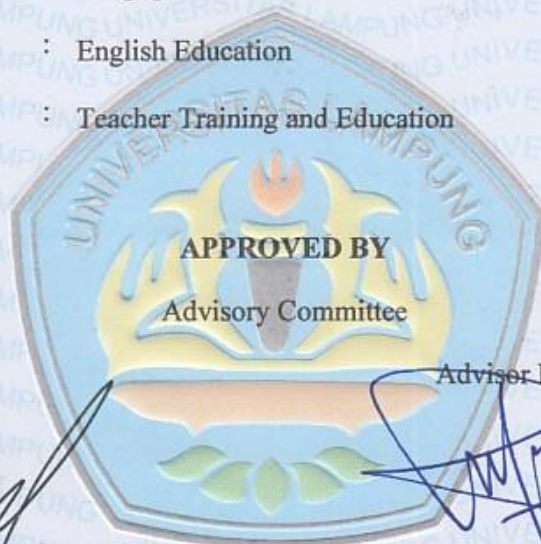
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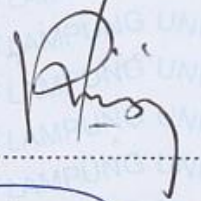
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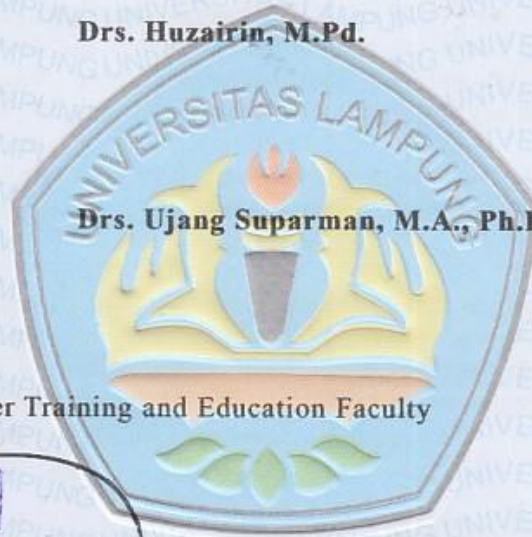
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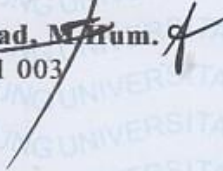


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## **CURRICULUM VITAE**

The researcher's name is Uun Yukanah. She was born on July 18<sup>th</sup> 1995 in Bandar Lampung. She is the sixth child of M. Sulaiman and Parinah.

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## **DEDICATION**

Alhamdulillah, this script is humbly dedicated to:

My beloved parents: M. Sulaiman and Parinah

My friends in English Education Study Program 2013

My almamater, University of Lampung



**MOTTO**

“Life is like riding a bicycle. To keep your balance, you must keep moving”

(Albert Einstein)

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critiques and suggestions are always opened for better research. Somehow, the writer hopes this research would

give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, 30 November 2017

The writer,

Uun Yukanah

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>CURRICULUM VITAE</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>ACKNOWLEDGMENT</b> .....	<b>v</b>
<b>LIST OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>I. INTRODUCTION</b>	
1.1. Background of the Problem .....	1
1.2. Identification of Problems.....	4
1.3. Limitation of the Problem .....	5
1.4. Research Questions .....	5
1.5. Objectives of the Research.....	6
1.6. Uses of the Research .....	6
1.7. Definition of Terms.....	7
<b>II. THEORETICAL FRAMEWORK</b>	
2.1. Review of Previous Research .....	8
2.2. Review of Related Literature .....	10
2.2.1. Reading Comprehension .....	10
2.2.2. Aspects of Reading.....	12
2.2.3. Narrative Text.....	14
2.2.4. Teaching Reading Comprehension.....	16
2.2.5. Two Stay Two Stray Strategy.....	17
2.2.6. The Advantages and the Disadvantages of TSTS .....	21
2.2.7. Teaching Reading Comprehension through TSTS strategy .....	21
2.2.8. Theoretical Assumption.....	23
2.2.9. Hypothesis .....	24
<b>III. RESEARCH METHODS</b>	
3.1. Research Design .....	25
3.2. Population and Sample of the Research .....	26
3.3. Research Procedures .....	26
3.4. Data Collecting Technique .....	28



3.5. Instrument .....	29
3.5.1. Reading Test Items .....	29
3.5.1.1. Validity .....	30
3.5.1.2. Reliability .....	32
3.5.1.3. Level of Difficulty .....	34
3.5.1.4. Discrimination Power .....	35
3.5.2. Questionnaire Items .....	36
3.6. Data Analysis .....	37
3.7. Hypothesis Testing .....	37

#### **IV. RESULTS AND DISCUSSIONS**

4.1. Results of the Research .....	38
4.1.1. The Result of Pre-Test .....	40
4.1.2. The Result of Post-Test .....	41
4.1.3. The Differences of Students' Reading Comprehension Achievement in Pre-Test and Post-Test .....	42
4.1.3.1 Random Test .....	43
4.1.3.2 Normality Test .....	44
4.1.3.3 Hypothesis Testing .....	45
4.1.4. The Result of the Most Increased Aspect of Students' Reading Comprehension Achievement in Pre-Test and Post-Test .....	46
4.1.4.1. Main Idea .....	46
4.1.4.2. Specific Information .....	47
4.1.4.3. Reference .....	49
4.1.4.4. Inference .....	50
4.1.4.5. Vocabulary .....	51
4.1.5. The Result of Questionnaire .....	53
4.2. Discussions .....	57
4.2.1. Discussion of the Improvement of Students' Reading Comprehension Achievement Through TSTS Strategy .....	57
4.2.2. Discussion of the Students' Response about the Implementation of TSTS Strategy .....	65

#### **V. CONCLUSIONS AND SUGGESTIONS**

5.1. Conclusions .....	68
5.2. Suggestions .....	69

<b>REFERENCES</b> .....	70
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<b>APPENDICES</b> .....	75
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## LIST OF APPENDICES

### Appendices

1. Lesson Plan 1 .....	75
2. Lesson Plan 2 .....	81
3. Lesson Plan 3 .....	87
4. Try out.....	93
5. The Distribution of Students' Score of Try Out Test .....	103
6. Reliability Analysis of Try Out Test.....	104
7. The Reliability Computation of Try Out Test.....	105
8. Level of Difficulty and Discrimination Power of the Try Out Test.....	106
9. Pre-test .....	107
10. The Result of Pre-Test .....	116
11. Post-test.....	117
12. The Result of Post-Test.....	126
13. Students' Score of Pre-test and Post-test .....	127
14. Table of Distribution of Students' Pre-test in Reading Comprehension Aspects.....	128
15. Distribution of Students' Pre-test in Reading Comprehension Aspects .....	129
16. Table of Distribution of Students' Pre-test in Reading Comprehension Aspects.....	131
17. Distribution of Students' Post-test in Reading Comprehension Aspects.....	132
18. Random Test .....	134
19. Normality Test .....	135
20. T-Test .....	136
21. T-Table.....	136
22. Questionnaire .....	137
23. Sample of Students' Questionnaire.....	140
24. Sample of Students' Pre-test Score.....	149
25. Sample of Students' Post-test Score .....	152
26. Raters Analysis .....	155
27. Surat Izin Penelitian .....	164
28. Surat Keterangan Penelitian.....	165

## LIST OF TABLES

### Tables

3.1. Table of Specification of Try Out Test .....	27
3.2. Specification of Students' Response Questionnaire .....	32
4.1. The Distribution of Students' Score of Pre-test .....	35
4.2. The Distribution of Students' Score of Post-test .....	36
4.3. Descriptive Statistics of Pre-test and Post-test .....	37
4.4. Run Test .....	38
4.5. Normality Test .....	39
4.6. Paired Samples Test.....	39
4.7. The Distribution of Students' Achievement of Determining Main Idea in the Pre-test and Post-test .....	41
4.8. The Significance Difference of Determining Main Idea in the Pre-test and Post-test .....	41
4.9. The Distribution of Students' Achievement of Finding Specific Information in the Pre-test and Post-test .....	42
4.10. The Significance Difference of Finding Specific Information in the Pre-test and Post-test .....	42
4.11. The Distribution of Students' Achievement of Finding Reference in the Pre-test and Post-test .....	43
4.12. The Significance Difference of Finding Reference in the Pre-test and Post-test .....	44
4.13. The Distribution of Students' Achievement of Finding Inference in the Pre-test and Post-test .....	44
4.14. The Significance Difference of Finding Inference in the Pre-test and Post-test .....	45
4.15. The Distribution of Students' Achievement of Finding Vocabulary in the Pre-test and Post-test .....	46
4.16. The Significance Difference of Finding Vocabulary in the Pre-test and Post-test .....	46
4.17. Comparison of Aspects of Reading Comprehension Means .....	47
4.18. The Result of Students' Questionnaire .....	47

## **I. INTRODUCTION**

In order to introduce this research, this chapter discusses the background of the problem, identifications of the problem, limitation of the problem, formulations of the problem, objectives of the research, uses of the research, and definition of terms.

### **1.1. Background**

Reading is one of four language skills that learners should master. By reading, the learners will get a lot of information. Reading can also open window of the world and make the learners gain knowledge. Naturally, reading works as a means of communication between a writer and a reader. According to Grabe and Stoller (2002), reading is the ability to draw meaning from printed page and interpret the information appropriately. Cameron (2001) states that reading is actually about understanding, it is not only to understand the word or code but also to grasp the message that is conveyed of the text. It means that comprehending and interpreting the information of the text are important, the reader does not only know the words but also should understand the message of the text.

As a matter of fact, reading is not a simple way which only makes sound of the text but also the process of comprehending the text. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. In reading the readers deal with the goal which is to understand

the whole message of the text and to understand the text the readers should gather the concept first. In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they must be able to comprehend the reading materials which are shown as the written texts. Furthermore, reading in Junior High School becomes one of the most important skills to be tested in daily test, mid-semester test, semester-test, school examination and national examination (UN). In order to achieve those important goals, the teacher should be successful in making the students comprehend the text well.

In relation to the objective above, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for Junior High School states that there are several kinds of reading texts. One of reading texts that should be learned and taught in the second grade of Junior High School is narrative text. In reading aspect, the goal of Standard of Competency and Basic Competence (*SKKD*) for Junior High School is that the second grade students of Junior High School should be able to comprehend narrative text in spoken or written form. It can be understood that the second grade students of Junior High School should master reading skill appropriately. But in fact, learning reading is not easy for Indonesian students. According to Program for International Students Assessment (2016), reading ability of Indonesian students is in 62nd position out 70 countries. It shows that Indonesian students have low comprehension in reading.

Based on researcher's experience when she took part in the field practice program at SMPN 3 Gunung Sugih, it was found that reading is considered as a boring



activity for the students, it is because the students experienced difficulty to comprehend the text. To have more concrete idea about this problem, observation was once conducted at SMP Muhammadiyah 3 Bandar Lampung. The result of observation showed that there were some problems faced by the students in learning reading. The problems are not only come from the students but also come from the teachers. One of the students' problems is many of students have problem to understand the reading text. It is shown when they answer the questions of the reading text, like finding the main idea of the text, identifying the specific information of the text, determining word reference, making inference, understanding the purpose of the reading, knowing the tense mostly used and also the generic structure of reading text. Some of them got score under the minimum standard score (KKM).

The problem that comes from the teachers is the teaching strategies. The English teacher still used a conventional strategy. As argued by Wichadee (2003) the teacher-centered approach taking place in traditional classrooms does not produce active recipients and results fossilized language learning. It is not effective enough to promote language. The conventional strategy makes the students read the text individually so, the students have different understanding of the text and also the students do not tend to listen the teacher because there is not variety of teaching. These makes the students are less motivated and feel bored in learning reading English in the classroom. That is why the teacher must be able to use various strategies to avoid boredom of the students.

Since students feel bored in doing the reading activity above, they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing reading comprehension activity. *Two stay two stray* strategy may be considerably more effective for the students in the class. The appropriate teaching strategy like *two stay two stray* helps the teacher to solve the problem in the class because this strategy employs student centered activities rather than teacher centered activities. It can guide and facilitate a better atmosphere in teaching learning process. The strategy may also attract the students' attention toward achievement of reading skill and increase their motivation by actively involving in learning.

In this case, the writer focuses on implementing *two stay two stray* strategy to improve students' reading comprehension achievement. By utilizing *two stay two stray* strategy, the learning activities could be more enjoyable and meaningful because this strategy focuses on students' interaction. Therefore, the researcher will conduct the research with the topic "the implementation of *two stay two stray* strategy to improve students' reading comprehension achievement in narrative text at the second grade of SMP Muhammadiyah 3 Bandar Lampung".

## **1.2. Identification of the Problems**

Based on the background of the problems discussed above, the researcher would like to identify the problems that may cause the problem under discussion as follows:

1. Some of students have difficulties to comprehend reading text.

2. Some of students get low scores or get score under the minimum standard criterion in answering reading text.
3. The English teacher still used a conventional strategy.
4. Some of the students tend to be a passive learner without participating actively.
5. Students do not feel enthusiastic with the teaching learning process especially in reading activity.
6. The students' motivation is low.
7. Students read the English text individually that makes different understanding one to another.
8. There might be no students' interaction in reading process.

### **1.3. Limitation of the Problem**

After identifying the problem, this research concerns on the students' reading comprehension achievement, aspect of reading comprehension and students' response after being taught through two stay two stray strategy.

### **1.4. Research Questions**

Dealing with the issues presented in the background, the research questions in this research are:

1. Is there any significant difference of students' reading comprehension achievement before and after being taught by using two stay two stray strategy at the second grade of SMP Muhammadiyah 3 Bandar Lampung?
2. Which aspect of reading comprehension improves the most and the least

after being taught by using two stay two stray strategy?

3. How is the students' response toward the implementation of two stay two stray strategy in reading class?

### **1.5. Objectives of the Research**

Based on the formulation of the problems, there are two objectives of the study:

1. To find out whether there is a significant difference of students' reading comprehension achievement before and after being taught by using *two stay two stray* strategy at the second grade of SMP Muhammadiyah 3 Bandar Lampung?
2. To find out which aspect of reading comprehension improves the most and the least after being taught by using *two stay two stray* strategy.
3. To investigate students' response toward the implementation of *two stay two stray* strategy in reading class.

### **1.6. Uses of the Research**

This result of the research may be used as follows:

1. Theoretically, the finding of this research may support the existing theory about reading strategies.
2. Practically, the result of the research will serve as an alternative strategy for teachers in teaching reading in junior high school and also for the students in improving their reading comprehension.

### **1.7. Definition of Terms**

There are some terms in this research which are important to know, as follows:

1. Reading refers to a process in which the reader makes sense of the written text in order to get information and knowledge from the text.
2. Reading comprehension is process of understanding the text in term of question that the readers formulate about the text. In reading, the readers should be able to answer the questions formulated concerning with the text and catch the ideas which the author wants to convey.
3. Two stay two stray is one of cooperative learning strategies that conduct students to work in group, in which they share their ideas to others and exchange them with other groups.

The introduction of the research, that is, background of the problem, identifications of the problem, limitation of the problem, formulations of the research question, objectives of the research, uses of the research, and definition of terms are the foundation of the research. It means when the researcher will conduct the research, it will do based on the aspects above.



## **11. THEORETICAL FRAMEWORK**

This chapter discusses some theories related to the research. The theories are used as the references for the researcher in conducting the research. The theories that will be explained are about review of previous research, concept of reading comprehension, aspects of reading, concept of narrative text, concept of teaching reading, concept of two stay two stray strategy, advantages and disadvantages of TSTS strategy, theoretical assumption and hypothesis.

### **2.1. Review of Previous Research**

There are several studies which have been conducted in relation to the similar topic under discussion. The first research is applying *two stay two stray* strategies to improve student's reading comprehension by Sukmayati (2016). The objective of this study was to improve students' reading comprehension of review text using *two stay two stray* strategies. The subject of this study was 23 students of the twelfth grade of SMA Laboratorium Unsyiah. This study was collaborative action research design. The result showed that *two stay two stray* strategy was effective in improving students' reading comprehension.

The second research was done by Sianipar and Sumarsih (2013). Their study deals with the way to improve students' achievement in speaking particularly through *two stay two stray* strategy. Sianipar and Sumarsih was conducted their research by using classroom action research and the subject of this research was class X-

AP SMK Swasta Harapan Danau Sijabut. They found that the using of *two stay two stray* strategy was significantly improved students' achievement in speaking.

The last research was done by Wijayati (2016). The aim of her research was to investigate the improving of students' reading comprehension through TSTS learning model. This research was used classroom action research and the subject of this research was the eleventh grade of SMK Maospati which consisted of 20 students. He found that *two stay two stray* learning model could improve students' reading comprehension in procedure text.

Considering the previous research above, it can be found that the similarities of my research with three researches above are using *two stay two stray* strategies to deliver the material. However, several differences were recognized: firstly, the design of the research. In this research, the researcher employed one group pre-test and post-test design. All of the previous research was used classroom action research. Secondly, the subject of the research. In this research, the subject was junior high school but the subject of previous research was senior high school students. Thirdly, the research questions of the research. All of the previous research only investigated whether there was a significant difference of students' reading comprehension achievement before and after being taught by using TSTS strategy but in this research the researcher investigated which aspect of reading comprehension has the highest and the lowest improve after being taught by using *two stay two stray* strategy and also investigated students' response about the implementation of *two stay two stray* strategy in reading class.

## **2.2. Review of Related Literature**

Considering the review of previous relevant research, the writer is going to propose a review of related literature which has a relationship with this research as follows:

### **2.2.1. Reading Comprehension**

The important thing that should be known before starting to define reading comprehension is the reading itself. Reading is as the window of knowledge in which people are able to get information. According to Nuttal (2000) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. It means that reading is a process in getting information from a text that needs a connecting between reader and writer to infer the real meaning.

As Willingham (2006) defines reading as an active process of getting the information by using prior knowledge, students are encouraged to apply what they know from their own lives to the text, or to consider the theme of the text. In reading, students have to combine what they have already known (schemata) with what they are reading. This process needs such kind of background knowledge in order to have a good understanding about a text. Dallman (1982) states that reading are more than knowing what a letter of alphabet stands for; it involves more than recognition that is without comprehension, no reading take place.

Therefore, when the reader can read the words but they do not understand what they read, they do not really reading.

There is no reading without comprehension. Comprehension is the process of how to get understanding from reading activity. It has been emphasized that comprehension is the first point to be made about reading process. Fountas and Pinnell (2012) state that comprehension is the central core of the broader and more complex ability to reason. Without comprehension it is useless if readers or students only read the word or sentence. It is more than recognizing all the words in the written texts. When the readers are in the process of comprehending the content of the written text, they try to construct the meaning of the written text by recognizing the words in the written texts automatically to case them in relating their background knowledge to the writers' ideas and information drawn in the written texts.

Mikulecky and Jeffries (2007) says that comprehending is not only recognizing and understanding words but also making meaning of what the readers read and connecting the gist in the text to what they already know. In line with this statement, Cahyono and Widiati (2007) declare that reading comprehension is an activity aimed to understand the messages of a particular text. Good reading comprehension depends on understanding the words; the more words are recognized, the better comprehension will be. It means that, to comprehend the English text, the students should have a lot of words so that they can understand the messages or the gists contained in it.

To summarize, reading comprehension is readers' ability in gaining meaning from the text. Reading and comprehension could not be separated each other in order to extract the meaning of written materials with full understanding. Reading was not enough for readers to understand a set of words in a sentence only. The readers also must be able to comprehend the reading text in order to get message and information from what they have read. There is no reading without comprehension.

### **2.2.2. Aspects of Reading**

Referring to the concept above, in order to know the students' reading comprehension ability, the teacher must involve some aspects that really essential in reading comprehension. The reading aspect should not only understand the surface meaning of the text but also understand the purpose of the reading text. Nuttal (1985) divided aspects of reading comprehension into five different parts that should be mastered by the reader to comprehend the text deeply, which is as follows:

#### **a. Identifying Main idea**

Main idea refers to important information that tells more about overall idea of a paragraph or section of a text. According to Dararat (2012) reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. He adds that to find the main idea of paragraph, a reader must find what common elements the sentences shared. In other words, the main idea is the statement made about the topic which is

supported by detail. The example question about main idea can be: *what words state that the main idea of the story?*

### **b. Identifying Details**

Supporting sentence or specific information develops the topic by giving definitions, examples, facts, incidents, comparison, analogy, cause and effect and quotation. According to Segretto (2002) the supporting details provide the reader with more about the main idea or subject of a passage. For example, after reading about Bawang Putih and Bawang merah, general questions related to specific information can be for example: (1) *Where was Bawang Putih washing some clothes?* (2) *How was Bawang Putih character?*

### **c. Making Inference**

Inference is an educational guess or conclusion drawn based on logic of the passage. According to Dewi (2013) inference requires that each reader constructs a meaning that makes the text a reflection of her experiences. It refers that an inference is when the student take clues from a story plus what they already know from their own experiences to decide what the text means. The question containing inference meaning can be: *what is the moral value of the story?*

### **d. Identifying Reference**

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. According to Reimer (2009) references is a relation that obtains between expressions and what speakers

use expressions to talk. Reference is words or phrase used either before or after the reference of the material. In general question related to this type of reading can be for example: what does the word “she” in line 5 refers to?

#### **e. Understanding Vocabulary**

The communication will success or not it depends on the accurate vocabulary understanding. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to known word in the readers’ oral vocabulary. Linan (2007) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be: *what is the closest meaning of the underlined word?*

According to five aspects of reading comprehension by Nuttal (1985) above, that is identifying main idea, identifying detail, determining inference, references, understanding vocabulary. This research will use these aspects to measure the students’ comprehension an English text.

#### **2.2.3. Narrative Text**

Narrative is kind of text which tells about events which can make the reader feels that it is real. Narrative tells about something that happened in the past. According to Laurence (2008), narrative is a story created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative text is a

sequence of events which is based on life experience and is person-oriented using dialogue and familiar language. The purpose of narrative text is to entertain the readers. According to Pardiyono (2007) narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. It means that narrative text is a spoken or written text to communicate a message which purpose to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following three stages, namely orientation, complication, and resolution. Orientation means introducing of the paragraph in which the characters, setting and time of the story are established. The next stage is complication. It tells the beginning of the problem which leads to the crisis arises of the main character. The last stage is resolution. Resolution is the phase where the main character solves the problem aroused the conflict. It is no matter whether the main character succeeds or fails. The point is the conflict becomes ended.

The narrative text has language features that have function to improve student's knowledge. Language feature of narrative text can be described as follows:

1. Focus on specific or individual participants, e.g. *Malin Kundang, Timun Mas*.
2. The use of simple past, e.g. *go - went, open - opened, etc.*



3. The use of temporal conjunction, e.g. *when, then, suddenly, etc.*
4. Adverb of time, e.g. *Once upon a time, one day, etc.*
5. Direct speech. It is to make the story lively, e.g. *Snow White said, "My name is Snow White.* The direct speech uses present tense.

Based on the explanation above, it can be said that narrative is a story that have beginning, the events and ending. Narrative is about how we can compose the story, starting with who the actor, what happens or occurs, where the event happens, how the event happens, and how the story is ended by narrator.

#### **2.2.4. Teaching Reading Comprehension**

Teaching is a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand. The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading strategies: scanning, skimming, mapping, jigsaw etc. These can be real when the students read and interact with various types of texts.

According to Haris and Hodges (1995), reading strategies is a systematic plan consciously adopted and monitored to improve one's performance in learning. In

addition, Block (1986) indicates a reading strategy on how readers conceive a task, what textual cues they attend to, how they make sense of what they read and what they do when they do not understand. It means that the use of reading strategies will contribute toward reading. If the teacher can apply the most appropriate reading strategy which is suitable with the students' characteristic, it will improve the students' comprehension to the text.

Referring to the concept above, it can be inferred that one essential aspect in reading comprehension is the use of reading strategies. In order to improve students' reading comprehension, the teacher must use the most appropriate teaching reading strategies. It means that the appropriate reading strategies may assist the comprehension of reading. There are many kinds of reading strategy and strategy that can be applied in teaching reading.

### **2.2.5 *Two Stay Two Stray Strategy***

*Two stay two stray* (TSTS) strategy is a model of cooperative learning that emphasizes the interaction between groups, cooperation, responsibility and participation of learners. Lie (2002) stated that *Two stay two stray* strategy gives chance to the students to share the result of their information from the subject matter given to the other students in a group. They are allowed to ask and argue with their friends that bring their social life by having interaction with other instead of working individually. It means that in the process of implementing this model students are active participants in solving problems of the subject matter. By applying TSTS strategy there will be an interaction and two ways

communication between students instead of just listening to the teacher explanation or doing the task alone. The students can ask or even argue and share their opinion within the group members. By using this learning model, it can boost the performance of students in learning.

Elita, Zainil and Radjab (2013) states that TSTS strategy trains the students to express their ideas and to be active participants in comprehending the text. It is also gives students experience in gathering information and reporting back to their teammates. In addition Churiyah and Annindita (2012) state that in TSTS laerning strategy, the students can learn to express their opinion to other students. Recognition of other students' opinions can boost self-confidence and motivate students to express their ideas or opinions. Students feel trusted and appreciated their presence because every member has every member has a very important role to share opinions between groups. This interactive situation occurs because the groups cannot solve the task of sharing opinions without group cooperation between members of the group. So, It can be indicated that TSTS strategy could make the situation of teaching learning process more interseting so that the students' can develop their arguments and also this strategy is able to stimulate and inspire potential learners optimally in an athmosphere of learning in small groups.

Kagan (1994) states that in TSTS strategy ach member of each group has his/her own responsibility (two students become 'strayers' and two others become 'stayers'). Two members who become strayers visit another group to look for

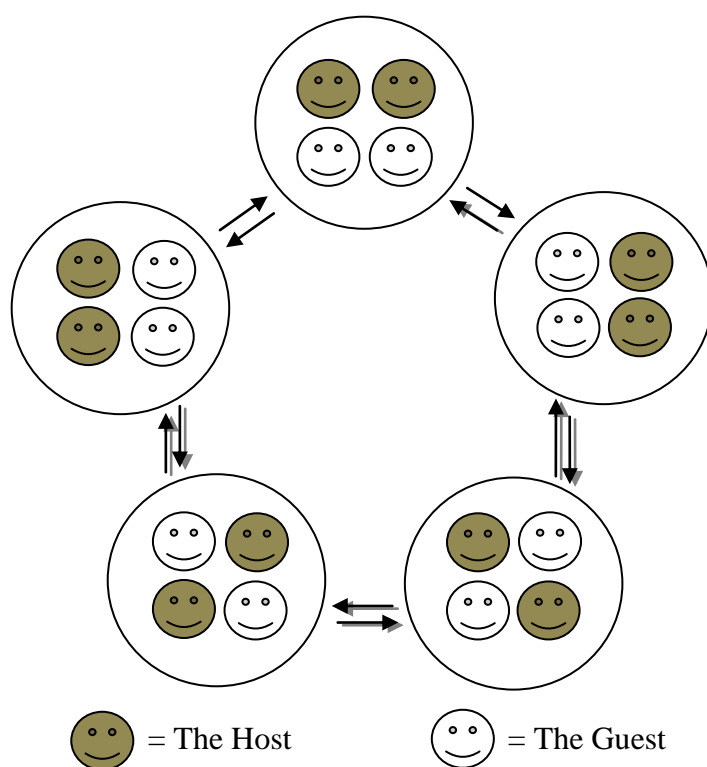
either information and two members who become stayers stay in their group to explain the result of their discussion. In addition Istarani (2012) states that in the TSTS classrooms, students work together in groups twice; in their own group and in the other group. Suprijono (2013) states that there are some steps to apply this technique, begin with divide the class into some groups, after that the students are given a task to find the solution of problem solving in group. Continued by delivering two students to join other group and make discussion and then come back to their group and share with their group to make deal from some data. Referring to the statements above, it can be interpreted that in TSTS strategy, the students work in a team, each group is given an opportunity to share the results of their group discussion with other groups by sending their two “representatives” to other groups in the class. The other two members will stay within their group and become hosts for their “guests” who will come from one of the other groups to search for information. This strategy is common used to make their classroom management more active and the students become independent. Therefore this learning model is expected to make students be good in cooperation and exactly do not get bored in teaching learning process.

Lie (2004) adds the explanation of Two Stay Two Stray strategy procedures as follows:

- a. The students are set in group of four students as usual.
- b. After the discussion of the material in group finishes, two students of each group stay in the original group, each of the two students stray to other groups.

- c. The two staying students have a task to share information and share result to their guests.
- d. After the exchange of information and opinion has finished, the guests will return to their original groups to share their representative findings.
- e. The original group discusses the results of their work again.

The scheme of Two Stay Two Stray as follows:



**Figure 2.1 Scheme of TSTS strategy**

From the explanation, the researcher can summarize that in two stay two stray strategy the students not only learn and accept what is presented by the teacher in the teaching learning process but can also learn from other students and two stay two stray strategy gives an opportunity to the students to share their ideas. It helps them to develop a deeper understanding of reading comprehension.

### **2.2.6 The Advantages and the Disadvantages of TSTS**

According to Ari (2014), there are some advantages and disadvantages of applying two stay two stray strategy in the classroom. The advantages of applying *two stay two stray* strategy are:

1. This strategy can be applied to all of lesson materials
2. Every group can share information with other groups.
3. This strategy can improve students' motivation
4. Students can train social relation to other students.
5. This strategy can be improved good relation between teacher and students.
6. Students can increase critical thinking on a problem.
7. Students can exchange ideas and build social skills.

The disadvantages of *two stay two stray* strategy are:

1. This strategy was time consuming, because it had several stages that should be done by the students in reading. To solve the problem, the teacher should be better in managing the time allocation in each stage of learning process.
2. The class is very noisy, because in this strategy the students should move and share their result in original group to the other groups. To solve the problem the teacher should control the students' work in teaching learning process.

### **2.2.7 Teaching Reading Comprehension through TSTS strategy**

Based on the steps of Lie (2004), the researcher tries to arrange the procedure of *two stay two stay* strategy in teaching reading. The followings are the steps of teaching reading comprehension using TSTS strategy.

### 1. Pre-Activity

- Teacher opens the class and greets to the students.
- Teacher checks the students' attendance list.
- Teacher asks some questions to the students related to the topic to brainstorm the students.

### 2. Whilst-Activity

- Teacher divides students into 4-5 person TSTS groups.
- The teacher distributes the same short reading text to each group.
- Each group member has to answer the question of the text. Then, member of group discussion to solve the problem.
- After the discussion of the material in group finishes, each group will send two of their members as “representatives” to the other groups to share the information and to get the new information from those group.
- Those that stay in the group will “welcome” their two guests and share their group's information to them.
- The teacher has to make sure that everyone in the class has opportunities to speak with equal time. In this case, the teacher is the time keeper.
- All “representatives” then return to their initial group and share the information they got from other groups with their own group.
- To make sure that the students understand about the topic the teacher asks some group to explain about the topic. In this case, the teacher asks the group randomly and one member of the group should explain about it but the teacher is freely to choose the member of the group.

### 3. Post-Activity

- Teacher asks students the difficulties related to the topic.
- Teacher summarizes and gives the conclusion about the materials given
- Teacher closes the meeting.

#### **2.2.8. Theoretical Assumption**

Based on literature review, it is assumed that TSTS is an effective strategy to be used in teaching reading in order to improve the students' reading comprehension and also the writer assumes that the reading aspects which improve the most is finding reference. Teaching reading comprehension by using *two stay two stray* strategy requires the students to talk and share the information in the text with the members of their groups. It also provides the students to ask some questions, such as; "how do you know" or "why do you think so" questions. These questions stimulate the students to think critically, to share their ideas, or to agree or disagree.

Moreover, *two stay two stray* strategy can be fun for the students because it has the students move around and exposes them to other faces. Students enjoy being interviewed and they also enjoy telling their table mates what they have learned when they visit the other groups. This strategy also can exchange ideas and build social skills. It offers students the opportunity to learn by teaching. Therefore, the researcher puts on an assumption that the students will give positive response toward the implementation of *two stay two stray* strategy.



### 2.2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

- There is a significant difference of students' reading comprehension achievement before and after being taught by using *two stay two stray* strategy.

This chapter has discussed the review of previous research and review of the related literature about reading comprehension, aspects of reading, strategy of teaching reading, *two stay two stray* strategy, the advantages and disadvantages of TSTS, procedure of using TSTS, theoretical assumption and hypothesis.

### III. RESEARCH METHODS

This chapter discusses the methods of research, such as research design, population and sample, research procedure, data collecting strategy, research instruments, quality of the instruments and data analysis.

#### 3.1. Research Design

This research used quantitative and qualitative research. According to Bryman as cited in Setiyadi (2006) the combination between quantitative research and qualitative research is done since the research tends to get result that is oriented the process (qualitative) and product (quantitative) in one study. The first objective of this study was to find out whether there is a significant difference of students' reading comprehension achievement before and after treatment. The second objective of this study was to investigate the most affected aspect of reading after being taught by using *two stay two stray* strategy. To achieve this objective, the researcher focused on the result of the test (pre-test and post-test). Then, the last objective of this research was to know students' response of TSTS strategy in learning reading comprehension. The researcher used one class as experimental class. In conducting the research, the researcher used *One Group Pre-test and Post-test Design*. The design of this research can be presented as follow:

T1      X      T2

Notes:

T1 : Pre-test  
X : Treatment  
T2 : Post-test

(Setiyadi, 2006)

### **3.2. Population and Sample of the Research**

The population of this research was the second grade of students of SMP Muhammadiyah 3 Bandar Lampung. There was four classes in the second grade of SMP Muhammadiyah 3 Bandar Lampung and consisted of 32-35 students in each class. In determining the sample, the researcher took one class randomly by using lottery. It applied based on the consideration that every student in population has the same chance to be chosen in order to avoid the subjectivity in the research (Setiyadi, 2006).

### **3.3. Research Procedures**

In doing this research, the researcher used these following procedures:

1. Determining the problem

The first step in conducting the research was determining the problem. The problem of this research was determined based on the researcher experience in SMPN 3 Gunung Sugih and as seen in chapter 1, it was intended to find out whether TSTS could be used to increase the students' reading comprehension or not.

2. Finding the population and determining the sample

The researcher selected simple random probably sampling, in assumption that every class had the same ability.

3. Determining the research instrument

The material was taken from the students' textbook and authentic materials. The test was multiple choice tests which consist of 30 items. In giving treatment, the researcher used reading text which took from English textbook for second year students of SMP and authentic materials.

4. Administering try out test.

The try out was multiple choice tests which consist of 40 items. The time allocation was 80 minutes. The try out was carried out to find the quality of the test.

5. Administering pre-test.

This test was conducted to find out student's basic reading comprehension and to know how far the student's proficiency toward mastering reading comprehension is. The researcher gave the pre-test before treatments.

6. Conducting treatments.

After the pre-test, the researcher conducted the treatment in three meetings. The researcher thought reading comprehension through TSTS strategy.

7. Administering the post-test.

After the treatment given, the researcher gave the post-test to find out whether there is any significant between their score in the pre-test and the post-test.

8. Administering questionnaire.

The questionnaire was given in order to know students' response in learning

reading comprehension through TSTS.

9. Analyzing the data

Both pre-test and post test of the class were analyzed by using Repeated Measures t-test to compare the data of the two means score. The result of the questionnaire was analyzed descriptively. The researcher described the students' response of *two stay two stray* strategy in learning reading comprehension.

10. Concluding and reporting the result of analysis data

As the pre-test and post test already analyzed, the researcher made the conclusion regarding the result of the research and report it on the script by also adding the suggestion for further research.

### **3.4. Data Collecting Technique**

There are two techniques that used to collect data in this research as follows:

1. Test

To answer the first and the second research question, the researcher used pre-test and post-test to measure the students' reading comprehension achievement before and after being taught by using *two stay two stray* strategy. Pre-test was required to measure the students' reading comprehension achievement before treatment. Post-test was given to know students' improvement in reading achievement after treatment. The test was multiple choices test in 30 items where the choices contain one true answer and three distracters. The time given for students to do the test was 80 minutes.

## 2. Non-Test

In exploring the third research question, the researcher distributed questionnaire. The aim of this questionnaire was to know students' response about the implementation of *two stay two stray* strategy in reading class. According to Setiyadi (2006) there are two types of questionnaire, those are open-ended questionnaire and close-ended questionnaire. Open-ended questionnaire is a question that hopes the respondent to write their answer about something descriptively. On the other hand, close-ended questionnaire will help the respondent to answer quickly because the researcher gives an alternatives answer to them. In this research, the researcher used open-ended questionnaire and the questionnaire was given after post-test.

### **3.5. Instrument**

#### **3.5.1. Reading Test Items**

The researcher provided reading test items. There were two kinds of reading test to measure students' reading comprehension, namely pre test and post test. Pre test was done to determine the basic of students' reading ability in comprehending text before treatment. The post test was given to measures the students' reading ability in comprehending text after being taught treatments. The test consisted of 30 items in multiple choice forms with four options a, b, c, and d. The time allocation was 80 minutes. The test which was used in pre-test was the same with the test which was used in post-test, but in the post test the questions was arranged randomly. In order to find whether the test items are applicable or not, try out was carried out before conducting pre-test and post-test.

A test or a measuring would become a good test if the test has four criteria of good test, namely validity, reliability, level of difficulty, and discrimination power.

### **3.5.1.1. Validity**

Validity indicated how deep the instrument can measure the target of the research. There are four types of validity namely face validity, content validity, construct validity, and empirical validity. The two types of validity was used in this research are content validity and construct validity.

#### **a. Content Validity**

According to Heaton (1975) the content validity is intended to know whether the test items are good reflection of what was covered. The test took from the material that have been taught to the students and to know whether the test have a good content validity, the items of the test was discussed with the experts (lecture or advisor) to measure the degree of agreement. To fulfill this validity the researcher should look at all indicators in the form of grains of matter and analyze it whether the measuring instruments as a whole has been represented on the material that would be measured (Setiyadi, 2006). In the content validity, the questions were based on the curriculum that currently used in Indonesia that is KTSP curriculum.

#### **b. Construct Validity**

Construct validity measures whether the construction has already referred to the theory, meaning that the test construction has already in line with the objective of learning (Hatch and Farhady, 1982). Construct validity concerns

whether the tests are true reflection of the theory of the trait – in our case – language which is being measured. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. Related to this research, the test items should be questioning the five aspects of reading such as: main idea, specific information, inference, reference and vocabulary.

In this research, the researcher formulated table of specification. So every test items could be matched with the goal and the materials was taught. Regarding the construct validity, it measured whether the construction had already in line with the objective of the learning. To know whether the test was good reflection of the knowledge which the teacher wants the students to know, the research compared the items of the test with table of specification. If the table represented the material that the researcher wanted to test, then it was valid from that point of view. A table of specification was an instrument that helps the test constructor planned the test.

**Table 3.1. Table of Specification of Try out Test**

<b>No.</b>	<b>Reading Skills</b>	<b>Item Numbers</b>	<b>Percentage</b>
1.	Determining main idea	1,6, 8, 19, 24, 27, 35, 40	20%
2.	Specific information	2, 13, 14, 18, 21, 25, 32, 36	20%
3.	Inference	5. 10, 12, 20, 23, 29, 34, 37	20%
4.	Reference	4, 9, 15, 17, 28, 30, 33, 39	20%
5.	Vocabulary	3, 7, 11, 16, 22, 26, 31, 38	20%
<b>Total</b>		40	100%



Basically, the construct and content validity are overlap. It is a representative of the material from the subject. In line with Nuttal (1985) the relation validity of instrument refers to construct validity in which the question represents five reading skills. Skills of reading in the test are a part of the construct validity and the item number are the part of the content validity. Besides the construct validity, the researcher used *inter-rater* analysis. The researcher used three inter-raters to make the reading test more valid.

The items of the test were discussed with three English teachers of SMA Al-Azhar 3 Bandar Lampung. The raters checked the items of the test whether the items has good content and construct validity or not. The result of the raters revealed that there is positive statements from the expert (see appendix 25). In other words, it can be said that the instrument is valid to be used as a tool for collecting the data. Further, the researcher considered the reading test instrument to be administered in both pre test and post test.

### **3.5.1.2. The Reliability**

Reliability refers to whether the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985). A test is would be reliable if the score gained by the examiners is constant whenever and by whomever the test is conducted. After the researcher got the result from the *inter-rater*, the researcher conducted try out in order to find whether the test items were reliable or not. The reliability of the reading comprehension test was measured based on Pearson Product Moment which examines the correlation coefficient of

reliability between odd and even number (reliability of the half test). The formula can be seen as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Explanations:

$r_{xy}$  = coefficient reliability between odd and even number

$x$  = odd number

$y$  = even number

$\sum x^2$  = total score of odd number

$\sum y^2$  = total score of even number

$\sum xy$  = total score of odd and even number

After the reliability of the half test was calculated, the researcher used Spearman Brown Prophecy formula to measure the reliability of the test as a whole as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Explanation:

$r_k$  = the reliability of the whole test

$r_{xy}$  = the reliability of half test

The criteria of the reliability are:

0.50– 1.00 = high

0.50 – 0.89 = moderate

0.0 – 0.49 = low

The results computation by using Pearson Product Moment formula showed that the reliability of the half test ( $r_{xy}$ ) was 0.95. By using Spearman Brown's Prophecy formula, it was found that the reliability of the whole items ( $r_k$ ) was 0,97 (see Appendix 7). According to the criteria of the test reliability, the reliability point belongs to high level, so it indicated that the data collecting instrument in this research was reliable and good.

### 3.5.1.3. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item done by the participants, (Heaton, 1975). It was important since the items which were too easy (that students get right). To find out the level of difficulty of the test, the researcher used the following formula:

$$LD = \frac{U+L}{N}$$

Notes:

LD = level of difficulty

R = number of the students answer correctly

N = total number of the students

The criteria are:

< 0.03 = difficult

0.03 – 0.70 = average

> 0.70 = easy

(Shohamy, 1985)

After analyzing the criteria of good test by using level of difficulty and discrimination power (see appendix 8), it can be seen that there was one item out of 40 items presented which was found to be easy item (item number 35) which had easy level more than 0.70 and there were four items belong to difficult item (item number 11, 16, 22 and 26) which had difficulty level lower than 0.30. Then, the rest items (items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39 and 40) belong to average level in which had level difficulty between 0.30 and 0.70. Those items could be used to collect the data for the research.

#### **3.5.1.4. Discrimination Power**

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. A good item which was according to this criterion is one in which good students did well, and bad students failed (Shohamy: 1985). In discriminating power the research used the formula as following:

$$DP = \frac{U-L}{1/2 N}$$

Notes:

- D : discrimination power
- U : the number of students from the upper who answer correctly
- L : the number of students from the lower who answer correctly
- N : the number of the students

The criteria of discrimination power are:

0.00 – 0.20 : Poor

0.21 – 0.40 : Satisfactory

0.41 – 0.70 : Good

0.70 – 1.00 : Excellent

- (negative) : Bad items (should be omitted)

From the computation of discrimination power of try out test (see appendix 8), it was found that there were nine items (items number 2, 8, 11, 12, 16, 24, 26, 35 and 39) belong to poor items since the discrimination power was between 0.00 to 0.19. Then, there were 31 items (items number 1, 3, 4, 5, 6, 7, 9, 10, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38 and 40) had satisfactory discrimination power.

### **3.5.2. Questionnaire Items**

A questionnaire was used to find out the subjects responses on the implementation of *two stay two stray* strategy in teaching reading comprehension. Open ended questionnaire was used by the researcher. The questionnaire was given after post-test. The questionnaire consists of 10 items. In order to avoid confusing and misunderstanding to the students, the questionnaire was written in Bahasa Indonesia. In measuring the students' response toward the implementation of two stay two stray strategy, there were three indicators to be considered. Those are interaction, motivation and social skills. The following table is the specification of students' response questionnaire.

**Table 3.2. Specification of students' Response Questionnaire**

Objective	Indicators	Number of Items
The students' response toward the implementation of two stay two stray strategy	Motivation	1, 2, 3
	Interaction	4, 5, 6
	Social skills	7,8, 9, 10

In order to fill the validity and reliability, the questionnaire was discussed with three English teachers in SMA Al-Azhar 3 Bandar Lampung (see appendix 25). All of them stated that the questionnaire is good. So, it was assumed that the indicators of the questionnaire were good.

### 3.6. Data Analysis

As explained previously, the data was analyzed both quantitatively and qualitatively. Hence, to analyze the quantitative data, the researcher used Statistical Package for Social Science (SPSS) program version 16 for windows. The result of students' performance in pretest was compared with the result of their performance in posttest. All the comparisons of the test above were analyzed by using independent t-test to know the differences before and after the treatment given.

After analyzing the result of students' reading achievement, the questionnaire was analyzed by the researcher. The result of the questionnaire was analyzed descriptively. The researcher described the students' response of *two stay two stray* strategy in learning reading comprehension.

### 3.7. Hypothesis Testing

After collecting the data, the researcher analyzed the data by using Repeated Measure T-Test. The results of the t-test was used to know the significant increase of students' reading comprehension before and after using two stay two stray strategy and to prove whether the proposed hypothesis was accepted or rejected.

The hypothesis is drawn as follows:

$H_0$  : There is no significant difference of students' reading comprehension achievement before and after being taught through two stay two stray strategy.

$H_1$  : There is a significant difference of students' reading comprehension achievement before and after being taught through two stay two stray strategy.

The criteria for accepting the hypothesis were as follows:

1.  $H_0$  is accepted if the T-value is lower than T-table. It means that there is no significant difference of students' reading comprehension achievement before and after being taught through two stay two stray strategy.
2.  $H_1$  is accepted if the T-value is higher than T-table. It means that there is a significant difference of students' reading comprehension achievement before and after being taught through two stay two stray strategy.

Those were the methods of research that used in this study, such as research design, population and sample, research procedure, data collecting strategy, research instruments, quality of the instruments, data analysis and hypothesis testing.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the result of the research and also the suggestions from the researcher to other researchers and teachers who want to apply two stay two stay strategy in teaching reading comprehension.

### 5.1. Conclusions

In line with the data analysis and discussion, the conclusions are drawn as follows:

1. There is a significant difference of students' reading comprehension achievement before and after being taught by using two stay two stray strategy. It can be seen from the result of the hypothesis test which showed that at significant level of  $p < 0.05$  ( $p = 0.000$ ),  $t$ -value (19.406) was higher than  $t$ -table (2.037). The students' mean score in pre-test was 59.55 increased to 71.61 in post test. It can be concluded that two stay two stray strategy can be used to improve students' reading comprehension.
2. Identifying reference become the most improved aspect after being taught by using two stay two stray strategy and understanding vocabulary become the least improved aspect after being taught by using two stay two stray strategy. The result showed that identifying reference increased 8.15 points from pre-test to post-test, while understanding vocabulary increased 1.75 points from pre-test to post-test.
3. The students give positive response on the implementation of two stay two stray strategy in teaching reading narrative text is positive. Two stay two stray



strategy can improve students' motivation, students' interaction and their social skill.

## **5.2. Suggestions**

Referring to the conclusion above, the researcher would like to put forward some suggestions below:

### 1. To the teacher

- a. Since Two Stay Two Stray strategy can give significant difference in improving students' reading comprehension achievement, it is suggested to English teacher to apply Two Stay Two Stray strategy in teaching reading.
- b. Since the students have the lowest score in vocabulary aspect. The teacher should give extra explanation to the students about it. It can be realizable by giving more various vocabularies which is appropriate to the students of junior high school level in order to enhance the students' vocabularies list.

### 2. To the others reserachers

- a. Since in this research two stay two stray strategy was moddified to be appropriate to teach reading. It seems that it would be interesting for future researchers to implement this strategy in different skill and in the other monologue text and also in different level of students.
- b. For further research, it is suggested to apply interview in collecting the data in order to find out the difficulties that the students' might face on comprehending a text when the strategy is being implemented in teaching learning process.

Briefly, those are the conclusion of this research findings and the suggestions for English teacher who want to apply this strategy in teaching reading and for the further researcher who want to investigate the research about this strategy.

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