

# THE IMPLEMENTATION OF TWO STAY TWO STRAY STRATEGY TOWARD STUDENTS READING COMPREHENSION

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## Abstract

*The purpose of this study is to describe the strategy of two stay two strays conducted by the teacher in teaching reading in the eighth grade of MTs Islamiyah Attanwir and student activities during the implementation of the two stay two stray strategy. The problem of this research are: (1) How is the implementation of two stay two strays strategy in teaching reading comprehension in second grade MTs Islamiyah Attanwir? (2) How do students respond to the implementation of stray two stay two stray strategies in reading classes?.*

*This study used descriptive qualitative method. The results of this study revealed that the process of teaching reading using the two stay two stray strategy, the teacher must prepare several things, the preparation is a) making a syllabus b) making a learning plan c) preparing the material. To find out the problems faced by students, teachers evaluate students' ability to read narrative texts using the strategy of two stay two stray, as follows when students discuss in groups and presentations of other groups to share the results of discussions and exchange opinions, it makes an interaction between them, students can automatically improve their reading comprehension.*

**Keyword :** Two Stay Two Stray Strategy, Reading comprehension

## Abstrak

*Tujuan dari penelitian ini adalah untuk mendeskripsikan startegi two stay two stray yang dilaksanakan oleh guru dalam mengajar membaca pada kelas delapan MTs dan kegiatan siswa selama pelaksanaan startegi two stay two stray. Masalah penelitian ini adalah : (1) Bagaimana penerapan two stay two stray startegy dalam mengajarkan pemahaman membaca di kelas dua MTs Islamiyah Attanwir Talun? (2) Bagaimana tanggapan siswa terhadap penerapan strategi nyasar two stay two stray dalam kelas membaca?*

*Penelitian ini menggunakan metode deskriptif kualitatif. Hasil penelitian ini mengungkapkan bahwa proses mengajar membaca menggunakan strategi two stay two stray, guru harus menyiapkan beberapa hal, persiapannya adalah a) membuat silabus b) membuat rencana pembelajaran c) mempersiapkan materi. untuk mengetahui masalah yang dihadapi siswa guru mengevaluasi kemampuan siswa membaca teks naratif dengan menggunakan startegi two stay two stray, sebagai berikut ketika siswa berdiskusi dalam kelompok dan presentasi kelompok lain untuk membagikan hasil diskusi dan saling bertukar pendapat, hal tersebut membuat adanya interaksi antara mereka, secara otomatis siswa dapat memperbaiki pemahaman membaca mereka.*

**Kata kunci :** Startegi Two Stay Two Stray, Pemahaman Membaca

## INTRODUCTION

Reading is one of four language skills that learners should master. By reading, the learners will get a lot of information. Reading can also open window of the world and make the learners gain knowledge. Naturally, reading works as a means of communication between a writer and reader. According to Grade and Stoller (2002), reading is the ability to draw meaning from printed page and interpret the information appropriately. Cameron (2001) states that reading is actually about understanding, it is not only to understand the word or code but also to grasp the message that is conveyed of the text. It means that comprehending and interpreting the information of the text are important, the reader does not only know the words but also should understand the message of the text. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. In reading the readers deal with the goal which is to understand the whole message of the text and understand the text the readers should gather the concept first. In the classroom context of reading comprehension, the student take a role as a reader of the text. It means that they must be able to comprehend the reading materials which are shown as the written texts. Furthermore, reading in Junior High School becomes one of the most important skills to be tested in daily test, school examination and national examination (UN). In order to achieve those important goals, the teacher should be successful in making the students comprehend the text well. In relation to the objective above, Kurikulum 2013(K13) for Junior High School state that there are several kinds of reading texts. One of reading texts that should be learned and taught in the second grade of Junior High School is narrative text. Some English teachers still apply a conventional strategy to teach reading. There were two previous research which proved that TSTS, strategy could improve students' reading comprehension and effective to make student to be active participation in teaching learning process ( Sukmayati, 2016; Supriyanto 2009 ). Considering the statement above, the researcher proposed TSTS as a strategy in teaching reading comprehension. Therefore,

the objective of this research are (1) How is the implementation of two stay two stray strategy in teaching reading comprehension at the second grade of MTs Islamiyah Attanwir. (2) How is the students response toward the implementation of two stay two stray strategy in reading class.

## METHODS

The approach of the research was qualitative. In this research the researcher got data through doing interview and questionnaire to the students and the teacher. The data collection method stated by Arikunto (2006:118) is a method used by researcher to collect research data. In this process, the researcher performs several procedures to obtain data including data reduction, data display, and data retrieval.

The subjects of this study were students of class VIII A MTs Islamiyah Attanwir, one of East Java's junior high schools in the 2019/2020 school year which consisted of 40 students. In this study, researchers used triangulation theory and peer debrief to test the validity of the data.

## FINDINGS AND DISCUSSION

This section presents data obtained from several types of data collection techniques. Regarding how teachers use strategic two stay two stray as a medium for teaching. Researchers have collected data to determine the leaders of the two stay two strays, and after that researchers conducted interviews and questionnaires.

To support this research researchers conducted interviews with teachers first. Teachers were happy when teaching using the two stay two stray strategy. Because teachers see that students can be motivated to not be lazy in learning, other than when the class is not bored and it seems that this strategy will encourage students to be active in learning. when discussing other groups, students will be active, ask questions, discuss with each other which will encourage students to be active.

After conducting interviews with the subject (teacher), the researcher also conducted interviews with informants (student 1 and student 2). The first informant is (student 1). He told me when studying the use

of two stay two stray was fun because when discussing can exchange opinions and be able to debate with group friends and understand more material than when studying alone. In addition, when teachers require students to use full English during discussions, students do not complain, instead they feel challenged to follow instructions from their teacher. In addition, when discussing students can get a lot of new vocabulary from a group of friends and their classmates also justify each other if there is a wrong pronunciation. Then, the second informant is (student 2). This can encourage students to be more active when learning and to be effective. This can encourage students to be more active when learning and be effective. Researchers conducted interviews conducted on June 16, 2020, the process of teaching teacher reading comprehension using the Two Stay Two Stray Strategy, following a teaching procedure: (a) Preparation (b) activity (c) evaluation.

The Student Response toward implementation two stay two stray, the researcher collected data through a questionnaire given at the end of the meeting. June, 19th2020, researchers gave questionnaires related to student responses about the application of the two stay two stray technique as a medium for teaching reading. The students filled out the questionnaire by selecting an option that had been prepared by the researcher.

a. The role of the teacher in applying the two stay two stray strategy as one of the media in learning to read.

Based on the results of statement number one, the majority of students agree that the teacher using the two stay two stray strategy is more effective in teaching English with responses (40 students) agreeing to 90% and disagreeing 10%.

b. Student's opinion about using the two stay two stray strategy is suitable to be applied in school

Based on statement number two, some students follow instructions well when the teacher uses two stay two strays as a medium with responses (students) 85% agree 15% disagree.

c. Student motivation on the use of the strategy of two stay two stray strategies as a medium for teaching reading.

Based on statement number three, some students agreed that they were enthusiastic about following the teaching and learning process using the two stay two stray technique in their responses (students) agreeing that 80% agreed and 20% were not allies.

d. The problem of students on the use of two-stay two stray strategies as a medium in teaching English class.

Based on statement number four, some students agreed that it was easier for them to read using the two stay two stray strategy in the response (students) agree 80% and disagree 20%.

From the students' responses, it was revealed that there were 25 students who stated that this strategy was interesting. For the implementation of the two stay two stray strategy in class, 15 students stated that the two stay two stray strategy was rather difficult, most students 25 were very fond of the two stay two stray strategy and 20 stated that the strategy helped them improve their reading skills.

## DISCUSSION

The teacher has a big role in the teaching learning process, or in other words the teacher is categorized as a key factor in the success of learning. The teacher as a key person has an important role during learning activities. The teacher acts as a facilitator, motivator, class manager, and also evaluator. Preparation before the teacher teaches using the stay two stray strategy in line with procedures carried out by Kamaroesid (2009: 128) is a preparation that includes: (1) preparing a syllabus, (2) designing lesson plans used in teaching using the two Stay Two Stray Strategy, (3) selecting materials and preparing materials, In this research, the researcher applied two stay two stray strategy of which purpose was to find out whether the use of two stay two stray strategy was effective or not in learning reading comprehension on narative text.

The researcher found several facts that the first thing that the teacher prepared was to

make a syllabus, assessment system, and learning design. After they prepare student assignments, which assignments are suitable for a two stay two stray. Then organize groups of students, each group member consisting of four students and each group member must be heterogeneous based on student academic achievement or in one group there are students who have high, medium and low abilities. Students at high and low levels will work together and help each other to achieve goals in their groups.

Finally, the teacher must regulate classroom conditions, because in this strategy students discuss to discuss the material impact, where the interaction of two or more individuals involved, exchanging information, solving problems can also occur, all are active, and there is no need to be passive as listeners. Automatically class conditions become crowded because this strategy is used in the classroom. So in this section is where the role of a teacher in classroom conditioning is very important. The researcher found that using the two stay two stray strategy as a teaching medium was interesting and suitable to be applied in the classroom.

They responded in kind. In addition, researchers know that the two stay two stray strategy has a big role in improving students' English reading skills, respondents can also handle problems more quickly when the teacher uses the two stay two stray strategy, they also realize that the two stay two stray strategy is important for used in learning to read. Detailed analysis will be explained based on data presentation and data results, this chapter presents a discussion of how the data results are implemented in relation to the theory.

The findings of this study also reinforce the theories by Lie (2002) which states that "the two-by-two-diverge strategy provides an opportunity for students to share their information results from the subject matter provided to other students in the group. students have received responses to the application of what is presented by the teacher in the teaching and learning process, but can also learn from other students and at the same time have the opportunity to teach other students, learning with the two stay two stray strategy is able to stimulate and inspire the

potential of students optimally in a learning atmosphere small groups of 4 students. When students learn in groups an open atmosphere develops in the dimension of equality, because at that time there is a collaborative learning process in mutually petrifying personal relationships.

## CONCLUSION

Based on the results of the study, the strategic process taught by the teacher is in accordance with the two stay two stray strategy procedure. By using this strategy, students are not only able to generate ideas, but are also able to present ideas and evaluate others' ideas. This means that the two stray stay stay strategy is very beneficial for students in the class. The students work very well together. They not only learn what is taught but also help their friends learn. They also have responsibilities for their personal work.

Based on the results of the study, students can give a positive response to the application of stray two stay two stray strategies in teaching reading narrative texts. This two stay two stray strategy can increase student motivation, student interaction and their social skills well.

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