

**THE EFFECTIVENESS OF TEACHING READING
THROUGH TWO STAY TWO STRAY TECHNIQUE AT
SMAN 1 JENANGAN**

THESIS



By

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2023

ABSTRACT

Zulvi, Ulul Azmi Fitriana. 2023. *The Effectiveness of Teaching Reading Through Two Stay Two Stray Technique at SMAN 1 Jenangan*. Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo, Advisor Winantu Kurnianingtyas Sri Agung, S.S, M.Hum.

Keywords: *Reading Comprehension, Teaching Reading, Two Stay Two Stray Technique.*

Reading comprehension as a part of reading skill needs more intention in teaching and learning English. In learning English, the existence of reading comprehension is often applied to semester examination. Students are given multiple-choice questions to measure their ability to comprehend written texts. Therefore, reading comprehension is important for students to master it. To increase students' reading comprehension, teachers need teaching technique that was suitable for students, for instance Two Stay Two Stray (TSTS) Technique. Two Stay Two Stray (TSTS) is a kind of teaching technique that can be used to teaching reading in cooperative learning environment. Students are able to learn together about the text given. Through this technique, each group can share results and information with other groups. When students feel comfortable in reading class, they will be easier to share and also gain more knowledge from the topic given.

This research aimed to prove The Effectiveness of Teaching Reading Through Two Stay Two Stray Technique at SMAN 1 Jenangan. In this research, the researcher formulated the problem "Is there any significant effect of using two stay two stray technique toward students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023?". Based on the goal and research problem of this study, the limitations of this research were focused on TSTS technique, students' reading comprehension, and a material of Personal Letter for eleventh graders at SMAN 1 Jenangan.

The method of this research was quantitative using quasi-experimental research and conducted in non equivalent control group design. In this research the class divided into two classes both control class at XI MIPA 2 and experimental class at XI IPS 1. The class which was given the treatment using TSTS technique was experimental class. The data of this research was students' reading comprehension score both pre-test and post-test in experimental and control class. The data were collected by applying pre-test in the first meeting and post-test in the last meeting. To analyze the data, the researcher used SPSS 19 statistical calculation. The analysis included normality test, homogeneity test, and hypothesis test using t test.

The result of this research was the mean of post-test in experimental class was 75,833 while the mean in control class was 66,136. It means that the mean score of post-test in experimental class was better than control class. By using t-test the result showed that value of t-test was 3,043. This score is higher than t-table ($3,043 > 2,015$) in significant 5% with $db = 44$. So, it can be concluded students who were taught by using TSTS technique have a higher score than students who were not taught by TSTS technique. It means that Two Stay Two Stray (TSTS) Technique is effective in teaching reading at SMAN 1 Jenangan. And it also recommended to applying TSTS technique in teaching reading that has a significant effect in enhancing students' reading comprehension.

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has been approved by the board of examiners on

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Date : 13th June 2023

and has been accepted as the requirement for the degree the *sarjana* in English Education on :

Day : Monday
Date : 19th June 2023

Ponorogo, 19th June 2023

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CHAPTER I

INTRODUCTION

A. Background of the Study

One of the language skills that must be considered is reading. This skill is very important in determining the success or failure of the student in English achievement.¹ Through reading, students can explore their talents and potential, practice concentration, and improve school achievement. Through reading activities students can learn other subjects at the same time, and through reading activities students are able to know all kinds of information that develops around them and process it as a science that can be applied in real life. Furthermore, Harmer states “reading is useful for language acquisition”.² Reading is a complex process involving a network of cognitive actions that work together to construct meaning.³ It can be said that reading is the process of obtaining information or knowledge from any sources that contain important information.

Without reading, people do not get information, science and knowledge that can add insight. All information, science and knowledge can be obtained from the writings that have been read. Everything gained through reading will broaden thinking, insight, and strengthen the outlook.

¹ Mohamad Ahmad Saleem Khasawneh, “The Use of Reading Speed Strategy in Promoting Reading Comprehension among EFL Students with Learning Disabilities,” *Al-Lisan* 6, no. 2 (2021): 225, <https://doi.org/10.30603/al.v7i2.2135>.

² Jeremy Harmer, *How to Teach English* (Oxford: England Ocelot Publishing, 2007), 99.

³ M Sayid Wijaya, “Reading Speed Level and Comprehension in Second Language Reading,” *Pedagogy: Journal of English Language Teaching* 6, no. 1 (2018): 77, <https://doi.org/10.32332/pedagogy.v6i1.1087>.

With the skills of reading, readers can also receive information quickly.⁴ There are so many things that students can gain from reading activities, it is clear that reading is very important for students, especially when it becomes a habitual. So, it can be summarized that reading is very important for human life. Due to the importance of reading in human life, reading activities to children are applied at an early age. Reading can be regarded as one of the most important skills learners gain as they progress through their early school years and starting to be carried out as of early childhood, reading activities are some of the most important parameters that enhance children's literacy skills.⁵

Reading comprehension as a part of reading skill needs more intention in teaching and learning English. Reading comprehension refers to a reader's ability to successfully interpret a text and connect the ideas in the text to their background knowledge.⁶ In learning English in the classroom, the existence of reading comprehension is often applied to semester examination. Students are given multiple-choice questions to measure their ability to comprehend written texts. Therefore, reading comprehension is important for students to master it.

In usual, students have several problems in reading and understanding the meaning of the text. Ratih stated that students' difficulty in reading

⁴ Syuqaira El Humaira, Endang Komariah, and Nurul Inayah, "The Correlation Between Students' Reading Speed And Their Reading Comprehension," *Research in English and Education* 2, no. 2 (2017): 146.

⁵ Fatih Çetin et al Çetinkaya, "Effects of Interactive Book Reading Activities on Improvement of Elementary School Students' Reading Skills," *International Journal of Progressive Education* 15, no. 3 (2019): 180.

⁶ Susan du Plessis, "Reading Skills: What They Are, Types, Stages, How to Improve," Edublox Online Tutor, 2022, <https://www.edubloxtutor.com/reading-skills/>.

comprehension is caused by vocabulary, especially the limited knowledge or mastery of vocabulary.⁷ The lack of vocabulary mastered by students has an impact on the reading comprehension skill. Those students who have a high mastery of vocabulary will be easy to understand the reading and vice versa. In summary, student background knowledge of English is an important aspect in affecting reading comprehension.

Likewise at SMAN 1 Jenangan which has the same problem. Based on the results of interview made to students from eleventh grade at SMAN 1 Jenangan, researcher found students' difficulties in reading English text. Irza Brian Prayoga, the student of XI MIPA 1 said that he still had many difficulties in reading personal letter text, such as lack of vocabulary, the text is too wordy, and lack of pronunciation. He also said that he only read an English text in the class without any practice at home.⁸ Then, Ratih Amelya, the student of XI IPS 1 said that she also had the same problem with Irza. She added that she did not interest in reading personal letter text because she did not know the meaning. She relied on the dictionary to find the word meaning which made her lazy to look up the meaning continuously.⁹

Futhermore, based on the results of interview made by researcher to Rahajeng Drianing Wulan as English teacher in SMAN 1 Jenangan stated that students' had difficulties to comprehend an English text because they did not know the meaning. They lack vocabulary mastery which made it

⁷ Ratih Laily, "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test," *Metathesis: Journal of English Language, Literature, and Teaching* 2, no. 2 (2018): 263, <https://doi.org/10.31002/metathesis.v2i2.958>.

⁸ Irza Brian Prayoga, Student of XI MIPA 1, Interview, Ponorogo, 16th January 2023.

⁹ Ratih Amelya, Student of XI IPS 1, Interview, Ponorogo, 16th January 2023.

difficult for them to comprehend the reading text. She also stated that many students were lazy in practicing reading when at home so their reading skills were not improved significantly. Moreover, teacher did not use any media or technique in teaching reading. Teacher only used drilling to teach reading that makes students to remember of what they read rather than comprehend it.¹⁰ Therefore, innovation is needed in the learning process to overcome this problem.

In teaching reading, the teacher should have an interesting learning technique. It relates to Nurwanti argues that reading English text is difficult and boring activity of lesson.¹¹ Through an interesting learning process, students will not be bored in reading activities. Therefore, the role of the teacher in teaching reading is important. Teachers are required to be creative and innovative in managing each stage of learning by applying various strategies, methods, media, and techniques that are relevant to the teaching material and characteristics of the students.

There are so many technique in teaching reading, such as skimming and scanning, ECOLA, CIRC, Pre Reading Plan, Snowball Throwing, Two Stay Two Stray, etc. Each technique have different advantages and disadvantages in teaching. Teaching techniques are the unique ways of carrying out a particular task, in the teaching and learning process.¹² Teacher should consider the objective of lesson, students' characteristics,

¹⁰ Rahajeng Drianing Wulan, English Teacher, Interview, Ponorogo, 09th January 2023.

¹¹ Nurwanti, et al, "The Application of Cooperative Learning: Jigsaw Ii Technique in Improving Students' Reading Comprehension of Expository Text," *Journal of Advanced English Studies* 2, no. 1 (2019): 32, <https://doi.org/10.47354/jaes.v2i1.52>.

¹² Nasiba et al Hasanova, "The Main Differences between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies," *JournalNX* 7, no. 2 (2021): 373.

time allotment, and classroom management in choosing a proper teaching technique. So, it depends on what teacher needs in her/his class.

Two Stay Two Stray (TSTS) is a kind of teaching technique that can be used to teaching reading in cooperative learning environment. Students are able to learn together about the text given. Through this technique, each group can share results and information with other groups. This learning technique certainly creates a comfortable learning atmosphere because it is carried out with friends. If there are students who are afraid to ask their teachers, by using this technique, this problem can be solved. In addition, this technique also provides opportunities for students to enhance their critical thinking skills and express opinions.

The use of this technique has contributed significantly to students' reading skills in any levels of education. As stated by Haryati in her research that the TSTS technique positively affects the students' reading performance to achieve better results. The students also respond to their perception in applying the TSTS technique while reading encouragingly; they supportively enjoy the learning, determine the topic, comprehend and describe the ideas.¹³ Similarly, Titi Mulya and Yetti Zainil also stated that Two Stay Two Stray is very useful and applicable to be used in reading class. It makes the students to interest in reading text due to by using this technique in group that makes the students easy to comprehend text.¹⁴ In

¹³ Haryati, "Two Stay Two Stray Strategy on the Students' Reading Comprehension: The Effectiveness and the Students' Perspectives," *LITE: Jurnal Bahasa, Sastra, Dan Budaya* 17, no. 2 (2021): 183.

¹⁴ Titi Mulya and Yetti Zainil, "Using Two Stay Two Stray Technique in Teaching Reading Comprehension For Junior High School," *Journal of English Language Teaching* 8, no. 1 (2019): 102.

summary, using TSTS technique is recommended in teaching reading because it has significant effect to students' reading skills in achieving better result of study.

Based on the explanation before, then the researcher evaluates the effect of Two Stay Two Stray technique in teaching reading. Finally, the researcher states to conduct a research entitled “**THE EFFECTIVENESS OF TEACHING READING THROUGH TWO STAY TWO STRAY TECHNIQUE AT SMAN 1 JENANGAN**”.

B. Identification of the Problems

After getting an overview of the research background, the researcher can identify the problems that exist in the study as follows:

1. The researcher found students' difficulties in reading comprehension for eleventh graders at SMAN 1 Jenangan and they lack vocabulary mastery to comprehend meaning.
2. The researcher also found that students' need an interesting teaching technique that interesting to enhance their reading skills.
3. Therefore, the researcher is interested to investigate the effectiveness of using two stay two stray technique in teaching reading for eleventh graders at SMAN 1 Jenangan.

C. Limitation of the Study

According to the topic of this research plan, there are several main aspects that will be analyzed as follows:

1. The research focuses on two stay two stray technique and reading comprehension.

2. The type of reading text is Personal Letter because this is the first material in second semester of eleventh graders at SMAN 1 Jenangan in academic year of 2022/2023.
3. Then, the population were taken from 11th graders in SMAN 1 Jenangan in academic year of 2022/2023. This grade consists of 4 classes, namely XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2. Then, the researcher decides to choose XI IPA 2 as control class, and XI IPS 1 as experiment class.

D. Statement of the Problem

Concerning the previous problem that has been identified, then the researcher formulated the research problem to be
“Is there any significant effect of using two stay two stray technique toward students’ reading comprehension for the eleventh graders at SMAN 1 Jenangan in academic year 2022/2023?”

E. Objective of the Study

Based on the research question, the researcher states the aim of this study is to investigate whether or not there is a significant effect of using two stay two stray technique toward students’ reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023.

F. Significances of the Study

This study hopefully enriches contribution on the development of English Language Teaching to the following parties:

1. Theoretical advantage

This research can be considered as a renewal result from related research topic previously. And also this research present the

significant effect of using two stay two stray technique toward students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023.

2. Practical advantage

a. For Teachers

This research is expected can be useful as a consideration to pay more attention to students' language skills especially in English reading skills by using interesting teaching technique.

b. For Students

This research is expected can be useful to enrich students' knowledge about reading skills especially in comprehension. And also students are expected to recognize their reading skills improvement.

c. For Other Researchers

This research is expected can be useful as a reference to future research. In addition, the next researcher can analyze the detail significance of the topic and help to develop the significant result better than before.

G. Organization of the Thesis

Based on the system, the researcher arranges this research result into five chapters to make a clear explanation of the research content. Each part of this thesis is written in a systematically way. The organization of the thesis includes chapter I, chapter II, Chapter III, chapter IV, and chapter V.

Chapter I is introduction. This chapter explains background of the study, identification of the problems, limitations of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

Chapter II is literature review. This chapter provides several theories related to this study, includes theoretical background (explain about reading, technique in teaching reading, and reading assessing rubric), previous studies, theoretical framework, and research hypothesis.

Chapter III is research method. This chapter describes about how the research arranges the plan to conduct the study. It includes research approach and type, research setting, population and sample, research variable and operational definition, technique and instrument of data collection, validity and reliability test, and data analysis.

Chapter IV is result of research. This chapter provides the result of conducted research. It includes the process of analyzing data and interpretation of this study.

The last Chapter is closing. This chapter shows the conclusion and recommendation. Conclusion answers statement of the problem and explain the result in summary. Then, recommendation provides additional information for next researchers, teachers, students, and readers to gain more beneficial knowledge that can be applied for educational purpose by this thesis.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Background

This part elaborates some related literatures including reading, teaching reading, technique in teaching reading, two stay two stray technique, and assessing rubric of reading.

1. Reading

a. The Definition of Reading

Reading is one of the skills that closely related to the most important basic skill in human life, namely language. Akmal argues that: “reading is a process of the communication from the writer’s messages in written text then the reader has to construct the meaning while they are reading the texts”.¹⁵ Furthermore, reading is the systematic approach to grasp meaning from any written text.¹⁶ Based on those statements, it can be concluded that reading is an ability to obtain and understand information from a reading text.

This activity involves analyzing and organizing a complex range of skills. This includes in the lesson, thoughts, considerations, combinations of problem solving, which means creating clarity of information for the reader. This aspect connects written words with the meaning of spoken language. This includes

¹⁵ Akmal, “The Effects of Directed Reading Activity Strategy (DRTA) in Descriptive Reading Texts,” *Journal of Science and Social Research* 4307, no. August (2018): 117.

¹⁶ Fredricka L. Stoller and William Grabe, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2013), 4.

converting a piece of writing or print into a meaningful content. It is also added that the reader is regarded as a process of understanding what is implied in the expressed and involves the thoughts contained in the written words. Thus, the relationship between the idea or message to be put forward by the author and the interpreter or interplay of the reader also determines the accuracy of reading. In reading, the main point of reading is to grasp the message or ideas the writers want to convey to the readers.¹⁷

The process of reading as a whole is very complex. This process involves a whole person of reading, such as memory, experience, brain knowledge, language ability, psychological and emotional states, and as input of the five senses through the eyes. Good reading ability is very important in a reading.¹⁸ In this case, the teacher has a very large role to develop and improve the skills needed in reading. Efforts that teachers can make include (1) helping students to enrich their vocabulary by introducing synonyms of words, antonyms, affixes, and explaining the meaning of abstract words by using their regional language or mother tongue, (2) can help students to understand the meaning of word structures, sentences and accompanied by exercises as necessary, (3) can increase the reading speed of students by telling them to read silently, avoiding lip movements, and explaining the purpose

¹⁷ Wijaya, "Reading Speed Level and Comprehension in Second Language Reading," 78.

¹⁸ Soedarso, *Speed Reading: Sistem Membaca Cepat Dan Efektif*. (Jakarta: Gramedia Pustaka Utama, 2004), 4.

of reading.¹⁹ A person who can understand a reading or discourse, will find a form of schemata that gives adequate suggestions.

b. Reading Comprehension

Comprehension is built up on both word recognition and association and cannot effectively take place unless the reader first is efficient in these two aspects of reading.²⁰ Reading and comprehension are strongly connected since the goal or outcome of reading is to grasp what has been read. Reading without comprehension is meaningless.

Reading comprehension skill is very important to be mastered by students to obtain information from any reading texts.²¹ Reading comprehension refers to a reader's ability to successfully interpret a text and connect the ideas in the text to their background knowledge.²² In accordance with a proverb that states reading is a bridge of knowledge, that through reading, the reader gains a variety of knowledge according to the scope of reading text. Since the purpose of all reading is to gather meaning from the printed page, so reading comprehension is the goal of reading. If readers do not understand the message, they are not reading.²³

¹⁹ Soedarso, 36.

²⁰ W H Miller, *Identifying and Correcting Reading Difficulties in Children* (New York: The Center for Applied Research in Education, 1971).

²¹ Amril Amir, "The Effect of Reading Strategies and Speed Reading on Students' Reading," *Advances in Social Science, Education and Humanities Research* 301, no. Icla 2018 (2019): 409.

²² Plessis, "Reading Skills: What They Are, Types, Stages, How to Improve."

²³ G. G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies*, 2nd ed. (London: The Guildford Press, 2009).

It is important that reading ability is one of the things that must be mastered by every student. Reading is a complex phenomenon in which many different cognitive processes work simultaneously, ultimately concluding at comprehension as their end result.²⁴ Every element of learning really needs this ability. Students are required to be able to read as the basic key to understanding the material. In reading, students are required to be able to understand the content of the material in the text. But sometimes students have some difficulties in understanding the contents of the text.

Furthermore, readers with good reading comprehension are able to draw conclusions about what they read – what is the main message, what is a fact, what caused an event to happen, and which characters are funny. The most essential factor of the reading process is comprehension. The relationship between reading and comprehension is important. Zintz states: “Reading is a thinking process”.²⁵ Reading also requires us to skim a set of words and comprehend the meaning of the words independently. Thus, comprehension involves combining reading with thinking and reasoning.

²⁴ Salahud D. et al Abdul-Rab, “Increasing Reading Speed and Comprehension of EFL Undergraduate Students at a Saudi Arabian University Using Speed Increasing Software,” *Theory and Practice in Language Studies* 12, no. 3 (2022): 533, <https://doi.org/10.17507/tpls.1203.13>.

²⁵ Zintz M and M Tonjes, *Teaching Reading Thinking Study Skills in Content Classrooms.*, 2nd ed. (Dubuque, Iowa: Wm. C. Brown Publishers, 1981), 3.

2. Teaching Reading

Teaching reading is not an easy thing to do as an English teacher. This is because a teacher must be able to choose the right way to teach it. Providing understanding for students on how to read properly and correctly is a must for every English teacher. Therefore, the teacher should implement reading habitual when teaching reading in the classroom to improve students' knowledge.

By having the habit of reading, students will gain insight and knowledge about what they have read. Reading habits should be owned from an early age, such as during school (when you are in elementary school). A good student is a student who often reads and can know what he is reading. Knowing what is read means understanding and being able to interpret what he has read. Especially about reading that uses a foreign language. Reading text that uses foreign language is a part of English lessons at school. In English lessons, it is mandatory for all students to be able to read and understand English texts properly and correctly.

To understand of what they read, the role of reading fluency is important. One objectives of teaching reading is to enable learners become competent readers who can read fluently.²⁶ When they have fluency in reading, the time that it takes to understand a text becomes efficient. By routine practice in improving reading skills by students, they will get a lot of knowledge. Therefore, teachers should consider

²⁶ Ita Nur Ekasari, "The Correlation of Reading Speed and Reading Comprehension in Xreading," *RETAIN (Research on English Language Teaching in Indonesia)* 09, no. 03 (2021): 53.

models and strategies in teaching reading in the classroom that are in accordance with student needs and can achieve the expected learning indicators.

Furthermore, an important aspect is a great interest has an influence on learning activities. Students who are interested in a lesson will learn it seriously, because there is an attraction for them so that the learning process will run smoothly when accompanied by interest. Interest is the main motivational tool that can arouse students' enthusiasm for learning in a certain period of time. Without students' interest it is impossible to student learn seriously and do not understand to the material given. So, it is important to manage learning environment in teaching reading. The learning environment needs to be conditioned in order to have a situation capable of allowing students to create knowledge through their own activities, both physical and mental. In the learning process, teachers should play the role of;

- a. Facilitators, teachers should plan and organize the learning process well.
- b. Guides, teachers conduct guidance and counseling, provide directions to help students in the learning process.
- c. Open minded, teachers are expected to accommodate all ways to achieve learning effectiveness.
- d. Supporters, teachers are expected to be able to provide suggestions, creativity challenges, and think freely.

- e. Acknowledging individual ways of learning, the teacher should always be able to pay attention to any possibility - the possible existence of strengths, needs and feelings of each student.²⁷

3. Technique in Teaching Reading

There is no any reading teaching teaching or combination of teaching techniques that a teacher or lecturer has successfully teaches reading to all characteristics of students. But, it is fine if a lecturer or teacher has and applies one or two preferred techniques in the classroom. With these applied techniques, teachers or lecturers are expected to provide small notes for future revision and development so that they are able to develop better techniques. Learning techniques can be interpreted as a way that a person implements a specific method. For example, the use of the lecture method in a class with a relatively large number of students requires its own technique, which of course will be technically different from the use of the lecture method in a class with a limited number of students. Similarly, with the use of discussion methods, it is necessary to use different techniques in classes where students are classified as active from classes whose students are classified as passive. In this case, the teacher can also alternate techniques even within the same principle of methods.

In teaching reading, the teacher should have an interesting learning technique. It relates to Nurwanti argues that reading English

²⁷Tamara et al Kavilova, "Innovative Technologies, Role and Functions of the Teacher," *Solid State Technology* 63, no. 6 (2020): 11815.

text is difficult and boring activity of lesson.²⁸ Through an interesting learning process, students will not be bored in reading activities. Therefore, the role of the teacher in teaching reading is important. Teachers are required to be creative and innovative in managing each stage of learning by applying various strategies, methods, media, and techniques that are relevant to the teaching material and characteristics of the students.

There are so many techniques in teaching reading, such as skimming and scanning, Jumbled Pictures Stories, Herringbone, Pre Reading Plan, Two Stay Two Stray, etc. Each technique has different advantages and disadvantages in teaching. Teaching techniques are the unique ways of carrying out a particular task, in the teaching and learning process.²⁹ Teacher should consider the objective of lesson, students' characteristics, time allotment, and classroom management in choosing a proper teaching technique. So, it depends on what teacher needs in her/his class.

a. Skimming and Scanning

Skimming and scanning are commonly techniques used in reading comprehension. By using skimming, students are able to investigate the main idea of paragraph or text. Skimming allows students to rapidly go through reading material in order to acquire

²⁸ Nurwanti, et al, "The Application of Cooperative Learning: Jigsaw Ii Technique in Improving Students' Reading Comprehension of Expository Text," *Journal of Advanced English Studies* 2, no. 1 (2019): 32, <https://doi.org/10.47354/jaes.v2i1.52>.

²⁹ Hasanova, "The Main Differences between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies," 373.

the idea of the text.³⁰ Then, scanning allows students to find specific information in the text. This specific information includes the name of person and place in a story, or date and address in a letter. Reading through scanning allows students to obtain more information from a text and also save their time in reading.³¹

b. Jumbled Pictures Stories

Jumbled pictures stories technique is one of teaching technique in reading that use pictures as media. This technique aims to gaining students interest and also feel challenged to know the story based on the pictures. Jumbled pictures stories technique uses series of unintentionally mixed-up images with plot events that readers should rearrange in an appropriate sequence.³² By using pictures, it allows students to think the correct storyline that can help them to understand the material.

c. Herringbone

Using Herringbone technique is effective to improve the students reading comprehension. Herringbone is a technique used in the teaching reading to develop supporting elements for the main idea of the text. This technique promotes comprehension of the main concept by mapping 5W + 1H (who, what, where, when,

³⁰Intan Rani Aritonang, Sandi Lasmana, and Deti Kurnia, "The Analysis of Skimming and Scanning Technique To Improve Students in Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 103.

³¹*Ibid*, 103.

³²Lenny Eka Saputri and Muhamad Sofian Hadi, "The Effectiveness of Teaching Reading By Using Jumbled Pics Stories," *Journal of Languages and Language Teaching* 9, no. 2 (2021): 181.

why, and how) questions on a graphic picture of a fish skeleton.³³ The fish diagram is used to guide students in recognizing the main idea and supporting elements in a text. It includes six questions that allow students organize the text's details.

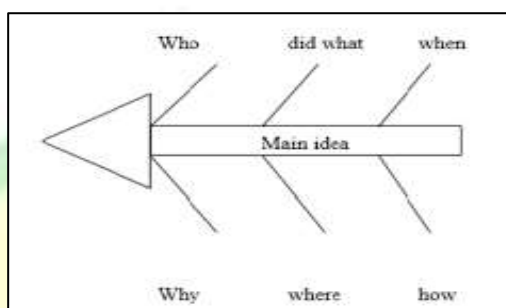


Figure 2.1 Fish Diagram of Herringbone Technique³⁴

d. Pre Reading Plan

Pre Reading Plan (PreP) Technique is an activity that may assist students to activate their knowledge which they already have as the first step become a good comprehension of the material.³⁵ This technique allows the teacher to increase student knowledge about the topic before read the text. It can help students to connect their knowledge to the context. They can determine between irrelevant or relevant things based on the topic. So, they can focus to the things that relevant to the text and easy for them to know the content of the text.

³³Opik Dwi Indah and Muhammad Affan Ramadhana, "Students' Response Towards the Improvement of Reading Comprehension Through Herringbone Technique," *Didaktika: Jurnal Kependidikan* 9, no. 2 (2020): 230.

³⁴Figure of Fish Diagram of Herringbone Technique.

³⁵Mujahidah Mujahidah and Ramli Ramli, "The Effectiveness of Pre Reading Plan (PreP) Technique to Improve Student's Reading Comprehension of Narrative Text," *Lisan: Jurnal Bahasa Dan Linguistik* 8, no. 2 (2019): 92.

e. Two Stay Two Stray

The Two Stay Two Stray (TSTS) is a cooperative learning technique with a group learning model consisting of 4 people in a group. It is named two stay two stray because the two students who stayed in the group have activities of providing information and explanations to the other group members who came. The two strayers are two students who come to visit another group looking for information and ask for an explanation that should be reported back to their own group. By using this technique, it encourages students' critical thinking and willingness to take responsibility of their own learning by enhancing of their reading comprehension.³⁶ Based on the explanation above, it can be concluded that two stay two stray is a teaching technique that allows each group to discuss a problem then get the opportunity for various information with other groups so as to get maximum learning results.

4. Two Stay Two Stray Technique

a. Definition of Two Stay Two Stray Technique

Two Stay Two Stray (TSTS) is a type of co-operative learning group technique which provides opportunities to share results and information to other groups.³⁷ This technique gives students an opportunity to share the results of information with

³⁶Ali Mardawi and Nur Azmi Rohimajaya, "The Effect Of Two Stay Two Stray Technique Toward Students' Reading Mastery On Narrative Text," *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran* 5, no. 2 (2019): 161.

³⁷Dwi Sulisworo and Fadiyah Suryani, "The Effect of Cooperative Learning, Motivation and Information Technology Literacy to Achievement," *International Journal of Learning & Development* 4, no. 2 (2014): 58–64.

other groups. The model of Two Stay Two Stray begins with the division of groups. After the group is formed, teacher gives an assignment in the form of problems, which they must discuss the answers to. After the intragroup discussion was over, two people from each group left their group to visit the other group. Group members who do not have the task of being ambassadors (guests) have the obligation to receive guests from other group. Their task is to present the results of their group work to the guest. Two people who serve as guests are required to meet all groups. If they have finished carrying out their duties, they returned to their groups. After returning to their groups, both the students in charge of meeting and those in charge of receiving guests matched and discussed the results of the work they had done.

This technique promotes discussion both individually and in groups with individual and group accountability.³⁸ This model can give groups the opportunity to share results and information with other groups. Many teaching and learning activities are colored by individual activities. Students work alone and are not allowed to see the work of other students. In fact, human life depends on one another. The two stay two stray model is a model that can be used in all subjects and for all age levels of students. The two stay two stray provides a group opportunity to share results and information with other groups. Many teaching and

³⁸Ahadi Saputra, "Use of Two Stay Two Stay Strategy in Teaching Reading," *English Education Journal* 7, no. 2 (2016): 223.

learning activities are colored with individual activities; students work alone and are not allowed to see the work of other students.

Based on the explanation above, it can be concluded that two stay two stray is a technique that allows each group to discuss a problem to then get the opportunity for various information with other groups so as to get significance learning results.

b. Procedures of Two Stay Two Stray Technique

The learning steps with type two stay two stray are as follows:³⁹

- 1) The teacher selects subject matter relevant to the learning model.
- 2) The teacher explains the ways and objectives of learning using a two stay two stray learning technique.
- 3) The teacher divides the students into several groups according to the number of students, each group consisting of 4 students.
- 4) The teacher gives assignments. Each group has its own personal letter given by the teacher.
- 5) The teacher gives 5-15 minutes to each group to discuss.
- 6) After discussing with their group members, the teacher asks each group member to send a group member to convey the results of the group discussion to other group members.
- 7) The teacher requests that the members of the group sent return to their original group.

³⁹ Syamsul Huda et al., "Numerical Ability Analysis: The Impact of the Two Stay-Two Stray Learning Model on the Sequence and Series Topic in Islamic Boarding School," *Journal of Physics: Conference Series* 1467, no. 1 (2020): 5.

- 8) The teacher asks the two members of the original group to convey the information obtained from the other group in 5 minutes.
 - 9) The teacher instructs each group to present the result of group discussion in the front of class in 10 minutes.
 - 10) The teacher conducts an evaluation.
- c. The Strengths and Weaknesses of Two Stay Two Stray Technique

A learning technique definitely has its advantages and disadvantages. Generally, this technique not only works with group members but can also work with other groups which allow creating familiarity with friends in a class and more oriented towards student activity. This learning process is believed as being able to chance to students to be involved in discussion.⁴⁰ while the disadvantage of this TSTS-type cooperative learning model is that require special attention in classroom management and can take up valuable teaching time, in addition, teachers must also need a lot of preparation. According to Niki Kurnia the strenghts and weaknesses of the Two Stay Two Stray technique are as follows:⁴¹

⁴⁰ Mardawi and Rohimajaya, "The Effect Of Two Stay Two Stray Technique Toward Students' Reading Mastery On Narrative Text," 161.

⁴¹ Niki Kurnia, I Nyoman Sudana Degeng, and Budi Eko Soetjipto, "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, no. 03 (2017): 69.

The strengths of the Two Stay Two Stray in teaching are:

- 1) Make improvement of students' communication with friends in their groups and other groups
- 2) Make students to learn more actively in a group discussion
- 3) Gain students' interest and motivation
- 4) Provide chance for students to express and convey their ideas or opinions to their friends and other groups
- 5) Provide chance to improve cohesiveness and confidence of students
- 6) Improve the efficacy and learning outcomes

While the weaknesses of the Two Stay Two Stray are as follows:

- 1) students who are not accustomed to learning groups feel alienated and difficult to cooperate so that they tend to be reluctant to learn in groups
- 2) teachers tend to have difficulty in classroom management
- 3) For teacher, this technique needs a lot of time in preparing the materials
- 4) For students, this technique needs a lot of time in group discussion session.

5. Assessing Rubric of Reading

In assessing reading skills, there is a certain purpose to determine the results of the assessment that correspond to the reality of the students. Assessment of reading comprehension is a vital teaching activity which can be conducted for the benefit of both teachers and

learners.⁴² Teacher should use appropriate rubric or tool in assessing student's comprehension, give feedback and evaluation of teaching and learning towards teacher, student, and lesson plan. Reading as a part of language skills involves a requirement to teacher should consider indicators of objective. To assess a chapter of personal letter, there are indicators of reading comprehension as follows:

Table 2.1 Assesing Rubric of Reading⁴³

No	Indicator	Type	Level
1	Identify expressions of familiarity commonly used in personal letters	Multiple Choice Question	1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating
2	Distinguishing social function and structure of the text from a personal letter according to the context of its use	Multiple Choice Question	1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating
3	Finding social functions, text	Multiple	1. Remembering

⁴²Madani Habib, "Assessment of Reading Comprehension," *Revista Romaneasca Pentru Educatie Multidimensionala* 8, no. 1 (2016): 136, <https://doi.org/http://dx.doi.org/10.18662/rrem/2016.0801.08>.

⁴³John Charles Alderson, *Assesing Reading* (Cambridge: Cambridge University Press, 2000), 211.

	structure, and linguistic elements, correctly and relate to the context	Choice Question	2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating
4	Analyze the structure of the text and the linguistic elements of a personal letter according to the context in which it is used	Multiple Choice Question	1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating

B. Previous Research Findings

Before conducted this research, it is important to looking back to the previous studies related to this research topic. To strengthen this research plan, the researcher presents some related previous studies as follows. First, a research entitled “Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety” by Jupri et al. In this study, the researcher stated that the present study is categorized as a claaroom action research since it attempts to investigate the teaching of English by using Two Stay Two Stray to improve the students’ speaking skill in the 10th-grade students of vocational schools, West Nusa Tenggara Province, Indonesia.⁴⁴

⁴⁴ Jupri et al., “Teaching English Using Two Stay Two Stray in Improving Students’ English Speaking Skills Integrated with Foreign Language Anxiety,” *Journal of Language and Literature Studies* 2, no. 1 (2022): 33, <https://doi.org/10.36312/jolls.v2i1.719>.

The research conducted by using 28 students. The instrument is a test. Then, the result of study showed that there is an improvement of students' speaking skills by using this treatment in cycle I and II. It was proven by the number of the mean of the post-test is higher than pre-test. In cycle I, the numbers of mean in pre test and post test are 60.50 and 66.14. Then in cycle II, the numbers of mean in pre test and post test are 66.14 and 76.28. Last, the researcher stated that using Two Stay Two Stray can improve 10th grade students' speaking skills at vocational schools, West Nusa Tenggara Province.

The similarity for current study is the use of treatment. In other words, current research also uses Two Stay Two Stray as independent variable. Then, the differences are the use of research method and dependent variable. Previous study uses classroom action research and using students' speaking skills as dependent variable. Current research uses quantitative approach to reveal the effectiveness of Two Stay Two Stray in teaching reading. In addition, because of the different research methods used, the research objective is also different from previous studies.

Second, a research entitled "Two Stay Two Stray Strategy on the Students' Reading Comprehension: The Effectiveness and the Students' Perceptions" by Haryati. In this study, the researcher aimed to investigate the effectiveness of Two Stay Two Stray (TSTS) strategy on the students' reading comprehension achievement of the first semester students of English department at Universitas Pamulang, and to know the students'

perception in applying TSTS.⁴⁵ The research conducted in quantitative research through T-test to calculate the data. The population was taken from 60 students and divided into experimental and control class. There are reading test and questionnaire as research instruments. The researcher stated that the test showed $0.019 > \alpha = 0.05$ which meant that alternative hypothesis was accepted. It can be concluded that TSTS strategy shares the beneficial encouragement on the students reading comprehension.⁴⁶

The similarity for current study is the use of two variables. In other words, current research has the same two variables from previous research. Then, the differences are the objective of the study and research instrument. Previous study uses questionnaire to find out students' perception toward TSTS strategy in their learning. Current research only uses reading test to reveal the effectiveness of Two Stay Two Stray in teaching reading without find out students' perception. In addition, previous study uses students of a university and current research uses senior high school as population.

Third, a research entitled "Teaching Writing Narrative Text Using Two Stay Two Stray (TSTS) Method" by Lina Nuraeni and Gartika Pandu Bhuana. In this study, the researcher tried to find out the application of Two Stay Two Stray (TSTS) method to improve students writing ability.⁴⁷ The research conducted in quantitative research through T-test to calculate

⁴⁵ Haryati, "Two Stay Two Stray Strategy on the Students' Reading Comprehension: The Effectiveness and the Students' Perspectives," *LITE: Jurnal Bahasa, Sastra, Dan Budaya* 17, no. 2 (2021): 176, <https://doi.org/10.33633/lite.v17i2.5052>.

⁴⁶ *Ibid*, 176.

⁴⁷ Lina Nuraeni and Gartika Pandu Bhuana, "Teaching Writing Narrative Text Using Two Stay Two Stray (Tsts) Method," *PROJECT (Professional Journal of English Education)* 3, no. 6 (2020): 717, <https://doi.org/10.22460/project.v3i6.p717-721>.

the data and used 18 students in pre-experimental research. The researcher stated that the t-test showed $\alpha = 0.05 > 0.000$ which meant that alternative hypothesis was accepted. In addition, the mean of post test is higher than pre test ($73,88 > 63,94$). So, the alternative hypothesis was accepted. It can be concluded that the application Two Stay Two Stray (TSTS) method is effective to make students to increase their ability in writing narrative text.⁴⁸

The similarity for current study is the use of treatment. In other words, current research also uses Two Stay Two Stray as independent variable. Then, the differences are the use of research design and dependent variable. Previous study used pre-experimental and writing skill. Current research uses quasi experimental and reading skill.

Fourth, a research entitled “The Effectiveness of Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving Students 'Critical Thinking Skills” by Diaz Apriakanti et al. In this study, the researcher tried to find out the effect and different between Two Stay Two Stray (TSTS) and Problem Based Learning (PBL) to improve students' critical thinking skills.⁴⁹ This research conducted in quantitative research by using Posttest-only control design group. T-test is used to calculate the data. The result discovered that the number of t-test is 11.654 which is greater than t table 1.708. As a summary, there is a significant effect of using Two Stay Two Stray to enhance students' critical thinking skills.

⁴⁸ *Ibid*, 720.

⁴⁹ Diaz et al Apriakanti, “The Effectiveness of Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving Students 'Critical Thinking Skills,” *Journal of Science Education Research* 4, no. 1 (2020): 14, <https://doi.org/10.21831/jser.v4i1.34240>.

The similarity for current study is to investigate the effect of Two Stay Two Stray in learning. In other words, current research has a same independent variable. Then, the differences are the use of research design and dependent variable. Previous study used Posttest-only control design group and critical thinking skill. Current research uses quasi experimental and reading skill.

Last, a research entitled “The Use of Two Stay Two Stray Model in English Teaching to Increase Student’s Learning Outcome” by Yusri et al. In this study, the researcher stated that the research action aimed to find out whether the application of cooperative learning model two stay two stray can increase student’s learning outcome in English learning. The research conducted by using classroom action research through 2 cycles. The instruments used are observation, tests and questionnaires. Then, the result of study showed that the number of mean in cycle I is 65.4 which is lower than cycle II 77.93. So, the researcher concluded that the use of Two Stay Two Stray is effective to improve students’ learning outcome in English learning.

The similarity for current study is to investigate the effect of Two Stay Two Stray in learning. In other words, current research has a same independent variable. Then, the differences are the use of research method and dependent variable. Previous study used classroom action research and students’ learning outcome. Current research uses quasi experimental as quantitative research and reading skill as dependent variable.

In conclusion, the novelty of the study is to investigate whether or not there is a significant the effect of using two stay two stray technique toward students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023. In previous studies, it was shown that the studies aim to measure the effectiveness of two stay two stray in many English skills, but in this study, it uses quantitative research by applied quasi experimental to reveal the effect of this technique towards students' reading skill. Therefore, this research topic meets the aspects of novelty for current research.

C. Theoretical Framework

The theoretical framework is a concept about how the theory relates to various factors that have been identified as important problems. By this section, the researcher is able to organize the study from the identification of problems until the conclusion of the study that reveal the answer of the problems. According to this research, the theoretical framework is presented in the chart below.

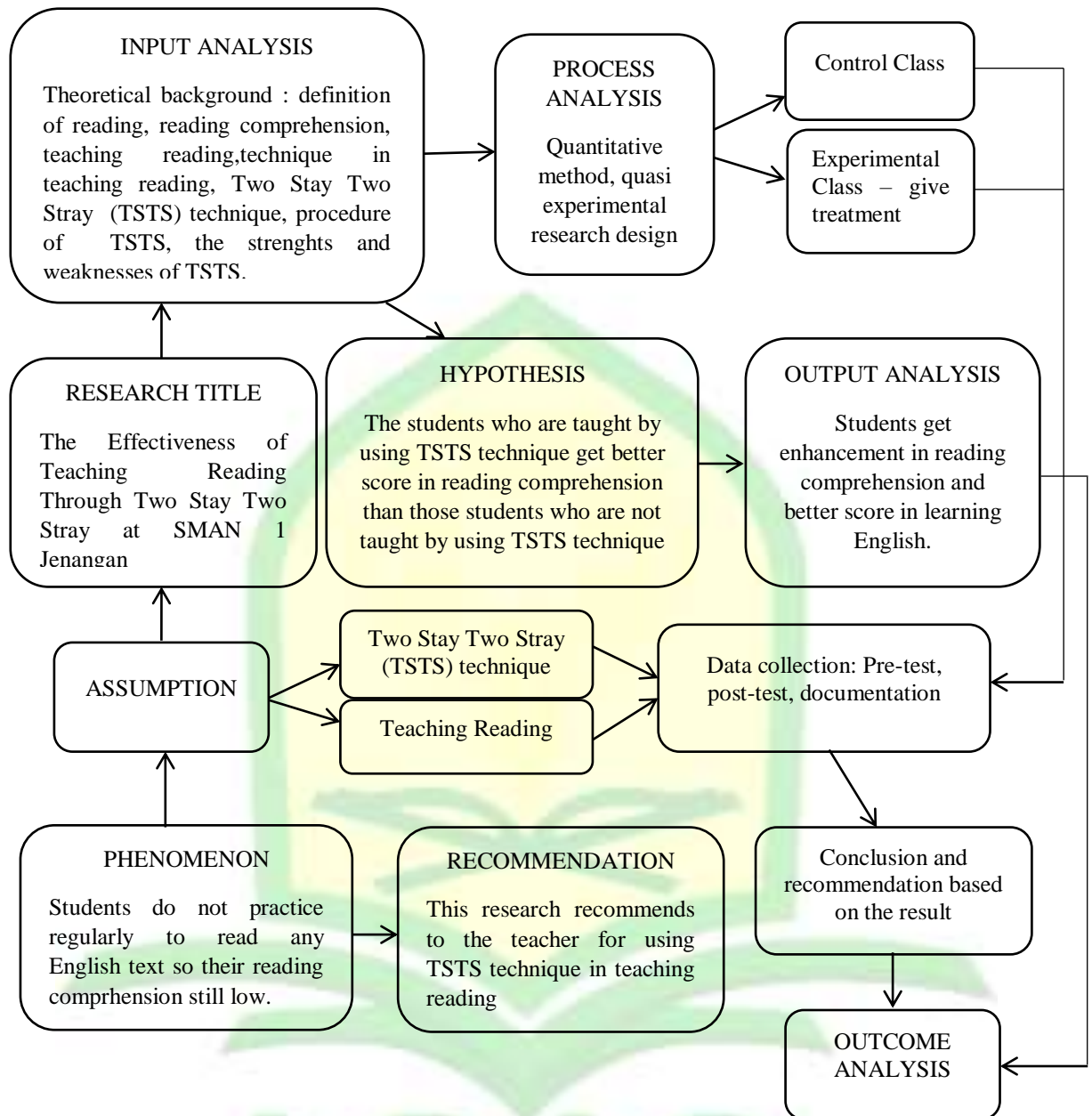


Figure 2.2 Theoretical Framework

Based on theoretical framework above that has been presented, in essence, the researcher found students' difficulties in reading comprehension at SMAN 1 Jenangan. They lack of vocabulary to comprehend meaning. Based on the problems, researcher tried to enrich knowledge about teaching reading and teaching technique that can solve the problems. Teaching and learning activities are a process of interaction

between teachers and students. Teachers must be able to create a learning atmosphere that makes it easier for students to be able to accept the knowledge conveyed by the teacher. The teaching and learning process is not only focused on the results achieved by students, but also how an effective learning process is able to provide good understanding, intelligence, perseverance, opportunity, and quality and can provide behavioral changes that are applied in life.

After a long struggle, the researcher decides to use Two Stay Two Stray (TSTS) Technique in teaching reading. Learning using the TSTS technique is one of the learning technique that requires students to be active where teachers divide groups with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to learn more. TSTS can be defines as two students living and two students going to meet another group. Two people stay to share information to guests who came from other groups, while 2 students who went to meet other groups for various information. This collaborative learning gets students moving around the room while working with classmates to solve problems and answer questions.⁵⁰

So, the researcher conducts a research entitled The Effectiveness of Teaching Reading through Two Stay Two Stray Technique at SMAN 1 Jenangan. The aim of this researcher is whether or not there is a significant effect of using two stay two stray technique toward students' reading comprehension for eleventh graders at SMAN 1 Jenangan. Then, to find

⁵⁰ Ahadi Saputra, "Use of Two Stay Two Stay Strategy in Teaching Reading," *English Education Journal* 7, no. 2 (2016): 225.

out the effectiveness of Two Stay Two Stray in teaching reading, the researcher classifies the variables of research. The variables to be operational are Two Stay Two Stray (variable X) and reading comprehension (Variable Y).

Based on the research objective, the researcher uses quasi-experimental research design and uses two classes as experiment and control class. Both of them are given pre-test and post-test to measure the different between score of both classes. The experiment class is given treatment while the control class is not. The material in thi research is Personal Lettter in Eleventh graders. First, both classes is given pre-test to measure their score at beginning. Then, the treatment (TSTS technique) is given to experiment class. Lastly, both classes is given post-test to measure their score after giving treatment. The output of this research is students' reading comprehension achievement.

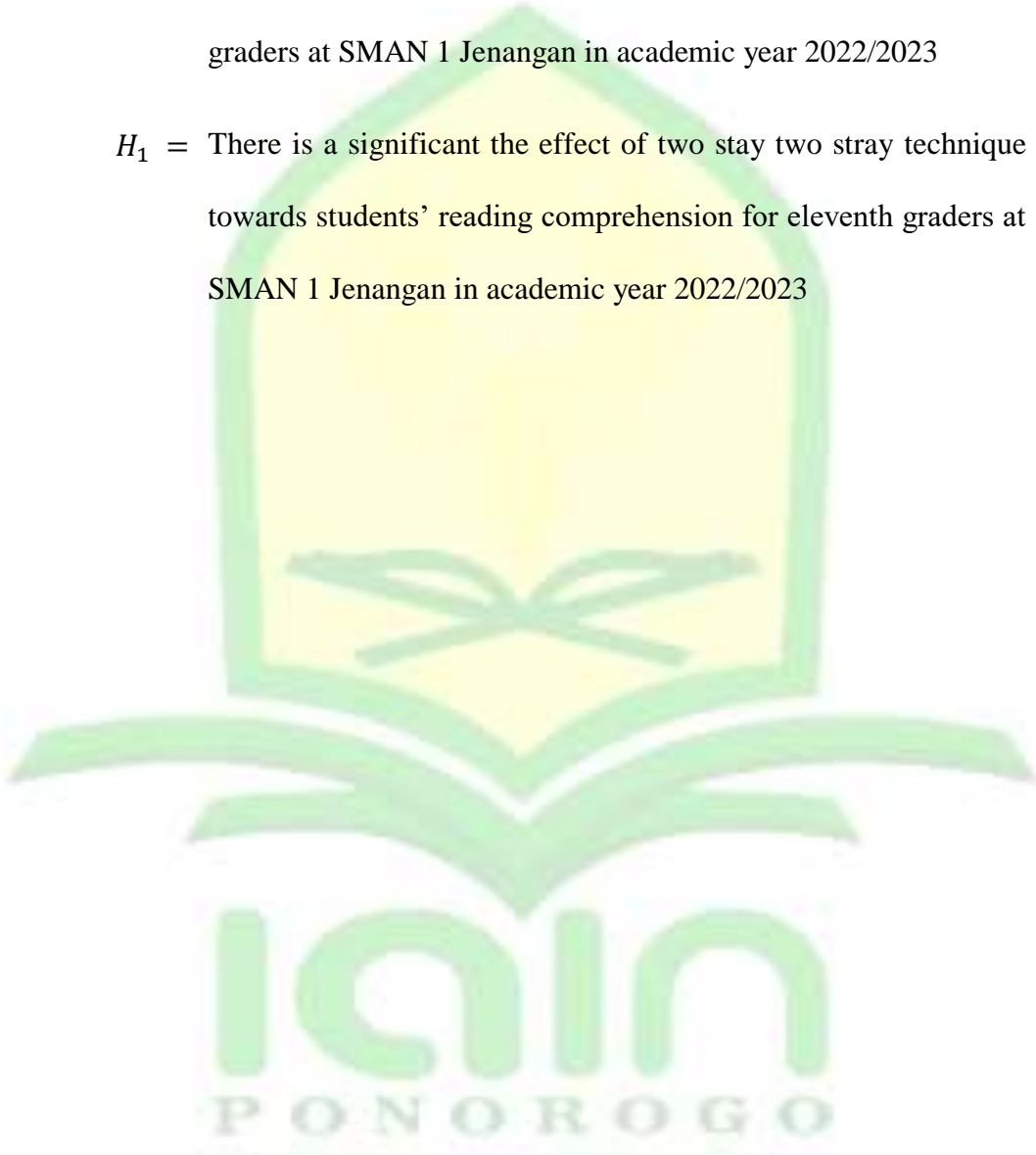
The result of test is analyzed using t-test in SPSS 19. The number of t-test shows the significant improvement in teaching reading by using TSTS technique. This test also answers the research objective by determines the hyopthesis which is accepted. After explained the result, the researcher should makes conclusion that indicates the end of the thesis. The researcher also makes recommendation that provides additional information for next researchers, teachers, students, and readers to gain more beneficial knowledge that can be applied for educational purpose by this thesis.

D. HYPOTHESIS

After determine the topic of research, the researcher formulates the hypothesis of the study as follows.

H_0 = There is no any significant the effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023

H_1 = There is a significant the effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023



CHAPTER III

RESEARCH METHOD

A. Research Design

The method of the research is important to consider because the method will lead how the ways of research should be realized and provide a valid result. Current research used quantitative as method. By using statistics, quantitative methods not only allow us to numerically describe phenomena, its also help researchers determine relationships between two or more variables.⁵¹ In this research, data in a quantitative approach in the form of numbers on reading test by students to measure the results and the effect of Two Stay Two Stray for eleventh grade of SMAN 1 Jenangan.

After depth analysis of types in quantitative research methods, the researcher decides to use quasi-experimental research and conduct in Non-Equivalent (Pretest and Posttest) Control-Group Design. The use of quasi-experimental research is the most appropriate method relevant to the research problem. The purpose of quasi-experimental research is to reveal a cause-and-effect relationship between the experimental group and the control group. An experimental research isolates the effects of manipulation by holding all other variables constant.⁵² The aim of the method is under the topic of this research plan. Then, the use of Non-Equivalent (Pretest and Posttest) Control-Group Design will show the difference of result after conducting research. So, the researcher can

⁵¹ Daniel Stockemer, *Quantitative Methods for the Social Sciences, Quantitative Methods for the Social Sciences* (Switzerland: Springer, 2019), 8.

⁵² John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Ed. (California: SAGE Publications, Inc., 2018), 245.

analyze the data properly by involving validity and reliability of the research based on the experimental result.

Cresswell stated that Nonequivalent (Pretest and Posttest) Control Group Design uses two groups namely experiment and control class where both classes were given pretest and posttest but only experiment group receives the treatment.⁵³ In this study, the first group was an experimental group, while the second group was a control group. The experimental group was given treatment (X) and the control group was not given treatment in the form of reading speed training. The design of the study can be described as follows.⁵⁴

Y_1	O_1	X	O_3
Y_2	O_2		O_4

Explanation:

Y_1 = Experimental group

Y_2 = Control group

O_1 = Pretest for Experimental group

O_2 = Pretest for Control group

X = Treatment (Two Stay Two Stray Technique)

O_3 = Posttest for Experimental group

O_4 = Posttest for Control group

B. Research Schedule and Setting

The research setting is the place where the research is carried out.

The research setting is the environment, place or area planned by the

⁵³ *Ibid*, 278.

⁵⁴ *Ibid*, 278.

researcher to be used as the object of research. This research is conducted at SMAN 1 Jenangan Ponorogo, which is located at Semanding, Jenangan, Ponorogo, East Java. The researcher has chosen this school because of some reasons according to preliminary research. The reasons for selecting this school are as follows.

First, this school is the only public senior high school in Jenangan sub-district which in carrying out its activities is under the auspices of the Ministry of Education, Culture, Research, and Technology. Although accreditation status of SMAN 1 Jenangan Ponorogo is A (excellent), in fact, their students are still low in English achievement. Furthermore, there is no any English extracurricular or programme in this school that can improve students' achievement in English Language Learning. Lastly, the school is reachable and also supports to conduct a research; it enables the researcher to conduct the research effectively.

Table 3.1 Research Schedules

Date	Activities
February, 9 th 2023	Pre-test for experiment and control class
February, 16 th 2023	First treatment for experiment class, and there is no treatment for control class
March, 2 nd 2023	Second treatment for experiment class, and there is no treatment for control class
March, 9 th 2023	Post-test for experiment and control class

This research was conducted on February, 9th 2023 until March, 9th 2023. There were four meetings for each class, both experimental and

control class. In the first meeting on February, 9th 2023, both classes were given pre-test to check their initial knowledge about personal letters. Before did the test, the researcher gave students to study the materials about personal letters in 20 minutes. There were 20 questions in the form of multiple-choice questions. Both classes were given the same test instrument.

In the second meeting on February, 16th 2023, experimental class was given treatment with Two Stay Two Stray (TSTS) Technique whereas for control class was not given any treatment. In the experimental class, the researcher began the main activity by introducing Two Stay Two Stray (TSTS) Technique in teaching reading. After the students understood the procedure, the researcher began the main activity by divided the class into some groups dicussion. The material was about the definition, purpose, structure, and language features of personal letters.

On the other hand, in control class, the researcher taught by using teacher's lesson plan. Conventional method used in this class was discussion group to identify and analyze the material today. The material was same as well as experimental class that explains about the definition, purpose, structure, and language features of personal letters. The difference of group discussion session between experimental and control class was the use of TSTS Technique and conventional method.

In the third meeting on March, 2nd 2023, experimental class was also given treatment with TSTS Technique whereas for control class was not given any treatment. In the experimental class, the researcher began

the main activity by remembering the procedure of TSTS technique in teaching reading. After the students remembered the procedure, the researcher began the main activity same as the second meeting. The material was about detailed information of personal letters.

On the other hand, in control class, the researcher also taught by using teacher's lesson plan. Conventional method used in this class was individual assignment to create and present the material today. The material was same as well as experimental class that explains about detailed information of personal letters. The difference of main activity between experimental and control class was the use of TSTS technique that basically used group discussion and conventional method that used individual assignment.

In the last meeting on March, 9th 2023, both classes were given post-test to obtain their final score result of this research. Before did the test, the researcher gave students to study the materials about personal letters in 20 minutes. There were also 20 questions in the form of multiple-choice questions. Both classes were given the same test instrument. The result of students' scores was measured by statistical calculation to analyze the difference of score achievement of both classes that could show the effectiveness of TSTS technique in teaching reading.

C. Population and Sample

Before determining population and sample, researcher needs to understand the definition of population and sample. Population is the area of the objects/subjects that have certain qualities and characteristics that

are set by the researcher to study and then draw conclusions.⁵⁵ So, the population is not only people, but also other objects and objects of nature. Population is also not merely the number that exists in the object/subject being studied, but encompasses all the characteristics/traits possessed by that subject or object.

Furthermore, the sample is part of the number and characteristics possessed by that population. If the population is large and it is impossible for the researcher to study everything in the population, for example due to limited money, energy and time, then the researcher can use samples taken from that population. In selecting sample, there are techniques that can be used. Sampling technique is a method or way of determining the sample and the size of the sample. Sampling is effective because it seeks to link the findings from a selection of respondents or instances to the entirety of respondents or instances.⁵⁶ There are two sampling techniques, namely probability sampling and nonprobability sampling. The sampling technique used by researchers is nonprobability sampling

According to this research, the population is 89 students of eleventh grade in SMAN 1 Jenangan which are divided into 4 classes. Since the population can not be studied as a whole, then samples were taken. The method of this research needs experimental class and control class to gathering the data. Therefore, the researcher decided to use the purposive

⁵⁵Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016), 28.

⁵⁶Peter Newby, *Research Methods For Education, Comparative Edition of the Syriac Gospels*, Second ed. (New York: Routledge, 2014), 236.

sampling technique by establishing class XI IPA 2 as the control class and class XI IPS 1 as the experimental class.

In order to decide between experiment and control class, the researcher asks for advice from English teacher in SMAN 1 Jenangan. She suggests to use XI MIPA 2 as control class because this class has a better number of mean than XI IPS 1. Then, XI IPS 1 is used as experiment class because this class has the number of mean in English achievement which is low. Additionally, students' of XI IPS 1 have low interest in English class and needs particular treatment to improve their English score.⁵⁷ So, using XI IPS 1 as experiment class is feasible decision because in experiment class, the students will get treatment that can shows the significant result of the outcomes.

D. Operational Definition of Research Variables

Research variables are everything in the form of anything that the researcher sets to study so that information about it is obtained, then conclusions are drawn.⁵⁸ There are two research variables, namely dependent variables and independent variables. Dependent variables are variables that depend on other variables, while independent variables are variables that are independent of other variables. The operational definition of a variable is an attribute or trait or value of a person, object or activity that has certain variations set by the researcher to be studied and then drawn conclusions. Related to this study, the operational variables used are as follows.

⁵⁷Rahajeng Drianing Wulan, English Teacher, Interview, Ponorogo, 09th January 2023.

⁵⁸Simer Preet Kaur, "Variables in Research," *Indian Journal of Research and Reports in Medical Sciences* 3, no. 4 (2013): 37.

1. Two Stray Two Stay Technique (Independent variable)

This technique will bring students to active in learning process, because students will learn more thought process constructing and creating working in group and sharing knowledge.⁵⁹

2. Reading Comprehension (Dependent variable)

Reading comprehension is very important to be mastered by students to obtain information from any reading texts.⁶⁰

E. Technique and Instrument of Data Collection

1. Technique of Data Collection

In data collection, the existence of technique is inseparable. Quantitative research includes the gathering of data that can be quantified and subjected to statistical treatment in order to support or refute research hypothesis.⁶¹ According to the research method that uses Non-Equivalent (Pretest and Posttest) Control-Group Design in quasi-experimental research, the researcher determines the use of instruments which is presented as follows.

1. Test

The use of test aims to gather the score overtime during the experiment conducted. The form of test is multiple-choice questions. This type of test is easy to use, respond to, and

⁵⁹ Ali Mardawi and Nur Azmi Rohimajaya, "The Effect Of Two Stay Two Stray Technique Toward Students' Reading Mastery On Narrative Text," *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran* 5, no. 2 (2019): 161.

⁶⁰ Amir, "The Effect of Reading Strategies and Speed Reading on Students ' Reading."

⁶¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Ed. (California: SAGE Publications, Inc., 2018), 153.

analyze.⁶² After pre-test between experimental group and control group, the experimental group is given the treatment. Last, post test is conducted to gather the final score in the end of research. The total number of score between before and after will be tested using SPSS 19 statistical calculation.

1) Pre-test

To measure students' reading comprehension, students do pretest to answer 20 multiple choice questions related to personal letter. Pretest is given to experimental classes and control classes with the same test instrument. The results of students' reading comprehension were analyzed based on the predetermined scoring rubric.

2) Post-test

After the treatment is carried out, the experimental class and the control class are given a post test. The task of post test is to answer 20 multiple choice questions related to personal letter. The results of students' reading comprehension were also analyzed using predetermined scoring rubric.

2. Documentation

Documentation is an instrument or set of tools used to measure and collect quantitative data.⁶³ Documentation is a kind of data gathering tool used to get information on a specific object

⁶²Daniel Stockemer, *Quantitative Methods for the Social Sciences* (Switzerland: Springer, 2019), 47.

⁶³James Dean Brown, *Testing in Language Programs* (New Jersey: Prentice Hall Regents, 2005), 37.

or variable, such as a book, notes, or transcript.⁶⁴ To support the data regarding students, the researcher utilized documentation. In this study, the researcher employed documentation such as lesson plan, attendance lists, photos and students' pre-test and post-test scores

2. Instrument of Data Collection

Pandey defines instrument as a tool for measuring, observing, or documenting quantitative data.⁶⁵ This research uses a quasi experimental design through pre-test and post-test for both experiment and control class to measure the student' reading comprehension. Both pre-test and post-test are designed to find out the effectiveness and significance of the treatment by using Two Stay Tow Stray Technique in reading comprehension. The instrument used by this research is described as follow.

Table 3.2 Research Instrument

Variables	Indicators	Instrument	Number of Instrument
X (Two Stay Two Stray Technique)	1) The teacher selects subject matter relevant to the learning activity. 2) The teacher explains the ways and objectives of learning using a two stay two	Treatment in experiment class	-

⁶⁴*Ibid*, 37.

⁶⁵ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools And Techniques* (Romania: Bridge Center, 2015), 151.

	<p>stray technique.</p> <p>3) The teacher divides the students into several groups according to the number of students, each group consisting of 4 students.</p> <p>4) The teacher gives assignments to each group.</p> <p>5) The teacher gives 5-15 minutes to each group to discuss.</p> <p>6) After discussing with their group members, the teacher asks each group member to send a group member to get the results of the group discussion of other group members.</p> <p>7) The teacher requests that the members of the group sent return to their original group.</p> <p>8) The teacher instructs the students to stop when time is up.</p>		
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	<p>9) The teacher asks each group to convey the result of discussion and match all information which is received by strayers when they come to the other groups.</p> <p>10) The teacher conducts an evaluation.</p>		
Y (Reading Comprehen sion)	1. Students are able to analyze the social function, structure, and language features of a text in the form of a personal letter according to the context	Test (Multiple Choice)	1, 2, 3, 6, 12, 13, 19
	2. Students are able to specify detailed information in a personal letter text according to the context		4, 14, 15, 20
	3. Students are able to understand the meaning contextually related to social function, structure, and language features of a texts in the form of personal letters according to the context		7, 8, 16, 17

	4. Students are able to use background knowlwdge to catch messages or information according to a text in the form of personal letters and its context		5, 9, 10, 11, 18
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F. Validity and Reliability

1. Validity Test

A validity test is a test used to measure whether a test is valid or not.⁶⁶ The test is said to be valid if the questions on the test are able to reveal something that the test will measure. So, validity is to measure whether the questions in the test that have been made can really measure what is to be measured. The way to test this validity is using SPSS 19. The steps to analyze the validity in SPSS 19 are presented as follows:

- a. At first, the researcher log in to SPSS 19 Application
- b. The researcher input the data in the column of variable view and data view
- c. Click option of analyze – correleted – bivariate
- d. If the dialog box of Bivariate Correlations is open, move all item number from left to the right of variable column

⁶⁶ Imam Ghozali, *Aplikasi Analisis Multivariaete Dengan Program SPSS* (Semarang: Badan Penerbit Universitas Diponegoro, 2006), 23.

- e. Click Pearson Correlation Coefficients – Two-tailed Test of Significance - OK

The reearcher used 21 students of XI MIPA 1 at SMAN 1 Jenangan Ponorogo to check content validity both pre-test and post-test before apply the test to the experiment and control class. After analyzing the data by using SPSS 19, the researcher looked for r_{table} by using formula of $df = n-2 = 21-2 = 19$ and 0,05 significance level.⁶⁷ The db table shows that the number of r_{table} is 0,433. Then, the indicator of testing validity criteria is presented as follow:⁶⁸

- a. If r count $>$ from the table (at a significant 0.05 or 5%) then the test is valid.
- b. If r count $<$ from the table (at a significant 0.05 or 5%) then the test is invalid.

Table 3.3 Validity of Pre-test

Item Number	r_{value}	r_{table}	Criteria
1	0,523	0,433	Valid
2	0,573	0,433	Valid
3	0,523	0,433	Valid
4	0,167	0,433	Invalid
5	0,436	0,433	Valid
6	0,462	0,433	Valid
7	0,180	0,433	Invalid

⁶⁷Donald Ary et.al, *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), 225

⁶⁸*Ibid*, 225.

8	0,438	0,433	Valid
9	0,578	0,433	Valid
10	0,516	0,433	Valid
11	0,504	0,433	Valid
12	0,436	0,433	Valid
13	0,614	0,433	Valid
14	0,438	0,433	Valid
15	0,516	0,433	Valid
16	0,476	0,433	Valid
17	0,516	0,433	Valid
18	0,574	0,433	Valid
19	0,497	0,433	Valid
20	0,082	0,433	Invalid
21	0,501	0,433	Valid
22	0,651	0,433	Valid
23	0,441	0,433	Valid
24	0,515	0,433	Valid
25	0,339	0,433	Invalid

Based on the results of the validity test, the researcher could use the test that was considered as valid. From 25 questions tested, there were 21 valid questions and 4 invalid questions. The 4 invalid questions were questions number 4, 7, 20, and 25. The 4 questions were considered invalid because the calculated r value showed the value below the r table ($r_{\text{count}} < r_{\text{table}}$). Thus, the 4

questions were not use in research. Then, the 21 valid questions could be used as research instrument. To simplify the assessment, the researcher took only 20 questions to be tested in experimental and control classes.

Table 3.4 Validity of Post-test

Item Number	r_{value}	r_{table}	Criteria
1	0,521	0,433	Valid
2	0,455	0,433	Valid
3	0,500	0,433	Valid
4	0,525	0,433	Valid
5	0,500	0,433	Valid
6	0,493	0,433	Valid
7	0,485	0,433	Valid
8	0,593	0,433	Valid
9	0,448	0,433	Valid
10	0,493	0,433	Valid
11	0,525	0,433	Valid
12	0,518	0,433	Valid
13	0,492	0,433	Valid
14	0,551	0,433	Valid
15	0,455	0,433	Valid
16	0,144	0,433	Invalid
17	0,513	0,433	Valid

18	0,542	0,433	Valid
19	0,676	0,433	Valid
20	0,359	0,433	Invalid
21	0,500	0,433	Valid
22	-0,11	0,433	Invalid
23	0,586	0,433	Valid
24	0,747	0,433	Valid
25	0,564	0,433	Valid

Based on the results of the validity test, the researcher could use the test that was considered as valid. From 25 questions tested, there were 22 valid questions and 3 invalid questions. The 3 invalid questions were questions number 16, 20, and 22. The 3 questions were considered invalid because the calculated r value showed the value below the r table ($r_{\text{count}} < r_{\text{table}}$). Thus, the 3 questions were not use in research. Then, the 22 valid questions could be used as research instrument. To simplify the assessment, the researcher took only 20 questions to be tested in experimental and control classes.

2. Realiability Test

A reliable test is one that is given to the same students at different meetings and is consistent and predictable; the test results should be similar.⁶⁹ In order to check the reliability of the test, the researcher uses the formula of Cronbach Alpha coefficient. The reability test is

⁶⁹H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (New York: Pearson Education Limited, 2004), 20–21.

performed using an SPSS 19 data processing application with the result of the following two possibilities.

- a. If Cronbach's Alpha value > 0.70 then the test is reliable.
- b. If Cronbach's Alpha value < 0.70 then the test is unreliable.⁷⁰

Table 3.5 Reability of Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.842	25

Based on the results of the reliability test, the researcher could use the test that was considered as realible. From SPSS 19 statistical calculation, the number of Cronbach's Alpha was 0,842. Then, the test was considered reliable because the Cronbach's Alpha value is greater than the established value ($0,842 > 0,70$). Thus, the test was able to use as research instrument that could be tested in experimental and control classes.

Table 3. 6 Reability of Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.861	25

⁷⁰Nikolaus Duli, *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS* (Yogyakarta: Deepublish, 2019), 109.

Based on the results of the reliability test, the researcher could use the test that was considered as reliable. From SPSS 19 statistical calculation, the number of Cronbach's Alpha was 0,861. Then, the test was considered reliable because the Cronbach's Alpha value is greater than the established value ($0,861 > 0,70$). Thus, the test was able to use as research instrument that could be tested in experimental and control classes.

G. Data Analysis Technique

1. Assumption test

a. Normality test

The normality test aims to test whether the data to be used in the regression model are normally distributed or not. In SPSS, to find out the normality of the data can be done using kolmogorov-smirnov. If the value of kolmogorov-smirnov is greater than $\alpha = 0.05$, then the data is normal.⁷¹ In the normality test, the researcher used SPSS 19 application. The steps are as follows:

- 1) At first, the researcher log in to SPSS 19 Application
- 2) The researcher input the data in the column of variable view and data view
- 3) Click option of Analyze – Descriptive Statistics – Explore
- 4) If the dialog box of Explore is open, move students' scores to dependent list column and class to factor list

⁷¹ *Ibid*, 67.

- 5) Click Plots option – Normality Plot with Tests
- 6) Click Continue - OK

After testing through SPSS, the interpretation of normality test result is as follows.

- If number of significance > 0.05 , then the data distribution is normal.
- If number of significance > 0.05 , then the data distribution is not normal.⁷²

b. Homogeneity test

After the data is normally distributed, a homogeneity test is then carried out. A homogeneity test is carried out to find out whether the two data are homogeneous or not, have the same variance or not.⁷³ The homogeneity test can be performed using the Levene test. Technique for testing homogeneity with the help of SPSS 19 for window: test of homogeneity of variances with levene statistics test. The calculation steps using the help of SPSS 19 are as follows:

- 1) At first, the researcher log in to SPSS 19 Application
- 2) The researcher input the data in the column of variable view and data view
- 3) Click option of Analyze – Descriptive Statistics – Explore
- 4) If the dialog box of Explore is open, move students' scores to dependent list column and class to factor list

⁷²Nikolaus Duli, *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS*, 119.

⁷³Sutrisno Hadi, *Statistik* (Yogyakarta: Pustaka Pelajar, 2015), 212.

- 5) Click Plots option – Levene Test - Untransformed
- 6) Click Continue - OK

After testing through SPSS, the interpretation of homogeneity test result is as follows.

- If Levene Statistic significance value < 0.05 then the data from the population is not homogen.
- If Levene Statistic significance value > 0.05 then data from the population is homogen.⁷⁴

2. T-test

After all treatment ends, learners are given a test (post test). The data obtained from the measurement results are then analyzed to find out whether the results are in accordance with the expected hypothesis. As for answering the research hypothesis, parametric statistics are used. Parametric statistics are used to test the hypothesis of two samples when the data is in the form of intervals or ratios using a t-test. The t-test technique is a statistical technique used to test the significance of the difference between 2 means group derived from two distributions.⁷⁵ The data to be analyzed were obtained from the value of learning outcomes at the time of post-test from the experimental class and the control class using SPSS 19. Here the steps of using SPSS 19 to t-test:

- a. At first, the researcher log in to SPSS 19 Application

⁷⁴ Nuryadi et al., *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 93.

⁷⁵ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools And Techniques* (Romania: Bridge Center, 2015), 171.

- b. The researcher input the data in the column of variable view and data view
- c. Click option of analyze – Compare means – Independent-Samples T Test
- d. If the dialog box of Independent-Samples T Test is open, move each item to test variable and factor grouping variable column
- e. Choose Define Groups – type number 1 in group 1 and number 2 in group 2
- f. Click Continue – OK.

In hypothesis testing, the researcher uses t-test to analyze the data. The data is collected from two groups of sample, both experimental and control group. The result of the data between experimental and control group will shows the answer of research hypothesis. After calculate the t-test through SPSS 19, then the interpretation as follows.⁷⁶

1. Accept the null hypothesis (H_0) and reject the alternative hypothesis (H_1),
if $t_{test} < t_{table}$ in significant degree 5%
(There is no any significant effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023).
2. Reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1),

⁷⁶Nuryadi et al., *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 109.

if $t_{test} > t_{table}$ in significant degree 5%

(There is a significant effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023).



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Descriptive Statistic

This research focused on students' problem at SMAN 1 Jenangan Ponorogo. There are ten classes in SMAN 1 Jenangan Ponorogo consisted of X 1, X 2, XI MIPA 1, XI MIPA 2, XI IPS 1, XI IPS 2, XII MIPA 1, XII MIPA 2, XII IPS 1 and XII IPS 2. According to the problems in learning English at eleventh grade, the reasercher decided to do the research at eleventh grade. In preliminary research, the problem was discovered through an interview process with an English subject teacher and some students of XI grade on 9th and 16th, January 2023. Based on the statements of the representatives of eleventh graders, namely Irza Brian Prayoga and Ratih Amelya, they experienced serious problems in reading personal letters. They stated that the difficulties they faced in reading personal letters were lack of vocabulary, too wordy reading texts, lack of pronunciation, and lack of interest in learning English.⁷⁷ Furthermore, Rahajeng Drianing Wulan as English teacher in SMAN 1 Jenangan also stated that students have difficulty in understanding the meaning of the text because they never practice at home. They only learn English at school. She also stated that she had never applied learning techniques or media in reading.⁷⁸ Therefore, these problems were important to solve so that students could overcome their problems.

⁷⁷ Irza Brian Prayoga and Ratih Amelya, Students of XI MIPA 1, Interview, Ponorogo, 16th January 2023.

⁷⁸ Rahajeng Drianing Wulan, English Teacher, Interview, Ponorogo, 09th January 2023.

Based on the problems, the researcher decided to apply Two Stay Two Stray (TSTS) Technique in teaching reading to solve these problems. This technique was a kind of cooperative learning that can be used in teaching reading. By this technique, students were able to learn together about the text given. Through this technique, each group could share results and information with other groups. This learning technique certainly created a comfortable learning environment because it was carried out with friends. Titi Mulya and Yetti Zainil stated that Two Stay Two Stray was very useful and applicable to be used in reading class. It made the students to interest in reading text due to by using this technique in group that makes the students easy to comprehend text.⁷⁹

After determine the problem and solution, and then the researcher decided the reseach method. The research method applied by this research was quasi-experimental research in quantitative approach. In quasi-experiments, the investigator used control and experimental groups.⁸⁰ Thus, the researcher used XI MIPA 2 as a control class and XI IPS 1 as an experimental class. In control class, students were taught by using teacher lesson plan without any treatment. Then, in experimental class, students were taught by using TSTS technique as treatment. The result of students' score between control and experimental class could be measured to reveal the effectiveness of using TSTS technique in teaching reading.

⁷⁹ Mulya and Zainil, "Using Two Stay Two Stray Technique in Teaching Reading Comprehension For Junior High School," 102.

⁸⁰John W. Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 272.

The researcher began the research on 9th February 2023 until 9th March 2023 and conducted in 4 meetings for each class. In the first meeting on 9th February 2023, both classes were given pre-test to measure their first scores. Then, in second and third meetings on 16th February 2023 and 2nd March 2023, the experimental class was given TSTS technique as treatment while control class was not. In the last meeting on 9th March 2023, both classes were given post-test as their final scores in this research.

In the experimental class, the students were given treatment of using TSTS technique. In both treatments, the researcher introduced TSTS technique in teaching reading so the students were prepared to do the whole process of learning through this technique. The material given was about the definition, purpose, structure, language features, and detailed information of personal letters. Before to do the class the students were divided into several groups consisted of 4 students. Then, each group was given a text that should be discussed. After discuss the task, two members of each group went to the other group to get the result of discussion. And two members stay in their groups to welcome the strayers from other groups. If all groups had done to collect and share the result, all members were going back to their original group. Next session is presentation. Each group stand up in front of class to deliver the result of discussion and other group matched their result based on the presentation. Last, the teacher gave evaluation for students to close the main learning activity.

According to the test, the researcher conducted both pre-test and post-test for experimental and control class. The type of test was multiple choice design and consisted of 20 questions related to personal letters. The researcher used this type of test because multiple-choice questions were a common instrument for testing students' text comprehension. It also allowed the researcher to control the range of possible answer to comprehension questions, and to some extent to control the students' thought processes when responding.⁸¹ Both experimental and control class were given the same test instrument. Pre-test was given in the first meeting and post-test was given in the last meeting.

1. Descriptive Statistic of Experimental Class

This section discusses about the procedure of teaching reading in experimental class and students comprehension score of experimental class both pre-test and post-test.

a. Teaching Procedures in Experimental Class

In experimental class, the researcher used Two Stay Two Stray (TSTS) technique in teaching reading. There are totally 4 meetings of this class. In the first meeting, the researcher conducted pre-test for students to collect their scores. Next, in the second meeting and third meeting, the researcher gave the students a treatment using TSTS technique. And the last meeting, the researcher conducted post-test for students to collect their final scores.

⁸¹Alderson, *Assesing Reading*, 211.

On February 9, 2023 in the first meeting experimental class was given pre-test to check their initial knowledge about personal letters. Before did the test, the researcher gave students to study the materials about personal letters in 20 minutes. There were 20 questions in the form of multiple-choice questions as research instrument.

In the second meeting on February 16, 2023, experimental class was given treatment with Two Stay Two Stray (TSTS) Technique. In the experimental class, the researcher began the main activity by introducing Two Stay Two Stray (TSTS) Technique in teaching reading. By using TSTS technique, the researcher followed the procedures of this teaching technique:

- 1) At first, the teacher explained the objective, material, and how to learn using TSTS technique. The material was about the definition, purpose, structure, and language features of personal letters.
- 2) Next step was the students were divided into several groups consisted of 4 students.
- 3) Then, each group was given a text that should be discussed in 5 until 15 minutes.
- 4) After discuss the task, two members of each group went to the other group to get the result of discussion. And two members stay in their groups to welcome the strayers from other groups.

- 5) If all groups had done to collect and share the result, all members were going back to their original group.
- 6) Next session is presentation. Each group stood up in front of class to deliver the result of discussion and other group matched their result based on the presentation in 5 minutes.
- 7) Last, the teacher gave evaluation for students to close the main learning activity.

In the third meeting on March 2, 2023, experimental class was also given treatment with TSTS Technique. In the experimental class, the researcher began the main activity by remembering the procedure of TSTS technique in teaching reading. After the students remembered the procedure, the researcher began the main activity same as the second meeting. The material was about detailed information of personal letters.

In the last meeting on March 9, 2023, experimental class was given post-test to obtain their final score result of this research. Before did the test, the researcher gave students to study the materials about personal letters in 20 minutes. There were also 20 questions in the form of multiple-choice questions. The result of students' scores was measured by SPSS 19 statistical calculation to analyze the difference of score achievement of experimental class that could show the effectiveness of TSTS technique in teaching reading.

b. Students' Reading Comprehension Score of Experimental Class

After complete the treatment and students' scores were collected, the researcher analyzed and presented the scores as follows.

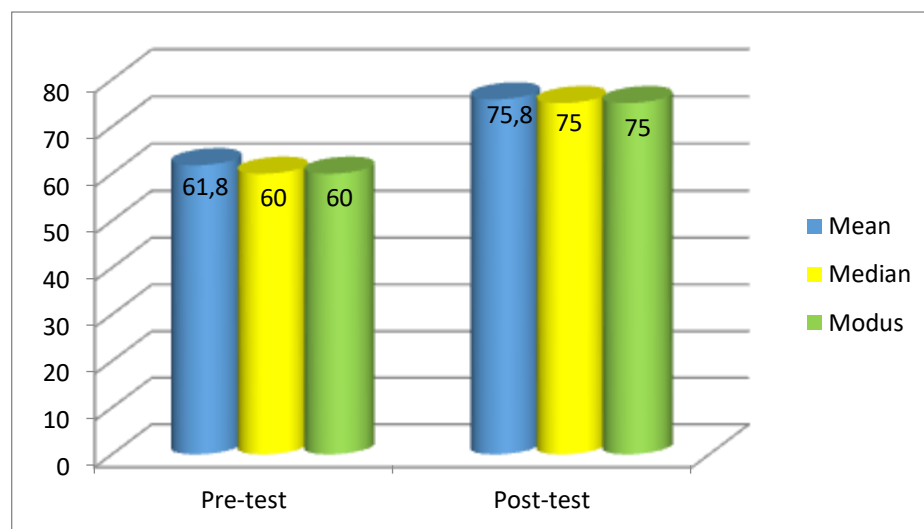
Table 4.1 Students' Reading Comprehension Score of Experimental Class

NO	NAME	PRE-TEST	POST-TEST
1	AGNES MARCELLA INDRIYANI	65	80
2	ALFIAN DWI CAHYO	40	65
3	AMELIA MELANI	70	85
4	BIMA ANANDA PUTRA P	50	75
5	CECILYA EXZA SRI N	60	80
6	DAMAN	60	70
7	DELFIN AGNES FERNANDA	80	95
8	DELLA KHIANINGSIH	60	75
9	DEWI TRIANA	85	80
10	DIMAS PRAYOGA	60	70
11	ELSA INTAN NUR SAFITRI	70	85
12	FIRDAUS NUR ARDIANSYAH	60	75
13	HENDRA SAPUTRA	40	65
14	ISTIQOMAH	60	75
15	MUHAMMAD ARJUNA	50	70

16	MUHAMMAD SYAHRUL A	40	60
17	MUHAMMAD TEGUH ABIDIN	50	65
18	NADYA ANJELINA	60	75
19	NURUL DWI CANTIKA	70	85
20	RANI VIDIAWATI	80	80
21	RATIH AMELYA	90	95
22	SILVIANA NITA DEWI	70	75
23	UNGKY MUHAMAD AZIZ	40	55
24	TIRTA AYU NUR ERYANTI	75	85
MEAN		61,875	75,833

Based on the table above, it showed the students pre-test and post-test scores in experimental class. This class consisted of 24 students including 10 male students and 14 female students. In the pre-test, the lowest score was 40 by 4 students and the highest score was 90 by 1 student. The number of mean in pre-test was 61,875. Then, in the post test, the lowest score was 55 by 1 student and the highest score was 95 by 2 students. The number of mean in post-test was 75,833.

Figure 4.1 Chart of Mean, Median, and Modus in Experimental Class



Based on the chart above, it showed the students pre-test and post-test data statistics about mean, median, and modus in experimental class. The number of mean in pre-test was 61,8 and post-test was 75,8. It showed that there is a great range between pre-test and post-test means. The number of post-test mean was greater than pre-test mean ($75,8 > 61,8$). So, it indicated that there was a different of students' scores by using TSTS technique in teaching reading. Then, the number of median in pre-test was 60 and post-test was 75. The number of modus in pre-test was 60 and post-test was 75. These numbers of median and modus between pre-test and post-test also indicated there was an improvement of students' scores in reading comprehension.

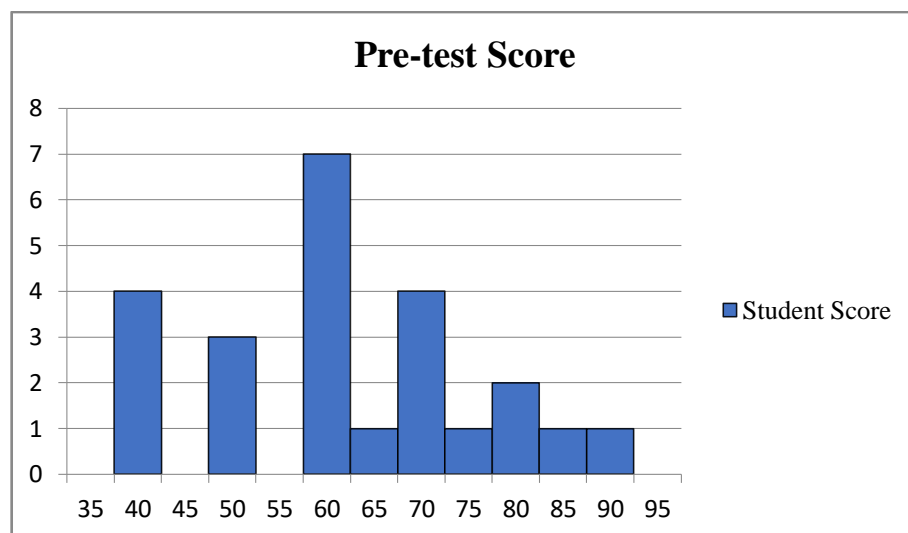
Additionally, the result of students' pre-test scores was also presented in the form of frequency distribution table and histogram as follows.

Table 4. 2 Frequency Distribution of Pre-Test in Experimental Class

Score	Frequency	Percent	Valid Percent	Cummulative Percent
40	4	16,66666667	17	17
50	3	12,5	12,5	29,5
60	7	29,16666667	29	58,5
65	1	4,166666667	4	62,5
70	4	16,66666667	17	79,5
75	1	4,166666667	4	83,5
80	2	8,333333333	8,5	92
85	1	4,166666667	4	96
90	1	4,166666667	4	100
Total	24	100	100	

Based on the table above, there were differences of students' pre-test scores in experimental class. There were 17% or 4 students who got score 40, 12,5% or 3 students who got score 50, 29% or 7 students who got score 60, 4% or 1 student who got score 65, 17% or 4 students who got score 70, 4% or 1 student who got score 75, 8,5% or 2 students who got score 80, 4% or 1 student who got score 85, and 4% or 1 student who got score 90. For a clear explanation, following histogram was presented.

Figure 4. 2 Histogram of Students' Pre-test Score in Experimental Class



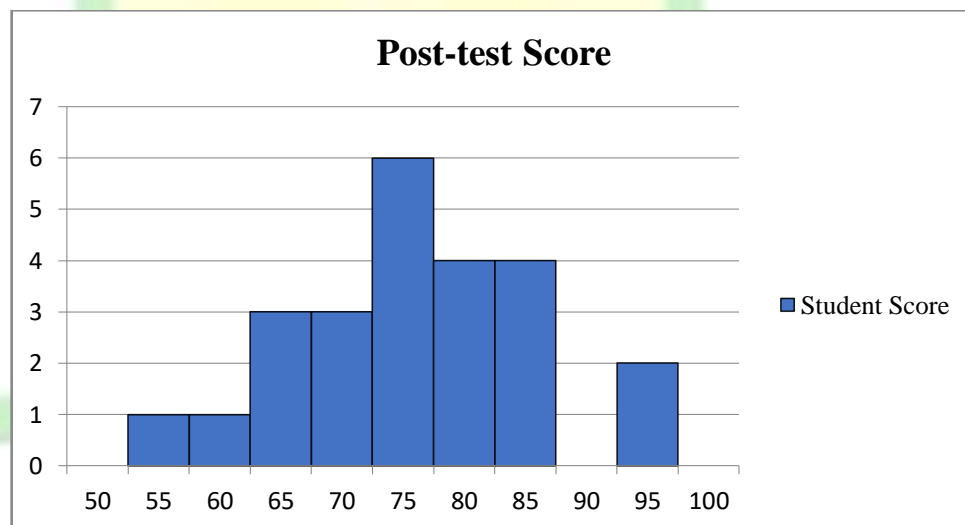
Then, the result of post-test in experimental class also presented as follows:

Table 4.3 Frequency Distribution of Post-Test in Experimental Class

Score	Frequency	Percent	Valid Percent	Cummulative Percent
55	1	4,166666667	4	4
60	1	4,166666667	4	8
65	3	12,5	12,5	20,5
70	3	12,5	12,5	37,5
75	6	25	25	62,5
80	4	16,66666667	17	75
85	4	16,66666667	17	92
95	2	8,333333333	8	100
	24	100	100	

Based on the table above, there were differences of students' post-test scores in experimental class. There were 4% or 1 student who got score 55, 4% or 1 student who got score 60, 12,5% or 3 students who got score 65, 12,5% or 3 students who got score 70, 25% or 6 students who got score 75, 17% or 4 students who got score 80, 17% or 4 students who got score 85, and 8% or 2 students who got score 95. For a clear explanation, following histogram was presented.

Figure 4.3 Histogram of Students' Post-test Score in Experimental Class



2. Descriptive Statistic of Control Class

This section discusses about the procedure of teaching reading in control class and students comprehension score of control class both pre-test and post-test.

a. Teaching Procedures in Control Class

In control class, the researcher used teacher's lesson plan at SMAN 1 Jenangan that applies discovery learning for eleventh graders. There are totally 4 meetings of this class as well as in

experimental class. In the first meeting, the researcher conducted pre-test for students to collect their scores. Next, in the second meeting and third meeting, the researcher gave the students a treatment using teacher's lesson plan. And the last meeting, the researcher conducted post-test for students to collect their final scores.

On February 9, 2023 in the first meeting control class was given pre-test to check their initial knowledge about personal letters. Before did the test, the researcher gave students to study the materials about personal letters in 20 minutes. There were 20 questions in the form of multiple-choice questions as research instrument.

In the second meeting on February 16, 2023, control class was given treatment in the form of group discussion. In the control class, the researcher began the main activity by explained the objective, material, and learning procedures. The material was about the definition, purpose, structure, and language features of personal letters. Each group was given task that should be done and present it in front of class. Last, the teacher gave evaluation for students to close the main learning activity.

In the third meeting on March 2, 2023, class class was also given treatment in the form of individual work. In the control class, the researcher began the main activity by activity by explained the objective, material, and learning procedures. The material was

about detailed information of personal letters. Students were given a task that should be done individually. The task was making two questions with answers related the text given. After finish the task, students were directed to present their works in front of class. Last, the teacher gave evaluation for students to close the main learning activity.

In the last meeting on March 9, 2023, control class was given post-test to obtain their final score result of this research. Before did the test, the researcher gave students to study the materials about personal letters in 20 minutes. There were also 20 questions in the form of multiple-choice questions. The result of students' scores was measured by SPSS 19 statistical calculation to analyze the difference of score achievement of control class.

b. Students' Reading Comprehension Score of Control Class

After complete the meetings and students' scores were collected, the researcher analyzed and presented the scores as follows.

Table 4.4 Students' Comprehension Score of Control Class

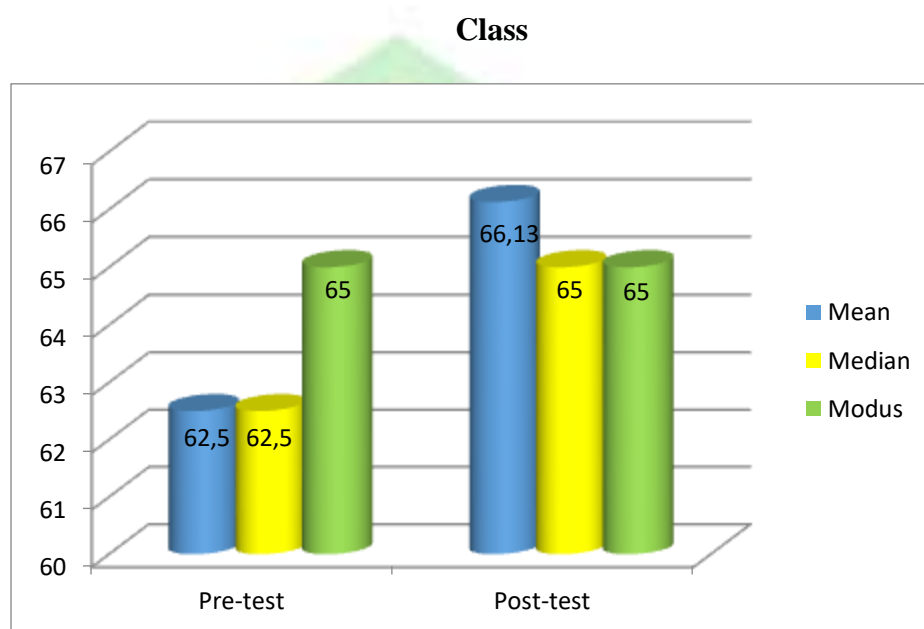
NO	NAME	PRE-TEST	POST-TEST
1	APRILIA YUNITA ZAILATUL V.	65	65
2	ARDHIKA ANANDA SYAHPUTRA	55	50
3	ARDINI RIDATILLAH	60	75
4	CINDY DIAH ARISTA	75	90

5	DIAS ERDINA SALEKAH	65	70
6	DINA RUSMANDANI	65	65
7	ELYAZIA SABRINA DWI YANTI	50	65
8	ESA TRISKARNIA FITRI	55	65
9	GADHIS ANANDA AUGISTA	60	70
10	IDA RAHMAWATI NINGSIH	80	80
11	JAVIER MA'RUF ALI	75	80
12	MEILISA INSANI MUBAROKAH	75	75
13	MEITYA SASHA BELLA RAMADANI	60	65
14	MUHAMMAD MIFTAHURROHIM	65	60
15	NOVITA AYU PUTRI	65	70
16	PINGKI PRIMA WARDANI	50	60
17	RAHMADHANI SETYANINGRUM	85	85
18	RESTIAWATI	55	60
19	ROHMAD PRASETYO	45	55
20	SALMA TAUHIDATUL RAHMA	65	55
21	SERLI FITRIANI	60	50
22	TRIA NUR CHOLIS	45	45
MEAN		62,5	66,136

Based on the table above, it showed the students pre-test and post-test scores in control class. This class consisted of 22 students including 6 male students and 16 female students. In the pre-test, the lowest score was 45 by 2 students and the highest score was 85 by 1 student. The number of mean in pre-test was

62,5. Then, in the post test, the lowest score was 45 by 1 student and the highest score was 90 by 1 student. The number of mean in post-test was 66,136.

Figure 4.4 Chart of Mean, Median, and Modus in Control



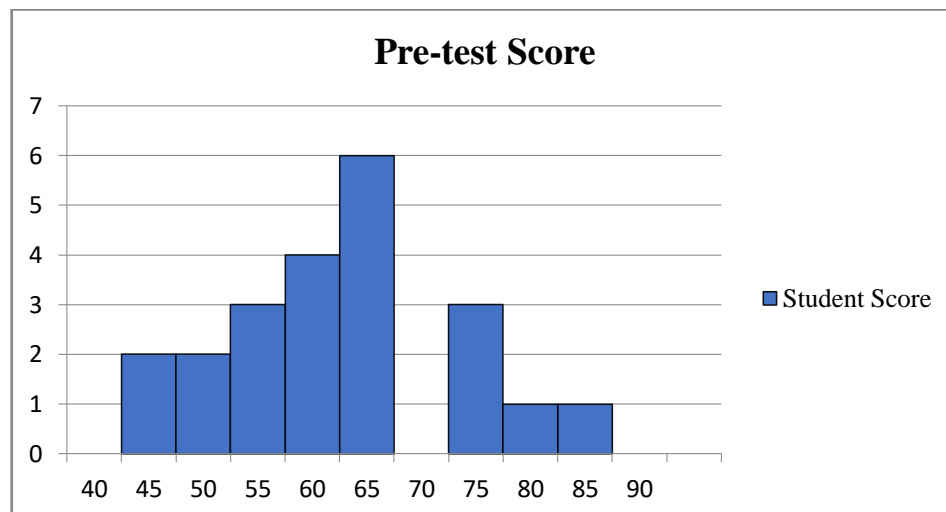
Based on the chart above, it showed the students pre-test and post-test data statistics about mean, median, and modus in experimental class. The number of mean in pre-test was 62,5 and post-test was 66,13. It showed that there is a difference between pre-test and post-test means. The number of post-test mean was greater than pre-test mean ($66,13 > 62,5$). Then, the number of median in pre-test was 62,5 and post-test was 65. The number of modus in pre-test was 65 and post-test was 65. These numbers of median and modus between pre-test and post-test also indicated there was an improvement of students' scores in reading comprehension. Additionally, the result of students' pre-test scores

was also presented in the form of frequency distribution table and histogram as follows.

Table 4.5 Frequency Distribution of Pre-Test in Control Class

Score	Frequency	Percent	Valid Percent	Cummulative Percent
45	2	9,090909091	9	9
50	2	9,090909091	9	18
55	3	13,63636364	14	32
60	4	18,18181818	18	50
65	6	27,27272727	27	77
75	3	13,63636364	14	91
80	1	4,545454545	4,5	95,5
85	1	4,545454545	4,5	100
Total	22	100	100	

Based on the table above, there were differences of students' pre-test scores in control class. There were 9% or 2 students who got score 45, 9% or 2 students who got score 50, 14% or 3 students who got score 55, 18% or 4 students who got score 60, 27% or 6 students who got score 65, 14% or 3 students who got score 75, 4,5% or 1 student who got score 80, and 4,5% or 1 student who got score 85. For a clear explanation, following histogram was presented.

Figure 4.5 Histogram of Students' Pre-test Score in Control Class

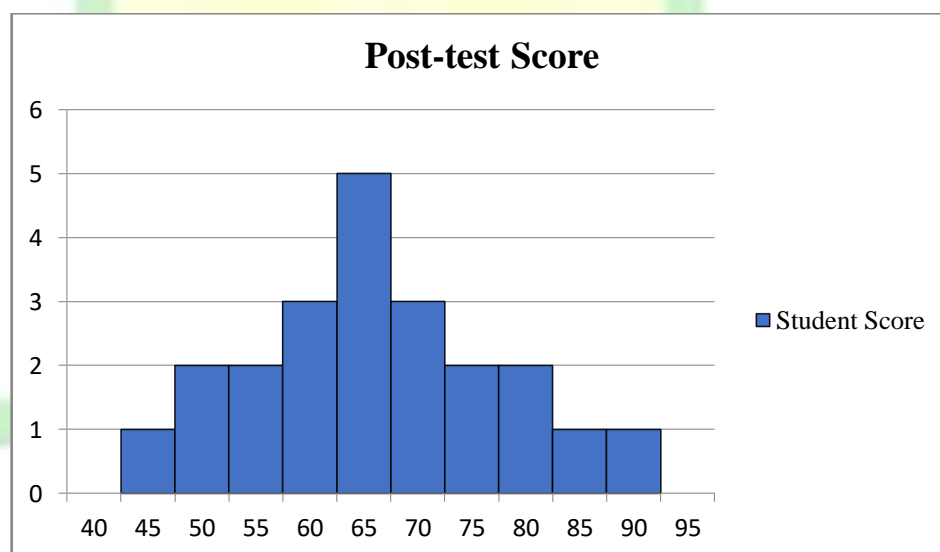
Then, the result of post-test in control class also presented as follows:

Table 4.6 Frequency Distribution of Post-test in Control Class

Score	Frequency	Percent	Valid Percent	Cummulative Pectent
45	1	4,545454545	4,5	4,5
50	2	9,090909091	9	13,5
55	2	9,090909091	9	22,5
60	3	13,63636364	14	36,5
65	5	22,72727273	23	59,5
70	3	13,63636364	13,5	73
75	2	9,090909091	9	82
80	2	9,090909091	9	91
85	1	4,545454545	4,5	95,5
90	1	4,545454545	4,5	100
	22	100	100	

Based on the table above, there were differences of students' post-test scores in control class. There were 4,5% or 1 student who got score 45, 9% or 2 students who got score 50, 9% or 2 students who got score 55, 14% or 3 students who got score 60, 23% or 5 students who got score 65, 13,5% or 3 students who got score 70, 9% or 2 students who got score 75, 9% or 2 students who got score 80, 4,5% or 1 student who got score 85, and 4,5% or 1 student who got score 90. For a clear explanation, following histogram was presented:

Figure 4.6 Histogram of Students' Post-test Score in Control Class



B. Inferential Statistics

1. Assumption Test

a. Normality Test

Normality test is a procedure used to determine whether data comes from a normally distributed population or is in a normal distribution.⁸² This research used Kolmogorov-Smirnov in

⁸²Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 79.

SPSS 19. Both pre-test and post-test scores in experimental and control class were tested of Kolmogorov-Smirnov. Then, the decision-making guidelines on normality tests using Kolmogorov-Smirnov were as follows:

- If the Sig. value or probability value < 0.05 then the distribution is not normal.
- If the value of Sig. or the probability value > 0.05 then the distribution is normal.⁸³

The result of normality test of this research was presented as follows:

Table 4.7 Test of Normality

Test of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Scores	Experimental	.133	24	.200*	.968	24	.620
	Control	.130	22	.200*	.978	22	.883

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table of normality above, it showed the students' scores statistics distribution both in experimental and control class. In the experimental class, the number of significant value in normality test were greater than 0,05 ($0,200 > 0,05$). It

⁸³ *Ibid*, 87.

showed that the data distribution of test in experimental class was normal. In the control class, the number of significant value in normality test were also greater than 0,05 ($0,200 > 0,05$). It also showed that the data distribution of test in control class was normal. Therefore, the researcher was able to use parametric test of Independent Sample T Test to measure the hypothesis of research.

b. Homogeneity Test

Homogeneity testing is intended to provide confidence that the set of data manipulated in a series of analyses does indeed come from populations that are not much different in diversity.⁸⁴ This research used Levene test in SPSS 19. Both scores in experimental and control class were tested of Levene test. Then, the way of intepret this Levene test was if the levene significant value is greater than 0,05 then it can be said that the data variation is homogeneous.⁸⁵ The result of homogeneity test of this research was presented as follows:

Table 4.8 Test of Homogeneity of Variance

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Students' Scores	Based on Mean	.539	1	44	.467
	Based on Median	.448	1	44	.507

⁸⁴ *Ibid*, 90.

⁸⁵ *Ibid*, 93.

	Based on Median and with adjusted df	.448	1	43.162	.507
	Based on trimmed mean	.511	1	44	.479

Based on the table of homogeneity above, it showed the homogeneity value of students scores both in experimental and control class. Based on mean, the result of students' scores in levene test was 0,467. It showed that the number of levene test is greater than 0,05 ($0,467 > 0,05$). Therefore, it can be concluded that students's score were homogeneous.

c. Hypothesis Test and Interpretation

After the data was tested through normality and homogeneity, then the researcher conducted a hypothesis test. The researcher used the Independent Sample T Test to test the hypothesis. This test was conducted to determine the average difference between two independent populations/groups of data.⁸⁶ To test the hypothesis, the researcher used SPSS 19 to measure the number of T Test value. The result of T Test of this research was presented as follows:

⁸⁶*Ibid*, 108.

Table 4. 9 Independent Samples T Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Scores	Equal variances assumed	.539	.467	3.043	44	.004	9.697	3.187	3.274	16.120
	Equal variances not assumed			3.022	41.559	.004	9.697	3.209	3.219	16.175

To interpret the results of the T Test, the researcher needs to do the following steps.

- 1) Determine the number of significant value $\alpha = 5\%$ (0,05)
- 2) Determine the number of *interval confidence* $= 1 - \alpha = 1 - 0,05 = 0,95$
- 3) Determine the number of t_{table} by using (*degree of freedom*) $= (n_1 + n_2) - 2 = (24 + 22) - 2 = 44$. So, the number of $t_{table} = 2,015$
- 4) Determine the decision-making as follows:
 - If $t_{value} > t_{table}$, it showed there is a significant difference (H_0 was rejected and H_1 was accepted).

- If $t_{value} < t_{table}$, it showed there is no any significant difference (H_0 was accepted and H_1 was rejected).⁸⁷

According to the procedures of T Test interpretation, the researcher could interpret the hypothesis through compare the number of t_{value} and t_{table} . In SPSS 19, it showed the number of t_{value} was 3,043. Therefore, it indicated that the number of t_{value} was greater than t_{table} ($3,043 > 2,015$). It could be interpreted that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. In conclusion, there was a significant effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023.

C. Discussion

The purpose of this research was to investigate whether or not there was a significant effect of using two stay two stray technique toward students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023. This research used quasi-experimental to measure the difference between who were taught using Two Stay Two Stray (TSTS) Technique and who were taught without using TSTS technique in teaching reading. There were 4 meetings for both experimental and control class including pre-test, treatment in 2 meetings, and post-test.

⁸⁷*Ibid*, 109.

According to previous studies, there were some results of using TSTS technique in teaching reading. First, Haryati stated that Two Stay Two Stray positively affects the students' reading performance to achieve better results. The students also respond to their perception in applying the TSTS strategy while reading encouragingly; they supportively enjoy the learning, determine the topic, comprehend and describe the ideas.⁸⁸ Then, Ali Mardawi and Nur Azmi stated that there was significant difference between students' achievement of reading mastery on narrative text taught by using two stay two stray technique and without using two stay two stray technique. In conclusion, two stay two stray technique could be alternative technique to teach reading mastery for the students.⁸⁹

After conduct the study, the researcher began to analyze the data both experimental and control class. The primary data was students' reading comprehension scores in pre-test and post-test. In hypothesis test using t-test, it required the value of normality and homogeneity of data. If the data is normal and homogen, then t-test calculation could be measured.⁹⁰ The researcher used SPSS 19 to analyze these inferential statistics. According to SPSS 19, the number of normality was 0,200 both experimental and control class that was greater than 0,05 ($0,200 > 0,05$). Because the value of normality test was greater than 0,05 so the data was normaly

⁸⁸Haryati, "Two Stay Two Stray Strategy on the Students' Reading Comprehension: The Effectiveness and the Students' Perspectives," *LITE: Jurnal Bahasa, Sastra, Dan Budaya* 17, no. 2 (2021): 183.

⁸⁹Ali Mardawi and Nur Azmi Rohimajaya, "The Effect Of Two Stay Two Stray Technique Toward Students' Reading Mastery On Narrative Text," *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran* 5, no. 2 (2019): 163.

⁹⁰Nuryadi et al., *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 106.

distributed.⁹¹ Then, the number of homogeneity test by using levene test showed 0,467. It was greater than 0,05 ($0,467 > 0,05$). Because the value of homogeneity test was greater than 0,05 so the data variation was homogeneous.⁹²

After analyze the value of normality and homogeneity that fulfilled requirement to use Independent Samples T Test, the researcher began to measure the data in hypothesis test. The hypothesis of research was related to the effectiveness of Two Stay Two Stray (TSTS) Technique in Teaching Reading at SMAN 1 Jenangan Ponorogo. To answer the research statement, it depended on the result of hypothesis test through Independent Samples T Test in SPSS 19. Nuryadi stated if the number of t_{value} is greater than t_{table} , it can be said that there was a significant difference and conversely.⁹³

According to the result, it showed the number of t_{value} was greater than t_{table} ($3,043 > 2,015$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023.

⁹¹*Ibid*, 87.

⁹²*Ibid*, 93.

⁹³*Ibid*, 109.

CHAPTER V

CLOSING

A. Conclusion

Based on the data obtained from the research, the primary data was students' reading comprehension score both experimental and control class. It can be seen that the average pre-test score obtained by the experimental group was 61,875. Meanwhile, the average pre-test obtained by the control group was 62,5. Then, the average post-test score obtained in the experimental class was 75,833. While the average post-test score obtained by the control class was 66.136. In this post-test result, the experimental group given the treatment has shown an increase in value from the previous pre-test results.

In the hypothesis test, it was found that there is a significant effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan after processing t test data where H_1 was accepted and H_0 was rejected because the results of the hypothesis test, namely the t test, it showed the number of t_{value} was greater than t_{table} ($3,043 > 2,015$). It can be concluded that there was a significant effect of two stay two stray technique towards students' reading comprehension for eleventh graders at SMAN 1 Jenangan in academic year 2022/2023.

B. Recommendation

Recommendation that can be used as consideration and closing description of this thesis are:

1. For Teachers

This research is expected can be useful as a consideration to pay more attention to students' language skills especially in English reading skills by using interesting teaching technique. English teachers should use TSTS technique as a new innovation in teaching reading as well as a way to improve students' reading comprehension.

2. For Students

This research is expected can be useful as a reference for the students to increase their reading comprehension. By implemented TSTS technique, the researcher hopes that after applied this technique, students feel comfortable with each other, confident in themselves and focus on the English learning especially in reading class to achieve better scores of learning.

3. For Next Researchers

This research is expected can be useful as a reference to future research. Other researchers are expected to find more effective reading learning techniques, so that each student is able to achieve predetermined competency standards. In addition, the next researcher can analyze the detail significance of the topic and help to develop the significant result better than before.

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