

**THE EFFECTIVENESS OF USING TWO STAY TWO STRAY
TECHNIQUE IN TEACHING READING COMPREHENSION
AT THE EIGHT GRADE STUDENTS' OF MTS AL-QAMAR
(A Pre- Experimental Design)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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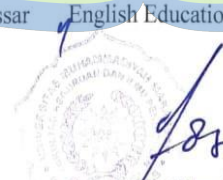
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Day /Date	Chapter	Note	Sign
07 Agustus 2023	IV	See the connection of problem statements and findings	
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14 Agustus 2023	V	That's ok, go to seminar	

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07-08-2023	I, IV	Elaborate the theories related to your research topic	
08-08-2023	III	Do explain about the reason you choose the subject or the sample of your research	
10-08-2023	III, IV	Re-conduct the treatment since it's only two meetings. It should be 4 meetings (at least)	
11-08-2023	III	Do Not put the student's name on your research. Just the initial.	
13-08-2023	IV	Re-write the discussion of your thesis Show us the PROCESS not only the result	
14-08-2023	I-V	ACC	

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MOTTO AND DEDICATION

Motto

*“Whoever follows a path to seek knowledge,
Allah will make easy for him a path to paradise”*

*It is possible that you hate something even though it is very good for you, and it is
also possible that you like something even though it is very bad for you, Allah
knows while you do not know.*

(Qs. Al-Baqarah: 216)

Dedication

I dedicate this thesis to:

In the name of Allah, I dedicated my thesis to

*My beloved parent and my sisters that always give
motivations, loves, prayers, support that given during the process.*

ABSTRACT

Nurwahidah Fitriani, 2023. *The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension at The Eight Grade Students' of MTs Al-Qamar (A Pre-Experimental)*. A thesis, Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Hasnawati Latief and Hilda Hafid.

In teaching English, reading is one of the fourth skills that must be learned. In reading comprehension it is very important to learn because the results of students' reading texts can be seen from their understanding in reading. There are several techniques or learning models that are good to use, one of which is the cooperative learning model, namely the use of the Two Stay Two Stray technique. This technique can be used in teaching students' reading comprehension.

This research aims to determine whether the Two Stay-Two Stray (TS-TS) technique has an effect on students' reading comprehension in teaching English in the eighth grade of MTs Al-Qamar.

This study used a one group pretest and posttest pre-experimental design with a quantitative research type. There are two variables; The independent variable is the use of the Two Stay-Two Stray (TS-TS) technique and the dependent variable is students' reading comprehension. The population of this research was the eighth students of MTs Al-Qamar, which consisted of 61 students. The sample of this research were 15 students who were selected using a purposive sampling technique. The instrument used is the pretest/posttest.

Based on the research findings, the results show that students get low pre-test scores. After being given treatment, their understanding increased significantly. This shows that the use of the two stay two stray technique is effective in teaching students' reading comprehension. This is evidenced by the average score of the pre-test post-test. The average value before and after treatment (46.67-82). In addition, the results show that the t-test value is higher than the t-table with a significance level of 0.05 ($10.87919 > 1.76131$). This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

Keywords: *Reading Comprehension, Descriptive Text, and Two Stay Two Stray Technique.*

ABSTRAK

Nurwahidah Fitriani, 2023. *Keefektifan Penggunaan Teknik Two Stay Two Stray dalam Mengajarkan Pemahaman Membaca Pada Siswa Kelas Delapan MTs Al-Qamar (A Pre-Experimental)*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Hasnawati Latief dan Hilda Hafid.

Dalam pengajaran bahasa Inggris, membaca merupakan salah satu keterampilan keempat yang harus dipelajari. Dalam membaca pemahaman sangat penting untuk dipelajari karena hasil membaca teks siswa dapat dilihat dari pemahaman mereka dalam membaca. Ada beberapa teknik atau model pembelajaran yang baik digunakan salah satunya adalah model pembelajaran kooperatif yaitu penggunaan teknik Two Stay Two Stray. Teknik ini dapat digunakan dalam mengajar pemahaman membaca siswa.

Penelitian ini bertujuan untuk mengetahui apakah teknik Two Stay-Two Stray (TS-TS) berpengaruh terhadap pemahaman membaca siswa dalam pengajaran bahasa Inggris di kelas delapan MTs Al-Qamar.

Penelitian ini menggunakan one group pretest and posttest pre-experimental design dengan jenis penelitian kuantitatif. Ada dua variabel; Variabel bebasnya adalah penggunaan teknik Two Stay-Two Stray (TS-TS) dan variabel terikatnya adalah pemahaman membaca siswa. Populasi penelitian ini adalah siswa kelas delapan MTs Al-Qamar yang berjumlah 61 siswa. Sampel penelitian ini adalah 15 siswa yang dipilih dengan menggunakan teknik purposive sampling. Instrumen yang digunakan adalah pretest/posttest.

Berdasarkan temuan penelitian, diperoleh hasil bahwa siswa mendapatkan nilai pre-test yang rendah. Setelah diberi perlakuan, pemahaman mereka meningkat secara signifikan. Hal ini menunjukkan bahwa penggunaan teknik two stay two stray efektif dalam pengajaran pemahaman membaca siswa. Hal ini dibuktikan dengan skor rata-rata pre-test post-test. Nilai rata-rata sebelum dan sesudah perlakuan (46.67-82). Selain itu, hasil menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel dengan tingkat signifikansi 0.05 ($10.87919 > 1.76131$). Hal ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak.

Kata Kunci: Pemahaman Membaca, Teks Deskriptif, dan Teknik Two Stay Two Stray.

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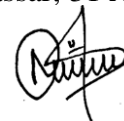
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Makassar, 31 Agustus 2023



Nurwahidah Fitriani

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CHAPTER 1

INTRODUCTION

A. Background

The main and most important thing in communication is language. In Sixnori (2017), Brown argues that language is an ensemble of arbitrary symbols. Communication can be made easier by language (Brown, 2000:5). Every nation has a unique language. The language may occasionally be designated as the nation's official tongue. "Language as a communication element between individual and society, or even among people, used it in many countries to convey idea and feeling," argues Kamil (1997:7). Language is crucial for this reason (Sixnori, 2017). Every day, people use language to interact with others and to express how they feel and situations. A language, both spoken and written, is a tool utilized to be able to communicate on a daily basis, claims Felicia (2001: 1). It implies that communication in daily life depends heavily on language. Language is another form of communication; people can express their thoughts, ideas, and opinions through language. Being able to communicate and go about daily tasks without the need for a language makes language the most crucial instrument or way of life on the entire planet. Of all languages, English is the only one that is spoken on a global scale. Of course, English plays a crucial role as a global language.

English has grown into a spoken tongue that everyone in the world needs to learn since it is so crucial. Therefore, learning English is crucial for advancing

one's education, and job, and encouraging those from other nations. Students must possess the four skills of reading, writing, speaking, and listening in order to learn English.

In addition, there are three other parts to English: vocabulary, grammar, and pronunciation. Reading is the most crucial of the four fundamental English skills because it is mostly dependent on one's ability to learn. According to Siti Hajar's research, while four additional skills of language are taught and developed during the teaching and learning process, the most crucial skill that can help a student acquire the other abilities is reading. As a result, reading has no purpose in the dialogue that takes place between the reader and the text. The meaning-encoding text consists of characters, words, sentences, or paragraphs. In order to determine whatever that meaning is, readers make use of their knowledge, abilities, and techniques. (Hajar, 2015).

Reading refers to understanding the meaning and its significance that come from the written language, according to Mr. Finochiaro (1973), page 119. Reading comprehension is the ability to efficiently extract the necessary information from written texts as well as the degree of understanding of a text or message. This comprehension results from how the printed words interact with background knowledge not contained in the text or message (Françoise Grellet, 1984: 3).

Emerging readers should be competent to read with some proficiency before receiving formal training in reading comprehension strategies (Tierney, 1982). According to Sanjaya (2010), in explaining how the approach might be utilized as a learning model, the learning method will depend on the utilized. In

the discussion method, the teacher can decide the appropriate methodology for the method and its application. Each teacher employs a unique technique or method.

One of the various techniques for reading comprehension is Two Stay Two Stray (dua tinggal dua tamu). The Two Stay Two Stray (TSTS) Technique was developed as a result of Spencer Kagan. This method can be used for all classes and grading. With this method, students will be taught in small groups where they can help everyone else out with challenges and share their knowledge to help one another out.

According to Suprijono (2009), the Two Stay Two Stray Technique begins with students being divided into groups. After forming the group, the teacher assigns them a job to discuss and determine the answers with their peers." Using this technique, learners at both the high and low levels will collaborate and assist one another in achieving the goal of their group. This technique teaches students how to engage with other students in their group. Every member of the group is responsible for sharing their knowledge. Two stays two stray approaches can also provide students with practice obtaining knowledge when they become the strayer to another group during the learning process.

Referring to the explanation above, the author was inspired to carry out the research, which is titled "The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension at The Eight Grade Students of MTs Al-Qamar".

B. Problem Statements

These problem statements have been created by the researcher in light of the background mentioned above: How effectively does the two stay two stray technique in teaching reading comprehension?

C. Objective of The Research

The goal of this study is to determine whether employing the two stay two stray approaches for teaching reading comprehension is effective, based on the problem description above.

D. Significance of The Research

From this research, there are several benefits that can obtaining.

1. Theoritically

The results of this study are except to increase knowledge in the field of education and as reference, especially in reading comprehension.

2. Practically

Then the researcher hope this research are not only beneficial to researchers, but also useful for others, including:

a. Researchers

For the researchers can gain experience, and also new knowledge that is useful or can increasing knowledge in teaching English, especially in the reading comprehension using the two stay two stray technique.

b. Teachers

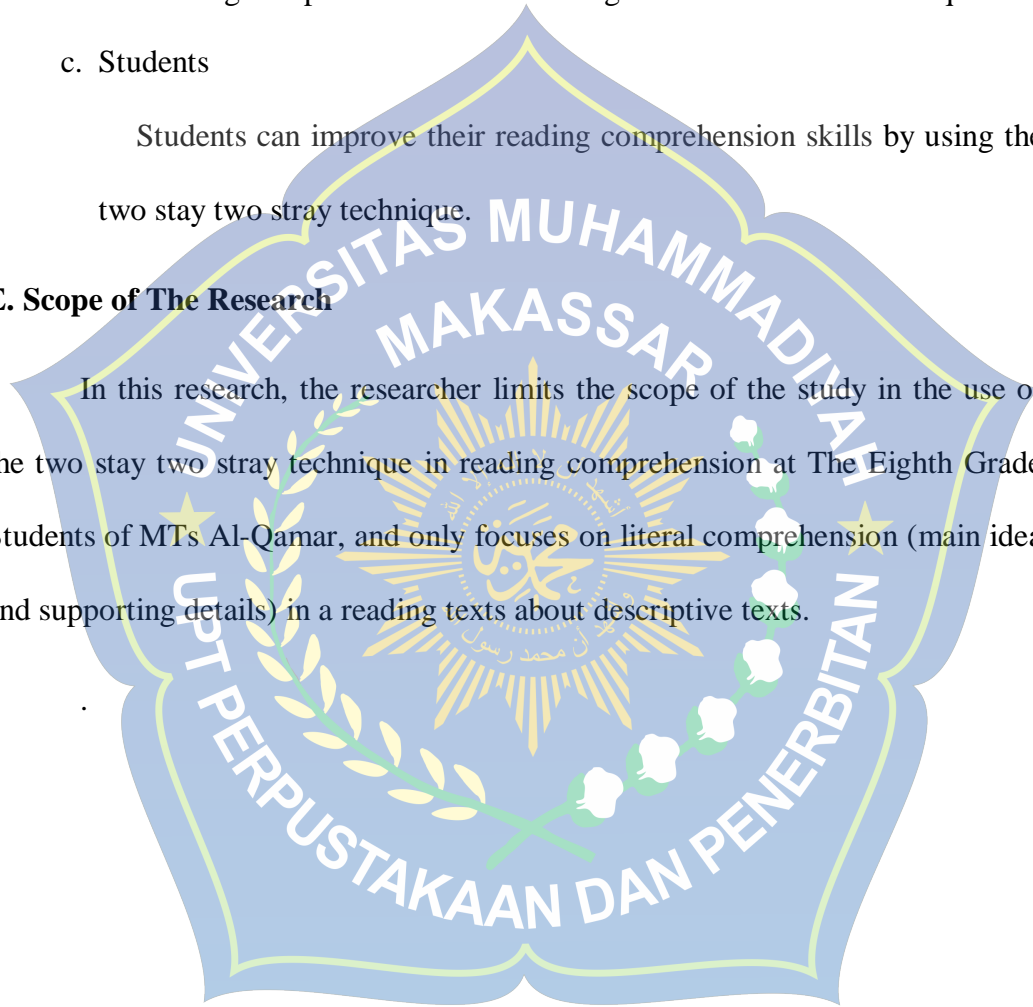
For teachers, the researchers hope that teachers will be able to better understand the exact learning strategies used, especially for students in the reading comprehension section using the two-character technique.

c. Students

Students can improve their reading comprehension skills by using the two stay two stray technique.

E. Scope of The Research

In this research, the researcher limits the scope of the study in the use of the two stay two stray technique in reading comprehension at The Eighth Grade Students of MTs Al-Qamar, and only focuses on literal comprehension (main idea and supporting details) in a reading texts about descriptive texts.



CHAPTER II

REVIEW OF RELATE LITERATURE

A. Previous Research Findings

In Saputra (2016), on his research, he found that in the use of the two stay two stray (TSTS) technique in teaching reading comprehension of students (class VIII) in middle school, Beutong Aceh was more successful than using the Traditional Grammar-translation Method. Students in the experimental class (EC) who have been taught using this method can obtain or produce significantly higher scores than students in the control class (CC), where in the control class is only through using the Traditional Grammar-translation Method. Therefore, the utilize of the two stay two stray technique in learning reading is an effective way to improve reading comprehension skills in class eight students (Saputra, 2016).

The second research is from Titi, Mulya (2019), say that A useful method for teaching students comprehension in reading descriptive text is "two stay, two stray." It is quite beneficial and applicable for use in reading classes. Due to adopting this strategy in a group setting, which makes it simple for the students to understand the descriptive language, it will increase the student's interest and motivation to read the material. They can delve into their prior knowledge, which will make it simpler for them to comprehend the reading material. (Titi Mulya, 2019).

For the next researcher is from Sukmayati (2014), on his research, She discovered that every study's results demonstrated that cooperative learning strategies, especially the TS-TS technique, were effective in raising students'

reading comprehension and encouraging them to participate actively in group discussions. The teacher should also take into account a few factors that could affect how this strategy is implemented, such as policies, the strategy's advantages and disadvantages, the use of appropriate media and materials to increase students' understanding of the review text, and grabbing their attention and getting them involved in the teaching and learning process. In other words, it became clear from the debate that the two stay two stray technique theoretical underpinnings supported the findings about the enhancement of students' comprehension of review texts and their active participation in the teaching and learning process. (Sukmayati, 2014).

Next researcher is from Yusri, Mantasiah R, and Jufri (2018) on their research, they found that based on the analysis results obtained and discussion of the results of the analysis within the initial cycle and second cycle, it may be terminated the utilization of cooperative learning model TS-TS within the learning method, particularly within the grade XI MAN one Watampone will increase student's learning outcomes (Yusri, 2018).

Then, Imran (2015), he discovered that Two Stay Two Stray worked well for teaching narrative material. According to the t-test results, the t-test was determined to be 4.875, and the t-table at a significance level of 0.05 (95%) was 2.052. The t-test, therefore, performed better than the t-table. Thus, it suggested that the "Two Stay Two Stray" technique can be used in the teaching of narrative text and reading comprehension in general. It shows that the Null (H_0) Hypothesis was rejected and the Alternative Hypothesis (H_a) was accepted. (imran, 2015).

Accordingly, researchers can conclude from the research they conducted that the two stay two stray approach is beneficial to employ and can enhance students' reading comprehension according to the findings of the research mentioned above.

B. Some Partinent Idea

1. Concept of Reading

a. Definition of Reading

According to Jhonson (2008: 03), reading is practiced using text to make sense. The two keywords here mean creation. Meaning If no quay is generated, no reads will occur. Brown (2003: 185), on the other hand, says reading is a technique that teachers simply expect learners to master. Grabe and Stoller (2002: 4) added that reading can be taught in a way that extracts information from the text and forms an interpretation of that information (imran, 2015).

According to Grabe and Stoller (2002:9) in Wasilah Sa'adah & Fraditha Pinasty Sanjaya (2018) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately" (Sa'adah, 2018). Alderson (2000: 28) in Asrifan et al (2018) also thought and stated that many people find reading to be a pleasurable, intensive, private pastime from which they can receive great pleasure and in which they can lose themselves completely. (Asrifan, 2018).

One of experience that must be learned by children at all levels of education is reading. Consist with Klient et al. (1996) in research (Titi Mulya, 2019) the definition of reading covers

- 1) Reading may be a process,
- 2) Reading is strategic, and
- 3) Reading is an interactive process.

Reading can be a process designed to obtain information and knowledge for readers from a text. it has a significant function in defining meaning. Reading is also a strategic activity. Effective readers make use of reading techniques appropriate to the text and environment to make sense of what they are reading. These strategies vary consistent with the sort of text and purpose of reading.

b. Kinds of reading

According to Paveen (2008 : 117-124) of Asrifan et al (2018), There are four types of reading that are pertinent to its goal: loud reading, extensive reading, silent reading, and intensive reading.

- 1) Intensive Reading is associated with the additional progress of language learning under the guidance of a teacher. There are various features of reading intensive.
 - a) Helps learners develop active vocabulary.
 - b) Teachers play a main role in this reading.
 - c) A language entry is being developed.
 - d) This book is intended for the favorable use of language.

- e) Extensive reading emphasizes speech habits, and can correct accent, stress, intonation, and rhythm.
- 2) Far more essential browse is that the extensive reading material is chosen at a lower level than a profound reading. the aim of broad browsing can train students to read directly and swimmingly within the aim language while not enjoying the lecturers. Some options of wide reading are:
- a) Helps learners to expand the active vocabulary.
 - b) In intensive reading the topic matter is emphasised.
 - c) In the intensive reading the learners play the most role as a result of they need to enkindle measures.
 - d) In intensive reading the concept is developed.
 - e) The aim of in depth reading is to counterpoint learners' information.
 - f) Through intensive reading, a good reading habits are developed.
- 3) Reading aloud is another crucial component of English language instruction. The teacher should be aware that since reading aloud provides the foundation for word pronunciation, it must be taught at the basic level. Advantages of aloud reading :
- a) By speaking or expressing concepts, enables learners to improve their ability to read extremely well.
 - b) It helps learners improve their ability to pronounce words clearly.

- c) The teacher using reinforcement while reading makes reading very fun.
- d) Learning a language involves imitation. The student also tries to copy what the teacher says or reads from a text. Therefore, the teacher needs to come up with creative approaches to make this practice really effective.
- 4) The ability to read silently could be a crucial skill for English teachers. This reading should be used to improve learners' reading skills. Benefits of silent reading include:
- a) This type of reading makes kids extremely alert and accurate.
 - b) Learning occurs naturally when people read in silence because it directs their attention to the subject matter.
 - c) It saves time as a result of this activity is finished at a time. All students participate along during this activity at a time. it's terribly helpful to develop the talent of reading quick.
 - d) This skill is particularly important for expanding students' knowledge.

(Asrifan, 2018)

c. Aspect of Reading

According to Hatch (2001) in Diana Fauzia dress, Siti Sarah, and Fitriani Seventy Emafetery, Reading is a crucial talent in an exceedingly second learning, particularly in English as a second or foreign language.

There square measure some aspects of reading that square measure extremely associated with one another. they're the most plan, careful data, vocabulary, and abstract thought in reading comprehension. These aspects can't be separated and square measure unremarkably inquired in English reading exams in country. The aspects are main plan, detail, vocabulary, and inference. (Sari, 2019)

d. Type of Reading Texts

According to Anderson, M and Anderson, K (2002) in, supported the competencies customary and basic competencies suggested by the government, there square measure some kinds of text that ought to be educated in collage school, they are; procedure text, narrative text, recount text, and descriptive text.

1) Procedure Text

A Procedure text is a part of text that instructs listeners or readers on how to do something. The goal is to make it easier for the reader to create something, perform an action, or use something. Recipes, instruction manuals, directions are some examples of procedure text.

2) Recount Text

A recount is also a chunk of text that tells the reader or auditor the thanks to doing one factor. Its purpose is to supply instruction for making one factor, doing one factor, or getting somewhere. Samples

of procedure texts embody recipes, itineraries, instruction manuals, directions.

3) Narrative Text

In Anderson's definition of narrative text, a text that tells a tale and so amuses or instructs the reader or listener is one that uses narrative techniques. It means that a narrative text is a text that tells a past story to entertain the reader and includes characters, a plot, a setting, and action that have problems, such as fables, legends, and folktales, as well as a coda (moral value), which is divided into orientation, complications, and sequence of events (Umuluddin, 2017).

4) Descriptive Text

According to Anderson that descriptive or description is a describes a particular person, place, or thing. However, a descriptive can even be written to show or inform, to alter attitudes or social opinions, and to point out the ethical of a story. From the assorted text, the author solely focuses on the descriptive text. More rationalization of the descriptive text the author discusses within the next section. (Hidayah, 2018).

e. Reading Comprehension

1) Definition of Reading Comprehension

According to Wikipedia, reading comprehension is the ability to process a text, understand the meaning of a text, and integrate it with

what the reader knows. Ahmadi, (2017) in Asdar (2021) says that Reading comprehension is the process of constructing meaning from text (Asdar, 2021). Furthermore Wolley (2011:16) in Andi Asrifan, Nadira and Haedar (2018) As a collection of complex interactive tasks that demand complex cognitive functions at several levels simultaneously, this is the definition of reading comprehension according to him. Reading comprehension is a skill or ability that is very important in learning, why is that, because with reading comprehension we can understand the meaning or content of what we read.

Based on Klingner (2007: 8) in Titi Mulya (2019), “he said that reading comprehension is multi-component, a very complex process that involves a lot of interaction between a reader and what they are reading / bringing to the text (previous knowledge, and the use of strategies) and variables related to the reading text itself (interest in text and understanding of text types)” (Titi Mulya, 2019). Than, Wainwright (2007: 38) in Saputra (2016), also argues and adds that “reading comprehension is not just reciting or reading aloud the text or reading being read, but also understanding the meaning of the reading text” (Saputra, 2016).

2) Level of Reading Comprehension

Moreover, Hillerich (1983: 126) in Antoni (2010) classifies reading comprehension into 3 levels:

a) Literal Comprehension

The reader must remember details that are clearly explicit in the text to achieve the literal comprehension level. Literal Comprehension refers to an understanding of the straightforward meaning of the textbook, similar as data, vocabulary, dates, time, and position. Questions of literal comprehension can be answered directly and explicitly from the textbook. In our guests working with preceptors, we've set up that they frequently check on nonfictional appreciation first to make sure that their scholars have understood the introductory or face meaning of the textbook.

There are some specific reading skill at the literal level comprehension, the researcher focus on main idea and supporting detail.

(1). Main Idea

The most idea of a passage or reading text is that the central thought or message (Olson & Diller, 2012). In contrast to "topic," which denotes the subject under discussion, "main idea" denotes the intention or idea being communicated.

The main idea is a judgment or conception that tells what the paragraph is about. Main ideas are generally set up at the morning of the paragraph. Still they can be anywhere in the paragraph and the main idea means important information that says further about the overall purpose of an composition or

section of a textbook. Rather of the main idea, one can use the main beading which basically depicts the same meaning. To determine the main idea check for a general statement that could be supported with redundant information. Frequently the main idea is written as a general statement and is followed by a judgment that gives specific.

(2). Supporting Detail

Supporting details in reading comprehension are facts, claims, instances, and specifics that help readers conceive a text. These details help readers better understand the text by helping to clarify, explain, describe, expand, and exemplify the main idea.

There are any information can get in supporting details:

- (a) Facts: statistic or graphs
- (b) Statement: quotation or opinion from authorities one experts.
- (c) Example: comparisons, contrasts, graphs, case studies, illustrations, or predictions.

- (d) Description: setting, action, events, or character traits, or direction. An example in a story in a description of the character clothing, in a newspaper article are sentences that answer the question (who, what, where, when, why, and how).

(Tesilia, 2019)

b) Inferential Comprehension

Also, the deducible appreciation position allows the anthology to recommend fresh information material that supports the textbook's challenges and particular gestures. It pertains to comprehending the co-author's intentions and what was foremed, developing general conclusions, inferring the most plan, sequencing, creating judgments, prognosticating issues, etc.

c) Critical Comprehension

At last, the crucial comprehension level results in the creation of fair judgments on the text's various elements and the author's style. it aims to assess or make judgments in four key areas: main issues, arguments in favor of those arguments, linguistic style, and logic accustomed to arrive at conclusions. (Antoni, 2010).

According Mohammad(1999) critical comprehension occurs only after our scholars have understood the ideas and information that pen has parents. At this position, scholars can be stated on the following skill.

- (1). The capability to separate between facts and opinion
- (2). The capability to honored conclusive statements.
- (3). The capability to judge the accurancy of the information given in the textbook although appreciation take place at several situations, futhermore, the reading chops for each position. They're applicable to youthful compendiums in primary

academy, secondary academy scholars' right up to scholars at entry position. School teacher also keep in mind that the position aren't distinctive.

(Hardianti, 20014)

3) Purpose of Reading Comprehension

There is the aims of reading comprehension is to grasp the text so as to induce the data and knowledge. Those square measure the essential purpose when doing the reading activity. in line with Grabe and Stoller (2002:13) in Naning Risti Hanifah (2014), state the aim of reading is as follows:

- a) Reading to search for simple information. Simple information can be obtained by reading announcements at places like the market, the school, the car, and others. When the reading is to search, we often skim the material in pursuit of a certain fact or word.
- b) Reading to skim quickly. This goal is to comprehend the text or passage's overall structure, constant as a combination of methods for estimating any information from the text that is required. For instance, when reading a newspaper, some people typically just skim over a lot of the pages to get the gist of it.
- c) Reading to be told from texts. Reading to be told generally happens in tutorial and skilled contexts within which someone must learn a substantial quantity of data from a text.
- d) Reading to integrate words. needs to make fresh opinions about the relative value of differing, mutually buttressing, or completing

information and may need to restructure a rhetorical frame to accommodate information from colorful sources. These chops inescapably need essential analysis (of the word, the knowledge, the data) being browse so the anthology will decide what information to integrate and the way to integrate it for the anthology's thing. During this respect, each readings to put in jotting and reading to notice textbook could also be task variants of reading to integrate word.

e) Reading for general appreciation. The state of general reading appreciation has been by design saved for last during this discussion for 2 reasons. First, it's the foremost introductory purpose of reading, underpinning and supporting most another purpose for reading. Second, general reading appreciation is truly a lot of complicated than typically assumed. (Hanifah, 2014)

2. Concept of Descriptive Text

a. Definition of Descriptive Text

Text that explains something is referred to as descriptive text. A writer who attempts to visualize the subject of his description is said to be using descriptive writing. The outline is used to describe a particular thing, place, or person. The descriptive text differs significantly from the other types of text. Wyrick (1987:227) states, "The writer of description creates a word-painting of persons, places, objects, and emotions employing a careful selection of detail to form an impact on

the reader.” The aforementioned justification leads many people to the common conclusion that descriptive writing is a quiet form of writing that includes an overview, traits, and a definition of an idea, object, or person. The descriptive text follows, which is usually in the simple present. The teacher must make producing descriptive text for instruction and learning more engaging. (Husna, 2013).

b. Type of Descriptive Text

As declared earlier, a text description contains components of objects and events. Dalman (2014: 96) in research Syafrida Wati, Tiur Asi Siburian and Malan Lubis (2018) described the varied descriptive texts into 3 forms of them:

1) Description of Place

Places plays a very important role. Explaining a place is to describe the situation and conditions of a place.

2) Description of person

Of course, it is necessary to gather detailed information about that person and also ask yourself what to add in those details, if you want to describe a person. In describing someone, there are many ways that can be described by explaining their face, hair color, clothing, skin, body shape, etc. In describing a person, however, you are not obligated to provide every detail about a person's appearance. You can concentrate on one or two striking features that convey a commodity about a person's character.

There are several ways to describe a person, namely:

- a) Physical depiction, is something that aims to give a clear description of the state of a character;
 - b) Portrayal of a character's actions
 - c) Descriptions of circumstances surrounding the character, for example, depictions of clothing, residence, vehicles;
 - d) Descriptions of characters' feelings and thoughts; and
 - e) Descriptions of one's character. (Wati, 2018)
- 3) Description of thing

3. Concept Of Two Stay Two Stray Technique

a. Definition of Two Stay Two Stray Technique

According to Kagan (1992) in Fathurrahman Imran, The Two Stay Two Stray technique, formerly known as "one stray two stay," is a cooperative learning exercise that uses one group of four students in a classroom to share ideas with another group. (imran, 2015).

Same with Kagan (1992), Santoso (2011) in Sari et al. research also say that Two Stay Two Stray (TSTS) is a type of collaborative literacy group that provides gaps or opportunities for students to share reading results and certain information with other study groups in classroom conditioning. (Sari, 2019).

In order to accomplish the training objectives that were previously specified, the Two Stay Two Stray (TSTS) technique requires students to participate actively in collaboration between

students who have diverse (heterogeneous) characteristics. Here, teachers serve as both facilitators and guardians. The goal of this learning is to prepare students to learn from their training experiences alongside companions who are neither poorly categorized nor still poorly categorized in terms of grasping the topic or subject matter.

With the use of this strategy, students are able to pick up information from other students in addition to what the teacher is teaching them. Additionally, it offers the possibility to demonstrate to other students how well this approach can motivate and inspire aspiring students in a setting where learning takes place in four-student small groups. As a result, when students form groups, they will create an open learning environment that adheres to the principles of equality since at that time, a collaborative learning process will be taking place within a personal relationship of mutual need. (Saputra, 2016).

b. The Steps of Two Stay To Stray

According to Lie in (Harahap, 2012) the TSTS consists of some steps:

- 1) The students are set in a group consist of four students.
- 2) Then two students from each group will behind the group to stray to other groups.
- 3) The two staying students have task to share or explain the information what they got and the work result to their guests.

- 4) The guests who visit, ask for permission to return to their respective groups and report their findings from other groups.
- 5) The group matches and discusses the results of the information that has been obtained or collected from activities.

c. Teaching Procedures of Two Stay Two Stray.

- 1) The teacher divides students into groups, each group consisting of four people. The group formed a diverse group. As an illustration, one group consists of one student with high ability, two people with medium ability, and one person with low ability. This is done because Cooperative Learning type Two Stay Two Stray (TSTS) aims to open opportunities for students to teach each other collectively (peer training) and collective support. The school teacher gives material to each group to work on together with all group members.
- 2) All group members work together in a group consisting of four people. In this case, it aims to provide opportunities for students to be active in the process of thinking and gathering information.
- 3) After finishing, two students from each group leave the group to visit another group.
- 4) Two students who live in groups are tasked with distributing the results of discussions and information to guests from other groups.
- 5) The guests are asked to withdraw and return to their respective groups and report their findings from other groups.

- 6) The group matches and compares the findings it gets with the results of its work.
- 7) Each group presents or collects their work.

d. Advantages and Disadvantages of TSTS

According to Lie (2002) in Jannah (2018), mentions point out of Two Stay Two Stray technique have the advantages and the disadvantages and it will explain as follows;

- 1) There are the advantages of the Two Stay Two Stray (TS-TS) technique:
 - a) Provide opportunities for students to decide on their own conception by working on the questions given to them.
 - b) Provide opportunities for students to be creative and communicate with friends in groups.
 - c) Form good habits for students to open their insights and thoughts.
 - d) Increase students' skills in literacy.
- 2) Helping teachers achieve results in terms of literacy because collaborative literacy systems are easy to implement. And from the 'Two Stay Two Stray (TS-TS) technique, of course, there are also disadvantages;
 - a) TS- TS requires further or longer time for discussion.
 - b) Students who rarely work in groups will feel awkward to work together.

- c) In general, students who are fluent or have more knowledge will generally dominate the discussion.

(Jannah, 2018)

C. Conceptual Framework

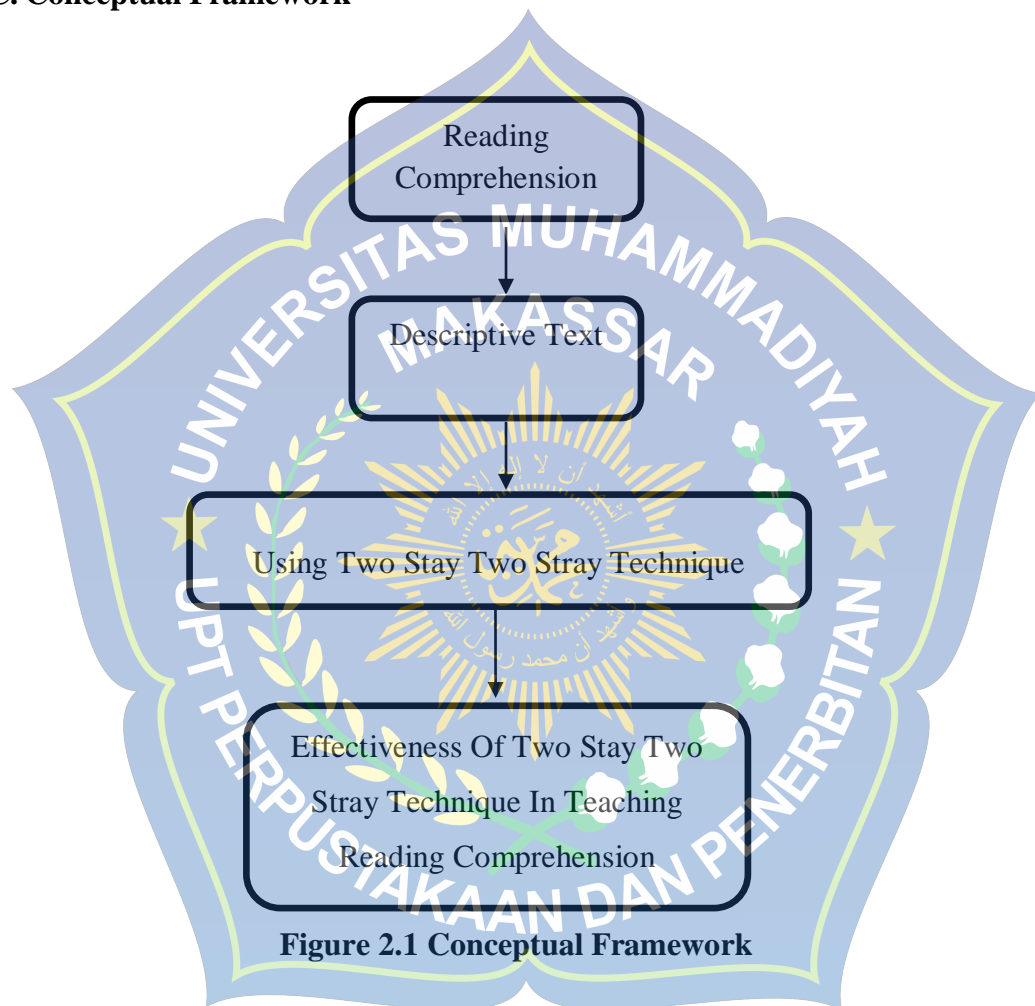


Figure 2.1 Conceptual Framework

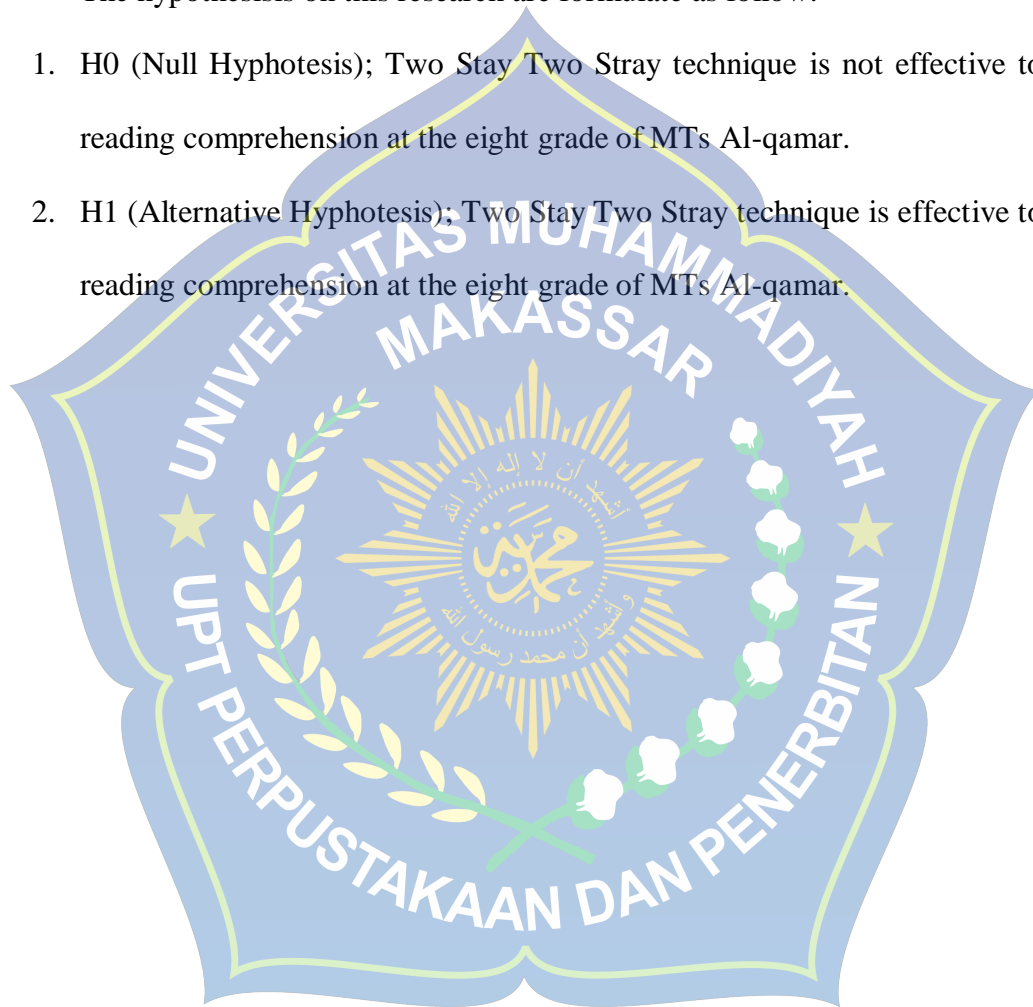
The contextual framework above describes the research that will be carried out by researchers. This research is a pre-experimental research, where this study explains the use of Two Stay - Two Stray in teaching reading comprehension. reading comprehension in this conceptual framework is an input, while the process refers to the process of teaching descriptive text through Two Stay - Two

Stray (TS-TS), and the Effectiveness Of the Two Stay Two Stray Technique In Teaching Reading Comprehension is an output.

D. Research Hypothesis

The hypothesis on this research are formulate as follow:

1. H0 (Null Hypotesis); Two Stay Two Stray technique is not effective to reading comprehension at the eight grade of MTs Al-qamar.
2. H1 (Alternative Hyphotesis); Two Stay Two Stray technique is effective to reading comprehension at the eight grade of MTs Al-qamar.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses experimental research. Besides that, experimental research has many definitions, according to Arikunto (2003: 272), the purpose of experimental research is to find out whether there is influence on "something" which is the focus of the investigation. Meanwhile, Sugiyono (2006:109–114), explains that there are three types of experimental designs: pre-experimental, quasi-experimental, and truly experimental. (Sixnori, 2017).

This research, will conducted a pre-experimental design with one group pre-test and post-test design. This design consists of one group, which is to give pre-test (O1), a treatment (X) and post-test (O2). This aims to find out whether there is a significant development before and after using the two stay two stray Strategy and find out whether using the Two Stay Two Stray Technique is effective in teaching reading comprehension.

The design of this research as follow:

Table 3.1 Design of Research

Pre-test	Treatment	Pos-test
O1	X	O2

(Sugiono, 2019)

Where:

O1 =Pre-test

X = New treatment

O2 = Pos-test

B. Population and Sample

1. Population

According to Corper, et al; 2003 states that “The population is the total collection of units about which we anted to made some inference. A population units was a subject on which the same measurement was being taken. It was the unit of studied ‘(Sugiyono, 2019). According to Arykunto (1998: 115) states that “the population is all of the subjects”. While according to Ary, et al (2010: 148) states that the population is defined as all individuals from each category of well-defined individuals, activities, or objects. Furthermore, Creswell (2008: 151) states that the population is a group of people who have the same identical characteristics.(Wibowo, 2013). Therefore the researcher took the population was a students’ of the eight grade at MTs AL-QAMAR 2023-2024 academic years. With a population of 61 students divided into three classes.

Table 3.2 The Populations of the research

No.	Class	Populations
1.	VIII A	28
2.	VIII B	15
3.	VIII C	18
Total		61 Students

2. Sample

The sample is a sub or group part of the target population that will be studied by researchers, and generalized about what a target population means (Creswell, 2008 152). Meanwhile, in line with Arikunto (2002 109), the pattern is a small organization of the population being observed. Therefore the sample is an important or most important part of a population that will be taken to represent all populations in the exploration.(Wibowo, 2013). In this research took one class of eight grade students' at MTs AL-QAMAR, 2023-2024 academic years that consist of 15 students in order to get the data.

3. Sampling

In this study, researchers used a non-probability sample, namely purposive sampling. in Basri D (2016), researchers must know the characteristics of the informants and assess that the selected informants will be able to provide information or data related to research problems based on the research design. So the researcher chose one class as the sample for this study based on the observations of their subject teachers' lack of understanding of reading comprehension. Therefore, the sample used is the research sample chosen not at random but based on the subject teacher's analysis, and in this case, it was chosen directly by the English teacher.

C. Research Variable

Some things that are the subject or focus of the investigation are variable. In line with Arikunto (2010: 161), it's possible that the variable is a type of

phenomenon. According to Ary (2002: 15), a variable can be a quality constructor that will balance the value or score. Variables are objects of exploration that become some level or type of investigation, that is according to Suharsimi (2006:118). Additionally, a circumstance, amount, or quantity that will change or be changed might be considered a variable. It follows that the variable might be a valuable variant for a concept. In the course of this study, was used of two variable:

1. **Independent variable in this research** is the used of the two stay two stray (TSTS) technique.
2. **Dependent variable in this research** is students' reading comprehension.

D. Instrument of The Research

The instrument that use in this research was a multiple choice question in a descriptive text. The text consists of 3 texts, and each text consisted of 3-4 multiple choice question numbers. In doing it in one class, and than using three stages, the first stage is giving a pre-test, which is a test that is given at the beginning of the meeting to measure or assess the extent of the student's reading comprehension. In the second stage, class is given treatment using the two stay two stray technique. Then the third stage is giving the posttest, namely the test after being given treatment.

E. Technique of Data Collection

To do the research, data collection is essential. Arikunto (2010: 265), states that there are some methods of collecting the data. collect data In this research using several methods or techniques that as follows;

1. Pre-test

The pre-test is a test conducted to test students' abilities for the first time. The pre-test was carried out before imposing a treatment. Researchers take scores to induce primary statistics. Organization is given immediately after the pre-test. Researchers at the same time distribute descriptive text content about people, places or things equipped with questions to each student. The questions given to these students consisted of ten numbers question of multiple choice.

2. Post-Test

A post-test is a test that is actually carried out after the teaching process or after treatment using a new technique. The questions given consist of ten multiple-choice numbers which are identical to the pre-test.

F. Technique of Data Analysis

In order to determine the answers to the questions raised by the study, data analysis was calculated. In order to synthesize and make meaning of what is observed, it includes examining the data as they are being gathered (Donald et al, 2010: 530). Than Arikunto (2010: 278) states that the acquired data needs to be examined right away. Data analysis is important for research since unanalyzed raw data collected from the field has no relevance. The goal of data analysis is to test hypotheses and provide solutions to the problem statement. The researcher utilized the following process to analyze the data obtained from the pre- and post-tests:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Maximum score}} \times 100$$

(Gay, 2012)

2. Classifying the score of the students' using the following scale:

Table 3.3 Score Classification

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score :

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = the total number of student

(Gay, 2012)

4. The criteria for the hypothesis testing was as follows:

Table 3.4 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005: 121)

5. Calculating the collection data from the students in answering the test, the researcher used formula to get the mean score of the students as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

6. Finding out the significant difference between the score of the pretest and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = The Mean of different score

$\sum D$ = The sum of different score

N = The total number of students

T = Test of significance

(Gay, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of research conducted in class VIII B at MTs Al-Qamar. This chapter presents the discussion and findings about the use of the Two Stay Two Stray Technique, especially in teaching students' reading comprehension using descriptive text. This chapter consists of research results, data analysis, and discussion.

A. Research Findings

1. Effectiveness

Hornby (1995) states the Effectiveness is having an effect, able to bring about the result intend. To find out the effectiveness of using the Two stay two Stray technique in teaching reading comprehension through descriptive text in learning English at MTs Al-Qamar, the researcher conducted a quantitative analysis. This study used research design pre-experimental which only used 1 class, namely class VIII B which consisted of 15 students. This data was obtained by giving a pre-test to students before applying the learning process treatment to measure the effectiveness of the Two stay two Stray technique, then giving a post-test so that researchers could see if there was a significant increase in the treatment.

This section discusses the data obtained from the effect of using the two stay two stray technique in teaching reading descriptive texts. The data

analysis presented consists of pre-test and post-test scores. Comparison of pre-test and post-test values is further presented in the data analysis.

Table 4.1 Standard categorization of the effectiveness

Score Interval	Descriptive Category
4 - 5,0 (80 - 100%)	Very Effective
3 - 3,9 (60 - 79%)	Effective
2 - 2,9 (40 - 59%)	Quite Effective
1 - 1,9 (20 - 39%)	Ineffective
0 - 0,9 (0 - 19%)	Very Ineffective

So based on the table above and obtained an increase value of 75.5%, it can be said that the use of the Two stay two Stray technique is effective for students' reading comprehension at the literal comprehension level in finding the main ideas and supporting detail contained in descriptive texts.

2. Scoring the students' correct answer pre-test and post-test

This pre-test was conducted at the beginning of the meeting to find out students' reading comprehension in the description text before the treatment is given. Researchers conducted a pre-test in class on August 1, 2023. After the pre-test scores are analyzed, then the results showed that the mean score of the pretest.

The post-test is given after doing a treatment the use of Two stay two Stray technique on August 10, 2023. After the pre-test scores are analyzed,

then the results showed that the mean score of the posttest. Grades students who were tested on the pre-test can be seen in the table.

Table 4.2 The students' Pre-test Post-test score

No	Respondents	Score		
		Pre-test	Post-test	Difference
1	S.1	10	60	50
2	S.2	20	80	60
3	S.3	50	90	40
4	S.4	50	80	30
5	S.5	40	80	40
6	S.6	50	100	50
7	S.7	80	90	10
8	S.8	50	90	40
9	S.9	50	80	30
10	S.10	40	80	40
11	S.11	60	90	30
12	S.12	60	80	20
13	S.13	50	80	30
14	S.14	50	70	20
15	S.15	40	80	40
Σ		700	1230	530
Mean		46.67	82	35.33

Lowest	10	60	
Highest	80	100	

From the table above it can be seen that the mean of pre-test and post-test scores were 46.67 and 82. While the highest pre-test and post-test scores were 80 and 100, and the lowest pre-test and post-test scores were 10 and 60.

To see a significant percentage increase, the researcher provides the table below:

Table 4.3 The improvement percentage of students' score

Indicator	Mean Score	
	Pre-test	Post-test
Reading Comprehension	46.67	82
Improvement	75.5%	

From table 4.2 it can be seen that the percent increase in student scores from the pretest and posttest is 75.5%. So it can be said that students' reading comprehension through the two stay two stray technique has a significant increase.

3. Classifying, computing the frequency and the rule percentage of the students' score pre-test post-test.

This section presents students' Reading Comprehension results, such as main ideas and detail information from the descriptive text. Students'

pre-test and post-test scores are classified into frequency and percentages as follows:

Table 4.4 Classification frequency and percentage of the students' score pre-test post-test

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	-	-	1	7%
2	86-95	Very good	-	-	4	26%
3	76-85	Good	1	7%	8	53%
4	66-75	Fairly good	-	-	1	7%
5	56-65	Fair	2	13%	1	7%
6	36-55	Poor	10	67%	-	-
7	0-35	Very poor	2	13%	-	-
TOTAL			15	100%	15	100%

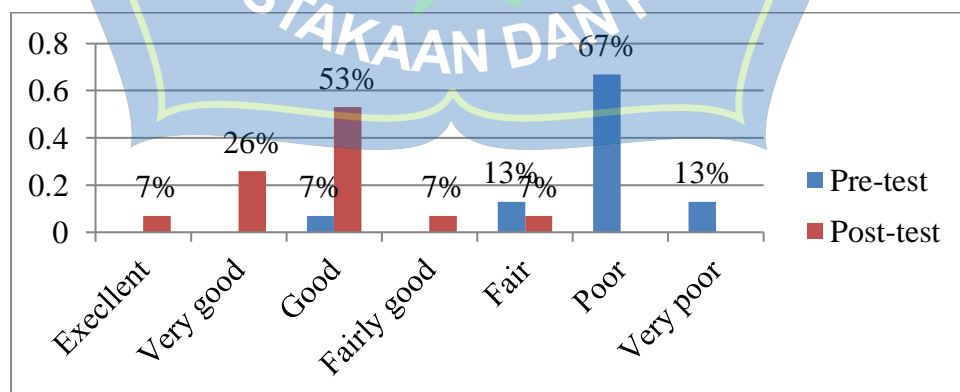


Figure 4.1 Histogram frequency and percentage of the students' score pre-test post-test

Based on the table above, there is an improvement in students' posttest results. Because it can be seen that the percentage of the average pretest score of 15 students as shown in table 4.3 shows that there are students who got Very poor score. There were 1 (7%) students got good score, 2 (13%) students got fair score, 10 (67%) students got poor score, and 2 (13%) students acquired very poor score.

The results of the post-test experienced an increase and it can be seen that the percentage of post-test scores of 15 students as shown in table 4.3 shows that there are students who got excellent score. There were 1 (7%) students got excellent score, 4 (26%) students got Very good score, 8 (53%) students got good score, and 1 (13%) students got Fairly good, 1 (13%) students got acquired fair score.

4. The students' mean score and Standard Deviation of pre-test and post-test in teaching reading comprehension

In students' reading comprehension using the Two Stay-Two Stray (TS-TS) technique, there are differences mean score in the pre-test and post-test. In the pre-test of achievement in reading comprehension of descriptive text students did not understand the main ideas and general information, but after applying the Two Stay-Two Stray (TS-TS) Technique. students better understand the main ideas and general information, this can be seen clearly in Table 4.5.

Table 4.5 Students' Mean Score and Standard Deviation

NO	Component	Pre-test		Post-test	
		Mean Score	Std. Deviation	Mean Score	Std. Deviation
1.	Students' Reading Comprehension	46,67	16,33	82	9,41

Table 4.4 above shows that the mean score of content in the pretest was 46.67 with the standard deviation of content in pre-test was 16.33. while the mean score of content in post-test was 82 and the standard deviation of post-test in content was 9.41.

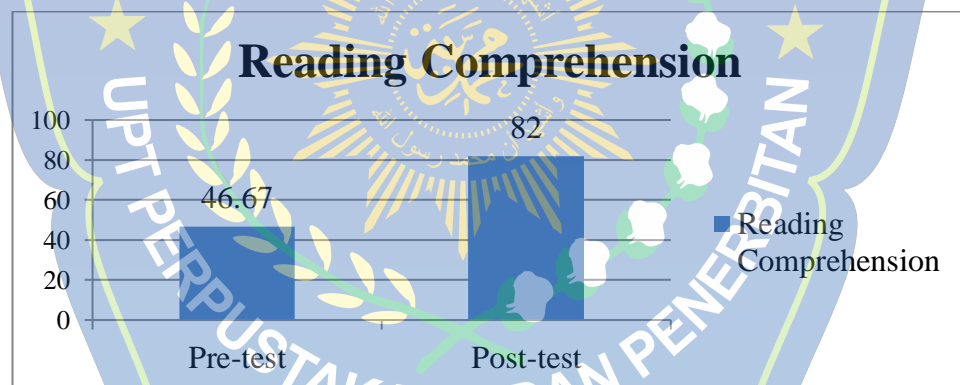


Figure 4.2 Histogram Mean Score of Students' Reading Comprehension

Graphic 4.2 shows an improvement in students' reading comprehension from pre-test to post-test with the mean score for the pre-test was 46.67, and the mean score for the post-test was 82 and the increase from pre-test to post-test was 75.5%.

5. The Significance of Students' reading comprehension

To find out the significance level of the pre-test and post-test, the researcher used data analysis using the t-test (significance test) at the significance level (p) = 0.05 with degrees of freedom (df) = $N-1$ ($15-1 = 14$), where N = number of subjects (14 subjects) then the t-table value is 1.76131. The following is a picture of the results of the t-test calculation analysis:

Table 4.6 The Significance of Students' reading comprehension

Component	t-test value	t-table value
Reading Comprehension	10.87919	1.76131

Null Hypothesis (H_0), state that Two Stay Two Stray technique is not effective to reading comprehension at the eight grade of MTs Al-qamar, while Alternative Hypothesis (H_1), state that Two Stay Two Stray technique is effective to reading comprehension at the eight grade of MTs Al-qamar.

Null hypothesis (H_0) is rejected if $t_o > t_t$ (t observation > t table) for degree of freedom (df) = $n_1 + n_2 - 2$ and at the level significance $\alpha = 0.05$, which means that alternative hypothesis (H_1) is accepted, on the contrary, if $t_o < t_t$ (t observation < t table), H_0 is accepted and H_a is rejected.

Based on the results of the analysis in the table above using manual calculations, it shows that the t-test value is higher than the t-table value with a significant level of 0.05 ($10.87919 > 1.76131$). So it can be

concluded that the alternative hypothesis (H1) in using the two stay two stray technique has an effect on reading comprehension in class VIII B students of MTs Al-Qamar is accepted, and it can be said that in this research there was a significant change in students' reading comprehension after the use of the two stay two stray (TSTS) technique in learning English.

B. Discussion

Based on the research findings, the researcher will provide several explanations as follows:

In learning English, reading is one of the fourth skills that must be learned. There are several methods and learning techniques that can be used in studying reading comprehension and in this case, the researcher uses the two-stay two stray technique in teaching reading comprehension in descriptive text. The researcher gave pre-tests to students to find out their initial knowledge about reading comprehension, then gave treatment, namely using the Two Stay Two Stray technique in class, and then gave posts to find out whether there was an increase after using the technique.

Based on the findings above, the researcher found that there was an effect on students' reading comprehension after using the TSTS technique, especially in terms of main ideas and detail information contained in descriptive texts. It supports the previous research done by Saputra (2016) he state that in the use of the two stay two stray technique in teaching reading comprehension was more successful.

The effect can be seen that there are changes shown in the acquisition of pre-test and post-test scores. In this process, it can be seen that reading comprehension in the pre-test is very low, especially in finding main ideas and general information. This shows that students cannot understand well what they read.

At first the students' understanding was very low so students experienced a lot of difficulties and spent a lot of time. Students only read without understanding the contents of the reading and how to find the main ideas and detail information contained in the descriptive text given, so that the range of values obtained from the pre-test is 10 up to 80, which means that the lowest score obtained is 10 and the highest score is 80, with an average value of 46.67.

At the first meeting, students were given a pretest and continued with the first treatment, using the Two Stay Two Stray technique in teaching descriptive text. This technique makes the class active and has a major role in the class after that they ask other groups to find student text information that makes them more active in class. Students learn from other groups, and interactions occur between students where students try to solve problems. It is this information-sharing activity that makes class fun and not boring as Kagan said that Two Stay Two Stray (TSTS) is one of the types of cooperative learning groups that provides opportunities for students to share reading results and information with other learning groups in classroom activities.

The first thing the researcher did was to first explain the material about descriptive text starting from the definition, general structure, the purpose, and

examples of descriptive text and then explaining how to find the main ideas and detailed information contained in the text. After giving an explanation about the descriptive text, the researcher began to divide students into several groups, where each group consisted of four people, but in this class there were only 15 students so there was one group consisting of 3 people. After the group was formed, the researcher explained how the group worked and how to use the two stay two stray (TSTS) technique. In this assignment, two groups were given the task of identifying or finding information about the main idea of a descriptive text, and the other two groups were given the task of finding detailed information contained in the text.

In the first treatment, the use of the two stay two stray technique did not go well, because the students divided their own groups so that there were several groups consisting of students who had the ability or intelligence in learning English, so that only one or two people worked in the group so that when they arrived when they visited other groups they were confused about explaining the results of their discussions because they relied on their smart group mates. So that there are those who have not been able to provide the desired results of the discussion.

At the second meeting, the treatment was given again with the same text but the selection of groups was chosen directly by the researcher so that there was no longer a tendency to rely on friends who had skills in English subjects. In the second treatment these students had begun to understand the use of the two stay two stray technique which involved the four members of this group

understanding the reading. So that when they visit other groups they can already explain the results of the discussion. But in this activity there are still students who have not been able to get the right results or in other words the answers they get are not right with the material provided.

In the first treatment the researcher used a descriptive text from a student textbook entitled "When English Rings a Bell" page 88. And for the second treatment it was the same as the first treatment but in the second treatment a different descriptive text was used so that students could understand better in reading comprehension of the descriptive text.

It was continued at the third meeting by giving further treatment where at this stage a new and different description text was given from the previous treatment material. The material used in this activity consisted of 2 descriptive texts so that the 2 groups got the same material but looked for different information. Where groups one and three get the same material but group one gets the task of finding the main ideas and group three looking for detailed information, as well as for groups two and four. To measure the ability of students, the division of groups was again randomized by the researcher and combined students who had high and low abilities and also the researcher directly appointed two people who would visit other groups so that the distribution was even and all group members worked really hard. In this activity, almost all parties understood the text given, but there were still deficiencies, so it was continued with the last treatment before the post test.

On the fourth day the researchers gave the fourth treatment with the same material. In this activity the students started to enjoy working in groups and no longer hesitated to visit other groups and explain their findings. Students are also able to answer the questions correctly and there are no more obstacles in using the two stay two stray technique. So the results will be easier for students to understand the text. After all the pre-test and treatment activities were completed, the researcher gave back the post-test questions to the students.

And it can be seen from the scores obtained in the post-test that are higher than the pre-test scores, namely students get a vulnerability score from 60 to 100, where the lowest score is 60 and the highest score is 100, with an average score of 82. In Saputra (2016), on his research, he found that in the use of the two stay two stray technique in teaching reading comprehension was more successful than using the Traditional Grammar-translation Method.

So from the explanation above it can be interpreted that the researcher found the Effectiveness of Using the Two Stay Two Stray Technique in Learning Reading Comprehension in The Eight Grade Students' of MTs Al-Qamar in the 2023/2024 Academic Year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the pre-experimental research, and based on the findings and discussion of the researchers in the previous chapter, the researchers concluded that using the Two Stay Two Stray Technique (TS-TS) have an effect and was very effective in teaching at the eight grade students' reading comprehension at MTs Al-Qamar. This is evidenced by the significant change in score on students' reading comprehension, especially in descriptive text which is supported by the student's t-test, which is 10.87919, which is greater than the t-table value, which is 1.76131. Then the average score of the students' pretest was 46.67 and the posttest was 82.

B. Suggestion

1. For Teacher

A teacher, of course, must have the ability to see how students are interested in learning, especially in teaching English. In this case the teacher must be observant or smart in choosing what techniques are appropriate to use in learning so that learning is more interesting and does not seem boring. As well the teacher should use the Two Stay Two Stray Technique (TS-TS) technique in the process of teaching reading comprehension.

2. For Students

In the teaching and learning process, students must be active in class and pay attention to the lessons given by the teacher. Students also have to tell the teacher about the difficulties encountered in the learning process, especially in descriptive text material. Students also have to be more courageous in expressing their ideas and opinions.

3. For the Researcher

Researchers realize that this research is not the end of everything problem at hand. So the researcher hopes that this can be a reference for other researchers and can take advantage of this research to conduct new research.



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Appendix I
LIST OF STUDENT'S

List of Students'
Class VIII B MTs Pesantren Al-Qamar

No.	NAME
1.	Ainur Resqi
2.	Aisyah Nur Qolby
3.	Amila Khaerunnisa
4.	Annisa Khairum
5.	Asmaul Husna
6.	Chusnul Aulia
7.	Dinda Kirana
8.	Jazmine Azzahra Wibowo
9.	Miftahul Jannah
10.	Nurlinda
11.	Putri Aisyah
12.	Salwa Dwi Putri Ashar
13.	Sulfadilah Hawania MJ.
14.	Tri Auliah Putri Irfan
15.	Khairun Attafunnisa A.



Appendix II

STUDENTS' SCORE

**List of Students' Score
Pre-test and Post-test**

NO	RESPONDENTS	SCORE	
		Pre-test	Post-test
1	S.1	10	60
2	S.2	20	80
3	S.3	50	90
4	S.4	50	80
5	S.5	40	80
6	S.6	50	100
7	S.7	80	90
8	S.8	50	90
9	S.9	50	80
10	S.10	40	80
11	S.11	60	90
12	S.12	60	80
13	S.13	50	80
14	S.14	50	70
15	S.15	40	80



Appendix III

CALCULATION

DATA

A. The students' mean score of pre-test and post-test in in teaching reading comprehension.

1. The students' mean score of pre-test

Calculate the students' mean score of pre-test using the following formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{700}{15}$$

$$X = 46,67 \text{ (Poor)}$$

2. The students' mean score of post-test

Calculate the students' mean score of pos-test using the following formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1230}{15}$$

$$X = 82 \text{ (Good)}$$



B. The Percentage of The Students' Improvement nt in Reading

Comprehension

Calculate the percentage of the students' improvement nt in reading comprehension using the following formula:

$$P = \frac{Y - X}{X} \times 100$$

$$P = \frac{82 - 46,667}{46,667} \times 100$$

$$P = \frac{35,333}{46,667} \times 100$$

$$P = 75,7\%$$



C. Students' Mean Score and Standard Deviation

NO	Component	Pre-test		Post-test	
		Mean Score	Std. Deviation	Mean Score	Std. Deviation
1.	Students' Reading Comprehension	46,67	16,33	82	9,41

Calculate the percentage of the students' standard deviation in reading comprehension using the following formula:

$$S^2 = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}}$$

1. Pre-test

No	x	x ²
1	10	100
2	20	400
3	50	2500
4	50	2500
5	40	1600
6	50	2500
7	80	6400
8	50	2500
9	50	2500
10	40	1600
11	60	3600
12	60	3600
13	50	2500
14	50	2500
15	40	1600
Σ	Σx= 700	Σx² = 36400
Var	266.6667	
St.dev	16.33	

$$S^2 = \sqrt{\frac{15 \times 36400 - (700)^2}{15(15-1)}}$$

$$= \sqrt{\frac{546000 - 490000}{15(14)}}$$

$$= \sqrt{\frac{56000}{210}}$$

$$= \sqrt{266,67}$$

$$S^2 = 16,33$$

2. Post-test

No	x	x ²
1	60	3600
2	80	6400
3	90	8100
4	80	6400
5	80	6400
6	100	10000
7	90	8100
8	90	8100
9	80	6400
10	80	6400
11	90	8100
12	80	6400
13	80	6400
14	70	4900
15	80	6400
Σ	Σx = 1230	Σx² = 102100
Var	88.57143	
St.dev	9.41	

$$S^2 = \sqrt{\frac{15 \times 102100 - (1230)^2}{15(15 - 1)}}$$

$$= \sqrt{\frac{1531500 - 1512900}{15(14)}}$$

$$= \sqrt{\frac{18600}{210}}$$

$$= \sqrt{88,57}$$

$$s^2 = 9,41$$



D. The Students' T- test of Reading Comprehension in pre test and post test

No	Pre-test (X)	Post-test (Y)	D (Y-X)	Xd (d - Md)	Xd ²
1	10	60	50	14.66666667	215.1111111
2	20	80	60	24.66666667	608.4444444
3	50	90	40	4.666666667	21.77777778
4	50	80	30	-5.333333333	28.44444444
5	40	80	40	4.666666667	21.77777778
6	50	100	50	14.66666667	215.1111111
7	80	90	10	-25.33333333	641.7777778
8	50	90	40	4.666666667	21.77777778
9	50	80	30	-5.333333333	28.44444444
10	40	80	40	4.666666667	21.77777778
11	60	90	30	-5.333333333	28.44444444
12	60	80	20	-15.33333333	235.1111111
13	50	80	30	-5.333333333	28.44444444
14	50	70	20	-15.33333333	235.1111111
15	40	80	40	4.666666667	21.77777778
Total	$\Sigma x=700$	$\Sigma y=1230$	$\Sigma d=530$	$\Sigma xd=0.00000000$	$\Sigma Xd^2= 2373.333333$
Mean (Md)	46,67	82	35,33		

E. The students' mean score of gain (D)

Calculate the students' mean score of gain (d) using the following formula:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{530}{15}$$

$$Md = 35,33$$



F. Test of significance

To test the significance of the difference in the average pretest (x) and posttest (y) values, the t-test calculation formula is used as follows:

$$\begin{aligned} T &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{35,33333333}{\sqrt{\frac{2373,333333 - \frac{2373,333333^2}{15}}{15(15-1)}}} \\ &= \frac{35,33333333}{\sqrt{\frac{2373,333333 - \frac{2373,333333^2}{15}}{15(15-1)}}} \\ &= \frac{35,33333333}{\sqrt{\frac{2373,333333 - 158,2222222}{15(15-1)}}} \\ &= \frac{35,33333333}{\sqrt{\frac{2215,111111}{15(15-1)}}} \\ &= \frac{35,33333333}{\sqrt{\frac{2215,111111}{15(14)}}} \\ &= \frac{35,33333333}{\sqrt{\frac{2215,111111}{210}}} \end{aligned}$$

$$= \frac{35,33333333}{\sqrt{1054814815}}$$

$$= \frac{35,33333333}{3,24779127}$$

$$T = 10,87919$$

To	10,87919	
tt	1.76131	The t distribution
status	SIGNIFICAN	two teil



G. Table distribution of t- value

Degree of freedom (df) = N – 1=15 – 1= 14, T- table= 1.76131

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83811	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81946	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79688	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479

35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)



H. Scoring Classification of The Students Pretest and Posttest

RESPONDENTS	X	Classification	Y	Classification
S.1	10	Very poor	60	Fair
S.2	20	Very poor	80	Good
S.3	50	Poor	90	Very good
S.4	50	Poor	80	Good
S.5	40	Poor	80	Good
S.6	50	Poor	100	Excellent
S.7	80	Good	90	Very good
S.8	50	Poor	90	Very good
S.9	50	Poor	80	Good
S.10	40	Poor	80	Good
S.11	60	Fair	90	Very good
S.12	60	Fair	80	Good
S.13	50	Poor	80	Good
S.14	50	Poor	70	Fairly good
S.15	40	Poor	80	Good

I. Distribution Frequency and Percentage

1. Pre-test

No.	Score	Classification	Frequency	Percentage
1	96-100	Execllent	-	-
2	86-95	Very good	-	-
3	76-85	Good	1	7%
4	66-75	Fairly good	-	-
5	56-65	Fair	2	13%
6	36-55	Poor	10	67%
7	0-35	Very poor	2	13%
Σ			15	100%

Calculate the frequency and the rate percentage using the following formula:

$$P = \frac{F}{N} \times 100\%$$

a. For “**Good**” category

$$P = \frac{1}{15} \times 100\%$$

$$P = \frac{1}{15} \times 100\%$$

$$P = 0,07 \times 100\%$$

$$P = 7\%$$

b. For “**Fair**” category

$$P = \frac{2}{15} \times 100\%$$

$$P = \frac{2}{15} \times 100\%$$

$$P = 0,13 \times 100\%$$

$$P = 13\%$$

c. For “**Poor**” category

$$P = \frac{10}{N} \times 100\%$$

$$P = \frac{10}{15} \times 100\%$$

$$P = 0,67 \times 100\%$$

$$P = 67\%$$

d. For “**Very poor**” category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{2}{15} \times 100\%$$

$$P = 0,13 \times 100\%$$

$$P = 13\%$$

2. Post-test

No.	Score	Classification	Frequency	Percentage
1	96-100	Excellent	1	7%
2	86-95	Very good	4	26%
3	76-85	Good	8	53%
4	66-75	Fairly good	1	7%
5	56-65	Fair	1	7%
6	36-55	Poor	-	-
7	0-35	Very poor	-	-
Σ			15	100%

Calculate the frequency and the rate percentage using the following formula:

$$P = \frac{F}{N} \times 100\%$$

a. For **“Excellent”** category

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{1}{15} \times 100\%$$

$$P = 0,07 \times 100\%$$

$$P = 7\%$$

b. For **“Very good”** category

$$P = \frac{4}{N} \times 100\%$$

$$P = \frac{4}{15} \times 100\%$$

$$P = 0,26 \times 100\%$$

$$P = 26\%$$

c. For **“Fairly good”** category

$$P = \frac{8}{N} \times 100\%$$

$$P = \frac{8}{15} \times 100\%$$

$$P = 0,53 \times 100\%$$

$$P = 53\%$$

d. For **“Fair”** category

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{1}{15} \times 100\%$$

$$P = 0,07 \times 100\%$$

$$P = 7\%$$

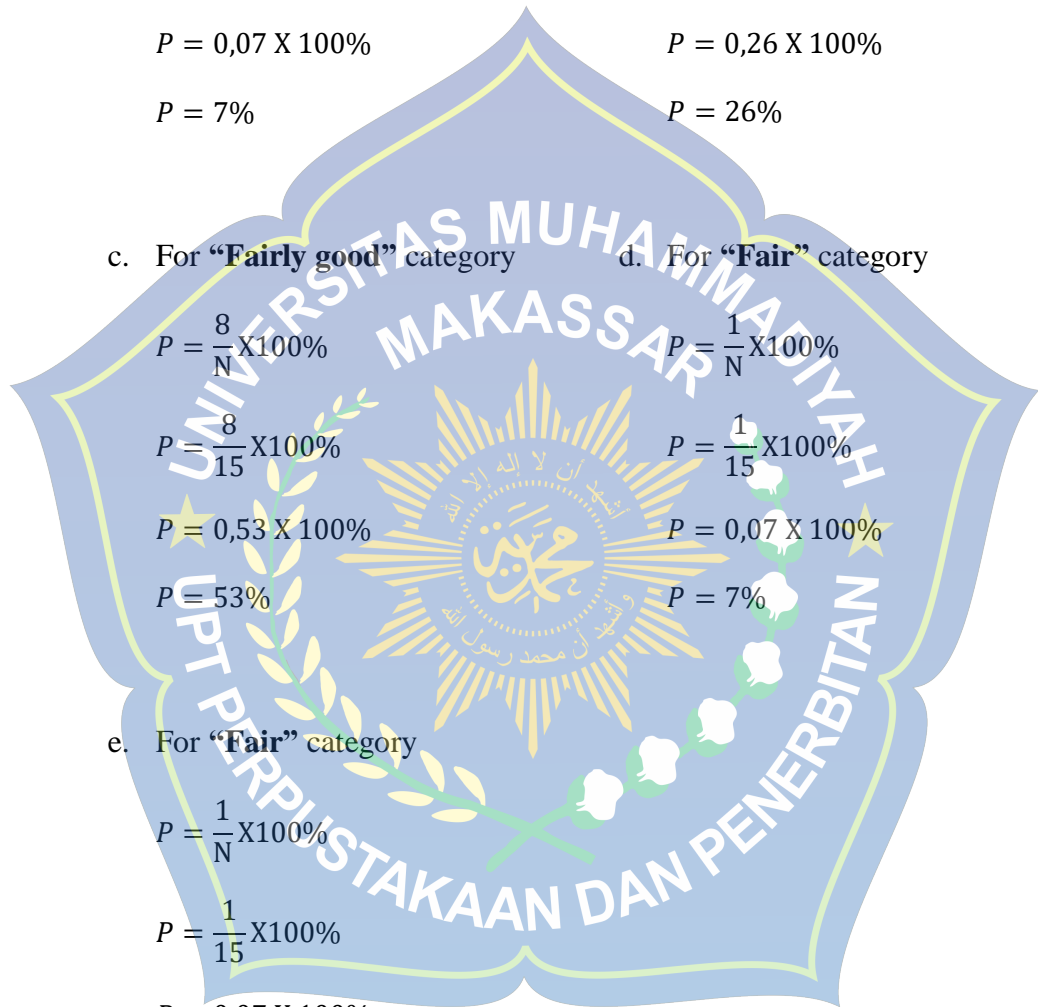
e. For **“Fair”** category

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{1}{15} \times 100\%$$

$$P = 0,07 \times 100\%$$

$$P = 7\%$$





Appendix IV
THE LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Al-Qamar
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ II
Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
Alokasi Waktu : 2 x 2JP

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1. Menyebutkan fungsi sosial teks deskriptif.
4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1. Menemukan informasi tertentu dari teks sederhana. 4.11.2. Menemukan informasi rinci dari teks sederhana.

C. Materi Pembelajaran

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

D. Metode Pembelajaran

Pendekatan : Konstruktivisme
Model : Cooperative Learning
Metode : Two Stay Two Stray Technique

E. Media, Alat dan Sumber Pembelajaran

1. Media : Worksheet atau lembar kerja (siswa)
2. Alat/Bahan : Spidol dan papan tulis
3. Sumber Belajar : Bahan Ajar, Internet, Kamus Bahasa Inggris, Buku When Rings a Bell. Chapter 8

F. Langkah-langkah Kegiatan Pembelajaran

Tahap	Kegiatan Pembelajaran	Waktu
Pertemuan Pertama 2 x 40 Menit		
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment tercipta.• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran• Siswa merespon salam dan sapaan dari guru• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung• Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.	10 Menit
Kegiatan Inti		
Explorasi	<ul style="list-style-type: none">• Guru menjelaskan mengenai materi tentang text descriptive, mulai dari pengertian descriptive dan purpose.• Guru menjelaskan aspek aspek of reading dan membacakan salah satu contoh text descriptive.• Siswa menyimak penjelasan guru.• Guru membagi peserta didik menjadi 4 Kelompok (setiap anggota kelompok berjumlah 4 orang).• Siswa membentuk kelompok• Dengan bimbingan guru, siswa diberikan text	65 Menit

	<p>descriptive</p> <ul style="list-style-type: none"> • Siswa membaca text descriptive yang diberikan oleh guru. • Siswa dapat menemukan gagasan pokok, informasi rinci dan informasi tertentu dalam teks descriptive tersebut. • Siswa bersama kelompoknya melakukan pengamatan pada teks yang ada di buku paket • Siswa mulai berdiskusi dengan kelompoknya dengan teks yang berbeda. • Guru mengarahkan siswa untuk membagi antara tuan rumah dan tamu (two stay two stray). 	
Elaborasi	<ul style="list-style-type: none"> • Guru memandu tamu untuk berdiri dan berkunjung ke kelompok lain untuk menerima informasi tentang teks descriptive. • Siswa mulai melakukan Two Stay Two Stray Technique. • Setelah waktu yang telah ditentukan kemudian guru mengarahkan siswa untuk kembali ke kelompok masing-masing. • Siswa kembali ke kelompok masing-masing dan mulai membahas temuan atau informasi yang telah diperoleh 	
Komunikasi	<ul style="list-style-type: none"> • Setiap siswa menjawab pertanyaan pada teks yang diberikan oleh guru. • Setiap perwakilan kelompok mengumpulkan hasil jawaban anggota kelompoknya dan mengumpulkannya di depan kelas 	
Penutup	<ul style="list-style-type: none"> • Mengumpulkan hasil kerja sebagai bahan portofolio. • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya. • Memberi salam penutup. 	5 Menit

G. PENILAIAN

1. Jenis/teknik penilaian

: Test Tertulis/PG

$$Score = \frac{\text{Students correct answer}}{\text{Maximum score}} \times 100$$

2. Pedoman penskoran

Score 96-100	Excellent
Score 86-95	Very good
Score 76-85	Good
Score 66-75	Fairly good
Score 56-65	Fair
Score 36-55	Poor
Score 0-35	Very poor

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal).

b. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Bajeng, Agustus 2023

Mengetahui,
Guru Pembimbing

Researcher

Sahriani, S.Pd
Nip. -

Nurwahidah Fitriani
Nim: 105351106816

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(RPP)

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Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ II
Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
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KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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Pertemuan Pertama 2 x 40 Menit		
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Kegiatan Inti		
Explorasi	<ul style="list-style-type: none">• Guru menjelaskan mengenai materi tentang text descriptive, mulai dari generic structure of descriptive, unsure kebahasaan dan membacakan salah satu contoh text descriptive.• Siswa menyimak penjelasan guru.• Guru membagi peserta didik menjadi 4 Kelompok (setiap anggota kelompok berjumlah 4 orang).• Siswa membentuk kelompok• Dengan bimbingan guru, siswa diberikan text descriptive	65 Menit

	<ul style="list-style-type: none"> • Siswa membaca text descriptive yang diberikan oleh guru. • Siswa dapat menemukan gagasan pokok, informasi rinci dan informasi tertentu dalam teks descriptive tersebut. • Siswa bersama kelompoknya melakukan pengamatan pada teks yang ada di buku paket • Siswa mulai berdiskusi dengan kelompoknya dengan teks yang berbeda. • Guru mengarahkan siswa untuk membagi antara tuan rumah dan tamu (two stay two stray). 	
Elaborasi	<ul style="list-style-type: none"> • Guru memandu tamu untuk berdiri dan berkunjung ke kelompok lain untuk menerima informasi tentang teks descriptive. • Siswa mulai melakukan Two Stay Two Stray Technique. • Setelah waktu yang telah ditentukan kemudian guru mengarahkan siswa untuk kembali ke kelompok masing-masing. • Siswa kembali ke kelompok masing-masing dan mulai membahas temuan atau informasi yang telah diperoleh 	
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G. PENILAIAN

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: Test Tertulis/PG

$$Score = \frac{\text{Students correct answer}}{\text{Maximum score}} \times 100$$

5. Pedoman penskoran

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Score 86-95	Very good
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Score 66-75	Fairly good
Score 56-65	Fair
Score 36-55	Poor
Score 0-35	Very poor

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a. Remedial

- Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal).

b. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Bajeng, Agustus 2023

Mengetahui,
Guru Pembimbing

Researcher

Sahriani, S.Pd
Nip. -

Nurwahidah Fitriani
Nim: 105351106816

Learning Material

A. *Descriptive text*

Descriptive text is a text that describes a particular object in detail. Dalam bahasa Indonesianya, *descriptive text* atau teks deskripsi adalah sebuah teks yang mendeskripsikan objek tertentu secara rinci. Jadi, seperti yang sudah disinggung di awal, pada teks ini, kamu akan menggambarkan objek secara jelas. Bisa ukurannya, warna, bentuk, bau, dan lain sebagainya.

B. *Purpose of Descriptive Text (Tujuan Teks Deskripsi)*

The purpose of descriptive text is to describe an object in detail. Tujuan dari descriptive text adalah mendeskripsikan atau menggambarkan suatu objek secara detail (rinci). Objek-objek ini bisa berupa orang, hewan, benda, atau tempat.

Misalnya descriptive text tentang seekor hewan. Teks tersebut dapat memuat berbagai informasi tentang deskripsi fisik, makanan, habitat, asal usul, perkembangbiakan, hingga fakta-fakta unik yang terkait.

Ingat, descriptive text hanya menjelaskan satu objek tertentu secara detail. Jadi, kalau kamu mau membuat sebuah descriptive text, kamu bisa menjelaskan ciri-ciri salah satu kucing peliharaanmu, bukan menjelaskan ciri-ciri kucing secara umum yang ada di dunia.

C. *Structure of Descriptive Text (Struktur Teks Deskripsi)*

Setiap teks pasti terdiri dari beberapa bagian yang menyusunnya ya, guys. Struktur descriptive text terdiri dari dua bagian, yaitu identification (identifikasi) dan description (deskripsi).

D. Language Features of Descriptive Text (Kaidah Kebahasaan Teks

Deskripsi)

Dalam menulis descriptive text, ada kaidah kebahasaan yang harus kamu gunakan. Language features of descriptive text terdiri dari tiga, yaitu adjective, Simple Present Tense, dan adverb of frequency. Ayo kita bahas satu per satu.

1. Adjective

Descriptive text tidak terlepas dari adjective atau kata sifat. Saat mendeskripsikan suatu objek, kita pasti menggunakan kata sifat, seperti besar, kecil, tinggi, pendek, pintar, ramah, dan lain sebagainya. Contoh:

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and long hair. She is smart and friendly.

Adjective yang digunakan pada descriptive text di atas adalah pretty (cantik), oval (oval/lonjong), rounded (bulat), pointed (mancung), long (panjang), smart (pintar), dan friendly (ramah).

2. Simple Present Tense

Simple Present Tense biasa digunakan untuk menyatakan fakta atau kebenaran umum, serta kebiasaan. Saat mendeskripsikan suatu objek, kita akan menggunakan tense jenis ini karena apa yang kita jabarkan dari objek tersebut adalah fakta.

3. Adverb of Frequency

Adverb of frequency adalah kata keterangan yang berguna untuk menunjukkan seberapa sering suatu kegiatan dilakukan. Nah,

dalam descriptive text, kita bisa menjelaskan kebiasaan objek menggunakan ini.

Contoh:

Hevi is a helpful and polite person. She **often** helps me to do my homework and **always** respects the elders.

Dari deskripsi tersebut, penulis menggunakan adverb of frequency, yaitu often dan always.

D. Example of Descriptive Text (Contoh Teks Deskripsi)

My Best Friend, Hanni

Identification:

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Description:

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

Materi Pertama



Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

(Adopted from *The Little Animal Encyclopedia*)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.

(Adopted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

(Adopted from *The Little Animal Encyclopedia*)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.

(Adopted from *The Little Animal Encyclopedia*)

Materi Kedua



(Source: Google)

My Family

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists 5 people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family.

My family is a lovely family My father's name is Wahyu. He is about 46 years old. He is a calm and kind father that I have ever had. He likes to play with his children and always helps his children when we need his help. My mother is the best one. Her name is Wati. He is about 44 years old. She is an independent woman and is also a loving mother. Moreover, she is a humorous person. The food that she cooks is the best and is really delicious. Then, I have one younger sister and one little brother.

My sister's name is Septi. She is about 17 years old. She is about 3 years old younger than me. She just enrolled in a university. She is my lovely sister because I like to share my thoughts to her and also do our hobbies together, such as watching movies and trying new recipes. While my little brother's name is Azka. He is only 5 years old. He is very cute and sweet.



(Source: Google)

The Sea Eagle

There is an eagle nesting on the tree top near my grand-parent's house in Pangandaran. It was a sea eagle. The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs



Appendix V
INSTRUMENT

**PRE TEST
POST TEST**

Name :

Class :

Read the following text to answer questions number 1 to 3.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

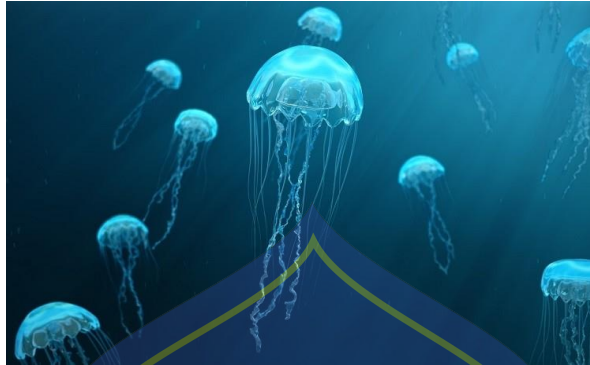
It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park in the early morning late afternoon, when it is cooler.

(Hidayah, 2018)

1. What is the main idea of the first paragraph?
 - A. The most interesting place in Singapore is the bird park
 - B. There is a restaurant next to a large lake in the park
 - C. There are hundreds of very beautiful birds in the cages
 - D. Singapore Bird Park is the largest bird park in the world
2. What are line the main idea in the first paragraph?
 - A. 1
 - B. 1-2
 - C. 2
 - D. 3
3. What is the best time to visit the park?
 - A. In the afternoon
 - B. In the Early morning late afternoon
 - C. In the morning
 - D. At night

Read the following text to answer questions number 4 to 6.



(Source: Google)

Jellyfish are not really fish. They are invertebrate animals. This means that, unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reason. For example, they may glow to scare away predators or to attract animals they like to eat.

More jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in war, tropical seas and in icy waters near the North and South poles.

(Jannah, 2018)

4. What is the main idea of paragraph one?
 - A. Jellyfish unlike fish or people
 - B. Jellyfish can glow in darkness
 - C. Jellyfish are actually not fish but invertebrate animals
 - D. The beautiful Jellyfish
5. What makes jellyfish glow in the darkness?
 - A. Because a chemical reaction inside the jellyfish
 - B. Because they have nervous systems

- C. Because jellyfish live in salt water
 - D. they may glow to scare away predators
6. What is the main idea of the last paragraph?
- A. Jellyfish are found in oceans
 - B. Jellyfish are not really fish
 - C. They have no backbones
 - D. More jellyfish live in salt water

Read the following text to answer questions number 7 to 10.



(Source: Google)

Jennifer Lopez (or J. Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top. What's a typical working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she's always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says "J. Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video. If J. Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J. Lo's family lives in New York. They were a very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

(Hidayah, 2018)

- 
7. What is the main idea of paragraph one?
- She usually gets up at half past five in the morning
 - She doesn't like working up late at nights
 - Jennifer Lopes (or J. Lo) is a highly successful actress, singer, and dancer
 - If she stays out late, she will be too tired in the next morning
8. What happen when she stays out late at night?
- She always phones them if she has a problem
 - Will be too tired in the next morning
 - Will be stays at home on Saturday nights and watches video
 - Will be making a film
9. How many sisters that J. Lo's have?
- One older sisters
 - Two older brother
 - One older brother
 - Two older sisters
10. What is the main idea of the last paragraph?
- About her parents
 - J. Lo's family lives in New York
 - Her best friends
 - Her new films and new albums

KEY ANSWER

1.	A	6.	D
2.	B	7.	C
3.	B	8.	B
4.	C	9.	D
5.	A	10.	B















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Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
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Nama : Nurwahidah Fitriani
Stambuk : 105351106816
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Takalar / 22-11-1999
Alamat : Alluka Kelurahan Salaka, Kecamatan Pattallassang,
Kabupaten Takalar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension at The Eight Grade Students of MTs Al-Qamar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
26 Juli 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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Lamp : 1 (satu) Rangkap Proposal

26 July 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

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No. Stambuk : **10535 1106816**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVENESS OF USING TWO STAY TWO STRAY TECHNIQUE IN TEACHING READING COMPREHENSION AT THE EIGHT GRADE STUDENTS OF MTS AL-QAMAR"

Yang akan dilaksanakan dari tanggal 31 Juli 2023 s/d 30 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,

Dr. H. Abubakar Idhan, MP.
NBM 101 7716



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Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **22125/S.01/PTSP/2023** Kepada Yth.
Lampiran : - Bupati Takalar
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2062/05/C.4--VIII/VII/1444/2023 tanggal 26 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **NURWAHIDAH FITRIANI**
Nomor Pokok : 105351106816
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sit Alauddin, No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENESS OF USING TWO STAY TWO STRAY TECHNIQUE IN TEACHING READING COMPREHENSION AT THE EIGHT GRADE STUDENTS OF MTS AL-QAMAR (A Pre-Experimental Design) "

Yang akan dilaksanakan dari : Tgl. **31 Juli s/d 30 September 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 26 Juli 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
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ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



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Takalar, 27 Juli 2023

Nomor : 318/IP-DPMPTSP/VII/2023
 Lamp. : -
 Perihal : Izin Penelitian

Kepada
 Yth. Kepala Sekolah MTs Al Qamar
 Kab. Takalar
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 Tempat Tanggal Lahir : Takalar, 22 November 1999
 Jenis Kelamin : Perempuan
 Pekerjaan/Lembaga : Mahasiswa (S1) UNISMUH Makassar
 Alamat : Alluka Desa/Kel. Salaka
 Kec. Pattallassang Kab. Takalar

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 Pengikut / Peserta : -

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4. Menyerahkan 1 (satu) exemplar foto copy hasil *Skripsi* Kepada Bupati Takalar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Takalar ;
5. Surat pemberitahuan penelitian ini dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata penanggung tidak mentaati ketentuan tersebut diatas.

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Telp. (0418) 21650 Takalar, Email : mtspestalqamar@gmail.com

SURAT KETERANGAN

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Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Pesantren Al-Qamar
Bajeng Kecamatan Pattalassang Kabupaten Takalar, menerangkan bahwa :

Nama : Nurwahidah Fitriani
Nim : 105351106816
Universitas : UNISMUH Makassar
Prodi : Pendidikan Bahasa Inggris

Yang tersebut diatas benar-benar telah melakukan penelitian guna Penyusunan Skripsi
Mulai tanggal 31 Juli 2023 s/d 10 Agustus 2023 di MTs. Pesantren Al-Qamar dengan
Judul penelitian:

“THE EFFECTIVENESS USING TWO STAY TWO STRAY TECHNIQUE IN
TEACHING READING COMPREHENSION AT THE EIGHT GRADE STUDENTS
OF MTs AL-QAMAR (A PRE EXPERIMENTAL DESIGN)”

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Bajeng, 11 Agustus 2023

Kepala Madrasah



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NIM : 105351106816
Judul Penelitian : The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension at The Eight Grade Students of MTs Al-Qamar
Tanggal Ujian Proposal : 11 Juli 2023
Tempat/Lokasi Penelitian : MTs Al-Qamar

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1	25 Juli 2023	Mengajukan Izin untuk melakukan Penelitian	Sahrani, S.Pd	
2	31 Juli 2023	Membawa surat izin Penelitian	Sahrani, S.Pd	
3	01 Agustus 2023	Meeting 1 Membicarakan pre-test, treatment 1	Sahrani, S.Pd	
4	02 Agustus 2023	Meeting 2 Melakukan treatment 2	Sahrani, S.Pd	



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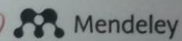
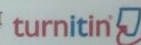
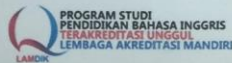
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Ketua Program Studi,
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Dr. Ulmi Khairati Svam, S.Pd., M.Pd
NBM: 977.807

Asriani, S.Pd., M.Pd
NBM: 17703032007102002





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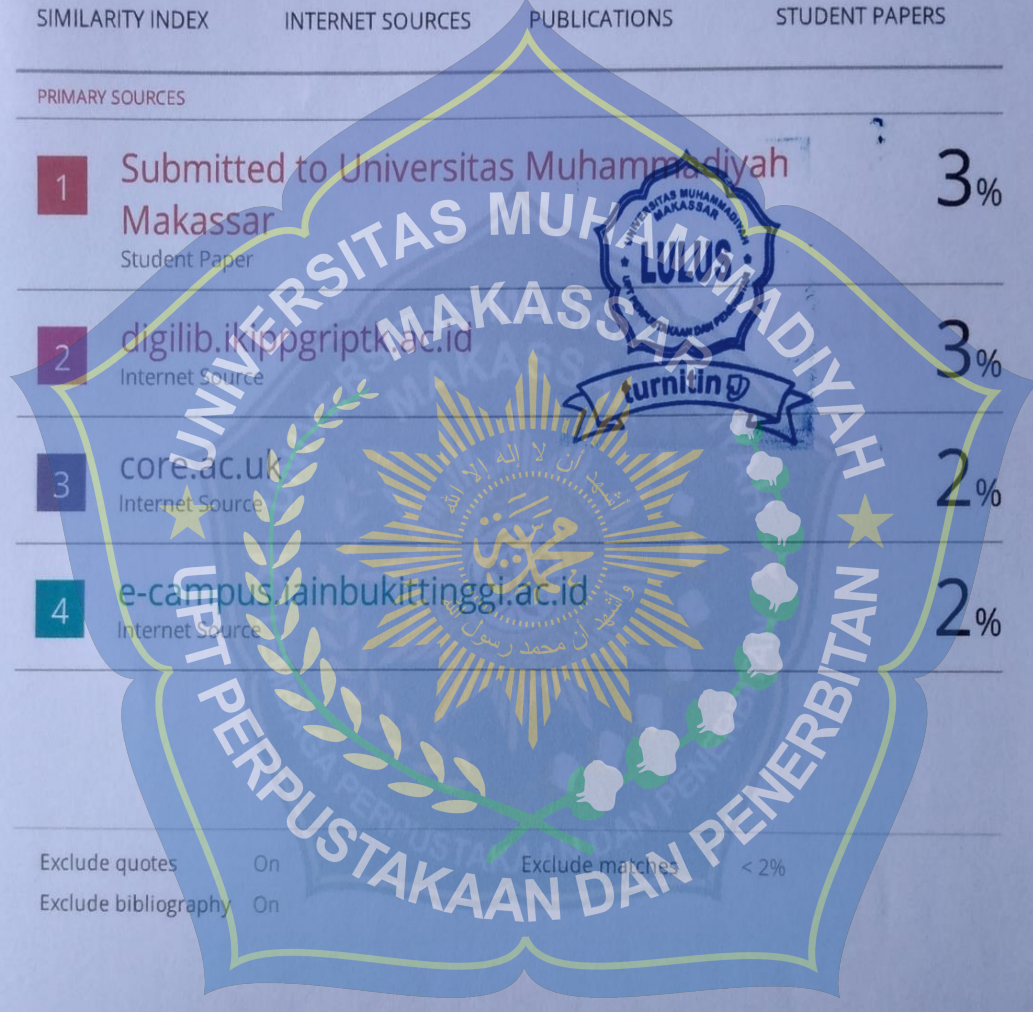
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0820/BG-FKIP/LOA/B/VIII/1445/2023

Dear NURWAHIDAH FITRIANI

It is our pleasure to inform you that, after reviewing your paper:
**THE EFFECTIVENESS OF USING TWO STAY TWO STRAY TECHNIQUE IN
TEACHING READING COMPREHENSION AT THE EIGHT GRADE
STUDENTS OF MTS AL-QAMAR**

The manuscript ID: 1065

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)		
The manuscript according to the limitations or description of the journal	√	
LoCI has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at etm@hg.unismuhmakassar.ac.id

Makassar, 19 August 2023 M
3 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



CURRICULUM VITAE



Nurwahidah Fitriani, was born in Takalar, South Sulawesi on November 22nd, 1999. She is the first daughter of Rusli dg Nippi and Hamida dg Sangnging. She started her education at the kindergarten level at Al-Badar Salaka in 2004, and continued to elementary school at SD number 47 Alluka in 2005 and graduated in 2010. Then she continued to junior high school at MTs Pest. Al-Qamar in 2011 and graduated in 2013. Then continued to high school at MA Muhammadiyah Salaka in 2013 and graduated in 2016. After that she continued her study at Muhammadiyah University Makassar, Department of English Education in 2016.

After the end of her study, she was able to finished het thesis entiteled **“The Effectiveness of Using Two Stay Two Stray Technique in Teaching Reading Comprehension at The Eight Grade Students’ of Mts Al-Qamar (A Pre-Experimental Design)”**.