

## **Teaching Reading Comprehension to The Eleventh Grade Students of SMK Negeri 3 Parepare Through Two Stay Two Stray Technique**

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### **ABSTRACT**

Reading comprehension is the ability in understand the meaning of the text that is read. When doing a observation at SMK Negeri 3 Parepare, the researcher found that the student's reading ability is still low. It was caused by the effect of less technique in teaching, for this reason the students confuse how to get specific information from the reading text easily. Then, the researcher hopes through Two Stay Two Stray Technique able to improve the students reading comprehension. Therefore, the objective of this research is to find out whether or not the use of Two Stay Two Stray Technique is able to improve the reading comprehension of the eleventh grade students of SMK Negeri 3 Parepare. This research used quasi-experimental method with two classes pre-test and post-test design. The population was the eleventh grade students of SMK Negeri 3 Parepare. The sample analysis consisted of 40 students from two classes taken from population of the eleventh grade students of SMK Negeri 3 Parepare. The result of the data analysis showed that Two Stay Two Stray Technique can improve the reading comprehension of the eleventh grade students of SMK Negeri 3 Parepare significantly. It was proved by the mean score of the pre-test was (52.00) and the post-test was (74.75). After analyzing the data by using SPSS. 21.0, the probably value in post-test was (0.00) is lower than the significance value ( $\alpha$ ) = (0.05). those indicated that  $H_1$  was accepted and  $H_0$  was rejected. From this data, the researcher can concluded that by applying Two Stay Two Stray Technique to improve reading comprehension of the eleventh grade students of SMK Negeri 3 Parepare.

***Keyword: Reading, Comprehension, Technique, Two Stay Two Stray.***

### ABSTRAK

Pemahaman membaca merupakan kemampuan di dalam memahami arti suatu tulisan yang dibaca. Ketika melakukan observasi di SMP Negeri 10 Parepare, peneliti menemukan bahwa kemampuan pemahaman membaca siswa masih rendah. Hal ini disebabkan oleh efek kurangnya teknik dalam mengajar, oleh karena itu siswa bingung tentang bagaimana cara untuk memperoleh informasi yang rinci dari teks bacaan dengan mudah. Kemudian peneliti berharap penggunaan teknik Two Stay Two Stray dapat meningkatkan pemahaman siswa, oleh karena itu, tujuan penelitian ini untuk menemukan dapatkah pengajaran dengan teknik Two Stay Two Stray mampu meningkatkan pemahaman membaca siswa kelas sebelas SMK Negeri 3 Parepare atau tidak. Penelitian ini menggunakan metode kuasi-experimental, dengan menggunakan dua kelas pada pre-test dan post-test. Populasi penelitian adalah siswa kelas sebelas SMK Negeri 3 Parepare. Sampel penelitian terdiri dari 40 siswa dari dua kelas yang diambil dari populasi pada kelas sebelas SMK Negeri 3 Parepare. Hasil data analisis menunjukkan bahwa teknik Two Stay Two Stray dapat meningkatkan pemahaman siswa kelas sebelas SMK Negeri 3 Parepare secara signifikan. Hal ini dibuktikan dengan nilai rata-rata siswa di pre-test adalah (52.00) dan post-test adalah (74,75). Setelah melakukan analisis data menggunakan aplikasi SPSS versi 21.0, hasil t-test pada post-test adalah (0.00) dan nilai t-table adalah (0.05). Hal ini mengindikasikan bahwa  $H_1$  diterima dan  $H_0$  ditolak. Dari data ini, peneliti dapat menyimpulkan bahwa penggunaan teknik Two Stay Two Stray dapat meningkatkan kemampuan pemahaman membaca siswa kelas sebelas pada SMK Negeri 3 Parepare.

***Kata Kunci: Membaca, Pemahaman, Teknik, Two Stay Two Stray.***

### INTRODUCTION

Language is very important for human development. Language is used for communication by people all over the world. English is an international language. English relates humans' life, such as in social interaction, technology, science, politic, economy, culture, education, and many aspects. Moreover, those who could not communicate in English will get difficulty to set up an international relationship. Considering the previous reason, it is very important to give concern to improve the mastery of English as well as in Indonesia.

In English there are four skill that should be mastered namely; listening, speaking, reading, and writing. Therefore, English teaching is focused on those four language skills, and

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also there are four English aspects, namely structure, pronunciation, vocabulary, and grammar. The most important skill that should be mastered if the students want to get more knowledge is reading skill.

Reading is the process to understand and determine the meaning of the message via the symbol of the form. According to Husein (2012) “Reading is an essential skill for students not only because it is a source of pleasure and getting information but also because it helps them wide and deepen their knowledge of language. Reading in this sense is not the more mouthing of words and decoding of every word in every sentence”. In comprehension the reader aims to grasp the meaning that resides in reading text.

There are some problems in teaching reading. One of them can be found is the method used by teachers. Many kinds of teaching method may result bad or negative effect on students’ reading skill. Therefore, many students are difficult to get idea or meaning of the text. Another problem is lack of the students’ participation in the classroom. For example when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chance to participate actively. The lack of participation may result in lack of motivation that may influence students’ reading comprehension.

Studing reading is not easy as what people think because it is need habitual and repetition especially for young learner like student in Senior High School. It is proved by reading students’ achievement in number school in Indonesia for example observation at “SMK Negeri 3 Parepare”. The researcher found that students’ reading comprehension is still low. The score based on result of observation is 45 and it is categorised as low achievement based on the Dirjen pendidikan Dasar dan Menengah 2014 classification.

From those problems, the researcher tried to solve by giving the treatment. One of the ways to improve the students’ reading comprehension was through Two Stay Two Stray as a teaching method. According to Lie (2010). “Two Stay Two Stray is a technique that gives the students chance to share their ideas, arguments, and information to other groups. In this technique, there are some activities. Then, by using this technique, students help each others. The high level and the low level of students will work together to achieve the purpose of their group”.

Based on the problem, the researcher interested and tried to implementing a research entitled “Teaching Reading Comprehension to the Eleventh Grade Students of SMK Negeri 3 Parepare through Two Stay Two Stray Technique”.

## METHOD

The research method that was applied in this research was quasi-experimental method, which applied two-group structure design. The researcher was take sample of two classes. The population of the research was the eleventh grade students of SMK Negeri 3 Parepare in academic year 2016/2017. There were eleven classes, namely class XI Kecantikan consist of 30 students, XI Tata Busana 1 consist of 32 students, XI Tata Busana 2 consist of 32 students, XI Tata Boga consist of 22 students, XI Upw consist of 29 students, XI TKJ consist of 29 students, XI Akomodasi Perhotelan 1 consist of 20 students, XI Akomodasi Perhotelan 2 consist of 20 students, XI Broadcasting consist of 32 students, XI Multimedia 1 consist of 30 students and XI Multimedia 2 consist of 31 students. So the total numbers of students in population are 307 students. The sample of the research consisted of 40 students from two classes. The first is experimental class consisted of 20 students and the second is control class consist of 20 students.

The instruments that used to improve reading comprehension of the students in SMK Negeri 3 Parepare namely are multiple choice test, true false test and fill the blank. The total number of the test was 20 items. The test that applied by researcher consist of two parts; they are pre-test and post test. The pre-test was used to know about the comprehension that students' have now before giving treatment and the post-test was used to know how the improvement of the students' reading comprehension after the treatment was given.

The data was collected through the data analysis consist of scoring the students' answer. It was based on dirjen pendidikan dasar dan menengah 2014. Than input to the table to the rate percentage of the students score obtained. After that, researcher put mean score, standard deviation, and t-test, the researcher by using SPSS statistics program version 21.0 application. To test the hypothesis, the researcher used two tailed hypothesis with  $\alpha = 0.05$  and degree of freedom  $df = (N_1 + N_2) - 2$ . The formula of statistical hypothesis as follow:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

(Sugiyono, 2010)

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Where:

$H_0$ = Null Hypothesis

$H_1$ = Alternative Hypothesis

$\mu_1$ = The mean score of the students' reading comprehension who are taught through Two Stay Two Stray

$\mu_2$ =The mean score of the students' reading comprehension who are individual learning

- 1) If t-table value was equivalent with the t-test value,  $H_0$  will accept and  $H_1$  is rejected. It means that there was no significant different between the students reading comprehension who are taught through Two Stay Two Stray technique was not better than students who are taught through individual learning.
- 2) If t-test value was not equivalent with the t-table value,  $H_0$  reject and  $H_1$  accepted. It means that there was any significant different between the students reading comprehension who are taught through Two Stay Two Stray technique did not better than students who are taught through individual learning.

## RESULT

**Table 1 The frequency and percentage of pre-test**

No	Classification	Predicate	Score	Experimental			
				class		Control class	
				F	(%)	F	M
1	Very good	A	94-100	-	-	-	-
		A-	86-93	-	-	-	-
2	Good	B+	78-85	-	-	-	-
		B	70-77	1	5%	-	-
		B-	62-69	3	15%	1	5%
3	Fair	C+	54-61	2	10%	3	15%
		C	47-55	6	30%	4	20%
		C-	38-46	6	30%	6	30%
4	Poor	D+	29-37	2	10%	5	25%
		D-	0-28			1	5%

TOTAL	20	100%	20	100%
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Table 1 shows the scoring classification of students' pre-test of reading comprehension in experimental and control class. It can be seen that the rate percentage for both of classes not too different. Experimental and control class stayed in fair and poor classification. There was students got good classification. Almost the students were placed in fair and poor classification. It means that there was no any significant different between the reading comprehension in experimental class and reading comprehension in control class before giving the treatment. It can be concluded that the students' reading comprehension for both of experimental and control class were still low or underrate.

**Table 2 The frequency and percentage of post-test**

No	Classification	Predicate	Score	Experimental			
				class		Control class	
				F	(%)	F	M
1	Very good	A	94-100	1	5%	-	-
		A-	86-93	2	10%	-	-
2	Good	B+	78-85	5	25%	-	-
		B	70-77	6	30%	-	-
3	Fair	B-	62-69	3	15%	3	15%
		C+	54-61	3	15%	7	35%
		C	47-55	-	-	9	45%
		C-	38-46	-	-	1	5%
4	Poor	D+	29-37	-	-	-	-
		D-	0-28	-	-	-	-
TOTAL				20	100%	20	100%

Table 2 shows the scoring classification of students' post-test of reading comprehension in experimental and control class. These classes had the improvement after giving treatment. There was no one students who got poor classification, but the improvement if students' score in experimental were more progress. It can be seen from the rate percentage that the students in experimental class stayed in very good (15%), good (70%) and fair (15%) while the students in control class stayed in good (15%), and fair about (85%). From the result percentage can be concluded that there was a significant different

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between experimental class and control class. It meant that students' score in experimental class was better than control class.

**Table 3 Mean score and standard deviation of students' pre-test.**

	Mean Score	Std. Deviation
Experimental	52.00	9.920
Control	45.50	12.555

Table 3 shows that the mean score of pre-test gotten by the students before giving treatment in experimental and control class had little different, although it was not too different. The result score pointed that the mean score of experimental class was higher than control class. It proved that the experimental class was better than control class.

**Table 4 Mean score and standard deviation of students' post test.**

	N	Mean	Std. Deviation
Experimental	20	74.75	10.192
Control	20	56.50	5.871

Table 4 shows that the students' reading comprehension both of experimental class and control class were improved after getting the treatment. The students' mean score of experimental class improved significantly than control class. Meanwhile, the students' mean score in control class also improved but not too significant. It can concluded that the students' means score in experimental class was higher than control class.

**Table 5 Gain score in pre-test and post-test**

Sample	Pre-test	Post-test	Gain Score
Experimental	52.00	74.75	22.75



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Control	45.50	56.50	11.00
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Table 5 showed that the gain score in experimental class was greater than control class. It meant that the improvement in experimental class was more significant than control class. Therefore, the students who were taught extending Two Stay Two Stray Technique got higher improvement in reading comprehension than the students who were taught through Individual Learning.

**Table 6 The t-test result of the students' pre-test**

T-Test Result	Level of Significance
1.81	0.05

Table 6 shows that the t-test result (1.81) was higher than level significance (0.05). It showed that the null hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_1$ ) was rejected. It can be concluded that the students' vocabulary at SMK Negeri 3 Parepare between experimental class and control class were not significant different.

**Table 4.7 the t-test result of the students' post-test**

T-Test Result	Level of Significance
0.00	0.05

Table 7 shows that the t-test result (0.00) was lower than level significance (0.05). It meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. It means that the eleventh grade students of SMK Negeri 3 Parepare for experimental class and control class is significantly different.

## CONCLUSION AND SUGGESTION

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that Two Stay Two Stray Technique can improve reading comprehension of the eleventh grade students of SMK Negeri 3 Parepare significantly. After analyzing the result from pre-test and post-test the researcher conclude that the students' post-test was significantly higher than the students' pre-test and it was supported by the t-test calculation. It was proved that there was significant difference between two classes after giving treatment. It can be concluded that teaching reading comprehension through Two Stay Two Stray technique was effective to increasing the eleventh grade students of SMK Negeri 3 Parepare.

Based on the conclusions above, the researcher gives suggestion as follows:

1. It is strongly suggested that teaching reading comprehension by using extending concept through Two Stay Two Stray Technique should be continually implemented at SMK Negeri 3 Parepare.
2. Teacher of English should be creative and innovative to manage the materials for teaching reading comprehension.
3. Teachers and organizers of schools are expected to modify and give information about extending concept through Two Stay Two Stray Technique in teaching English, especially in teaching reading comprehension.
4. Creative students are expected to build a positive activity where students can practice, give their ideas, aspirations, and opinions that can improve their reading comprehension.
5. For the next researcher, it is suggested to be meaningful information to the next invention in learning reading comprehension.
6. For the curriculum designer, it is suggested to be a comparison and reference material for English study development.

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