The Effect of Two Stay Two Stray Technique Toward Students' Reading Mastery on Narrative Text

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ABSTRACT

The objective of this research was to investigate whether there was a significant effect of two stay two stray technique toward students' reading mastery on narrative text at the tenth grade of SMK Mathla'un Nawakartika. The sample of this research was 48 students taken from the tenth grade of SMK Mathla'un Nawakartika. 25 students were from X OTKP as the experimental class and 23 students were from X TKJ as the controlled class. The method used in this study was a quantitative method that designed the experimental. In collecting the data, the researcher conducted test twice to both the classes in which one was as pre-test and another was post-test. And in analyzing the data, the researcher used t-test formula to find out whether there was a significant difference between two variables in this research. The result of statistic calculation obtained that the value of t-observation (to) was 5,60 and the degree of freedom (df) was 48. In the table of the significance 5%, the value of (df) = 46 was 1.6735. By comparing the value of to (5,60) with the value of tt (1.6735), it could be seen that the value of to was higher than the value of tt. Then, the alternative hypotheses (Ha) was accepted and the null hypotheses (Ho) was rejected. Based on the result, it could be concluded that there is significant effect of Two Stay Two Stray technique toward students' reading mastery on narrative text.

Keywords:
Two Stay Two Stray Technique, Narrative Reading Mastery

INTRODUCTION

Language is one of the effective means of communication. Through language, people can communicate with one another, transfer message and exchange information. Dissemination of science and technology, culture and art is made possible through language. Today, one of the international languages in Indonesia. English is learnt as foreign language. It means that English is only spoken by particular people whose profession demands the English mastery as a communication instrument.

Since English as international and scientific language. It is very important to learn English in globalization era nowadays. English is taught at school from elementary up to universities. Apart from formal education, English is also taught at private course outside of school. It is expected that all the students in Indonesia can master English. The English mastery should involve four major language skills, namely listening, speaking, reading and writing. The listening skill indicates the

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ability of grasping and oral message and comprehending it. Secondly, the speaking skill is the ability of conveying the message orally. Whereas, the reding skill is the ability of catching the written message. And the last one, writing skill denotes the ability of transferring the message in writing. All of them are integrated and supported to each other.

Reading is one of essential ways in building our knowledge. Reading provides us with some activities to help us to comprehend the written expression. Through reading we can get a lot of knowledges, information, or even problem solutions.

Furthermore, reading is one of the main focuses in English subject, and it is important for students to be able to comprehend both functional text and simple easy such as recount text or descriptive text in their nearest environment in mastering reading skill. Therefore, every student is expected to be able to read and comprehend what kind of text above. But based on the result conducted by researcher in SMK Mathla'un Nawakartika, there are several problems faced by the students. There are not able to respond the teacher question and they are not able to comprehend the text after teaching learning process. Finally, they get low score achievement in reading English.

Despite the problem can be caused by several factors such as motivation, interest, intelligence, or learning material, but the teaching strategy is still major reason why the problems in reading are still happened. The researcher found some factors that affected students' reading comprehension related to strategies used in the classroom. The first, the monotony of teaching strategies caused the students are bored when teaching learning process. The second, teacher's rule is teacher dominated classroom structure, which means the students are passive while teaching learning process. The third, the students have low motivation to read. The fourth, students still have difficulties in some important aspect in reading, such as finding main idea, deciding general structures of the text, knowing the purpose of the text or specific language features of the text.

Realizing the facts above, it is necessary for teacher to foster reading on their students. The teacher should use the appropriate method and appropriate strategies which should be interesting to attract students' attention in reading. However, teaching reading to students in not as easy as it seems because it needs many supporting aspects such as the background of the language, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understanding the written text and also students' habit of reading. In carrying out all those, a teacher must be able to discover the most appropriate methods that can be used to improve students' reading comprehension.

One of the various methods which can be applied in teaching reading is cooperative learning. Cooperative learning is not a new method in education. This method is structured in learning that involves students working together to reach a common goal. Students are required to interact with all learners in the class. The point of this method is emphasizing to the students to have social interaction with all learners in a class by dividing into small groups. It creates the opportunity for students to help their group members to solve the problem.

There are many techniques in cooperative learning class which can be applied in classroom activities. One of them is two stay two stray which is adapted from Kagan. This technique brings students to learn more through process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believed as being able to give chance to students to be involved in discussion. It also encourages critical thinking and willing to take responsibility of their own learning by enhancing of their reading comprehension.

From the explanation above, the researcher conclude that Two Stay Two Stray technique is very compatible to help students are involved in active learning because this strategy allows students to enhance their interdependence, individual accountability, interpersonal skill, face to face interaction and their group processing when they work in group. In learning process, this

technique also can give students experience in gathering information they get from the other groups to their own groups.

"Reading must be recognized that reading is a complex skill. First of these is the ability to recognize stylized shapes which are figures on a ground, curve, and line and dotes in patterned relationships. Second of the skill involved in the complex is the ability to correlate the black marks on the paper, the pattern shapes, with language. A third skill which is involved in the total skill of reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language." Broughton (2003: 89).

Reading is the basic foundation on which the academic skills of individual are built. To master reading, the reader must have ability to recognize, analyze, and correlate the black mark on the paper into meaningful context.

In addition, Nunan (2001: 33) states "reading is viewed as a process of decoding writing symbols, working from smaller units (individual letters) to target ones (words, clause, and sentences), in other words, we use strategies to decode written form in order to arrive at the meaning." Reading is the process of transfer idea or information from the writer to the reader using the written language or the text. Furthermore, the definition of reading is varieties.

Meanwhile, I.S.P. Nation (2010: 1) says that "an essential part of reading skill is the skill of being able to recognize the written forms and to connect them to their spoken forms and their meanings". A good reader will understand what they read and they can explain what they read in their spoken form because they absolutely know what the meaning inside the text.

From the definition above, it can be concluded that reading is process for obtaining the writer's intention, getting information and ideas from the writer's writing properly. Reading is not only an activity to see the word printed in a text, but also as form of communication between the writer and the reader through a text.

In teaching reading one of various technique which can be applied by the teacher is cooperative learning. Kagan (2009: 4.12) regarding "cooperative learning is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement."

Cooperative learning has various techniques. One of them is Two Stay Two Stray. Two Stay Two Stray technique is adapted from Spencer Kagan. This technique will bring students to active in learning process, because students will learn more thought process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believed as being able to chance to students to be involved in discussion. It also encourages critical thinking and is willing to take responsibility of their own learning by enhancing of their reading comprehension.

Furthermore, two stay two Stray technique is very compatible to help students are involved in active learning because the technique allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group. In learning process, this technique also can give the students experience in gathering information when they become the strayer to other groups. In this activity the students are encouraged to contribute their ideas to other students and after they come back to their group, they must share the information they got from the other groups to their own groups.

METHOD

The research was conducted at SMK Mathla'un Nawakartika, which is located at Jl.Raya Labuan km. 15. Kp. Leuwiliang Kananga-Menes Pandeglang. This research was conduct about one month in the first semester 2019/2020 academic year, from July up to August. This research was conducted quantitatively using quasi-experiment research. The researchers used nonequivalent controlled group design having two different classes namely experimental and controlled class. The researcher would do the research for five meetings that consist of pre-test on the first meeting, the implementation of two stay two stray technique on the second, and the third meeting, and post-test on the forth meeting.

The population of this research was taken from the first grade students of SMK Mathla'un Nawakartika. There are 1 TKJ, ADM and TSM. Each class consist of 25 TKJ students, 23 ADM students and 24 TSM students. The total number of the population is 72 students.

In collecting data, the instrument was given in pre-test and post-test. Type of the test is multiple choices. The purpose of the test is to find out the effect of two stay two stray technique toward students' reading mastery on narrative text. The form of test was written test. The pre-test and post-test were applied for the experimental and controlled class.

DISCUSSION

The normality tests have been conducted using Chi-square test twice; pretest (control-experiment) and post test (control-experiment). The criteria where data samples are said to be normally distributed are:

$X^2_{score} < X^2_{table}$

Pre – Test				Post Test			
Control	N=23	2,61< 11,07	Normal	Control	N=35	2,13 < 11.07	Normal
Experiment	N=25	4,84 < 11,07	Normal	Experiment	N=35	3,61< 11.07	Normal

The normality tests have been conducted using Fisher twice; pretest (control-experiment) and post test (control experiment). The criteria where data samples are said to be normally distributed are:

$F_{score} < F_{table}$

Pre – Test				Post Test			
Control	N =23	1,17 < 2,00	Homogenous	Control	N =23	1,05 <2,00	Homogenous
Experiment	N =25			Experiment	N =25		

After calculating, the researcher concluded that the post test for controlled and experimental class was from homogenous population and the data are normally distributed.

Hypotheses Testing

To prove the hypotheses, the data obtained of the experimental class and controlled class was calculated by using t_{test} formula. The statistical hypotheses of this research can be seen as:

H_o: There is no significant effect of using short story on narrative text toward students' achievement in vocabulary mastery.

H_a: There is significant effect of using short story on narrative text toward students' achievement in vocabulary mastery.

The criteria used as follow:

1. If t-test (t_o) > t-table (t_t) in significant degree of 0.05, H_o (Null hypotheses) is rejected.
2. If t-test (t_o) < t-table (t_t) in significant degree of 0.05, H_o (Null hypotheses) is accepted.

From the calculation above it is known the degree of freedom (df) is 46

- The t_o with degree of freedom 78 which is shown at significant level 5% is 5,60
- The t_t with degree of freedom 78 which is shown at significant level 5% is 1.6735

Comparing t-observation (t_o = 5,60) and t-table (t_t 5% = 1.6735) it was known that t_o was higher than t_t. The result was 5,60 > 1.6735. Therefore, it could be concluded that alternative hypotheses (H_a) was accepted and the null hypotheses (H_o) was rejected.

Based on the findings, it can be concluded that the result of data analysisin post-test showed the total score of students in experimental class was 1961and1358,5 for control class. In addition, the mean score in post-test for experimentalclass was 78,44and 59,07 for control class. The data showed that the studentsscore in experimental class was higher than control class. It meant that two staytwo stray technique was more effective than conventional method in learningreading comprehension particularly on narrative text at first grade ofSMK 1 Mathla'un Nawakartika.

Furthermore, based on the result of t-test formula, which fugured out thehypothesis testing, it showed that t_{count}> t_{table} = 5,60 ≥ 1,6735 Therewas significant difference between students' reading comprehension taught byusing two stay two stray technique and conventional method. The data showed thestudents' competence in experimental class was higher than control class. The t-test for both classes in posttest was 5,60 compared to the t-table with 1,6735 sincethe score of t-test was larger than the score of t-table, alternative hypothesis (H_a) was accepted. It meant there was a significant effect of two stay two stray technique toward students reading mastery on narrative text at the first grade of SMK Mathlau'un Nawakartika.

CONCLUSIONS

According to the statistic calculation which was analyzed in the research finding, it can be concluded that teaching reading mastery on narrative text by using two stay two stray technique has more significant effect on the students' score than the students' score of the class that were taught by the other technique. The result was supported by the analysis of the students' score by using t-test formula.The calculation showed that t-observation (t_o) was 5,60 and t-table (t_t) at the significance level 5% was 1.6735. The value of the t-observation was higher than t-table. Then, the null hypotheses (H_o) was rejected or the alternative hypotheses (H_a) was accepted. It means that there was significant difference between students' achievement of reading mastery on narrative text taught by using two stay two stray technique and without using it. In conclusion, two stay two stray technique could be alternative technique to teach reading mastery on narrative text for the students.

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