Improving the Eleventh Grade Students' Reading Comprehension of Narrative Text Through Two Stay Two Stray Technique

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Abstract

English is one of compulsory subject which is taught in Indonesian school, and reading is one of language skills that is almost dominant in teaching learning process. This research was conducted to improve the students' reading comprehension through two stay two stray technique. The research design which used is Collaborative Classroom Action Research. This research was done in to two cycles. In the post-test first cycle there were 32% students who passed the test, and in the post-test second cycle there were 84% students who passed the test. From the data above it can be concluded that the implementation of Two Stay Two Stray technique can improve students' reading comprehension of narrative text.

Key Words: narrative, reading comprehension, two stay two stray

INTRODUCTION

English teaching learning process involves four skills of English language. They are listening, speaking, reading and writing. All of which are important skills that must be studied by students. One of most commonly skills taught in high school is reading skill in order to master English. Reading has several components including readiness/phonemic, phonics and decoding, fluency, vocabulary and word recognition, comprehension, and the last is higher-order thinking.

According to Patel and Jain (2008: 113), "reading is an important activity in life with which one can update his/her knowledge". That is why we must learn more in reading comprehension, because reading is a skill that covers all of components in teaching English, so by reading our views become more open to new things we did not know before.

Still according to Patel and Jain (2008: 117), there are several types of reading. They are intensive reading, extensive reading, aloud reading, and silent reading.

Firstly, Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. The second is extensive reading, which is the reading for pleasure. Besides, they want to know about information or issue outside. Usually, people do reading to keep them updated. The third is aloud reading, it is a type of reading where the students are expected to be able to read with correct pronunciation, stress, and intonation, because it is the base of words pronunciation. The last is silent reading. As the name indicates, this requires silence in reading. Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

The techniques of reading which applied in the teaching of reading are various. According to Izzan (2010: 81), there are two categories of techniques that can be used. For the first category include: Search a general arrangement of the text (e.g., comparison between two or more things, whether a story is presented in order (chronologically) or otherwise, whether text presents an analogy). Finding the means of cohesion (if there are words that connect the elements and parts, such as the words instead, but, even so). Search reading functions (informative, educative asked readers to respond orally or nonlinguistic).

For the second category include: Finding facts explicit and implicit. Finding the meaning of information obtained by taking their own conclusions by deduction techniques. Conduct evaluations of the students about the reading (affective: good, not good, why, to who addressed: what the writing tone; anger, humor, cynical, challenging, and advising). Completing readings that have not expired, such as paragraphs, sentences and phrases last. Finding redundant elements (in this case, the teacher asks construction of the sentences in the text, including words, phrases, or sentences that contain redundant elements). Train students to transfer information from the text into the charts, floor plans, and diagrams.

According to Davison and Dowson (1998: 99-101), the cultural analysis view, which is acknowledged in English for Ages 5 to 16 (Cox Report 2) (DES and Welsh Office, 1989), identifies the need to teach pupils to be critically aware as readers. This view asks questions of the cultural heritage model for reading, and seeks to empower pupils by teaching them to examine texts as being culturally produced. It emphasizes

the way in which readers are positioned in relationship to authorize literature, and helps them to understand that relationship.

It is worth highlighting the concepts of breadth, variety and individual enjoyment of reading, which underpin the opening declaration about the teaching of reading in secondary schools, in the National Curriculum for English. It represents an acknowledgment that, without the pupils' own engagement in a text which has meaning for them, reading lessons become an empty ritual. Pupils should be given opportunities to read a wide variety of literature, and to respond to the substance and style of texts. They should also be encouraged to read widely and independently solely for enjoyment. Some texts should be studied in detail, but the main emphasis should be on the encouragement of wider reading in order to develop independent, responsive and enthusiastic readers.

The 2006 English Curriculum in Suprayitno (2010: 19-21) "targets the SMA students to be able to understand various types of texts, i.e. descriptive, procedure, recount, narrative, and report. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing."

In this research, the researcher decided narrative text as the text genre used. According to Pujjamuslim (2009), narrative text is a text that purpose to amuse or to entertain the reader or the listener and deal with actual or vicarious experience in different ways to the reader or listener. Narrative text usually like folk tales, fable, legend, fairy tale, etc. The General Structure of narrative text are orientation, complication, resolution, re-orientation, and evaluation. According to Isranursalim (2011), Narrative text has language features: (1) Specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics. (2) Mainly action verbs (material processes), but also many verbs which refer to what human participants said, or felt, or thought (verbal and mental processes). (3) Normally past tense. (4) Many linking words to do in time. (5) Dialogue often included, during which the tense may change to the present or future. (6) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind. (7) Can be written in the first person (I, we) or third person (he, she, they).

In order to improve the students' reading comprehension in narrative text, the researcher use Two Stay Two Stray technique. Types of cooperative learning model Two Stay Two Stray developed by Spencer Kagan. This method can be used in all subjects and for all ages of learners. Cooperative learning type Two Stay Two Stray technique is type a group with the aim of learning systems for students to work together, take responsibility, help each other solve problems and encourage each other to excel. This method also trains students to socialize well (Furahasekai, 2011).

Lie (in Furahasekai 2011) implementation steps types of cooperative learning model Two Stay Two Stray, among others: (1) The teacher divides the students into several groups that each group consisted of four students. The group also formed a heterogeneous group such as cooperative learning Two Stay Two Stray types which aims to provide an opportunity for students to peer tutoring and mutual support. (2) Teachers provide sub subjects in each group to be discussed together with members of their own group. (3) Students work in groups of four people. It aims to provide opportunities for students to be actively involved in the process of thinking. (4) Once completed, two people from each group to leave the group for a visit to the other groups. (5) Two people living in a group in charge of distributing the work and get them to their guests. (6) Guest excused himself and went back to their own group and reports their findings from other groups. (7) Groups match and discuss the results of their work. (8) Each group presented the results of their work.

The researcher used this technique because it has many advantages. Santoso (2011) states the advantages of the model two stay two stray is as follows: (1) Can be applied on all classes / level. (2) Tendency learn to students become more meaningful. (3) Is more oriented on liveliness. (4) Is expected students will dare to reveal his opinion. (5) Adds to compactness and a sense believe self students'. (6) Ability spoke students can be improved. (7) Helps increase interest and achievement learn.

This research was conducted to improve the Eleventh grade students' reading comprehension by using two stay two stray technique at SMAN 2 Trenggalek in the academic year 2022/2023.
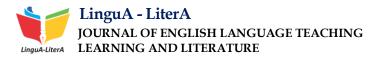
METHOD

In conducting this research, the researcher use Collaborative Classroom Action Research. According to Kemmis (in Hopkins 2008: 48):

> "Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development."

> Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school. In this research, the research design called Collaborative Classroom Action Research because the researcher collaborates with the English teacher in conducting this research. Rapoport in Hopkins (2008: 47) stated that "The aims of Classroom Action Research is to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework."

The research is done in SMA Negeri 2 Trenggalek which is located at Soekarno-Hatta street Trenggalek at the Eleventh grade students in the second semester in the academic year 2012/2013. The researcher takes this class as the subject of the research because this class still has low score in English subject, especially in reading comprehension. This class consists of 31 students. They are 16 male and 15 female.

In this research, the data are gotten from the result of students' test, the questionnaire, the observation sheet and the result of interview. The source of data came from the students as a subject of this research, the English teacher as the practitioner in implementing the technique in the classroom and also the researcher as an observer.

To analyze the result of the individual test, the researcher uses the formula of as follows:

$$\text{Score} = \frac{\text{Students' gained score}}{\text{Max score}} \times 100$$

To analyze the result of the test, the researcher used the formula of the percentage of success. The formula as follows:

$$\%X = \frac{X_1}{N} \times 100\%$$

%X = percentage of success for classical

X_1 = Number of students who get score > 65

N = total of students

The researcher compares the result with the criteria of success. If the percentage of success is 65% or more it means that the class is successful. But if the percentage of success less than 65% it means that the class successful yet.

To analyze the result of the questionnaire, the researcher used Guttman Scale. "Yes" answer scored 1 and "No" answer scored 0 (Sugiyono, 2010: 139). He analyzed in every item. He found the percentage of score by using the formula as follows:

$$\%S = \frac{1xY}{1xN} X100\%$$

%S = percentage of score

Y = number of students who answer "Yes"

N = total of the students

Then the researcher compares the percentage with the criteria of interpretation score. The formula as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong

To analyze the data from the observation, the researcher analyzes the data descriptively. The researcher will describe the data from observation sheet. The

description will show whether the teaching and learning process is suitable with lesson plan.

To analyze the data interview, the researcher also uses descriptively analysis. The researcher will describe the transcript of the interview to know the problem in teaching reading in the classroom. And also to know the teacher's opinion about the implementation of Two Stay Two Stray technique in teaching reading.

FINDING AND DISCUSSIONS

FINDING

From the interview done, the researcher got information that the genre which was being taught was narrative text and the class that got the lowest achievement on reading test was class XI Mipa 1. That is why the researcher took class XI Mipa 1 as the subject of study. To support the explanation of the English teacher, the researcher did the pre-test to the students to measure their achievement on reading comprehension. All of students followed the preliminary test. From the test that was given, the researcher found that the students' reading comprehension was still weak.

After finishing the cycle 1 and giving post-test 1, the researcher analyze the implementation of the learning process by using Two Stay Two Stray technique for teaching reading.

Firstly, the result of observation check list showed about the students' activity and teachers' activity. To analyze the observation, the researcher only needed to give certain mark in the participation column to record the students' participation and teachers' participation. Then, the researcher analyzed them.

All data gained in the observation were carefully analyzed and would be matched with the criteria of success. The result of it was taken into consideration as the reflection. The result of the cycle 1 showed that 21 students or 68% students didn't meet the target. It was 10 students or 32% of all students met the target. The minimum target of the success has been not reached since the target of the success in this study was 65%. With 21 students or 68% students failed the test means that the research was unsuccessful. Actually, the research found the weaknesses in implementation of cycle 1, the study was continued to cycle 2.

After finishing the cycle 2 and giving post-test 2, the researcher analyze the implementation of the learning process by using Two Stay Two Stray technique for teaching reading.

Firstly, the result of observation check list shows about the students' activity and teachers' activity. To analyze the observation the researcher only needs to give certain mark in the participation column to record the students' participation and teachers' participation. Then, the researcher analyzes them.

The result of test in the cycle 2 showed that 5 students got less than 65 or 16% of the students failed the test and 26 students got 65 or more, so 84% of students passed the test. The researcher then compared the result of the test on cycle 2 to criteria of success that is 65%. So, based on the result of reading comprehension test on cycle 2 the research was successful and the action was stopped.
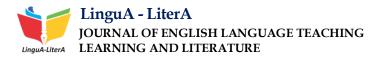
DISCUSSION

From the result of reading comprehension test, observation and interview, it can be concluded that this research was done successfully. It can be seen from the result of students reading comprehension test in this table.

Table 1. Result of students reading comprehension test

NO	NAME	PRETEST	POST TEST	
			1	2
1	AR	40	30	70
2	AF	40	50	70
3	AA	30	40	80
4	AS	40	50	45
5	AY	60	80	95
6	AF	50	80	85
7	BS	50	40	65
8	BA	70	70	55
9	CL	80	80	95
10	CW	40	40	70
11	DT	70	60	75
12	DP	70	60	75
13	DE	70	90	90
14	DW	50	60	70
15	EP	60	70	70
16	EY	30	40	75
17	FT	40	40	50

NO	NAME	PRETEST	POST TEST	
			1	2
18	MA	40	40	50
19	ME	30	40	60
20	MF	60	70	70
21	PW	50	50	75
22	YP	40	30	70
23	RA	30	40	85
24	RA	50	70	65
25	RS	40	40	70
26	SD	50	30	75
27	SA	60	80	100
28	ST	50	70	80
29	SE	50	60	65
30	TA	50	50	80
31	UK	50	60	75
Mean Score		49,68	55,16	72,74
Percentage		16%	32%	84%

Based on the table, the result of preliminary test only 5 students from 31 students were successful. It means that 16% students who passed the test and 26 students or 84% were unsuccessful. The criteria of success that had been determined were 65%. It means that test result could not achieve the criteria of success.

In post-test cycle 1 there were 10 or 32% the students who passed the reading comprehension post-test, and 21 students or 68% were unsuccessful. The criteria of success that had been determined were 65%. It means that the test result could not achieve the criteria of success and should be continued to the next cycle until it achieves 65% or more.

In post-test cycle 2 there were 26 students got score more than 65 and 5 students got score less than 65. The students who passed in the reading comprehension post-test 2 were 84% and 16% were unsuccessful. The criteria of success were 65%, so it means that reading comprehension test in cycle 2 was successfully.

The percentages of success in preliminary test, post-test 1 and post-test 2 were shown in this following figure:
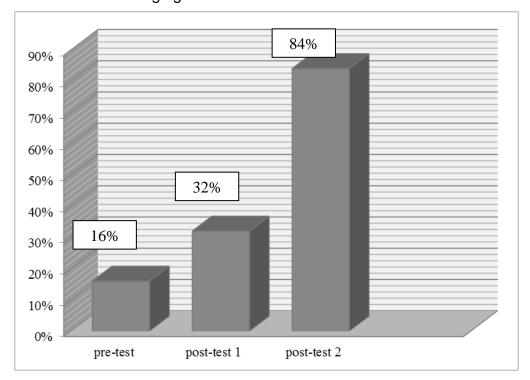

Figure 1. The precentage of sucess in pre-test, post-test 1 and post-test 2

From the figure which mentioned, it is clear that there is improvement of the students' reading comprehension from preliminary study to post-test 1 and post-test 2. These percentages were compared with the criteria of success which had set by the researcher. The criteria of success decided by the researcher is 65%. So, if the numbers of students who got the scores upper the passing grade are 65% or more, it means that the technique is successful. But, if the numbers of students who got the scores upper the passing grade are less than 65%, it means that the technique is successful yet.

From the data above, the percentage showed that the preliminary study got the lowest score, but post-test 1 and post-test 2 progress in the achievement. Therefore, it is essential to know the achievement of each student. It means that the test was successful.

Beside the reading comprehension test, the researcher also gave a questionnaire to the students to know the effectiveness of Two Stay Two Stray technique based on the students' opinion. On April 16th, 2022, the researcher gave

the questionnaire to the students and they had to fill the questionnaire based on their own opinion about the technique. The questionnaire consisted of 7 questions which had to answer with options "Yes" or "No". The researcher analyzed the result of questionnaire by using Guttman Scale. "Yes" answer was given score 1 and "No" answer was given score 0.

Based on the findings above, we can conclude that, the use of Two Stay Two Stray technique could improve the students' reading comprehension achievement. The results of this action research in two cycles proved the hypothesis which says, "Two Stay Two Stray technique applied for teaching reading, it can improve the reading comprehension of the Eleventh grade students at SMAN 2 Trenggalek in the academic year 2022/2023."

The findings above deals with some related theories and previous study. Lewaherilla (2011) stated that two stay two stray technique was able to improve students' reading competence in SMA YPPK Biak Numfor. It stimulated students to be responsible and active. Another previous study come from Abdullah (2012) stated that Applying cooperative learning type two stay two stray can improve students' tenses comprehension in MTs Modern Islamic Boarding School Al- Junaidiyah Biru in Bone Regency. It is proved from the result of the test increasing in every cycle, and also the students' enthusiasm in learning process can be created.

CONCLUSION AND SUGGESTIONS

The results of this research encouraged the researcher to conclude that the use of Two Stay Two Stray technique could improve the Eleventh-grade students' reading comprehension of narrative text at SMAN 2 Trenggalek in the academic year 2022/2023. Most of the students were comfortable to learn in group because they could share with their friends about the difficulties faced in learning English, especially in reading. It was known from the students' response in questionnaire.

The success of this research could be reached because the Two Stay Two Stray technique was very suitable for teaching reading comprehension. The procedures of this technique could make the students easy to catch the material. In Two Stay Two Stray technique, the teacher asked the students to make a group consist of 4-5 students. Then the teacher gave narrative text in a group to be discussed together with members of their own group and asked them to work in a

group consist of 4-5 students, after working in a group finished, the teacher asked two students from each group to join for visiting the other groups. The next step is the teacher asked two students who lived in the group in charge of distributing the work and their information to their guests, after finishing, the teacher asked guest to excuse himself and go back to their own groups and report their findings from other groups. Then, the teacher asked group to match and discuss the results of their work. After that the teacher asked each group to present their work. The last step is the teacher provided clarification on the correct answer.

In this research, after the implementation of the technique the students showed significant improvement of their scores from pre-test, post-test cycle 1, and post-test cycle 2. Consequently, the percentage of success increased too. In the reading comprehension pre-test, there were only 16% students from the entire students who passed the test. In other words, there were only 5 students who got the scores same with or more than 65. In the post-test first cycle, there were 32% students who got score same with or upper 65 or there were 10 students who passed the test. Although the result still did not achieve the criteria of success, it showed significant improvement from students' scores. In the post-test of the second cycle, the target of the research has been reached because there were 84% students who passed the test or there were 26 students who got score same with or upper 65. It means that the use of Two Stay Two Stray technique was useful and good to improve the students' reading comprehension achievement.

Based on the conclusion above, this research result is suggested:

1. The English teacher is suggested to use Two Stay Two Stray technique as an alternative technique in teaching reading. Beside it could increase the students' interaction, this technique also could improve the students' reading comprehension achievement.

2. For students, this study suggests that the use of Two Stay Two Stray technique can be applied. This technique will help students to learn how to comprehend the text by discussing with their group to find information from the text. Also, the students are trained to learn more about themselves and think critically to analyze the details of their experiences to be put into their reading.

The result of this research is expected to give information for future researchers to conduct further research, such as; improving the students' reading

comprehension achievement in reading comprehension narrative text or another text using another technique or doing another research which focuses on the use of two stay two stray technique on reading comprehension achievement using different research design such as an experimental research.

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