

JETLi

Journal of Language Teaching and Linguistics

<https://ejournal.unida-aceh.ac.id/index.php/jetli>

THE IMPLEMENTATION OF TWO STAY TWO STRAY TECHNIQUE TO IMPROVE THE STUDENTS' COMPETENCE OF SMP NEGERI 9 BANDA ACEH IN MASTERING READING COMPREHENSION

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Abstract

The aims of the study are to find out how the students' ability of SMP Negeri 9 Banda Aceh in mastering reading comprehension is after they are taught by using two stay two stray technique and to find out if there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension. The design that is used in this research is an experiment research. The experiment research is used to find out the effect of treatment in teaching reading skill by using two stay two stray technique. The total population of this research is 122 students who are composed of four classes; VIII¹, VIII², and VIII³, and VIII⁴. While the sample of this study is taken from two of the four classes. In this research, the students of class VIII² are as experimental group and the students of VIII¹ are as control group. Every class consists of 20 students thus the total sample is 20 students. The data are collected through test. The data gotten are analyzed by using t-test. The result of t-test calculation shows that t-test (2.31) than critical value of t-test for the degree freedom of 38 is 2.02 at the level of significance 0.05 or the value t significance (0.027) is smaller than 0.05 ($p < 0.05$). It means that H_0 is rejected and H_a is accepted.

Keywords: *Reading Comprehension, Two Stay Two Stray Technique, Students' Competence.*

1. Introduction

There are four English language skills; writing, reading, listening and speaking. The reading skill plays very important role in the education, learners need to get more exercise and training to get a good reading skill. Reading is important for

language acquisition. Provided that students understand or do not understand what they read, the more they read, the better they get it (Briscoe, 2011).

Gooch, Thompson, Nash, Snowling, and Hulme, (2016) states that reading is one that demands one's language skills able to read and understand the contents of the reading or writing text. Reading is a process of decoding in order to construct meaning (Reading comprehension) it is a means language acquisition, of communication, and of sharing and ideas.

According to Richards (2017), in the practice of English language teaching, reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain has to work out the significance of these message. Unlike listening text, a reading text moves at the speed of the readers to decide how fast he wants to read a text, whereas learners often have to do their best with a text whose speed is chosen by speaker. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading ability is poor. They are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they may have a better chance to success in their study.

Reading comprehension is a written text, meaning extracting the needed explanation from it as efficient as possible and as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message (Jenkins, Fuchs, Van den Broek, Espin, & Deno, 2003).

According to Pellegrino & Hilton (2013), some problems faced in the world of education, specifically reading is the lack of reading ability among students, especially in learning to read English text. Some factors that cause the condition above are the students have low motivation and interest in reading text. Students with low motivation and interest tend to be passive, lazy and pessimistic in the class. The presence of reading material can also be another factor in supporting the failure. Some texts sometimes appear too long and difficult which make the students become bored. The other problem is that technique used by teachers in teaching and learning process is uncomfortable.

This condition also happens at the students of SMP Negeri 9 Banda Aceh. The students felt bored in learning reading materials thus their ability in mastering reading comprehension is low. Based on the preliminary study which was conducted on February 12, 2019 till February 17, 2019 at the school, the writer found that their average score in reading comprehension was only 57. Meanwhile, the standard score of the lesson was 75. Thus, it was under standard score. Next, when the writer interviewed some students, the writer found that the teachers used to ask the students to read and answered the questions based on the reading text distribution. Thus, this way made the students bored to learn reading comprehension. In addition, the students did not have motivation to learn the subject. Consequently, the students get difficulties to increase their reading ability.

Next, to improve their ability in mastering reading comprehension, the writer uses the learning technique to improve their reading comprehension ability. The writer attends to increase their ability in learning the lesson by using two stay two stray technique in teaching the lesson.

According to Yusri, Mantasiah R, and Jufri (2018), two stay two stray is one of the cooperative learning technique which provides an opportunity to share the results and other information to the group. It is happen because a lot of teaching and learning that characterized the activities of the individual.

According to Lusiana, Setyosari, & Soetjipto (2017) learning model two stay two stray (Two Lives Two guests) is a model of learning in which students learn to solve problems together members of the group, then two students from the group exchange information to two other group members were staying. In the learning model two stay two stray (Two Lives Two Guest), the students are required to have the responsibility and active learning in every activity.

Next, a study by Hidayat and Muhson (2018) resulted that teaching reading comprehension by using two stay two stray makes that students active and motivated in following the teaching and learning process. They were easier to master the reading materials given. Consequently, their ability in mastering reading comprehension increased significantly.

Furthermore, a study by Hans & Hans (2015) found that the use of (TS-TS) in teaching reading comprehension was an effective way to improve the students' ability. It further increased their self-confidence, social interaction, individual accountability and group skills as well as getting better reading comprehension because they could understand the materials better by learning together as a team.

The other researchers, Jalilifar (2010) found that the most improved aspect after the students were taught reading skill through (TS-TS) strategy. Besides, understanding vocabulary become the least improved after the students were taught through (TS-TS) technique. Furthermore, the students positively responded the implementation of (TS-TS) technique.

In addition, a research by Destiyawarni, Endang, and Wardah (2015) resulted that the effect of treatment was 1.19 (> 1.00), it was categorized as strong effect. It indicates that the use of two stay-two stray is effective in teaching reading comprehension on narrative text.

Based on the research questions; how is the students' ability of SMP Negeri 9 Banda Aceh in mastering reading comprehension after they are taught by using two stay two stray technique and is there a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension the writer has a motivation to conduct the research, entitled: The Implementation of Two Stay Two Stray Technique to Improve the Students' Competence of SMP Negeri 9 Banda Aceh in Mastering Reading Comprehension.

2. Literature Review

2.1 Two Stay Two Stray Technique

One of the cooperative learning models is two stay two stray model (TS-TS). Cooperative learning techniques two stay two stray (TS-TS) was developed (Remache Carrillo, Pilco Labre, & Yanez Valle, 2019). (De Nigris, 2018) states that this method is very effective because it can be used in all subjects and for all levels of learners age. This learning method is also commonly called to as the "Two Lives Two Guest".

According, Imran (2020) cooperative learning method, two stay two stray (TS-TS) is one part of the cooperative learning method that puts students in small groups of up to 4-5 people. Then they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of Two Lives Two guest will provide the opportunity for the group to share information results to other groups.

According to Boud et al. (2016), any teaching and learning activities are colored with individual activities. Learners themselves and are not allowed to see the work of other learners. Whereas in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically, cooperative learning two stay two stray (TS-TS) is in accordance with the characteristics of the implementation of cooperative learning methods have been widely described as above.

In addition Rojabi (2018) states that in the method (TS-TS), learners do not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. (TS-TS) learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there is going to be a collaborative learning process in a personal relationship of mutual need.

2.2 The characteristics of the learning model two stay two stray

According to Chen and Goswami (2011), there are 4 characteristics of the learning model two stay two stray and they are as follows:

- a. Students work cooperatively in groups to complete the learning material,
- b. Form groups of students who have high ability, medium and low,
- c. When the members of group may come from different racial, cultural, ethnic, gender,
- d. More oriented towards the group award than individual.

2.3 The Steps of Two Stay Two Stray

The workings of cooperative learning method two stay two stray (TS-TS) is as follows Al Fajar, Soetjipto, and Amirudin (2017).

- a. The students work in groups of four as usual
- b. After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups,
- c. Then the two students who lived in these groups will each be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
- d. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
- e. The next match and the group will discuss the results of their work.

Next, the picture of conducting teaching and learning process through TSTS technique that is presented by Meng (2017) is as follows.

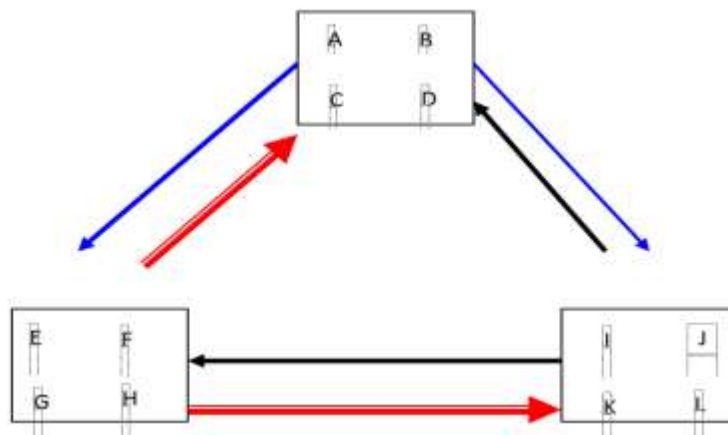


Figure 1. The Conducting Instruction through TSTS Technique

2.4 The Advantages and Disadvantages of Two Stay Two Stray Technique

A learning model is selected definitely has advantages and disadvantages. According to Tuan (2010) the advantages of cooperative learning model two stay two stray technique: (1) it can be applied to all classes / levels, (2) a tendency to be more meaningful student learning, (3) it is more oriented activity, (4) it is expected that students will dare to express their opinions, (5) it increases the cohesiveness and confidence of students, (6) the ability to speak the students can be improved, and (7) it helps increase students interest and achievement. While the disadvantages of this method are: (1) take a long time, (2) students tend to not want to learn in a group,

(3) for teachers, requires a lot of preparation (materials, money and effort), (4) teachers tend to difficulties in classroom management.

2.5 Reading comprehension

It is necessary for the students of Junior High School to master reading comprehension. According to Sari et al. (2019), reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language". (Ning & Hornby, 2010) states that "Comprehension is a constructive, interactive, process involving three factors the reader, the text and the context in which the text is read." In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primary about the main idea, detail, and inference that can be explained from the passages.

2.6 Narrative Text

The main focus of this study is narrative text since it is the most frequently occurred and widely used in language teaching. The essential thing in narrative is that it presents story which involves characters. Additionally, according to (Fekri, 2016) it deals with events that constitute problem for one or more of the characters who are motivated to confront the problem and attempt to solve it". Villafuerte, Rojas, Hormaza, & Soledispa (2018) derived from its social function, narrative is aimed to amuse, entertain and to deal with actual or vicarious experience in different ways. Therefore, narrative writing means the production of stories or personal essays. It encourages writers to use their creativity and powers of observation to develop stories that can capture reader's imagination".

Next, Reinita & El Fitri (2019), narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers".

3. Research Method

3.1 Research Design

The writer used experimental research for the design of this study. According to (Sugiyono, 2012) an experimental research is the only type of research that can test hypotheses to establish cause-effect relationships. Furthermore, (Tanner, 2018) explains that an experiment is a research situation in which at least one independent variable, called the *experimental variable*, is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest. Next, in this case, the researcher used independent sample design.

Table 1. Research Paradigm

	Pre-Test	Treatment	Post-Test
Experiment	O1	X	O1
Control	O1	-	O2

X_1 = The experimental group is the sample who is taught by using two stay two stray technique.

X_2 = The control group is the sample who is not taught by using two stay two stray technique.

3.2 The Population and Sample

The population of this research is the eight grade students of SMP Negeri 9 Banda Aceh. There are 122 students who are composed of four classes; VIII¹, VIII², VIII³, and VIII⁴ as population. Every class consists of about 20 students.

Meanwhile, the sample is taken from two of the four classes. The students of class VIII² as experimental group and the students of class VIII¹ as control group. Every group consisted of 20 students. Therefore, the total sample was 40 students. Choosing class for experimental and control group was conducted randomly.

3.3 Instrument for Collecting Data

The instrument which was used for collecting data was test. Next, the test was used in order to find out the students' ability in mastering reading comprehension after applying two stay two stray technique. The tests consisted of 20 question in multiple choice. Before answering the tests, the students had to read some texts because the questions were based on the texts distributed. In answering the questions, the students had to select the right questions by crossing; a, b, c, d. There are two kinds of test; pre-test and post-test. Pre-test was given in order to know the condition of the students before treatment and post-test is given to know the effect of the method.

3.4 Technique of Data Analysis

The data obtained are analyzed by using t-score. According to (Kruschke, 2013), the t-score is one of the statistic tests that is used to compare the t-score and t-table that has the significant differences. If the t-score is smaller than t-table, it means the experiment is denied. But if the t-score is bigger than-table, it means the experiment is accepted. In this study, experimental group is the students who are taught by applying (TS-TS) technique meanwhile control group is the students who are taught without using (TS-TS) technique. According to (Samples, 2007) the t-score formula for two independent samples is as bellow:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(n1-1)S_1^2 + (n2-1)S_2^2}{n1+n2-2} \left(\frac{1}{n1} + \frac{1}{n2} \right)}}$$

In which:

t = the significant difference between two means.

$\overline{X_1}$ = the mean score of experiment group

$\overline{X_2}$ = the mean score of control group

S = standard deviation.

n¹ = number of students of experiment group

n² = the number of students of control group.

After comparing the means of the experimental group and the control group, the writer proved the hypothesis. The interpretation was given by using critical value “t” and determined the degree of freedom (df) first. Next, the 5% level of significance was used in testing hypothesis. According to (Kim, 2015), if t-score is the same with/ higher than critical value “t” thus the null hypothesis (Ho) will be rejected and alternative hypothesis (Ha) will be accepted. It means there is a significant difference between experiment group and control group. Next, if t-score is lower than critical value “t” thus the null hypothesis (Ho) will be accepted and alternative hypothesis (Ha) will be rejected. It means there is no a significant difference between experiment class and control class.

4. Results and Discussion

4.1 Results

Before the treatment is conducted, pre-test is conducted to the students of both groups in order to know the students’ ability and to find out their average score in mastering reading comprehension. The result of the calculation is shown in table 2 as follows:

Table 2. The Students’ Average Score of Pre-Test

	Class	N	Mean	Deviation	Error Mean
Score	1	20	49.00	6.996	1.564
	2	20	48.25	7.826	1.750

Table 2 shows that the average score of experiment group is 49 in mastering the lesson. Meanwhile, the average score of control group is 48.25 in mastering the lesson. The mean score is gotten before the students of experimental group are given treatment.

Next, the data of the both groups are calculated to find out if there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension or if there is no a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension. In this case, t-test (t-score) is used because the t-test formula is used to find the significant differences of two samples or two groups. The result of the calculation is presented in the following table.

Table 3. Independent Sample t-Test of Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
Score		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
	Equal variances assumed	.537	.468	.320	38	.751	.750	2.347		-4.002	5.502
	Equal variances not assumed			.320	37.532	.751	.750	2.347		-4.004	5.504

Based on the statistical analysis, it is found that the t-score of both groups is 0.32. The critical value of t-score for the degree of freedom $40-2 = 38$ is 2.02 at the level of significance 0.05. The result indicates that t-score (0.32) is smaller than t-table (2.02). Next, the value t significance is 0.75 ($p=0.75$). Thus, the value of t significance is bigger than the level of significance 0.05 ($p>0.05$). It means that H_0 is accepted. Next, the frequency score of the both groups are presented in the following table.

Table 4. Frequency Scores of Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	2.5	2.5
	35	1	2.5	5.0
	40	8	20.0	25.0
	45	6	15.0	40.0
	50	9	22.5	62.5
	55	12	30.0	92.5
	60	3	7.5	100.0
Total	40	100.0	100.0	

Table 4 shows that the 1 student (2.5%) gets score 30, 1 student (2.5%) gets score 35, 8 students (20%) get score 40, 6 students (15%) get score 45, 9

students (22.5%) get score 50, 12 students (30%) get score 55, and 3 students (7.5%) get score 60. Base on the description, the can be concluded the most students of the both groups get score 55 in mastering the lesson.

Furthermore, the frequency score is presented in the following Pie Chart:

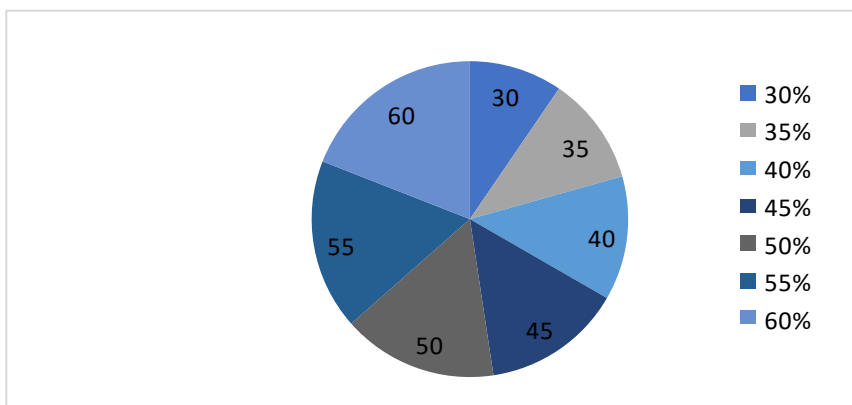


Figure 1. Pie Chart of Pre-Test

The Pie Chart of Pre-Test above shows that that the number of score 30 is only one (2.5%). Then, the number of score 35 is also only one (2.5%). Next, the number of score 40 is eight (20%). Furthermore, the number of score 45 is six (15%). Furthermore, the number of score 50 is 9 (22.5%). In addition, the number of score 55 is 12 (30%). Finally, the number of score 60 is 3 students. Based on the description, the writer concludes that the dominant score is 55. There are 12 students (30%) who get score 55.

Next, after the treatment is conducted, post-test is conducted to the students of both groups in order to know the students' ability and to find out their average score in mastering reading comprehension. The result of the calculation is shown in table 5 as follows:

Table 5. The Students' Average Score of Post-Test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	1	20	68.75	6.463	1.445
	2	20	63.75	7.232	1.617

Table 5 shows that the average score of experimental group is 68.75 in mastering reading comprehension meanwhile the average score of control group is 63.75 in mastering reading comprehension. The average score is gotten after the students of experimental group are given treatment.

Next, the data of the both groups are calculated to find out if there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who

are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension or if there is no a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension after the students of experimental group are given treatment. In this case, t-test (t-score) is used because the t-test formula is used to find the differences of two sample or two groups. The result of the calculation is presented in the following table.

Table 6. Independent Sample t-Test of Post-Test

		Levene's Test for Equality of Variances	t-test for Equality of Means							
Score		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	.139	.711	2.305	38	.027	5.000	2.169	.609	9.391
	Equal variances not assumed			2.305	37.530	.027	5.000	2.169	.608	9.392

Based on the statistical analysis, it is found that the t-score of both groups is 2.31. The critical value of t-score for the degree of freedom $40-2 = 38$ is 2.02 at the level of significance 0.05. The result indicates that t-score (2.31) is bigger than t-table (2.02). Next, the value t significance is 0.027 ($p=0.027$). Thus, the value of t significance is smaller than the level of significance 0.05 ($p<0.05$). It means that H_a is accepted.

In addition, the frequency score of the both groups are presented in the following table.

Table 7. Frequency Scores of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.5	2.5	2.5
	50	1	2.5	2.5	5.0
	60	10	25.0	25.0	30.0
	65	9	22.5	22.5	52.5
	70	13	32.5	32.5	85.0
	75	5	12.5	12.5	97.5
	85	1	2.5	2.5	100.0
Total		40	100.0	100.0	

Table 7 shows the that 1 student (2.5%) gets score 45, 1 student (2.5%) gets score 50, 10 students (25%) get score 60, 9 students (22.5%) get score 65, 13 students (32.5%) get score 70, 5 students (12.5%) get score 75, and 1 students (2.5%) gets score 85.

Base on the description, it can be concluded that the most students of the both groups get score 70 in mastering the lesson.

In addition, the writer presents the frequency score in the following Pie Chart as follows:

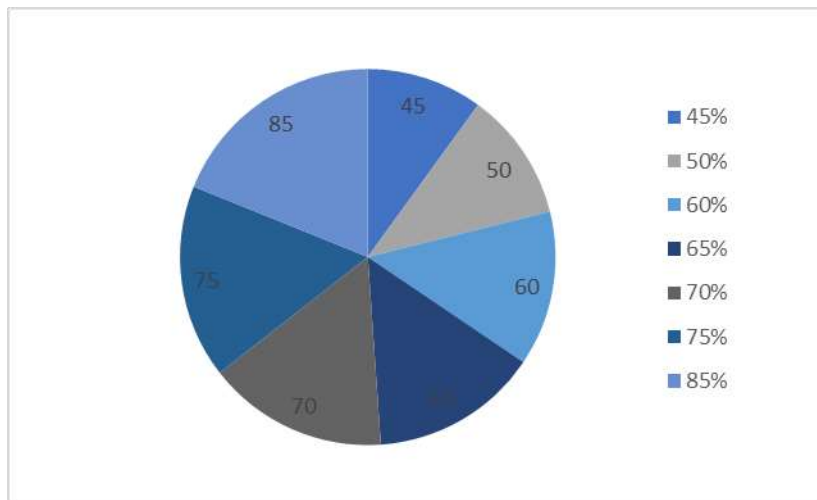


Figure 2. Pie Chart of Post-Test

Based on the Pie Chart of post-test above, it can be described that the number of score 45 is only one (2.5%). Next, the number of score 50 is also only one (2.5%). Furthermore, the number of score 60 is teen (25%). Then, the number of score 65 is nine (22.5%). Further, the number of score 70 is 13 (32,5%). In addition, the number of score 75 is five (12.5%). Finally, the number of score 85 is only (2.5%). Thus, the dominant score is 70 because the most students (32.5%) get score 70.

Next, the proof of hypothesis is conducting by using t-score (t-test) with the value of t-table at significance 0.05. If the result of t-test calculation shows that $t\text{-test} > t\text{-table}$ or the value t significance is smaller than 0.05 ($p < 0.05$) thus H_0 is rejected. It means that there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension. Next, if the result of t-test calculation shows that $t\text{-test} < t\text{ table}$, thus H_0 is accepted. It means that there is no significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two

stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension

Then, the statistical analysis found that the post-test t-score of both groups is 2.31. The critical value of t-score for the degree of freedom $40 - 2 = 38$ is 2.02 at the level of significance 0.05. The result indicates that t-score (2.31) is bigger than 2.02. Next, the value t significance ($p=0.027$) is smaller than the level of significance 0.05 ($p<0.05$). Thus, it means that there is a significant difference between the two groups

Based on the fact, it is underlined that in this study, null hypothesis (H_0) that states that there is no significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension is rejected. Meanwhile, alternative hypothesis (H_a) that states that there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension is accepted.

Based on the description thus the hypothesis of this study is accepted and well proven; as the hypothesis has been stated that there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension.

4.2 Discussion

Before conducting experiment, the pre-test is conducted and the result of pre-test shows that the students, average score of experiment group is 49. After the treatment is conducted, the students' average score of experiment group is 68.75. In can be said that the students' ability in mastering reading comprehension before treatment is 49 and it is not very satisfying. Meanwhile after treatment, the students' ability in mastering reading comprehension increases and the increase is about 19.75 points.

Next, in conducting experimental teaching, at first the pre-test is conducted to both groups (Experimental and Control Group), the scores obtained by the students shows that there is no significant difference between two groups in which the pre-test score of both groups is 0.32. The critical value of t-score for the degree of freedom $60-2$ (58) is 2.02 at the level of significance 0.05. The result indicates that t-score (0.32) is lower than t-table (2.02). Furthermore, the value t significance is 0.75 ($p=0.75$). Thus, the value of t significance is bigger than the level of significance 0.05 ($p>0.05$). It means that there is no a significant difference between the score of control group and experimental group in mastering reading comprehension.

Then, the used two stay two stray is used in teaching reading comprehension to Experimental Group. After teaching and learning process (treatment), there is a

significant difference between the two-groups. It is proven by the result of the post-test in which the average score of post-test (68.75) are greater than the average score of pre-test (49). In addition, the statistical analysis indicates that the post-test of t-score of both groups is 2.28. The critical value of t-score for the degree of freedom $40 - 2$ (38) is 2.09 at the level of significance 0.05. The result indicates that t-score (2.31) is bigger than t-table (2.02). Next, the value t significance is 0.027 ($p=0.027$). Thus, the value of t significance is smaller than the level of significance 0.05 ($p<0.05$).

Based on the fact, it is underlined that in this study, the hypothesis of this study is accepted and well proven; as the hypothesis has been stated that there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray (TS-TS) technique in mastering reading comprehension. Thus, the use of two stay two stray techniques in teaching simple past tense to the students of SMP Negeri 9 Banda Aceh is effective to improve the students in mastering reading comprehension.

Furthermore, the result of this research is the same as Gayatri Erva Rosa Prima, Amrul Bahar, and Dewi Handayani (2017) that resulted that teaching reading by using (TS-TS) technique is effective to improve the students' ability in mastering reading comprehension. The students' motivation and interest increase significantly because they can answer their problems with their friends. Consequently, their ability in mastering reading comprehension increases significantly.

Besides, this the result of this research is also the same as Effendi, Soetjipto, and Widiati (2016) that found that the use of TSTS in teaching reading to the Grade 8 students was successful. It can be seen from the mean scores of the experimental class that was 84.70. Moreover, the t-score (6.81) was higher than t-table (2.021), and this indicates that the students in the experimental class who were taught using TSTS got better improvement than before they were taught using this strategy. The results from the questionnaire also revealed that the students' have positive responses in relation to the use of TSTS because this strategy offered a positive relationship between teacher-students and students-students, and further increase their interest in learning. This led the students to escalate their self-confidence, social interaction, individual accountability, and group skills. A better understanding of the materials taught was also attained because they could learn together as a team.

In addition, the result of this research is also the same as a study by Reinita & El Fitri (2019) that found that teaching reading comprehension by using two stay two stray makes that students active and motivated in following the teaching and learning process. They were easier to master the reading materials given. Consequently, their ability in mastering reading comprehension increased significantly.

Finally, the result of this study is still relevant with Delele Endeshaw (2015) that states that that in the TS-TS technique, learners do not only learn and accept what is presented by the teacher in the learning process, but can also learn from other

learners, and also have the opportunity to teach other learners. TS-TS learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

Therefore, Reinita and El Fitri's theory can be still used to solve the students' problems in reading skill. Besides, Delele Endeshaw's theory is still useful to help teachers in overcoming teaching and learning process of reading skill.

5. Conclusions

The eight grade students' ability of SMP Negeri 9 Banda Aceh are good category because their average score is 68.75 after they are taught by using two stay two stray (TS-TS) technique. Their ability increases 19.75 point after they are taught by using TS-TS technique. Thus, teaching reading comprehension to the eighth-grade students of SMP Negeri 9 Banda Aceh by using TS-TS technique is successful because the students' ability in mastering reading comprehension increases.

Next, there is a significant difference between the students' ability of SMP Negeri 9 Banda Aceh who are taught by using two stay two stray technique and those who are taught without using two stay two stray technique in mastering reading comprehension. It can be proved that the result of this study shows the t-score of post-test of the both group is 2.31 while t-table for the degree of freedom 40-2 (58) is 2.02. Thus, t-score is bigger than t-table ($2.31 > 2.02$). Furthermore, the value t significance is 0.027 ($p=0.027$). Thus, the value of t significance is smaller than the level of significance 0.05 ($p<0.05$).

Finally, the eight grade students of SMP Negeri 9 Banda Aceh who are taught reading comprehension by using two stay two stray technique get higher score than those who are taught without using two stay two stray technique.

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