

Increasing the Students' Ability in Reading Comprehension by Using Two Stay Two Stray (TSTS) Strategy at the Eighth Grade of SMP Negeri 3 Gunungsitoli Selatan in 2023/2024

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Abstract- Reading is a process that starts with word recognition, progresses to comprehension, and involves the reader and the text negotiating meaning. The aim of the study was to improve the reading comprehension skills of eighth-grade students at SMP Negeri 3 Gunungsitoli Selatan in 2023–2024 by implementing the Two Stay Two Stray (TSTS) program. Two Stay Two Stray is the strategy that give opportunities for students to share the information with other learning groups in classroom activities. Some students of the eighth grade could not comprehend the particular descriptive text in the form of identifying the generic structure of reading comprehension especially in descriptive text, and the students were unable to understand the language features of reading comprehension especially descriptive text. In this research, Classroom Action Research (CAR) were applied by the researcher, that has devided into two cycles and two meetings for each. In the first cycle the students skills in reading comprehension were not satisfying due to the students level of “very fail and less level” moreover, the teaching enviromentalin learning process under the ideal condition, in cycle two the condition of teaching learning process were very good, so the result is satisfying. Scores ranged from 65 to 85, with 85 being the highest possible. Furthermore, the lowest possible score was 65 while the average for students in Cycle II was 85. Moreover, Cycle II students' average score was 72. The Two Stay Two Stray Strategy can improve pupils' reading comprehension skills, according on the researcher's analysis of the research findings.

Keywords: Reading Comprehension, TSTS, Classroom Action Research, Gunungsitoli

I INTRODUCTION

Reading is one of the core skills needed to learn English, just as important as speaking, writing, and listening. In order to develop meaning and comprehension, reading is an interactive process that involves the reader and the writer as well as background knowledge. Reading is crucial since it helps one comprehend the material and learn from the author.

Reading is an activity that involves searching for information through written

symbols and understanding both the explicit and implicit ideas within a text, requiring the collaboration of various components. claims Henrietta in Tarigan (2019:2). Consequently, reading and the learning process are strongly intertwined.

But according to the curriculum's 2013 syllabus, students at SMP Negeri 3 Gunungsitoli Selatan taking an eighth-grade English course should be able to demonstrate the core competency of understanding and using

knowledge of facts, concepts, procedures, and metacognition on a specialized and fundamental level. This skill is predicated on students' human, national, and state insights on observable phenomena and events as well as their interest about science, technology, art, and culture. Further basic skills include using social functions, text structures, and linguistic elements of spoken and written transactional interaction texts, which involve giving and receiving information about characterizing people, objects, and animals according to the usage context.

Furthermore, in indicator stated that the students should identifying and understanding the information of a text by describing people, objects, and animals according to the context. Ideally, the students should reach the competence criterion that is provided in syllabus. The school's Minimum Competence Criterion (MCC) is 62.

Drawing from the researcher's initial observations made during the Pilot Project in SMP Negeri 3 Gunungsitoli Selatan, the students of the eighth grade could not comprehend descriptive text. The issues included the students' inability to recognize the general framework of reading comprehension, especially when it comes to writings that are detailed, and their inability to comprehend the linguistic components of reading comprehension, particularly in the context of descriptive texts.

The researcher used the Two Stay Two Stray method (TSTS) to get around the issues. One tactic that allows students to communicate and obtain information in the group is the Two Stay Two Stray (TSTS) technique. Therefore, in a learning environment with four students in a small group, the TSTS technique can effectively motivate and encourage potential learners.

According to Yetti Zainil in Lie (2018: 61-62), "This method works well for a wide range of subjects and student ages, which makes it highly successful. The "two lives, two guests" approach to learning was another popular moniker for it. Students use this method in small groups of four to six persons. After that, they are instructed to have a conversation with their friends on the course subject. Afterward, they are to spend some time with the other group members to exchange ideas. The other group members and I discuss the group work once more.

As previously mentioned, one approach that allows students to share knowledge with other learning groups during class activities is called "Two Stay Two Stray." With the help of this TSTS technique, students not only absorb and

accept the material that the teacher presents to them during the learning process, but they also get the chance to learn from and enlighten other students. When students study in groups, an open learning environment in the dimensions of equality will arise because there will be a collaborative learning process in a personal relationship of mutual need.

To conduct the study, the researcher employed classroom action research (CAR) in order to accomplish this goal. Action research in the classroom involves multiple meetings across one or more cycles. Every cycle has several phases, including preparation, execution, observation, and reflection. The researcher employed tests, field notes, and observation sheets as tools to gather data.

This exercise was designed to evaluate the students' understanding of the text Two Stay Two Stray (TSTS). The research's subjects were the eighth-grade students at SMP Negeri 3 Gunungsitoli Selatan.

II. METHODS

The study concentrated on how well students could read and comprehend descriptive texts using the two stay two stray method. Action research is a strategy of systematic enquiry that teachers undertake as researchers of their own practice. The study concentrated on how well students could read and comprehend descriptive texts using the two stay two stray method.

Action research is any methodical investigation that scholars, administrators, school counselors, or other educators do to understand more about how their specific schools function, how they instruct, and how well their kids learn.

Ferrance (2020:1) states, "Participants in action research employ research instruments to carefully and deliberately evaluate their own teaching practices.

Moreover, action research is a component of a larger movement in education that has been going on for a while, according to Burns (2018: 2). It has to do with the concepts of "teacher as researcher" and "reflective practice." As stated in Burns (2018: 5), the examination of a social context with the goal of enhancing the caliber of action within it "is how Elliot described action research."

According to Nunan in McKay (2018: 29), "active research has three main characteristics: practitioners conduct it. It aims to change things and is collaborative. It implies that a teacher might conduct action research in a classroom

with the assistance of other educators to talk about what and how to enhance the activities so that students' learning would increase.

Based on the theories above, in conclusion, One strategy used by those who wish to conduct research is classroom action research. The method provides systematically procedures to guiding the researcher to conducting research and the type of research suitable in improving students learning and also teacher effectiveness in teaching.

Teachers can use the Take Action Research approach to use research tools to thoroughly and methodically analyze their own work. After developing a research question, participants gather information, assess what they have discovered, and produce a report on their results.

III. RESULT AND DISCUSSION

The study was carried out in Gunungsitoli Selatan's SMP Negeri 3. This school's address is Gunungsitoli Selatan. The distance from Gunungsitoli Town is roughly 10 km. There are eleven pupils in all, one of them is an English teacher. There are 45 pupils in the eighth grade overall, divided into 2 classes. The kids were selected by the researcher for the study of Eighth Grade ("A" class), consist of 20 students as the subject of the research. The headmaster's office, teacher's office, classrooms, library, computer lab, canteen, a few sports courts, and other structures are among the spaces in this school. This school consists of one headmaster, two vice-headmasters, some teachers included with civil servants and some officials. SMP Negeri 3 Gunungsitoli Selatan is one of the favorite schools in Gunungsitoli, it has 365 students.

The eighth grade students was the focus of the study at SMP Negeri 3 Gunungsitoli Selatan. However, in the research, the researcher was choose the students in VIII-A class because the students at the eighth grade in the school have weakness in reading comprehension, which the total number of the students was 20 students as his subject in doing his research; they were 9 girls and 11 boys.

With permission from the headmaster of SMP Negeri 3 Gunungsitoli Selatan, the researcher conducted this study. There were several steps involved in doing this research: (a) planning, (b) acting, (c) observing, and (d) reflecting. During the study, the English teacher at SMP Negeri 3 Gunungsitoli Selatan provided support to the researcher. To ensure that the activities went smoothly and produced accurate

results, the teacher served as an observer of the researcher's and the students' activities. Throughout this investigation, the students were constantly present.

The Common Response of the Problem

The main goal of this study was to determine how well the students could comprehend the text by applying the Two Stay Two Stray Strategy. How might the Two Stay Two Stray Strategy help kids become more proficient readers?" is the research question. The Two Stay Two Stray Strategy's typical response helps pupils become more proficient readers.

Two cycles of study were conducted. The average reading comprehension score of the pupils was 46.25 in Cycle I and 72 in Cycle II. The researcher discovered that the pupils' reading comprehension skills were improving based on the average of their performance in each cycle. Thus, the researcher concludes that the Two Stay Two Stray Strategy improves pupils' comprehension of what they read.

The Research Findings' Analysis and Interpretation

This section provides an explanation of the analysis and interpretation of the research findings based on the outcomes of the two observation and assessment sheets. The investigator completed them in two rounds.

A. Cycle I

Two cycles of study were conducted. In Cycle I, there were two meetings. The pupils were not given an evaluation form by the researcher during the initial meeting but the researcher assesses the students' reading comprehension ability by asking some question orally related to the story they have read. In the First (1st) meeting, the active students consisted of 11 students (55 %) and the inactive students consisted of 9 students (45%), it is caused of some that the researcher found during teaching learning process. The researcher should make certain adjustments at the following meeting to address the vulnerability, like;

1. The researcher would motivate the students to be brave in responding the researcher's questions without thinking of their grammar before.
2. To prevent confusion among the pupils, the researcher would provide a clearer explanation.
3. The investigator would encourage the pupils to infer the terms' meanings from

the sentence's context.

4. The researcher would give the chance to some students who were not active to express their opinion in order that during the teaching-learning process would not be dominated by the clever students.

Based of the improvements above, the investigator discovered At the second (2nd) meeting, all 20 students (100%) were engaged; no student was passive. Five pupils were in "the fail level," eight students were in "the less level," and seven students were in "the enough level" in Cycle I. 25 was the lowest possible score, while 70 was the best. The pupils' average score was 46.25. The researcher moved on to the following cycle for this reason.

Prior to moving on to the following cycle, the researcher addressed Cycle I's shortcomings. For example, the researcher created a lesson plan and looked for a reading material that the students were familiar with for the upcoming cycle. During the teaching and learning process, the researcher provided the students with further information regarding the Two Stay Two Stray Strategy as well as instructions on how to use it.

B. Cycle II

Cycle II included two gatherings. During the initial encounter, the pupils were given assessment sheets by the researcher, who evaluated their reading comprehension skills by posting W-H questions related to the story they have read. In the first (1st) meeting, the active students consisted of 100 students (100 %), and the inactive students consisted of 0 students (0 %). In this result, we can see that there is no one students that the researcher found inactive during teaching learning process conducted.

Based on the improvements above, the researcher found in the second (2nd) meeting there were 20 students (100 %), and the inactive students consisted of 0 students (0 %). Three pupils are in "the very good level," twelve students are in "the good level," and five students are in "the enough level" in this cycle. 85 was the highest score, and 65 was the lowest. Furthermore, the mean score of the pupils in cycle II was 72.

According to the results above, the students were able to understand the narrative material by using the Two Stay Two Stray Strategy, and the researcher decided not to move on to the following cycle.

IV. CONCLUSION

The researcher draws the following

conclusions from the study's findings:

In Cycle I, In the First (1st) meeting, the active students consisted of 11 students (55 %) and the inactive students consisted 9 students (45%), while in the second (2nd) meeting there were 12 (60 %) active students, and the inactive students consisted 8 (40 %). In Cycle I, there were 5 students in "the fail level", 8 students in "the less level", 7 students in "the enough level", The highest score was 70 and the lowest score was 25. The average of the students' mark was 46.25. The majority of the students were in the "very fail and less level," and the state of the teaching-learning process was still not ideal, so even though the highest score was in the enough level, it was not satisfying. The researcher moved on to the following cycle for this reason.

In Cycle II, this cycle consisted of two meetings. In the first (1st) meeting, the active students consisted of 15 students (75 %), and the inactive students consisted of 5 students (25 %). In the second meeting, the active students consisted of 20 students (100 %), and the inactive students consisted of 0 students (0 %). In this cycle, there are 3 students in "the very good level", 12 students in "the good level" and 5 students in "the enough level". The highest score was 85 and the lowest score was 65. In addition, the average of the students mark in Cycle II was 72. The condition of teaching learning process in this cycle is very good, so the result is satisfying.

The researcher concludes that the implementation of the Two Stay Two Stray Strategy can enhance students' reading comprehension skills based on the examination of the study results.

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