

Enhancing Students' Reading Comprehension Through Two Stay Two Stray (TSTS) Technique

Asdar* 

Universitas Bosowa, Makassar, Indonesia

*Corresponding author: adam.asdar@yahoo.ac.id

Abstract

Reading is one of the techniques in learning that is often involved in classroom practices, and Two Stay Two Stray is one of the methods introduced in the cooperative learning process. This study aims to find out how the Two Stay Two Stray technique improved students' reading comprehension. This research focused on applied classroom action research. The population of this research was the students of the English Education Department. This research was used to take one class as the research sample, which consists of 32 students. The instrument of this research was a multiple-choice test. There are two cycles in this research. The result shows that students' mean score in cycle 1 was 59,68 and in cycle 2 was 75,31. Based on the results, the Two Stay Two Stray technique was successful. Therefore, it can be inferred that the Two Stay Two Stray technique strengthened the students' reading comprehension. In addition, the students were more interested and inspired to join the class, and they were excited during the teaching-learning process, based on the results of the observation sheet.

Keywords: Two Stay Two Stray Technique, Reading Comprehension

History:

Received : 24 January 2021

Revised : 11 February 2021

Accepted : 26 March 2021

Published : 25 April 2021

Publisher: Undiksha Press

Licensed: This work is licensed under

a [Creative Commons Attribution 3.0 License](https://creativecommons.org/licenses/by-sa/4.0/)



Introduction

English is one of the subjects that must be taught at every level of education. It has become global in its status either by being made an official language in Outer Circle countries or prioritizing in Expanding Circle ones (Dewi, 2016; Heidari, 2020). It is a global language, which means that people use English to communicate with one another in almost every country on the planet. Listening, reading, writing, and communicating are the four skills that are learned in English. Reading is explained as the transfer of meaning from mind to mind. Reading is seen as a channel of language processing, a form of communication between writers and readers mediated through a written text (Delgadova, 2015; Rahmawati, 2018). The reader gets the meaning by reading (Ahmadi, 2017). There is some evidence to suggest the stronger predictive power of vocabulary knowledge in the reading comprehension performance of EAL learners (Dixon et al., 2020).

Therefore, it is undeniable that reading is essential to teach in school. Since students should communicate their ideas in their daily life through writing, write letters, put written report, and reply to an advertisement. A suitable teaching method is required since the achievement of the objective depends on the method applied by the teacher. Hence, it is a must for the teacher to choose an appropriate method in teaching reading; therefore, the students can develop their reading skills, so the objectives of teaching reading are achieved,

and learning is just not happening for several students (Sujarwo et al., 2018). One of the various methods which can be applied in teaching reading is cooperative learning.

Cooperative learning is working on something to help each other as a group or a team (Hazmiwati, 2018; Juniantari, 2019). The following features can characterize cooperative learning. First, students work in a team to master academic goals. Second, teams are made up of high, average, and low achievers. Third, reward systems are oriented to the group rather than the individual. In this research, the researcher chooses Two Stay Two Stray to teach reading comprehension in the English Education Department of Bosowa University. Two Stay Two Stray is adapted from Spencer Kagan. The explanation above was essential for conducting research to improve students' reading comprehension through the Two Stay Two Stray technique. The researcher decided to conduct research that concerned improving students' reading comprehension through the Two Stay Two Stray technique of the English education department of Bosowa University. In English students had some problems in their four skills of English, especially in reading skills. At the same time, the Two Stay Two Stray model is one of the cooperative models, which was also developed by Kagan. The Two Stay Two Stray model is a group learning system to make students work together, be responsible, help each other solve problems, and encourage each other to get the learning betterment (Kurnia et al., 2017). The problem faced by students was the low reading comprehension of the students. They had difficulty to interpreted some aspects in reading. It could be made the learning process monotonous in the class because the class was dominated by the teacher (Sukmawati & Nensia, 2019), and the students do not have the opportunity to develop their communication. Therefore, the students seem bored and lazy in reading comprehension.

This research focused on improving students' reading comprehension through the Two Stay Two Stray technique. Reading comprehension is the process of constructing meaning from text (Ahmadi, 2017). Some previous researches showed that implementation of two stay two stray (TSTS) technique could improve reading comprehension for students, and it is effective in teaching reading comprehension (Rasdiana et al., 2019; Saputra, 2016; Suwangsih et al., 2019; Torres & Constain, 2009; Wardana et al., 2018), and it plays the role of a stimulant in the teaching and learning process (Akhiruddin; Sujarwo, 2020). This research is supported by Hidayat & Muhson's (2018) research results that the students who were taught by TPS and TSTS methods were also proven to have better collaborative skills than students taught by conventional methods. Then the results of students' mathematics learning through cooperative learning model Two Stay Two Stray (TSTS) higher than the results of students' mathematics learning through direct learning model (Nurhusain, 2017), and the TSTS learning model is assisted by an effective mind mapping method to the science learning outcomes (Rahayu et al., 2020).

Based on the explanation above, this study aims to explain the extent to which the Two Stay Two Stray technique can improve students' reading comprehension at the English education department of Bosowa University. The writer expected that the findings of the research could be contributed to theoretical and practical aspects. Theoretically, this research was expected to be valuable information and contribution to the teaching and learning process. It was the Two Stay Two Stray (TSTS) technique. Practically, this research could be assisted the teacher in improving learning quality, especially for English lessons at the English education department of Bosowa University. This research was expected to help the students learn reading comprehension through Two Stay Two Stray techniques. Furthermore, this research was expected to help the school arrange the program of development quality in institutions.

Materials and Methods

This research used Classroom Action Research (CAR), which consisted of 2 cycles. The cycle in classroom action research was presented in 4 stages, they were planning, acting, observing, and reflecting (Biott, 1983; Kurniasari et al., 2019). This research was carried out in the English Education Department of Bosowa University in the 2020/2021 academic year. The writer conducted one month for the research. The population of this research were students of the English Education Department of Bosowa University in the 2020/2021 academic year consists of approximately 32 students. This research had two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable was the Two Stay Two Stray Technique, while the dependent variable was the students' reading comprehension.

In this research, the instrument used an observation sheet was a record of student's activities in the learning process; the test was the questions given to students after each action, it is performed two times after cycle 1 and cycle 2, and documentation was in the form of activities carried out to broaden the picture of the activities of students and teachers during the learning process. This action research was carried out in cycles. Each cycle consists of four steps, namely, planning, acting, observing, and reflecting. The steps of this research shown in Figure 1.

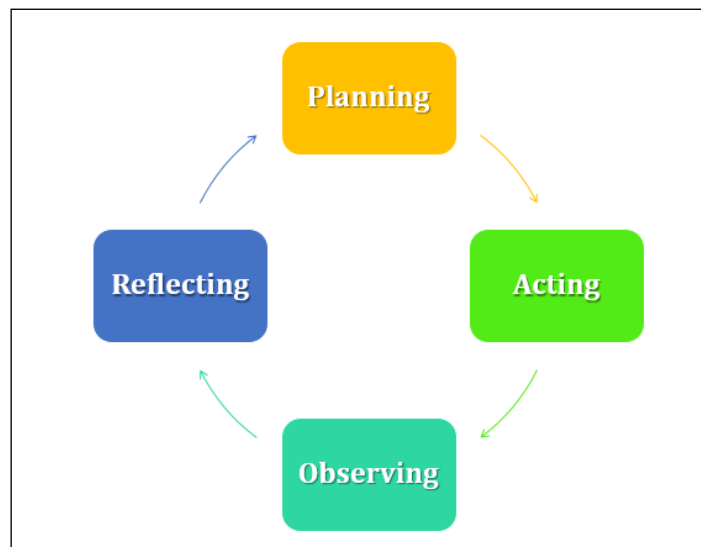


Figure 1. Research Steps

In the planning stage, the writer planning a teaching-learning activity to solve the problem found in the previous teaching-learning process. The plans include preparing before the teaching-learning activity such as lesson plan, teaching materials, observation checklist table, and field notes. In the action stage, the writer acted as a teacher to teach the lesson that has already been prepared. The researcher was helped by an English teacher to observe the classroom situation. Observation is a way of collecting data by keeping a record of what is the object of observation. The focus of observation was the student activity in nine grade of the English education department of Bosowa University. In the reflecting stage, the writer got feedback to reflect on the next cycle. Feedback is essential in planning the following action. It can change a particular action or add some more actions to improve the teaching-learning process.

In this research, the writer collected data with a reading test, observation sheet, and documentation. It was implemented as follows: data about the improvement of students' achievement were collected from cycle I and cycle II; the writer has carried out observation directly toward teaching reading learning process in this research, the researcher will act as an active observer. The researcher will observe students' activeness in the learning process using Two Stay Two Stray technique, a description of the activities of students and teachers during the learning process by taking documentation.

Results and Discussion

Results

Before presenting procedures of the classroom action research, it started by presenting a preliminary study. The preliminary study was done before the writer conducted it. The preliminary study consisted of a preliminary test. The preliminary test shows the data of students' scores showed 2 students passed the test and 30 failed on the test. Based on the data, the writer found that the students' total score was 1155 of 32 students, and therefore the mean of the students' score was 36,09. Therefore, based on the preliminary test result, 30 students from 32 students cannot correctly answer the multiple-choice test. After giving the preliminary study to the students, the writer conducted the classroom action research to the students consisting of two cycles. The cycle in classroom action research presents in 4 stages: planning, acting, observing, and reflecting.

Cycle 1

Cycle 1 was carried out from Friday, August 28th to Wednesday, September 2nd, 2020. It is conducted in two main meetings. The first meeting was done on August 28th, 2020, and the second meeting was on September 2nd, 2020; in this meeting, the researcher giving in the test for cycle 1. On Thursday, August 27th, 2020, the writer discussed with the collaborator teacher (English teacher). Then, the writer made the lesson plan. The material was prepared by the researcher. First, the writer prepared narrative text for the student, then prepared the observation sheet to write students' activity in the classroom and make students' test to know their reading comprehension.

The writer describes the action of classroom action using Two Stay Two Stray. The action consists of two meetings on Friday, August 28th, and Wednesday, September 2nd, 2020. The teaching-learning was followed by 32 students. First, the writer as the teacher came to the class. Then the writer greeted the students when they entered the classroom and introduced himself, and the students greeted the researcher. After that, the writer checked the students' attendance list. Moreover, calling the students' names one by one. Then explained the topic of the material that would give the writer teaching about the narrative text in this meeting. He started the lesson by explaining the meaning of the narrative text to the students. When the writer teaches in the class, the students kept silent and gave attention. When the writer finished explaining the material, he gave the multiple-choice test, and the students worked the test. In this meeting, the writer came to class and greeted the students. Then, the writer checked the students' attendance list and calling the students' names one by one. When the writer began to teach in class, the students kept silent and gave attention. In this meeting, the writer gave the test for cycle 1. The writer gave the instructions for this test, then the researcher started by giving 20 numbers a multiple choice. The writer gave 45 minutes to do the test. The writer observed the students' activity using an observation sheet in the teaching-learning process.

Based on the activity during cycle 1, the writer noted that there were some problems with students. Students did not ask the teacher if there is something unclear and did not answer questions given by the writer in the learning process. The students also need to

improve their understanding of the Two Stay Two Stray technique. Students found difficulty in exploring ideas. Meanwhile, some problems have to be solved in this research; the writer found that some students had not finished their assignment yet caused the time was not enough. Some students still got difficulty answering the assignment because their English was still not good.

Table 1. Students' Observation Sheet in Cycle 1

No.	The students' activity	Yes	No	Description
1.	Paying attention	√		The students pay attention to the writer explanation
2.	Asking question		√	The students ask a question to the writer if there is something unclear.
3.	Responding to question		√	The students answer questions that are given by the writer.
4.	Responding the topic		√	The students respond the topic
5.	Being enthusiasm	√		The students being enthusiastic and fell interested in Two Stay Two Stray Technique

After the preliminary study had finished, here is the score for the cycle 1 test. Based on the result score of cycle 1, the writer found that the students' total score was 1910, and the number of students who took the multiple-choice test was 32 students. Therefore, the mean score of the students' score was 59,68. In cycle 1, there are improvements in students' writing scores than preliminary scores. For example, in the preliminary study, only 2 students passed the test, but in cycle 1, 6 students passed the test.

Cycle II

Cycle 2 was conducted on September 4th and 11th, 2020. In this cycle, the writer did the same step in the first cycle. The cycle comprised planning, action, observation, and reflection. In this cycle, the writer prepared a lesson plan and material of the narrative text, the writer also preparing an observation sheet and test instrument. In this action, the writer did the same activity as in the first cycle. The teaching-learning was followed by 32 students, and the writer took the times 2x40 minutes. The action focused on improving students' reading comprehension through the Two Stay Two Stray technique. First, the writer entered the class. At the beginning of the lesson, the writer greeted students and checked their attendance list. In this meeting, the writer reviewed the last lesson. The writer began to divide students into 8 groups, and every group consists of 4 students. The writer gave the multiple-choice test related to the narrative text, and students worked the test used the Two Stay Two Stray Technique. The writer entered class then greeted students and checked their attendance list. Next, the writer reviewed the last activity. In this meeting, the writer did the same activity as in the third meeting. He gave the test in every group. After finished, the students submit the test. Then, he said thank for all students because this is the last meeting. Finally, to know how far the students' activity, the writer observed the students' activity using an observation sheet in the teaching-learning process.

Based on the activity during cycle 2, the writer can increase the students' reading comprehension through the Two Stay Two Stray technique, students being enthusiastic in groups, students score had improved too, it was based on the observation sheet that showed

the improvement in every meeting. The comparison of the students' scores in cycle I and cycle II are shown in Figure 2.

Table 2. Students' Observation Sheet in Cycle 2

No.	The students' activity	Yes	No	Description
1.	Paying attention	√		The students pay attention to the writer explanation
2.	Asking question	√		The students ask a question to the writer if there is something unclear.
3.	Responding to question	√		The students answer the questions that are given by the writer.
4.	Responding the topic	√		The students respond the topic
5.	Being enthusiasm	√		The students being enthusiastic and fell interested in TSTS

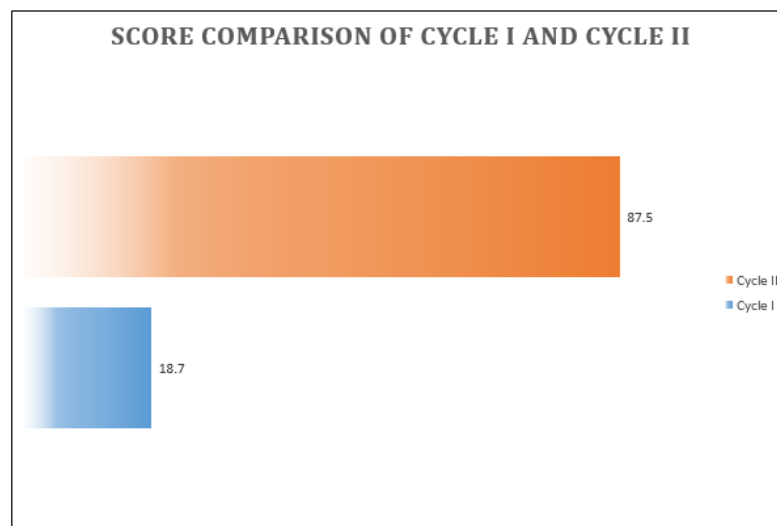


Figure 2. Score Comparison

Based on the result score of cycle II, the writer found that the students' total score was 2410, and the number of the students who took the multiple-choice test was 32 students. Therefore, the mean students' score was 75,31. In cycle II, the students who got the point up to 70 consisted of 28 students; hence, the percentage was 87.5%.

Discussion

This study aims to improve students' reading comprehension at the English Education Department of Bosowa University. The research found that the Two Stay Two Stray technique can improve students' reading comprehension. Furthermore, two Stay Two Stray techniques can enhance class more active, and the students showed enjoyment in joining the class and being enthusiastic. The strength of Two Stay Two Stray is building in staying and applying in straying. The building is when they stay to find out information, language, and knowledge, and the assimilating is when they share the information, language, and knowledge. These findings are supported by [Mukarromah et al. \(2018\)](#) and [Sugiarto & Sumarsono \(2014\)](#), who also found the TSTS strategy to be more effective in increasing the students' achievement than the conventional method in teaching reading as well.

Two Stay Two Stray had a good effect on the students in reading comprehension and motivated them to learn. In learning, the students very well improved their reading and social relationship with their friends. They gave and shared their idea with their friends and other groups while they are learning together in a group. As a result, they could improve their reading comprehension. They also learned how to interact with each other through the Two Stay Two Stray technique and thus learn to appreciate each other's ideas. Understanding the reading texts is the primary goal, but the fact shows that most students are not competent to comprehend English well (Duran & Yalçintaş, 2015; Sujarwo et al., 2018). The preliminary test result showed the students had limited vocabulary and difficulty answering the multiple-choice test given by the writer. They had difficulty expressing their ideas. It was made the students be passive and not confident. When the writer applied the Two Stay Two Stray technique in cycle I and cycle II, the students' multiple-choice test was significant. TSTS as a cooperative learning model has made the students more active and confident.

The implementation of cooperative learning is to increase students' achievement and social skills development. A cooperative study of TSTS is a study model that emphasizes the activities and interaction between students to motivate and help each other in mastering the learning materials in order to achieve a satisfactory learning achievement. Two Stay Two Stray cooperative learning model can improve students' critical thinking skills (Apriakanti et al., 2020; Rasdiana et al., 2019). The writer also found the Two Stay Two Stray did not only help the students in the classroom improve their reading comprehension and gave the students a chance in social relationships. The students encountered various difficulties in reading narrative text because it posed not only lexical difficulty but also rhetorical structuring of its activities throughout the story (Sari et al., 2020). Two Stay Two Stray can produce positive outcomes on society, attitude, and academic performance dimensions. Then, Two Stay Two Stray learning can help students receive and improve the ability to obtain information, allow students to share information with other groups, and develop students personal and social attitudes (Septimarmisa, 2018; Wardana et al., 2018). This way can give chances for the students to be involved in discussions. Regarding the discussion above, using the Two Stay Two Stray (TSTS) technique can improve the students' reading comprehension at the English education department of Bosowa University.

Conclusion

Two Stay Two Stray technique enhances students' reading comprehension in the English Education Department of Bosowa University. The researcher's difficulties in teaching comprehension were successfully solved by applying the Two Stay Two Stray method, as this learning model led the researcher to find a solution. The researcher can guide the students to be more active and responsible in their learning and manage the time effectively. Two Stay Two Stray technique can make the students enthusiastic in learning, and it is effective to improve students' reading comprehension, particularly in comprehending narrative text. This can be proved by the result of the multiple-choice test given to the students where there is an improvement in their score and students' observation sheet that showed the positive responses toward the Two Stay Two Stray technique.

References

- Ahmadi, M. R. (2017). The Impact of Motivation on Reading Comprehension. *International Journal of Research in English Education*, 2(1), 1–7. <https://doi.org/10.18869/acadpub.ijree.2.1.1>.
- Akhiruddin; Sujarwo. (2020). The Implementation Of Instructional Materials Development Based On Inside Outside Circle (IOC) For Students' Sociology Education Of Megarezky University. *JED (Journal of Etika Demokrasi)*, 5(1), 86–94.

- <https://doi.org/10.26618/jed.v5i1.3041>.
- Apriakanti, D., Kusuma, M., & Nurhayati, M. (2020). The Effectiveness of Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving Students' Critical Thinking Skills. *Journal of Science Education Research*, 4(1), 40–43. <https://doi.org/10.21831/jser.v4i1.34240>.
- Biott, C. (1983). 1 The foundations of classroom action-research in initial teacher training. *Journal of Education for Teaching*, 9(2), 152–160. <https://doi.org/10.1080/0260747830090205>.
- Delgadova, E. (2015). Reading Literacy as One of the Most Significant Academic Competencies for the University Students. *Procedia - Social and Behavioral Sciences*, 178(November 2014), 48–53. <https://doi.org/10.1016/j.sbspro.2015.03.145>.
- Dewi, A. (2016). English As An International Language : An Overview. *JEE, Journal of English and Education*, 6(2), 1–11. <https://doi.org/10.20885/jee.vol6.iss2.art1>.
- Dixon, C., Thomson, J., & Fricke, S. (2020). Language and reading development in children learning English as an additional language in primary school in England. *Journal of Research in Reading*, 43(3), 309–328. <https://doi.org/10.1111/1467-9817.12305>.
- Duran, E., & Yalçintaş, E. (2015). Review of the Critical Reading Education in the Primary Schools1. *Procedia - Social and Behavioral Sciences*, 174, 1560–1566. <https://doi.org/10.1016/j.sbspro.2015.01.788>.
- Hazmiwati, H. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Hasil Belajar Ipa Siswa Kelas Ii Sekolah Dasar. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 7(1), 178. <https://doi.org/10.33578/jpkip.v7i1.5359>.
- Heidari, K. (2020). Critical thinking and EFL learners' performance on textually-explicit, textually-implicit, and script-based reading items. *Thinking Skills and Creativity*, 37(August), 100703. <https://doi.org/10.1016/j.tsc.2020.100703>.
- Hidayat, T. M., & Muhson, A. (2018). The Impact of Think Pair Share and Two Stay Two Stray Learning Model Towards Learning Outcomes and Cooperation Ability. *Dinamika Pendidikan*, 13(1), 119–129. <https://doi.org/10.15294/dp.v13i1.15045>.
- Juniantari, I. G. A. S. (2019). Pengaruh Model Pembelajaran Kooperatif Two Stay Two Stray Berbantuan Mind Mapping terhadap Hasil Belajar IPS Siswa Kelas IV SD di Gugus VIII Kecamatan Sukasada Tahun Pelajaran 2017/2018. *Jurnal Ilmiah Sekolah Dasar*, 3(3), 376–386.
- Kurnia, N., Degeng, I. N. S., & Soetjipto, B. E. (2017). The Implementation of Find Someone Who and Two Stay Two Stray Models to Improve Students' Self-Efficacy And Social Studies Learning Outcomes. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 07(03), 66–70. <https://doi.org/10.9790/7388-0703036670>.
- Kurniasari, E., Koeswanti, H. D., & Radia, E. H. (2019). Peningkatan Hasil Belajar Matematika Melalui Model Make A Match Berbantuan Media Konkret Kelas 4 SD. *JTAM | Jurnal Teori Dan Aplikasi Matematika*. <https://doi.org/10.31764/jtam.v3i1.761>.
- Mukarromah, I., Fatah, N., & Yuniarsih, T. (2018). Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think-Pair Share Dan Tipe Two – Stay Two – Stray Terhadap Peningkatan Kemampuan Berfikir Kritis Siswa dalam Pembelajaran Ekonomi Bisnis (Quasi Eksperimen Pada Siswa Kelas X Di Smk N 2 Karawang). *UTILITY: Jurnal Ilmiah Pendidikan Dan Ekonomi*, 2(2), 85–97. <https://doi.org/10.30599/utility.v2i2.320>.
- Nurhusain, M. (2017). Impact Analysis of Cooperative Learning Model Application Type

- Two Stay Two Stray (Tsts) Toward Learning Outcomes of Mathematics. *JPMI (Jurnal Pendidikan Matematika Indonesia)*, 2(2), 46. <https://doi.org/10.26737/jpmi.v2i2.220>.
- Rahayu, M., Sudarma, I. K., & Dibia, I. K. (2020). Enhancement Of Science Learning Outcomes Through Two Stay Two Stray Learning Model Assisted With Mind Mapping Media. *Journal of Education Technology*, 4(3), 218. <https://doi.org/10.23887/jet.v4i3.25688>.
- Rahmawati, E. Y. (2018). Analysis of Students' English Reading Comprehension through KWL (Know-Want-Learn) Learning Strategies. *International Journal of Language Teaching and Education*, 2(3), 238–247. <https://doi.org/10.22437/ijolte.v2i3.5641>.
- Rasdiana, Ansari, R. A., & Putra, A. M. (2019). Applying Two Stay Two Stray (TSTS) Techniques by Using Picture Series to Improve Students' Speaking Skill. *LETS: Journal of Linguistics and English Teaching Studies*, 1(1), 10–24. <https://doi.org/10.46870/lets.v1i1.9>.
- Saputra, A. (2016). Use Of Two Stay Two Stray Strategy in Teaching Reading. *English Education Journal*, 7(2), 219–232. <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/3735>.
- Sari, G. R., Santihastuti, A., & Wahjuningsih, E. (2020). Students' Perception on Reading Comprehension Problems in Narrative Text. *LLT Journal: A Journal on Language and Language Teaching*, 23(2), 342–353. <https://doi.org/10.24071/llt.v23i2.2211>.
- Septimarmisa, C. (2018). The Influence of two Stay Two Stray Learning Model Nuanced by Scientific Literacy on Students' Learning Competence in SMPN 4 KERINCI. *International Journal of Progressive Sciences and Technologies*, 8(1), 89–95. <https://doi.org/10.52155/ijpsat.v8.1.393>.
- Sugiarto, D., & Sumarsono, P. (2014). The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts. *International Journal of English and Education*, 3(3), 206–215. http://www.ijee.org/yahoo_site_admin/assets/docs/21.184151514.pdf.
- Sujarwo, S., Imran, M. ., & Sukmawati, S. (2018). Developing reading achievement through fiction text. *Brilliance Journal*, 3(2), 1–10.
- Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142–145. <https://doi.org/10.29103/ijevs.v1i2.1526>.
- Suwangsih, E., Budiarti, M. R., Ruskandi, K., Hendawati, Y., & Majid, N. W. A. (2019). Two-stay two-stray model on improving mathematical communication skill of elementary school students. *Journal of Physics: Conference Series*, 1318(1). <https://doi.org/10.1088/1742-6596/1318/1/012127>.
- Torres, N. G., & Constain, J. Á. (2009). Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners. *HOW*, 16(1), 55–70. <https://dialnet.unirioja.es/servlet/articulo?codigo=5249670>.
- Wardana, L. W., Setyani, R., & Harwida, G. (2018). The Implementation of the Two Stay Two Stray (TSTS) Learning Model and Co-Op Co-Op for the Improvement of Students' Learning Outcome in the Crafts and Entrepreneurship Subject. *KnE Social Sciences*, 3(3), 140. <https://doi.org/10.18502/kss.v3i3.1880>.