

APPLYING TWO STAY - TWO STRAY STRATEGY TO IMPROVE STUDENTS'  
READING COMPREHENSION

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**ABSTRACT**

*This study aims to improve students' reading comprehension of review text using Two Stay-Two Stray strategy. The subject of this study was 23 students of the twelfth year of SMA Laboratorium Unsyiah; that is XII-IPS. This study was a collaborative action research design which consists of four main steps: planning, acting, observing, and reflecting. It was conducted in two cycles and each cycle consists of two meetings. The data was taken from quiz, observation checklist and field notes. The findings indicate that using Two Stay-Two Stray strategy can improve the students' comprehension of review text as well as the students' participation. The number of students that reach the minimum standard score in cycle 1 is 64% while in cycle 2 increases to be 87%. The average of students' involvement in Cycle 1 was 71% (16 students were actively involved) and the average of students' involvement in Cycle 2 was 86% (19 students were actively involved). It means that the success indicator was reached in cycle 2. Based on the findings, it can be concluded that Two Stay Two Stray strategy is effective in improving students' reading comprehension and active participation. Therefore, it is recommended that this strategy can be used as an alternative strategy in teaching reading.*

*Key words ; reading comprehension, two stay two stay strategy*

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## **INTRODUCTION**

Reading is considered as one of the vital skills in English language learning. Due to its vital position, reading has become one of the language skills tested in the National Final Examination of high schools for the last decade. Through reading, students are expected to be able to gather information using different kinds of reading skills depending on what purposes they are expecting to reach. Besides, through reading, students are also expected to develop the other language skills such as speaking, and writing instead of the language components like grammar and vocabulary.

The aim of teaching reading to senior high school students, as cited in 2006 curriculum (KTSP), is that the students are able to comprehend messages in written short functional and essays in daily life context to access science. Short functional texts includes letter/email, messages, notice, advertisement, announcement, memo, etc, while essays or monologue are in forms of narrative, recount, descriptive, report, news item, exposition, explanation, discussion, and review. In order to achieve the aim, teachers need to introduce

and train the students with different kinds of reading skills and strategies.

To most students, mastering reading comprehension is still a hard work and problematic. From the researcher teaching experience, it is found that many students do not know the appropriate reading skills to be used so they found it difficult to answer the questions. In addition, only few students have good reading habit especially reading English texts. Moreover, the way the teacher teaches reading is less effective since it is commonly more teacher-centered than student-centered which is proven to be more appropriate for language classroom.

Considering the facts above, there is an urgent need to implement a strategy or strategy that can help solve these problems. In this case, the dynamic strategy of teaching reading should be considered. The appropriate teaching strategy, like cooperative learning strategies help the teacher solve the problems in the class because cooperative strategies employ student-centered activities rather than teacher-centered activities. It can guide and facilitate the learning process in order to enable the students learn and create a better atmosphere of learning. The strategy also may

attract the students' attention toward comprehension of reading text and it can increase their motivation by actively involving in learning activities. As Brown (2007:53) cited that a cooperative classroom means learner-centered characteristics and teachers work together to pursue goals and objective. It allows students to work together in pairs or in groups, share information to achieve goals successfully. Similarly, Arends (2007:5) defines cooperative learning as a teaching approach in which students are encouraged and expected to complete the assigned tasks together, and they have to coordinate their efforts in order to accomplish the tasks. In addition, in a cooperative learning classroom, two or more students are interdependent to achieve the reward they will share if they succeed as a group. The students in each group are mixed in ability level, race, culture, and gender.

One of the strategies introduced in cooperative learning approach is Two Stay Two Stray (*henceforth: TS-TS*) which is developed from Kagan One Stay Two Stray. He proves that Two Stay Two Stray cooperative learning model is so effective in teaching reading comprehension that most

students improve their ability in comprehending the reading text. Istarani (2012:202) clarifies that in Two Stay Two Stray classrooms, students work together in groups twice; in their own group and in the other groups. Each member of the groups has responsibility to win the competition in order to get group reward. This reward is received based on individual contribution to their home group, (Huda, 2011:129). TS-TS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. TS-TS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become 'strayers' and other two students become 'stayers'). According to Crawford (2005) TS-TS offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups. TS-TS strategy is designed into small groups of students consisting of four students. The students work in small (four-member) groups of mixed ability, including one high achiever,

two average achievers, and one low achiever. The groups discuss the topic that is given by the teacher. In TS-TS strategy, students are responsible for helping other members to learn, achieve the group goal and share information with other groups. Here, to implement TS-TS strategy, the teacher considers the five essential components of cooperative learning activities. Abrami et al. (1995) states that the five essential components of cooperative learning are: (a) positive interdependence, (b) individual accountability, (c) face to face interaction, (d) social skills, and (e) group processing. In addition, the activities of TSTS strategy covered all components of cooperative learning both in home-group discussions and stray group discussions. During the activities of group discussions, the teacher has to monitor and control the students' group discussions in order that the group discussions run well and follows the procedures of TS-TS strategy.

The problem raised in this study was "How is the students' comprehension of English review text after the application of Two Stay-Two Stray Strategy? And How is the students' participation during the

application of Two Stay-Two Stray strategy in teaching reading? So, the study aimed at improving students' ability in comprehending review text.

## **METHOD**

The research design of the study was a collaborative classroom action research which meant that the researcher collaborates with other teachers in carrying out the research. This study attempted to apply a strategy to solve the problems in reading comprehension especially improving students' comprehension of review texts. The design of this classroom action research was a cyclical process adapted from the model proposed by Kemmis and Taggart (1988). It comprised four main steps, namely planning, implementation of action, observation, and reflection. Before implementing the four steps of classroom action research, the researcher conducted a preliminary study to know the real problems in the class. Preliminary study aims at identifying the students' problem in comprehending English review text and how the problems should be overcome. The study was conducted at SMA Laboratorium Unsyiah, Banda Aceh. The subjects of the study were the twelfth year students, that was class XII-IPS SMA

Laboratorium Unsyiah Banda Aceh of 2012/2013 academic year. The number of the students was 23 students. All students were given the same treatment in the teaching and learning process. The criteria of success were set up in order to check whether the implementation of Two Stay-Two Stray strategy succeeded or failed. These criteria were also used as reference to stop or continue the cycle. The criteria of success in this study reflected the area of concerns with the process and the product of the teaching and learning English review texts. The first criteria of success was 80 percent of the students at least got the minimum score 75 and the average score of students' test was at least 70 in comprehending English review text. This data was taken from the test given to the students at the end of implementation of the action in each cycle. The second criteria of success was 80 percent of the students were actively involved during the learning process and group discussion activities. The data of the students' active involvement was taken from observation checklist and field notes.

Before the research was carried out, the researcher made some preparation needed for the research. It is in accordance with what

Kamaroesid (2009:128) suggested in his book. The planning included: (1) preparing the teaching scenario, (2) designing the lesson plan used in teaching using Two Stay-Two Stray strategy, (3) selecting and preparing the materials, (4) preparing the students' worksheet, (5) preparing the criteria for success, (6) designing the instruments for data collection including test items, students' observation sheet, teacher's observation sheet, and field note.

The action and observation phase was done at the same time. The researcher herself acted as the teacher teaching during the action while the two collaborator teachers acted as the observers during the learning teaching process. It took 3 months to implement this strategy in teaching reading started from August to October 2012. While the learning process was carried out, the observers observed the students' and the teacher's activity and the data were recorded on the observation sheet by giving a checklist in the appropriate column provided. The field notes were also used to record the students' and the teacher's activity. Group discussions were conducted in two meetings and one meeting

was used to test the students' achievement after learning review texts through Two Stay Two Stray strategy. The objective of the test was to measure the students' ability in comprehending review texts while the objective of using observation checklist and field notes were to record the students active involvement during teaching and learning process. The first cycle was used to explain the topic; that was Review of 2012 film. Completing the explanation, the teacher provided enough time for class discussion. After that, the students were divided into groups of four with heterogeneous group formation. It means the students were mixed between boys and girls, and different level of English ability. The teacher then explained the procedure of Two Stay-Two Stray Strategy. The following step was the distribution of students' worksheet. The students were then assigned to read the worksheet. Each group was given different topic of the review text. After that, two students from each group were asked to move to the other group to gather the information about the content of the group's text while the other two remained in their own group to explain the materials to the guest students coming from the other group. After

the guest students had got the information, they returned to the home group to share or report the information. Finally, the teacher asked each group to present the result to make sure their comprehension about the texts.

The reflection phase was employed to identify the problems found during the action, to analyze the learning activity and the teacher's ability in managing the students' learning, and to decide the next action to be carried out based on the result of the analysis. In this study, reflection was done by analyzing students' test score, the observation sheet and the field note used in collecting the data during the learning teaching process. The reflection phase determined the failure or the success of the research. In this study, the first cycle was considered unsuccessful because the two aspects; the students' achievement and the students' activity; did not reach the criteria of success. So, the same procedure was repeated by re-planning the action based on the result of the reflection. Therefore, cycle 2 was carried out with some improvement to the weakness found in cycle 1. The topic was about A review of Laskar Pelangi . Among the weaknesses were there were no active

participation of majority of the students or the activity was dominated by particular students in each group. Some students did not do their responsibility seriously for example they did not take note so that they got difficulty in reported the information to the home group. Besides, the time was not used efficiently.

## **FINDINGS**

The following were the findings of the research. The implementation of TS-TS strategy is used to increase students' academic achievement. In this case, the students' academic achievement is about comprehension of review texts.

### **Students' Comprehension of Review texts**

Before the TS-TS strategy was implemented, the students' comprehension of review texts can be categorized into poor category. It indicated that in the preliminary study test, 2 students (9%) got  $\geq 80$ ; 3 students (13%) got 70 – 79; 11 students (48%) got 55 – 69; 3 students (13%) got 50 – 54; 4 students (17%) got 0 – 49, and the average score of the students' test was 59.7. In other words, 78% students were considered had low ability in comprehending review texts and did not reach the criteria of success. The improvement of

students' ability in comprehending review texts after the implementation of TS-TS strategy was described in Cycle 1 and Cycle 2. The result of quiz 1 of Cycle 1 showed that 4 students (17,4%) got 80 to 100; 6 students (26,1%) got 70 to 79; 2 students (8,7%) got 55 to 69; 10 student (43,5%) got 0 to 49, and the average score of the students' test was 64. The average score of students' test showed an increase 4.3 points that was from 59.7 to 64, and 52,2% of the students did not reach the success criteria. Furthermore, the result of quiz 2 of Cycle 2 showed that 8 students (35%) got 80 to 100, 12 students (52%) got 70 to 79, and 2 student (9%) got 55 to 69, and 1 students (4%) got 0 to 49. The average score of the students' test in Cycle 2 was 76. Here, the average score of students' test showed an increase 12 points than was from 64 to 76. It means only 13% of the students did not reach the success criteria. This finding showed that the success criteria were achieved in cycle 2. Abrami et al. (1995) stated that cooperative learning stress on increasing students' academic achievement through a good social relationship with one another in group work. Therefore, TS-TS strategy as a part of cooperative learning strategies proved that this

strategy had improved the students' ability in comprehending review texts.

### **Students' Involvement**

The collaborator reported that the average of students' involvement in Cycle 1 was 71% (16 students were actively involved) and the average of students' involvement in Cycle 2 was 86% (19 students were actively involved). The TS-TS strategy was effective in motivating and encouraging students to be actively involved during teaching and learning process. The students' motivation and involvement had proved that the learning process using TS-TS strategy in teaching of poetry was fun, enjoyable, and interesting. According to Wu & Wu (2008), the implementation of particular strategies and approaches in teaching review text that is stressed on student-centered activities, can make the students enjoy and attract students' participation during teaching and learning process.

In relation with the students' involvement in the class through group discussions, Suprijono (2013:89) stated the group discussions of cooperative learning encouraged the quality of interaction among students. The students' interaction occurred in

each meeting of Cycle 1 and Cycle 2. In Cycle 1, in the first meeting, there were 11 to 12 students (51%) who were actively involved during the implementation of the strategy. In the second meeting there were 16 to 17 students (71%) who were actively involved during the implementation of the strategy, and in the third meeting there were 20 students (87%) who were actively involved during the implementation of the strategy. Whereas the average percentage of the students' active involvement of all meetings was 71% . It meant that most of students (16 to 17 students) were very active and enthusiastic in following the teaching and learning process. Cycle 2 showed that in the first meeting there was 16 to 17 students (86%), in the second meeting there was 17 students (85%), and in the third meeting there was 17 to 18 students (88%) who were actively involved during the implementation of TSTS strategy. The average percentage of the students' involvement of all meetings of Cycle 2 were 17 to 18 students (86%) who were actively involved during the teaching and learning process.

## **DISCUSSION**

The result of this study revealed that the students made good progress in both the achievement in reading comprehension and the process of learning through the employment of Two Stay-Two Stray strategy. The result of the pre test indicated that most students got very low achievement in reading comprehension. The average score of the test was 59,9% or 78% of the students did not get the minimum standard score. In cycle 1, the average score of the students' reading comprehension test was 64 and 76% of the students reached the minimum standard score 75. The result showed that the success criteria could not be achieved by the students since the percentage of the students' who reach the KKM of 75 was still below the criteria of success that is 75. Meanwhile, in cycle 2 the average score of the test was 76 or 87% of the students reached the minimum standard score 75. It means that the success criteria was achieved.

In case of the students' participation, it could be reported that the students' active participation increased from cycle 1 to cycle 2. Based on the observation, during the learning teaching process in cycle 1 only one or two

students in each group did and complete the group assignment while the other members only waited for the active members working without giving any contribution. After the data was analyzed, it was found that 71% of the students involved actively in the learning process while the other 29% did not engage actively in completing the tasks assigned to the groups. It means that the students' participation did not reach the success criteria yet because the percentage was below 80%. After some improvement made by the researcher in cycle 2, the number of the the students' participation increased to reach 86%. The record in the field note also revealed that the students were getting more enthusiastic in following the learning process since they did not learn in a stressful classroom atmosphere. Besides, the classroom situation was more noisy and enjoyable. It indicated that most of the students were very active and enthusiastic in following the teaching and learning process when the TS-TS strategy was implemented. In home-group discussion and strayer-group discussion the students have opportunity to complete their works together, try to share their works and get feedback from the other groups. Those activities are very useful to

increase and motivate students to comprehend review texts well. The implementation of this strategy contributed several positive factors in improving the students' comprehension of review texts. They were; first, the students could identify and comprehend some elements of review text step by step. Second, they could understand how to comprehend review text because they were guided by some questions related to the review texts. Third, they could learn and help each other in completing the tasks. The fourth, they could complete the task effectively because they corrected each other.

The students' active involvement during the implementation of TS-TS strategy was essential component. Since the students' active involvement also showed their motivation and their interest in comprehending review texts. Abrami et al. (1995) stated that TS-TS strategy provides the students to express a desire to be active participants in comprehending review texts. They also have positive attitudes towards group work in order to complete the purpose of learning. Their positive attitude toward group work of this study was reported by the collaborator.

However, the TS-TS strategy also had weaknesses in its implementation. First, forming groups need an extra effort from the researcher to encourage the students to work together and help each other. Second, it took more time to monitor and control the groups. Third, one group could not give good information and good feedback other groups. Fourth, the time allotment always became a problem in which the students need an extra time especially in completing their works. In conclusion, despite of having many positive factors, the TS-TS strategy also have some weaknesses that need to anticipate by the researcher in implementing this strategy.

To anticipate the weaknesses of implementation of TS-TS strategy, the researcher conducted some activities. First, the researcher limited the member of group discussion of which each group minimally consisted of four students and maximally consisted of five students. The limitation of students in a group was to make sure that each group member participated. In cooperative learning group, Slavin (1995) stated that to monitor the participating of member in group, a group must have a leader. In

this study the groups of students chose freely a leader of their group and decided the members who would be 'stayers' and strayers. Second, the researcher provided paper's notes for the 'strayers' and provided the guided questions related to the structure and content of review texts. The strayers' notes functioned to know and record the information that the 'strayers' got from 'stayers' of other groups and the 'stayers' gave feedback and information to the strayers. Whereas, the function of guided questions were to address the students' discussion on the topic or sub topic and the objective of learning of each meeting could be achieved. In this way, Ellis et al. (1989) stated that group discussion should be guided by using guided questions in order to lead the group discussion on the topic. In this study, the researcher also encouraged and motivated the students to learn together and share their knowledge with others, because learning together trained students to be social person and it could increase their achievement of comprehension of review texts.

Third, the researcher explained the objective of learning and the process of comprehension of review texts. The teacher gave the examples of how to comprehend the

structure and content of review texts. Giving examples of how to comprehend the structure and content of review texts could guide students on right way of comprehension of review texts. In the line with this, Roe et al (1995:332) stated that teacher should explain the process of learning and its purpose to the students, because the group discussion needed time to complete a particular assignments. In this part, the students should understand exactly what was expected of them during group discussion activities and they needed to have a thorough understanding of the topic at hand; otherwise, their misconceptions could inhibit their learning. To control and monitor time of discussion, the researcher did not only explain the rules and time allotment of group discussion orally but also he wrote the rules and time allotment in

written form. Besides the researcher controlled and monitored the students' activities in group discussions, he also gave responses toward students questions or comments during discussions.

## **CONCLUSIONS AND SUGGESTIONS**

In conclusion, all findings of the research showed that cooperative learning strategy especially TS-TS strategy was

successful in improving students' reading comprehension and promoting students to be involved actively in group discussions. The teacher should also consider some things that might influence the implementation of this strategy such as procedures, the strengths and weaknesses of the strategy, the use of appropriate media and material in improving students' comprehension of review text and attracting the students' attention and involvement during the teaching and learning process. In other words, the discussion revealed that theoretical view point of TS-TS strategy had supported the findings related to the improvement of the students' comprehension of review texts and the students' active involvement during teaching and learning process.

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## SUGGESTION

Based on the conclusion above, the suggestions are addressed to English teachers and the future researchers. The teachers of English are recommended that they use TS-TS strategy to improve the students' comprehension of review texts. The teachers can use this strategy for other skills teaching such as writing and speaking. The strategy provides some procedures that should be followed by the teachers and the teachers should give more attention how to control students' discussion in groups or with other. Furthermore, it is also recommended that other researchers develop similar research so that it can reach the perfect target, and can be applied in any class and level with less problems.

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