

TWO STAY TWO STRAY TECHNIQUE TO IMPROVE STUDENT'S READING COMPREHENSION IN HORTATORY EXPOSITION

Huyi Intan Sari

huyiintansari@yahoo.com

Nurul Fitriyati

nurulfitriyati76@gmail.com

Sultan Agung Islamic University

ABSTRACT

The objective of this study was to find out the effectiveness of Two Stay Two Stray technique to improve student's reading comprehension in Hortatory exposition text of the eleventh grade students. This study was conducted under quasi experimental research which belonged to quantitative method. The subject of this research was the eleventh graders of MA Nahdlatul Ulama Demak in the academic year 2016/2017 with a total number of 87 students. The researchers used purposive sampling, and two classes were taken as samples; they were XI IPA 1 as the experimental class and XI IPA 2 as the control class. The research instrument used by the researchers was test. Pre-test and post-test were given to both classes. Pre-test was given to the students of both classes before the treatment was conducted. Post-test was given after the treatment. The results of both tests were calculated to measure the effectiveness of the treatment toward students' reading achievement. Experimental class was taught by using Two Stay Two Stray (TSTS) technique and control class was taught by using conventional method. T-test was applied to calculate the data. The result of T-test showed that the post-test mean score of control class was 66.61 and experimental class was 78.10. T-test calculation showed that there was a significant difference in the mean score of the both classes. It was indicated by result of post-test in experimental class was sig. (2-tailed) $0.000 < 0.05$. It means that H_1 was accepted. It can be concluded that teaching hortatory exposition text with Two Stay Two Stray (TSTS) technique was effective to improve student's reading comprehension in Hortatory exposition text.

Keywords: Two Stay Two Stray (TSTS), Hortatory Exposition Text, and Reading Comprehension

I. INTRODUCTION

Being a global language spoken by most people in the world, English has become a language that is to be mastered inevitably. Learning a foreign language covers 4 important skills to be mastered, namely, listening, speaking, reading, and writing. Listening and reading are included in receptive skills while speaking and

writing belong to productive skills. By receptive skills, we mean that learners do not have to produce language to do listening and reading. They simply just have to receive and understand it. Productive skills on the other hand require learners to produce language; in speaking, they produce spoken expression; in writing, they produce written expression.

As a receptive skill, reading requires learners or students to understand English written sources such as, English textbooks, magazines, newspaper, novels, etc. Understanding written language is a skill not only to learn about the language itself but also to get a lot of new information, knowledge, experience, and problem solution. The development of reading skill covers the improvement of vocabulary mastery and reading comprehension as well.

Moreover, despite the fact that reading comprehension has become one of the main problems in learning reading English as a foreign language, students at Senior High School are obliged to learn many kinds of genre such as narration, report, analytical exposition, and hortatory exposition, and etc. Students are fed with textual structures that focus more on technical matters while more important reading comprehension becomes dormant.

One text considered to be difficult for the students is Hortatory exposition, a text that is intended for persuading readers agree with a thesis being proposed. In reading hortatory exposition, the eleventh grade students still find difficulties in not only understanding the text content but also identifying its generic structure, language features, and even worse the purpose of the text itself.

There are many ways to solve the problem. The teacher can find appropriate methods and strategies to make the students interested and active in teaching reading hortatory exposition text. One of the techniques that can be presented is Two Stay Two Stray.

Two Stay Two Stray (TSTS) based on cooperative learning can be applied in teaching reading. It is believed to improve the students' ability in comprehending the meaning of the text by learning actively in a group. In addition, they also share and get the meaning of the text from the member of other groups.

According to Huda (2011), the TSTS techniques is one of the techniques based on cooperative learning which involves students in a group and each group has the

opportunity to share with other group. Lie (2008) states that Two Stay Two Stray techniques give the students chance to share their ideas, arguments and information to other groups. In this techniques, there are some activities will bring students to be active in learning process, because student will learn more through process of constructing and creating working in group and sharing knowledge.

Considering that reading, especially reading text types, is an important skill for students of Senior High School to improve their English, while Hortatory exposition is a type of text is taken as one of difficult text for the students to comprehend, a study was conducted to investigate if a particular technique called Two Stay Two Stray (TSTS) was effective in improving student's comprehension in Hortatory exposition.

Reading Comprehension

Reading is the basic foundation of the four language skill that must be learnt by students at every level started from elementary school until university. Othman (2003) defines reading as a process connecting interaction between text and reader's knowledge. Brown (2004) adds that reading is a more complicated process sounding out words, or trying to remember them all.

It is a complex activity that involves both perception and thought. Bernhardt et.al (2003) propose that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process to perceive how written symbol correspond to one's spoken language. Comprehension is process of making sense of word, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Meanwhile, Harmer (2007) states that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significances of these messages.

Hortatory exposition

Hortatory exposition is a type of English text that influences the reader to do something or act in certain way. According to Pardiyono (2007), a hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. Furthermore, Gerot and Wignell (1994) state that the social function of hortatory exposition text is “to persuade the readers or listener that something should or should not be the case”. In senior high school, this text is taught in the eleventh graders in the second semester.

Two Stay Two Stray technique

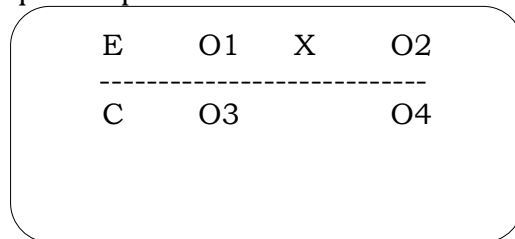
Two Stay Two Stray (TSTS) Technique is adapted from Spencer Kagan. This technique can use to all lessons and all learners graders. In this technique student will learn in group, students can help the other students to solve the problem, and also the student can share their information to increasing the ability each other too. According to Suprijono (2009), Two Stay Two Stray Technique is started by dividing students into a group. After creating the group, the teacher gives them a task to discuss and find out the answers with their own group”. By using this technique, students in high level and low level will work together and help each other to achieve the purpose in their group. This technique teaches the student interaction between other students in their group. Every member of the group has same function to share their knowledge. In learning process, two stay two stray technique also can give the students experience in gathering information when they become the strayer to other group.

II. RESEARCH METHOD

This study applied experimental research design. Experimental research was divided into 3 types: pre experimental, true experimental and quasi experimental. This study used quasi experimental. According to Arikunto (2008), quasi experiment is the way to look for the cause of relationship between experimental class and control class. Meanwhile, Tuckman (1978) states that quasi-experimental designs are partly but not fully-true experimental design; they control some but not all of the sources of internal validity. This study used pre-test and post-test to

measure both groups changes in the period before and after receiving a treatment.

The design of quasi experimental research is as follows:



Where:

- E = Experimental Class
- C = Control Class
- O1 = Pre-test for the experimental class
- O2 = Post-test for the experimental class
- X = Treatment
- O3 = Pre-test for the control class
- O4 = Post-test for the control class

(Cohen & Manion, 2007)

Subject of the Study

The population in this research was the eleventh grade students of MA Nahdlatul Ulama Demak. There were three classes of the eleventh grade, they are XI IPA 1, XI IPA 2, and XI IPS 1. There were two classes that were used by the researchers as a sample. They were XI IPA 1 as experimental class and XI IPA 2 as control class.

Instruments of the Study

Instrument was equipment for the researchers to find the method of collecting the data. There were different kinds of instrument such as questioner, observation sheet, interview, test, etc. According to Arikunto (2008), instrument is a device that is used to collect the data and make the work become easier.

The researchers used test to measure students' achievement in reading of hortatory exposition text. Test is question or exercise to know students' ability, knowledge, and performance in a given domain (Brown, 2004). The researchers used Pre-test and Post-test to know the students skill in reading hortatory

exposition text. In this case, pre-test was held in the beginning before giving the treatment to the sample. Meanwhile, post-test was held after treatment given to know the whether the treatment result was successful or not.

Multiple choices test items were used to measure students' skill in reading hortatory exposition text. According to Russel (2008), multiple choice items consist of stem, which present the problem or question to the students, and set of option, or choices, from which the students selects to correct answer. The researchers used multiple choices because this type easy to score and can be completed by the students.

The test items were selected from the internet reading test collection of which the materials were in line with the current curriculum in senior high school about hortatory exposition text. The total questions of pre-test and post-test consisted of 40 items multiple choices and the time allotment 60 minutes.

On scoring, each item number of the test was given score "1" point if the students answered correctly and the score "0" point if the students answered wrongly.

Findings

After getting the data from pre-test and post-test, the researchers analyzed the data using statistic computation through SPSS (Statistical Package for the Social Sciences). The researchers used multiple choice tests as pre-test and post-test.

Data Collection of Pre-test

In this pre-test, the students were given 40 multiple choice questions about hortatory exposition text and the time allotment 60 minutes. It was conducted before the treatment to know the students ability in reading comprehension of hortatory exposition text before they get treatment.

After getting the pre-test result of experimental and control class, the researchers analyzed the normality of the data. The researchers used One-Sample Kolmogorov-Smirnov Test to know the standard normality of the groups. The probability of this test was:

H₀: if Sig. (2-tailed) > 0.05, the data distribution was normal

H₁: if Sig. (2-tailed) < 0.05, the data distribution was not normal

**The Normality Analysis of Control and Experimental Class in Pre-test
One-Sample Kolmogorov-Smirnov Test**

		CONTROL	EXPERIMENTAL
N		28	29
Normal Parameters ^a	Mean	64.29	60.5172
	Std. Deviation	12.745	13.31921
	Most Extreme Differences		
	Absolute	.118	.184
	Positive	.096	.085
	Negative	-.118	-.184
Kolmogorov-Smirnov Z		.626	.988
Asymp. Sig. (2-tailed)		.828	.283
a. Test distribution is Normal.			

Based on the table 4.9, pretest score-control class, shows that the total number of students (N) was 28, the mean score 64.29 with the Sig. 0.828. It meant that Sig. (2-tailed) > 0.05; H₀ was accepted. Then, pretest score-experimental class, shows that the total number of students (N) was 29, the mean score 60.51 with Sig. 0.283. It meant that Sig. (2-tailed) > 0.05; H₀ was accepted. It was concluded that the data distribution of the experimental and control class were normal.

After knowing the standard normality, the researchers continued the next step which was homogeneity testing. This analysis was used to know whether the variance pretest data of experimental and control class were homogenous or heterogeneous. To know the variance of the homogeneity, the researchers used Levene's test. The probability of homogeneity or Levene's Test was:

H₀ : if Sig. (2-tailed) > 0.05, the variance of the data were homogenous.

H₁ : if Sig. (2-tailed) < 0.05, the variance of the data were heterogeneous.

Result of the Homogeneity of Pre-test Control and Experimental Class

Test of Homogeneity of Variances

Pre-test			
Levene's Statistic	df1	df2	Sig.
.043	1	55	.837

The result of homogeneity of pretest using Levene statistics was 0.043 with the significance was 0.837. It meant that Sig. (2-tailed) > 0.05; H_0 was accepted. It was concluded that both score were homogenous.

Data Collection of Post-test

The post test was given after giving the treatment. Post-test was conducted on February 28th, 2017 for two classes, XI IPA 1 and XI IPA 2. There were 57 students who participated in this activity. In this post-test every students was given 40 multiple choice questions with the time allocation for about 60 minutes. The researchers used similar test instrument with the modification from question used for pre-test. However, in post-test there were 12 new questions which were taken from the try-out test after being validated by using SPSS, and 28 question left taken from the pre-test instrument by using randomization number of items. After finishing the posttest, the researchers used SPSS to get the result of two classes.

After getting the pre-test result of experimental and control class, the researchers used independent sample t-test to compare the mean scores whether the treatment effect of the experimental and control class was significant or not and to know whether there was a different of posttest score between experimental and control class. The probability of this test was:

H_0 : if Sig. (2-tailed) > 0.05, there was no significant difference in the mean scores between experimental and control class

H_1 : if Sig. (2-tailed) < 0.05, there was a significant difference in the mean scores between experimental and control class

The Comparison of Posttest Score

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest score	Control Class	28	66.61	7.824	1.479
	Experimental Class	29	78.10	8.282	1.538

Table 4.12 shows that the post-test mean score of experimental (N) 29 was 78.10 and standard deviation was 8.282. The posttest means score of control class (N) 28 was 66.61 and standard deviation was 7.824. It was concluded that the posttest score of experimental class was different from the posttest score of control class.

Independent Samples 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
Posttest	Equality of variances	.066	.799	-5.383	55	.000	-11.496	2.136	-15.776	-7.216

um							
es							
Equ	-	54.9	.000	-11.496	2.133	-	-7.221
al	5.38	75				15.772	
vari	9						
anc							
es							
not							
ass							
um							
es							

Based on the table the Independent Sample T-test of posttest showed that t-test for Equality of Means Sig. (2-tailed) was 0.000 less than 0.05. It means that H_0 was rejected and H_1 was accepted. It also meant that the two classes had different competence.

III. DISCUSSION

Pretest was delivered to the both experimental and control class to know that two classes had similar competence in understanding hortatory exposition text.

Then, different treatment was given to the students of both groups in learning hortatory exposition text. The experimental learned the hortatory exposition text by using Two Stay Two Stray technique, while the control class learned hortatory exposition text without using Two Stay Two Stray technique.

After the treatments, the students were given a posttest to find out the reading comprehension achievement of hortatory exposition text after being taught by using Two Stay Two Stray technique. The result of posttest showed that the two classes had significant different score.

As the result, the alternative hypothesis (H_1) of this study was accepted and null hypothesis (H_0) was rejected. It was concluded that there was a significant difference in the mean score of students' skill in reading a hortatory exposition text between the eleventh grade students of MA Nahdlatul Ulama Demak who were

taught by using Two Stay Two Stray and those who were taught without using Two Stay Two Stray. It can be also concluded that Two Stay Two Stray technique was effective to improve students' skill in reading hortatory exposition text.

IV. CONCLUSION

Based on the result above, it was concluded that Two Stay Two Stay technique can improve students' skill in reading hortatory exposition text of the eleventh grade students of MA Nahdlatul Ulama Demak in the academic year 2016/2017.

Eventually, there are some suggestion from the researchers proposed for better improvement on teaching and learning in reading hortatory exposition text. The suggestions are:

1. For the teacher
 - a) The teacher are suggested to use Two Stay Two Stray technique to stimulate the students' interest in teaching learning process, especially in learning reading.
 - b) The teacher should prepare the material well before entering the classroom. Because Two Stay Two Stray technique neededs long preparation.
 - c) The teachers are suggested to give a clear instruction of the technique to the students' in order to minimize the time consumption of the activity.
2. For the students
 - a) The students can increase reading comprehension using Two Stay Two Stray technique, especially in reading hortatory exposition text. By using this technique students should be creative and joyful in gathering and sharing information in their own group and other group.
3. For the researchers
 - a) The researchers highly recommend that this research can be useful as the reference that Two Stay Two Stray technique to implemented for many kind of genre, skill, and the levels of students

REFERENCES

- Airasian, P. (2000). *Educational Research: Competence for Analysis an Application (6th ed)*. New Jersey: Merril Prentice Hall.
- Arikunto, S. (2008). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bernhardt. et.al. (2003). *Teaching Reading*. Available in <http://www.ibe.unesco.org>
Accessed on September 25, 2011.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman: Pearson Education, Inc.
- Cohen, L.& Manion. (2007). *Research Methods in Education (6thed)*. New York: Routledge.
- Gerot & Wignell. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler Antipodean Educational Enterprises.
- Grabe, W. & Stoller, F. (2002). *Teaching and Researching Reading* . London: Pearson Education.
- Harmer, J. (1994). *The Practice of English Language Teaching. New Edition*. London: Longman Publishing.
- Harmer, J. (2007). *The Practice of English Language Teaching. 4th ed*. Edinburgh: Pearson Education Limited.
- Jacobs, M. G. (2006). *Cooperative Learning and Second Language Teaching*. New York: Cambridge University Press.
- Lie, A. (2008). *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Gramedia Widiasarana Indonesia.
- Othman, Y. (2003). *Mengajar Membaca: Teori dan Aplikasi*. Selangor: PTS Publication & Distribution.

Pardiyono. (2007). *Pasti bisa! Teaching Genre Based Writing*. Yogyakarta: CV. Andi Offset.

Sudibyoy, P. D. (2007). *Materi Sosialisasi dan Pelatihan Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional.

Suprijono, A. (2009). *Cooperative Learning: Teori and Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.

Tuckman, B. W. (1978). *Conducting Educational Research*. New York: Harcourt Brace Jovanovich Publisher.