IMPROVING STUDENTS' READING COMPREHENSION THROUGH TWO STAY – TWO STRAY LEARNING MODEL
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ABSTRACT

This study deals with improving students' reading comprehension through Two Stay – Two Stray Leaning Model. This study was conducted by using classroom action research. The subject of the research was class XI-IPA SMA GAJAH MADA Medan which consisted of 28 students. The research was conducted in two cycles and every cycle consisted of four meetings and two meetings. The instruments for collecting data were quantitative data (multiple choice test) and qualitative data (diary notes, observation sheet, questionnaire sheet, and interview). In second competence test 14 % (four students) got 70 points. It means there was an improvement for 14 %. In next competence test 86 % (24 students) got 70 points. The improvement was 72 %. It can be concluded that *Two Stay – Two Stray Learning Model* could improve students' reading comprehension.

INTRODUCTION

English is a global language which means English is used by people in almost all parts of the world to communicate one to another. In some countries, English is used as the first language after the mother tongue language, while in other countries, English is used as foreign language, including in our country, Indonesia. In Indonesia, English is taught as compulsory subject in schools from elementary level up to the level of university.

In order to communicate in English well, a person must recognize and master the four basic language skills: listening, speaking, reading and writing. Listening and speaking are conducted through oral expression while reading and writing used written expression (Rosa, 2005:84).

Reading as one of the four language skills is an essential skill for the students at every level started from elementary school until university. In other words, by reading the reader will get something to improve his knowledge, information and

pleasure, instruction to do something and also know what is happening and has happened, etc. As someone's knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading sources such as magazine, novel, short story, scientific book, religious book, etc.

Therefore, it is undeniable that reading is very important to be taught in school. Since students should be able to communicate their ideas in their daily life through writing, such as to write letters, to put written report and to reply to advertisement.

In Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP)), the objectives of teaching reading are clearly stated. For Senior High School students, they are expected to be able to read and comprehend: description, narration, procedure, recount, news item, report, exposition, spoof, review and explanation (BSNP, 2006:18).

In order to achieve the objectives of teaching reading, suitable teaching method is required since the achievement of the objective depends on the method applied by the teacher. It is a must for the teacher to choose an appropriate method in teaching reading therefore the students are able to develop their reading skill so the objectives of teaching writing are achieved. But it was contrast to the fact that most of senior high school students still had low score achievement in reading English.

To solve the problem above, it was needed to find an applicable model in teaching reading, where the students were guided to get proper information. Contrary to the conventional teaching techniques which emphasizes more on reading individually

which it was actually limit the students in developing ideas, from which the result was the difficult for students to understand the text. Two Stay – Two Stray (TSTS) Model requires students to work in group, in which they share their ideas to others and exchange them with other groups, to obtain the best understanding of the text. The students will work in group then they will try to share what the group has comprehended to other groups.

This research is conducted to investigate whether the Two Stay – Two Stray (TSTS) learning model significantly improves the students' narrative reading comprehension achievement or not, particularly to find out empirical evidence of applying the TSTS in teaching reading by conducting treatment.

Conceptual framework

Reading

Reading is about understanding written texts. It is a complex activity that includes both perception and thought. According to Bernhardt et.al. (2003:6), reading consists of two processes: word recognition and comprehension. Word recognition is process to perceive how written symbol correspond to one's spoken language. Comprehension is process of making sense of word, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Grabe and Stoller (2002:4) state that reading can be taught as a way to draw information from the text and to form an interpretation of that information. The process of drawing information and interpreting information requires the work of the brain actively. According to Othman (2003:3) reading process is interaction

between text and reader's imagination. Therefore, readers need three aspects: making prediction, thinking of the text that it is even of life and having similarity to the human life. In addition, Burns (1984:10) says that reading is a thinking process. The act of recognizing words requires interpretation of graphics symbols. In order to comprehend a reading texts, a student must able to use the information, to make inferences and to read critically and creatively to understand figurative language, to determine the authors' purpose, to evaluate the ideas presented, and to apply, the ideas to actual situation.

Reading is thinking process that involves interpretation of implicit and explicit meaning of written texts, connecting interaction of ideas between reader and writer, analyzing and applying new information to the new situation.

Two Stay – Two Stray Learning Model

One of the learning models in cooperative learning is the two stay two stray (TSTS) model. This TSTS model is developed by Spencer Kagan in 1992 and it is usually applied with the Numbered Heads Model. The structure of TSTS gives a chance to the group to share the result and information to other groups. It is done because a lot of learning activities are individual oriented activities. The students work by alone and are not allowed to look at other students' work. Though, in fact, in the real life out of the school life, the life and the work of the people depend one to another.

The TSTS consists of some steps (Lie, 2004: 60-61):

a. The students are set in group of four students.

b. Then two students of each group will leave the group, each of the two students will stray to other groups.

c. The two staying students have task to share information and work result to their guests.

d. The guests excuse themselves and back to their group and report their findings from other groups.

e. The group matches and discusses the information.

Methodology

This research was conducted by applying Classroom Action Research according to Kemmis and Mc Taggart (1988: 14) with two cycles. Through out the cycles four steps, namely: planning, action, observation and reflection are covered. The subject of this study was the students of second grade of SMA Gajah Mada Medan, consisting of 28 students.

In collecting the data, qualitative and quantitative data were applied. The qualitative data were gathered by describing the situation during the teaching and learning process by using oral test, interview and observation sheet. While, instruments for collecting quantitative data were by administering comprehension test by answering questions based on text given by teacher.

RESULT AND DISCUSSION

The result of the research implementation is described in the following cycles.

The First Cycle

The first cycle was in four meetings.

Planning

The plan was arranged before conducting the research. Lesson plans, and teaching materials, including narrative texts were prepared. The topic of texts

chosen was about stories which were familiar with the students, such as the local legends and myths.

Action

The students were divided into groups consisting four students. They were assigned to discuss the text given and answer questions related to the text. Then they were asked to share their findings to other groups by sending two of their members to stray to other group, while the other two members stayed in groups. After collecting their finding then they were asked to find out conclusion and to present it in front of the class to find out the final conclusion.

Observation

Observation is conducted to observe the students' behavior and to find out the students' problem during the learning process. Most students participated effectively in the activities. They were enthusiastic and enjoyed the activities of learning by using the TSTS model. However, problems such as the lack of vocabulary, the lack of cooperation with group members were still found. From the first evaluation test in this cycle no students past achieved the minimum score, 70. On the second evaluation 14% of students were success to get score of 70.

Reflection

Based on the result of evaluations in the first cycle, it was decided to conduct the second cycle. It would be repeating the steps in the first cycle, but with more improvement according to students' problem observed in the previous cycle.

The Second Cycle

The first cycle was in four meetings.

Planning

The plan was arranged before conducting the research. Lesson plans, and teaching materials, including narrative texts were prepared. The topic of texts chosen was still about stories which were familiar with the students, such as the popular legends and myths.

Action

The students were divided into groups consisting four students. They were assigned to discuss the text given and answer questions related to the text. Then they were asked to share their findings to other groups by sending two of their members to stray to other group, while the other two members stayed in groups. After collecting their finding then they were asked to find out conclusion and to present it in front of the class to find out the final conclusion.

Observation

Observation is conducted to observe the students' behavior and to find out the students' problem during the learning process. Most students participated effectively in the activities. They were enthusiastic and enjoyed the activities of learning by using the TSTS model. They started to realize the important of teamwork to achieve their target. Therefore, their reading skill was improved.

Reflection

Improvement of students score was showed. Based on the observation and the result of the evaluation tests, it could be concluded that the students could read

and comprehend better through the TSTS learning model. The score from the second cycle showed a great improvement from the first cycle.

The students who achieved and surpassed the minimum score were 24 students or 86% of the total students, while the mean of score was 77,00. This improvement concluded that the research was no need to be continued.

CONCLUSION AND SUGGESTION

Having analyzed the data that have been presented in the previous chapter, it was found that the average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students' reading comprehension in reading narrative text by using TSTS Model. It can be seen from the improvement of mean of students' score, 59.14 in the first evaluation, 63.71in the second evaluation and 77.00 in the last evaluation. It is also seen from Diary notes and observation result. Questionnaire and interview report also shows that students agree that the implementation of TSTS (Two stay-Two stray) model had helped them in reading comprehension. Therefore, the application of TSTS (Two stay-Two stray) strategy significantly improved students' reading comprehension especially in reading narrative text.

The result of this study showed that the use of TSTS (Two stay-Two stray) strategy could improve students' reading comprehension in reading narrative text. In relation to the conclusion above, some points are suggested, as follow:

a. The English teachers are suggested to use TSTS (Two stay-Two stray) strategy as the effective strategy to stimulate the students' learning reading spirit and interest in the teaching-learning reading process.

b. Students who intend to improve their reading comprehension achievement.

For the readers who are interested for further study (university students) related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension and search another reference.

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