

USE OF TWO STAY TWO STRAY STRATEGY IN TEACHING READING

By
Ahadi Saputra*

University of Syiah Kuala, Banda Aceh

ABSTRACT

This study focuses on teaching reading comprehension by using the Two Stay Two Stray (TSTS) strategy to the second year (eighth grade) students of the junior high school, SMPN Beutong Ateuh, Nagan Raya, Aceh. This study compares the results of the students' achievements in reading before using the TSTS and after using the TSTS. The results showed that the implementation of the TSTS in the teaching-learning of reading comprehension with the students was more successful than the results using the traditional Grammar Translation Method (GTM). The students in the experimental class (EC) taught using the TSTS got significantly higher scores than those in the control class (CC) who were taught using the GTM. Therefore, the use of TSTS in teaching reading comprehension is an effective way to improve the students' ability. Based on the results from the questionnaire, the students gave positive responses to the TSTS strategy; they got positive motivation after learning using TSTS. It further increased their self-confidence, social interaction, individual accountability and group skills as well as getting better reading comprehension because they could understand the materials better by learning together as a team. The students discussed and shared the materials with their friends in their groups. They also freely communicated with each other and were more enthusiastic when they were in the process of teaching-learning.

Key Words: *Cooperative Learning, Two Stay Two Stray, Reading Comprehension.*

* Corresponding author: ahadi.saputra86@gmail.com

INTRODUCTION

Background to the Study

Reading English texts are important to be taught and learned because most scientific books are written in English. Students need many books to increase their knowledge. Furthermore, according to Richards and Rodgers (2001:12), the ability to understand meaning depends on the reader's knowledge of the language, the structure of texts and background knowledge of the subject being read about. This statement is in line with Pang, et al. (2003:6) who stated that the ability of reading is influenced by the readers' background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written texts.

According to Mickulecky and Jefferies (1996:150), there are some specific skills involved in reading such as finding main ideas, identifying detailed information, understanding vocabulary, and making inferences. These skills are important parts of reading comprehension. All the factors mentioned above should be activated while the students are in the process of reading some materials for comprehension. However, most students still face problems in understanding some aspects of many texts as mentioned above.

Based on preliminary research at SMPN Beutong Ateuh, most of the students could not comprehend well the texts they were reading. There were some problems that affected the low ability of the students in mastering reading comprehension. The first problem was that the students had limited vocabulary and the second problem was related to the teaching-learning method used by the teacher.

There are many researchers who have done research related to TSTS. The writer was interested to teach reading comprehension using TSTS because of the potential advantages it could offer. The writer hoped that the reading ability of his students would improve more quickly than by other methods.

Research Questions

1. Do the second year students from SMPN Beutong Ateuh taught using the TSTS based on cooperative learning get significantly higher scores in reading comprehension than students taught using the Grammar Translation Method?

2. What are the responses of the students to being taught reading comprehension using the TSTS based on co-operative learning at SMPN Beutong Ateuh?

Research Objectives

1. To find out whether the second year students of SMPN Beutong Ateuh taught reading comprehension using the TSTS based on cooperative learning will get significantly higher scores than those who are taught using the Grammar Translation Method.
2. To find out whether the students will give a positive response towards the teaching of reading comprehension using the TSTS based on co-operative learning at SMPN Beutong Ateuh.

REVIEW OF LITERATURE

Definition of Reading Comprehension

Reading is an important skill in learning a language besides listening, speaking and writing. The fundamental aim of any reading activity is to comprehend the meaning in the content of the message in that language. Alyousef (2005:2) argued that reading can be seen as an interactive process between a reader and a text. This means that reading is a process of understanding the meaning of a text in which readers can get ideas and information from what they read, some of which may be important but a lot may just be trivial.

Reading is about understanding written texts. Reading can make someone successful in study and also by reading someone can get to know about many things in the world. Through reading, students can get a lot of meaningful information. As Wainwright (2007:37) has stated reading comprehension is a complex process which comprises the successful or of many abilities.

Reading comprehension involves taking knowledge to a text in order to obtain meaning from that text. It is a process in which the reader has to decipher language and construct a meaningful whole as intended by the writer. Reading comprehension is not just pronouncing or reading out loud, but it is about understanding the meaning of a text. Wainwright (2007:38) added that reading comprehension is not just pronouncing or reading out loud, but it is also about understanding the meaning of a text.

Purposes of Reading

Harmer (1991:191) provides some purposes of reading: reading to confirm expectations and to extract specific information, reading for communicative tasks, reading for general understanding, reading for detailed comprehension (information) and reading for detail comprehension (function and discourses). These purposes are explained below:

1. Reading to confirm expectations: in this purpose, students are involved in reading in order to confirm their expectations about information they think the text will contain. This technique places great emphasis on the lead-in stage, encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.
2. Reading to extract specific information: if students are asked to read a text to extract specific information, they should see the questions or tasks they are going to answer or perform before reading the text. If they do this it will be possible for them to read in the required way. They should scan the text to extract the information which the questions demand.
3. Reading for communicative tasks: a teacher can design a communicative interaction in teaching reading. The teacher will divide a class into two halves. The first half of the class are given the text and asked to read it. When the other half ask them questions, they can answer them. They should put down the text when they answer the questions.
4. Reading for general understanding: this purpose involves students to absorb only the main points of the text. Readers just look for what is necessary to get an overall understanding of the text. This includes many different kinds of reading especially reading for pleasure e.g. reading novels, news reports, sports reports, etc.
5. Reading for detailed comprehension: information: the object of this reading activity is for students to solve problems they read from the text. Many texts lend themselves to detailed comprehension work. It can give students a valuable opportunity to study written English in detail and thus learn more about the topic and about how language is used.
6. Reading for detailed comprehension: function and discourse: it is important for students to understand the way in which texts are structured and to recognize the functions that are being performed. Then students can be made aware of the structure of discourse that

goes into writing and they must be able to decode it if they wish to understand the text fully.

Based on the explanations above, the writer concluded that the students have the ability to get the information in the text and they could find all information in order to answer the questions. They also have to master the grammar in the text if they want to understand the text.

Two Stay Two Stray Technique

One of the co-operative learning models is the Two Stay Two Stray (TSTS model). TSTS was developed by Spencer Kagan (1994). According to Sulisworo and Suryani (2014), the TSTS structure is one type of co-operative learning group technique which provides opportunities to share results and information to other groups. This alternative method can be preferable because a lot of teaching-learning activities are characterized by individual activities where students work alone and are not allowed to see the work of other students while in real life, outside of school, in work-life, people are interdependent on one another.

This co-operative learning strategy promotes discussion both individually and in groups with individual and group accountability. This strategy is beneficial for reviewing and integrating subject matters. Students with special needs often get benefits when this strategy is used. After direct instruction of the materials, the group supports each member and provides opportunities for practice, rehearsal, and discussion of the content of the text material.

Kagan stated that (1994) TSTS is a co-operative learning strategy that is an improvement from Kagan's One Stay-Three Stray. TSTS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. Kagan (1994) also added that TSTS strategy is essentially a group discussion model. Each member of each group has his/her own responsibility (two students become 'strayers' and two others become 'stayers'). In this strategy, four group members work together to solve a problem. Then, two members of each group visit another group to look for other information and to compare and discuss their ideas. While two other members stay in their group to welcome guests from another group and explain the result of their group discussions to the guests. Next, the strayers rejoin their original group

to share what they have learned from the visited group. Finally, the group representative gives the group report to the whole class.

Application Procedures of TSTS

In this technique, each group (containing four members) is given an opportunity to share the results of their group discussion with other groups by sending their two “representatives” to other groups in the class. The other two members will stay within their group and become hosts for their “guests” who will come from one of the other groups to search for information. Sukmana (2010) says that the following procedures will exemplify how to use this technique to teach reading comprehension:

- (1) The teacher will divide the class into six groups where each group contains four members (assuming 24 students in the class).
- (2) The teacher distributes the same short reading text to each group.
- (3) Each group member has to underline difficult words in the reading text. Then, each of them tries to help the others to understand the difficult words by using a dictionary or directly telling their friends the meaning of the words.
- (4) Each group will send two of their members as “representatives” to two different groups to share information about the reading text. For example, group 1 will send one member to group 2 and one to group 3. The other Groups will do the same thing.
- (5) Those that stay in the group will “welcome” their two guests and share their group’s information with them.
- (6) The teacher has to make sure that everyone in the class has opportunities to speak with equal time. So, he must indicate when someone has to speak or stop speaking by ringing a bell or clapping his hands. In this case, the teacher is the time keeper.
- (7) All “representatives” then return to their initial group and share the information they got from the other groups with their own group.
- (8) The teacher then announces that all students should take an individual quiz in which each group member will bring his/her score to their group and then they will combine all their scores. Each group should have a total score of at least 300. If they get less than 300, all group members should take the test again.
- (9) Next, each student will take an individual reading quiz in which they have to answer 10 questions related to the reading text they have just discussed.

- (10) After the teacher gives them their individual scores, they will combine their score with the scores from their other group members.

It can be concluded that this collaborative strategy gets students moving around the room while working with classmates to solve problems and answer questions. This also allows all students the opportunity to “be the teacher,” which students love to do. This also allows all students the opportunity to “be the teacher,” which students love to do. As students talk about their ideas and thinking process with others, it helps them develop a deeper understanding of the concepts at hand.

RESEARCH METHOD

Research Design

The writer used true experimental design. According to Arikunto (2006:117), true experimental research is a study which has two groups: one group is the experimental class (EC) and the other is the control class (CC). The writer conducted this study to prove the hypotheses whether the treatment teaching reading using TSTS would improve the reading skills of his students more than the standard teaching technique for reading comprehension . For this research, the experimental teaching treatment was the TSTS model. This is shown in the table that follows.

Table 1. Experimental Design.

Class	Pre-Test	Treatment	Post-Test
A (Experimental) (EC)	O	X1 =TSTS	O
B (Control) (CC)	O	X2 = GTM	O

Population and Samples

The target population of the study was all 60 grade-two (year VIII) students at SMPN Beutong Ateuh, Nagan Raya. The writer used a purposive sample to select one class to be the sample for this study. Class VIII-1, with 30 students, was selected as the sample experimental class (EC) and was given the treatment via: taught reading comprehension using the TSTS Technique whilst class VIII-II by default became the Control Class (CC).

Research Instrument

In this research the writer needed instruments to collect data. According to Arikunto (2006:53), a test is a procedure or an instrument used to know or to measure something (ability, attitude, achievement and/or intelligence) with some particular role. The writer used tests to measure the students' reading comprehension before and after conducting the treatment. The pre-test was given at the start of the first meeting and was used to know how well they had learned to read with their own teacher up till then. The test consisted of 10 multiple choice questions about the main idea, identifying detailed information, understanding vocabulary, and making inferences related to a narrative text entitled "*A Farmer's Three Sons and the Lion and the Mouse*" (McMurry, 2004). After applying the TSTS model for several meetings, the post-test was given. It was used to test the reading comprehension of the students after the treatment. This test also consisted of 10 multiple choice questions concerning a similar kind of text.

The questionnaires given to the experimental class were related to the students' responses in learning reading after the treatment by using TSTS. It was given on the last day after the last treatment was completed. The questionnaires consisted of 10 questions in the form of closed ended questions with four optional answers namely: strongly agree, agree, disagree and strongly disagree based on a Likert scale. In this case, the students had to choose one option related to a certain variable involved in the teaching learning process such as the strategy of the teacher, the positive relationship among students and the motivation of the students. The data from the questionnaires was processed to get percentages and to find the average response of the students.

Data Collection Procedures

In this study, the researcher was the teacher for the EC. Preparing appropriate materials for the teaching-learning process during the treatments for the EC was the most important thing he had to do. Besides, the researcher also organized and implemented the teaching procedures for the EC. Lastly, he organized the research instruments needed for the EC.

To analyze the data, the writer used quantitative analysis. The results from the post-tests were compared with the results from the pre-tests to find out the impact of the treatment, i.e. the improvement in the

reading performances of the classes. The data was analyzed using Microsoft Excel. The next steps after the data were collected and classified was to present the data. Finally, the last step was to draw conclusions and to present the information so obtained.

RESEARCH FINDINGS AND DISCUSSION

In this section, three main points need to be discussed. Firstly, the answer to the research questions via: whether students taught reading using TSTS will improve more than those taught using the conventional method, whether the students have difficulty comprehending the reading texts, and how did the EC students respond towards the teaching of reading by using TSTS.

First, the results showed that the use of TSTS with the EC improved their reading comprehension ability as the mean score of the EC was 83 whilst that of the CC was 77. The t-test indicated that there was a significant difference between the two groups. Thus it was concluded that the students in the experimental class who were taught by using the TSTS gained a better improvement than those in the control class who were taught by using the conventional method.

Based on the results from the questionnaires, the EC students gave positive responses to learning using the TSTS. Thus, in the process of learning, their reading improved and they got positive outcomes in social relationships with their friends. They could give and share their ideas with each other and have positive interdependence whilst learning together in a group. As a result, their achievements in reading were better than that before being taught using the TSTS Technique. The results of this research also showed that these students from SMPN Beutong Ateuh gave positive responses to the use of TSTS for teaching reading comprehension. They not only learned ways to get more knowledge but also ways to interact with each other. As a result they learned to appreciate the opinions and ideas of others.

Based on the results of the studies above, the researcher believes that TSTS not only helps the students to get better academic results but also gives positive outcomes for social relationships in the classroom. TSTS is capable of producing positive outcomes in society, attitudes, and academic performance dimensions for students. This interesting technique is believed to be able to give chances for students to be involved in discussions, be more courageous and more critical in thinking and more willing to take responsibility for their own learning.

As Slavin (1995) states that the co-operative study in TSTS is a study model that emphasizes activities and interaction between students to motivate and help each other in mastering the learning materials in order to achieve satisfactory learning achievements.

Moreover, the writer found that the students had positive interdependence during the activities in groups. They discussed the texts together and made their conclusions or answers based on the results of their discussions. In this case, the writer encouraged them to work together not individually in order to get good conclusions and similar opinions from their teams. The situation in the classroom showed that the students were able to interact well with each other in the group work. They were active in giving and asking opinions or ideas related to the material in the reading text. They sat face to face and communicated well in discussing the meanings within the text. These activities influenced their ability in their groups. They could learn in a group actively without involving the teacher and worked individually in answering questions while discussing them within their group. Although they worked in a group, they also had individual responsibilities to reach their team goals.

However, by applying TSTS in teaching reading, the teacher acted as the controller, guidance consultant and motivator. The teacher was not active in discussing the material but only explained the guidelines for the discussions. Then, the students had to explore and find out more information from the material by themselves and by group work. The teacher only helped the students when they had problems, as a result the TSTS stimulated creativity amongst the students. Hence the students themselves made a highly conducive learning situation in their classroom.

This is much different from the teaching-learning process with the conventional method in the controlled class with individual learning processes, where the students depend on explanations from their teacher. There the teacher acts as the center or main recourse for getting knowledge. So the students are passive and just receive material from the teacher. Moreover, not all students will be actively involved to find out meanings and discuss the reading passage. Only the students who are highly motivated will be active in the class. This situation has negative outcomes for individual achievement and improvement because the students are not encouraged to learn together and to help each other to solve problems. As a result, it affects their results.

The second discussion deals with the most difficult aspect of reading comprehension. The data analysis shows that the most difficult aspect in reading is inference which could only be answered correctly by 68% of the students. The second most difficult aspect was detailed information which was answered correctly by 81% of the students. The third and fourth were the main idea and vocabulary which 84% of the students could answer correctly. Of all the aspects, inference and detailed information are considered difficult aspects in comprehending reading texts, because to answer inference questions correctly the students have to be able to summarize messages from the text by themselves where the answers are not clearly stated in the text. For detailed information, if the students did not read the text carefully then they might not get the correct answer.

The third point discusses the results of the answers to the questionnaires from the students which showed that the students were more interested in learning reading by using TSTS. The students who were taught by using TSTS expressed positive opinions about the effects of this learning model for their achievements. It was proved by the percentage in the four categories of the questionnaire, namely: strategy, positive relationships, motivation and materials. Regarding the strategy, most of the students strongly agreed with the application of the TSTS technique because they were organized in the form of groups not individually.

The students also had positive relationships and good interactions in their teams because each team had students with different proficiency levels, different genders and different family backgrounds. The smart students shared their knowledge with those who were not so clever. This brought a good atmosphere to the groups during the learning process and a strong sense of teamwork among them.

Related to motivation, the students mostly agreed that they were motivated to learn reading by using TSTS. Besides, the students could learn with and from each other during discussions in their groups. They were also very enthusiastic to have discussions with the other students from the other groups.

At the end of the class the students were given interesting rewards such as chocolates or candies. These rewards were also effective to increase their motivation more. This is supported by Slavin (2010) that group rewards are essential to the effectiveness of co-operative learning. They motivate students to be more active to comprehend the texts well and be more careful to gain higher scores. They were also

motivated in learning by using this model because they had equal opportunities to succeed, increasing their self-confidence and improving their academic skills.

The students also gave positive responses to the materials given. The material used was a narrative text. It encouraged the students to learn the passages because they were familiar to the students. Thus, it could be said that the responses of the students toward the implementation of the TSTS for learning reading comprehension were positive. As a result, the reading comprehension ability of the EC students not only improved more but they also had positive outcomes in their social relationships with their class-mates. Thus, teaching-learning using TSTS was effective according to the findings of this study as has also been proven by previous studies conducted by other researchers.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The use of TSTS in the teaching of reading comprehension to second grade (year VIII) students from SMP Beutong Ateuh was more successful than that using the traditional Grammar Translation Method. The students in the EC who were taught by using TSTS gained significantly higher scores than those in the CC who were taught using the traditional Grammar Translation Method. Therefore, the use of TSTS in teaching reading was an effective way to improve the reading comprehension abilities of year VIII students.

Based on the results from the questionnaires, the EC students gave positive responses to the strategy, positive relationships, motivation and materials used when learning with TSTS. This technique can increase their self-confidence, social interactions, individual accountability, and group skills. They also got better improvement in their reading comprehension skills because they could better understand the material by learning together as a team. The students discussed and shared the materials with the others in their group. They also freely communicated with each other and were more enthusiastic when joining the class. Moreover, the students learned more actively and got more benefits from group work than they could get from individual learning with the Grammar Translation Method.

Suggestions

Based on the facts regarding the effectiveness of the use of TSTS to improve students' reading comprehension skills, the researcher has some suggestions for other teachers, students, other researchers, and schools as follows.

For English teachers, it is suggested that teachers use TSTS for teaching reading comprehension and other subjects where it could be of benefit. It gives positive effects to students in mastering reading comprehension and in relations with other students. The thing that the teacher should anticipate is how to control the students when they are discussing texts in their groups because it can get very hectic. Also the teacher needs to be able to mix and manage students with heterogeneous abilities.

For students, they should overcome their fears of learning English ESL and change their attitudes about their reading comprehension skills. Making mistakes is a part of progress in learning and students should not worry about making mistakes but should learn from them. Students should realize that reading comprehension is not difficult as there are many ways to be able to read as long as they are willing to practice reading together regularly.

For other researchers, the writer suggests that other researchers conduct similar studies with larger populations and larger sample sizes.

For schools, they are expected to improve the quality of their teaching-learning techniques by giving teachers more chances to develop reading comprehension skills. It is hoped that schools will give more attention to developing reading comprehension skills and the habit of reading for daily life than to read just for marks in a reading test.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Yogyakarta: PT Rineka Cipta.
- Alyousef, H. L. (2005). *Build Up Reading Skill of the Students*. New York: Prentice-Hall, Inc.
- Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.

- McMurry, L. B. (2004). *Fifty Famous Fables*. Boston, MA: Houghton Mifflin Company.
- Mickulecky, B. S. & Jeffries, L. (1996). *More Reading Power*. New York: Addison-Wesley Publishing Company, Inc.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching Reading*. Retrieved from <http://unesdoc.unesco.org/images/0013/001313/131370e.pdf>
- Richards, J. & Rodgers, T. (2001) *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Slavin, R.E. (1995). *Cooperative Learning: Theory, Research, and Practice* (2nd Ed.). Boston: Allyn & Bacon.
- Slavin, R. E. (2010). *Cooperative Learning: Teori, Riset dan Praktik*. (Translated by Narulita Yusron). Bandung: Nusa Media.
- Sukmana, A. (2010). *Cooperative Learning Techniques in Teaching a Second Language*. Retrieved from <http://undovafkipbahasainggris.blogspot.co.id/2010/11/jurnal-kampus.html>
- Sulisworo, D., & Suryani, F. (2014). The Effect of Cooperative Learning, Motivation and Information Technology Literacy to Achievement. *International Journal of Learning & Development*, 4(2), 58-64.
- Wainwright, G. (2007). *How to Read Faster and Recall More*. New York: How to Books Ltd.