

THE EFFECT OF USING TWO STAY TWO STRAY (TS-TS) TECHNIQUE TOWARD THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT XI GRADE IN SMAN 2 KUOK KAMPAR REGENCY

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ABSTRACT

The aim of this research is to find out the effectiveness of the use of two stay-two stray in teaching reading comprehension on narrative text. This research was conducted to the eleventh grade students of SMAN 2 Kuok in academic year 2016/2017. In this research, a quasi-experimental research with post test only was used by the writer. The samples of this research were class XI IPA 1 as the control group and class XI IPS 1 as the experimental group. The data were collected through post-test by using multiple-choice test items. The items are thirty question. Based on the data analysis of the research showed that the average students post test in experimental class were 75.44, and in control class has average students post test were in post test 71.12. So, the difference average is 4.32. The researcher used t-test, the results of the average test calculation (t-test) tcount3,63 and ttable 1,68. Therefore, concluded that there was a positive effect in learning reading comprehension of narrative text by using Two Stay Two Stray in experimental class at XI grade of SMAN 2 Kuok than control class.

Keywords: *two stay-two stray, reading comprehension, narrative text*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan dari penggunaan teknik two stay-two stray dalam pengajaran pemahaman membaca teks narasi. Penelitian ini dilakukan kepada siswa kelas sebelas di SMAN 2 Kuok pada tahun ajaran 2016/2017. Dalam penelitian ini, penulis menggunakan metode quasi-eksperimen dengan menggunakan model post test only. Sample penelitian ini terdiri dari kelas XI IPA 1 sebagai kelas control dan kelas XI IPS 1 sebagai kelas eksperimen. Data penelitian dikumpulkan melalui post-test dengan menggunakan tes pilihan ganda. Soal post test berjumlah tiga puluh. Berdasarkan data analisis penelitian menunjukkan bahwa rata-rata nilai post test siswa di kelas experiment adalah 75,44 dan rata-rata hasil post test siswa di kelas control adalah 71.12. jari perbedaannya 4,32. Peneliti menggunakan t-test , hasil perhitungan rata-rata uji t (t-test) thitung3 dan ttabel 1,68. Oleh karena itu, disimpulkan bahwa ada pengaruh positif dalam pembelajaran pemahaman bacaan teks naratif dengan menggunakan teknik Two Stay Two Stray pada kelas eksperimen kelas XI SMAN 2 Kuok daripada kelas kontrol.

Kata kunci: *Two Stay-Two Stray, Pemahaman Membaca, Teks Narasi*

INTRODUCTION

Language is a tool which is used to communicate with the other people. People can be easy to express their ideas, opinions, and feelings easily. There are so many languages in this

world. One of them is English which is as international language. English language is used in all over the world. English in this case has an important role in various aspects. Therefore, it becomes a subject in elementary school, junior high school, senior high school, and university. Which has four skills; listening, reading, writing, and speaking.

Reading is one of the language skills that should be mastered by students. Reading is the key of knowledge, so the students can get much information about anything. Reading is an important subject in teaching and learning process. Reading is one of the language skills that enable you to understand the information clearly.

Kenyon (2008:5) in Made states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading. Stone (2009:39) states that reading is a fundamental goal that children must master in order to be successful in school and in life.

The ultimate goal of teaching reading in senior high school is to enable students to understand the reading text in narrative, recount or descriptive. One of the language skills, reading important value because by reading students can improve their knowledge, experience and get much information from the written materials. Reading is also a necessary skill that any students needs. Besides, in order to achieve the students' comprehension in reading, students must be able to read meaningful.

Narrative texts are the texts that must be learned by the students in senior high school as reading materials. In these texts, they have to comprehend the main idea and other information of narrative text. In narrative text, the students should find the main ideas or contents of Orientation, Complication, Resolution and Reorientation (Cohen, 2000). In Orientation the students need to know the scene and the participants. Then, in complication, the students should find the problems occur in the story. For the resolution, the students will find how the problems are solved. Last, reorientation refers to the conclusion of a story. Comprehending narrative texts, the students need to have enough vocabulary so that they are able to gain knowledge by reading texts.

SMAN 2 Kuok uses school based curriculum (KTSP) as guidance in arranging lesson plan, including in reading skill. English is taught twice a week with duration 45 minutes for one meeting. So they have to learn English 180 minutes in a week. Usually, the teacher used some strategies in teaching reading, then students read a text either silently or loudly, and the

students had to answer the question.

Based on the preliminary study at SMAN 2 Kuok, it is found that some problems faced by the students in learning English, especially in reading comprehension. The students are still difficult to comprehend the reading text. Most of the students are not able to find the meaning of unfamiliar words in the Narrative text. In this case, the students still have lack of vocabulary. Most of the students are not able to find the main idea in the Narrative text. They get the difficulties in identifying the communicative purpose and generic structure in the Narrative text.

There is a big problem if they are not supported by the effective strategy in learning process, especially in reading. The teacher explained that the students' reading comprehension of narrative text at XI grade in SMAN 2 Kuok is still low. It can be seen from the students' average score of reading comprehension at XI grade in SMAN 2 Kuok is 65.

In addition, the teacher only used the same technique in every meeting. The teacher asked the students to read the text and answer the question. It means there are no various techniques in learning process. It made the students is not interested in reading comprehension of narrative text. This condition makes the students become boring in learning and losing their spirit in learning process. The worst possible, it will make decline in the ability of understanding of narrative text.

The students get difficulties in comprehending the text they read. Most of them only read the text, but they do not understand what they read. The students are able to read loudly, but they cannot get the meaning or the message from the text.

Actually there are many techniques that can be used in reading comprehension. The effective technique will help the students' in understanding the narrative text. The teachers can apply the technique in the classroom which can be used to help him/her in transferring the knowledge. One of the techniques is Two Stay Two Stray (TSTS). TSTS technique is a cooperative learning, created by Dr. Spencer kagan. It can be used in teaching narrative text. TSTS is a cooperative learning model which provides opportunities to submit work information to the other group. The sharing activities familiarize students to respect the each other opinions. Student can learn to express their opinion to other. Therefore, the students can enhance self-confidence and motivate the students to express their ideas or opinion.

In addition, the presence of friend in a group can lead to mutual in learning; they can help each other to overcome difficulties, mutual respect, ideas or opinions, as make the

students well prepared for the task, and be attentive during learning. Using this learning model, Students not only become more independent, not rely on the teacher, but also this model promote students to dare to ask and argue, so hopefully the physics learning process become more meaningful and able to nurture students' critical thinking skills. In this case, TS-TS provide the activities to understand the text cooperatively.

The students will be able to find out main idea, general information and specific information. This technique gives opportunity to share result and information to other group.

Based on the explanation above, it is important to investigate the effect of using two stay two stray (TS-TS) technique toward the students' reading comprehension of narrative text at xi grade in SMAN 2 Kuok Kampar Regency.

Method

This study aimed to find out whether Two stay Two Stray (TS-TS) technique significantly affects students' reading comprehension in comprehending narrative text at grade XI of SMAN 2 Kuok. This research uses experimental method with post-test control group design. It deals with two variables using TSTS as independent variable and students reading comprehension as dependent variable. The experimental group is taught by using TS-TS technique, the control group is taught by using conventional technique.

This study will be conducted by comparing the experimental group (Y) and control group (X). The control group is the class which is not taught reading comprehension in Narrative Text by using Two Stay Two Stray technique. The class which is taught by using Two Stay Two Stray is indicated as experimental group. Both of experimental group and control group in this study were taken from the different students or different classes.

Table Design of the study

Group	Treatment	Reading comprehension test
Experimental (Y)	Using TSTS technique	Post-Test
Control (X)	not Using TSTS technique	Post-Test

The researcher takes two classes to be a research. The research makes two classes to be experiment and control group. For experiment class, the researcher gives treatment and post-test. The researcher gives the students a treatment and then gives them a post test. The post-test are given to take the score of the student's achievement after being taught using two stay two stray. For control class, they are just given post test.

The population of this research is all of the eleventh grade students of SMAN 2 Kuok 2016-2017 academic years. The classes were divided into two classes, that the classes namely: XI Science A by 20 students, and XI social B by 20 students. The total of the population in this research that is from the Eleventh grade students at SMAN 2 Kuok Kampar Regency is 40 students

**Table of The Total Population of the Eleventh Grade students at SMAN 2 Kuok
Kampar Regency.**

No	Classes	Population		Total
		Male	Female	
1.	XI science	9	11	20
2.	XI social	7	13	20
	Total population			40

Based on the design research above, the research used total sampling technique. The research takes them all of the population as the sample of this research. In this research, the researcher used lottery to decide experimental class and control class. One of the classes is the experimental group and another class is the control group. The experimental group is XI social consists of 20 students, and control class is XI science consists of 20 students. Those are as the sample of these research number 40 students.

Finding and Discussion

The implementation of this research was conducted on April 27, 2017 until May 6, 2017 at eleventh grade. The names of class are XI IPS and XI IPA in SMAN 2 Kuok. This research uses two classes XI IPS as experiment class by using Two Stay Two Stray Technique (TSTS) and XI IPA as control class by using conventional learning model.

As it has been mentioned previously, the researcher wanted to know whether there

was different result between the eleventh grade students who were taught using two stay two stray technique and who were taught without using two stay two stay techniques in teaching reading comprehension of narrative text. The main concern of this research focused on describing the students' reading comprehension at the SMA Negeri 2 Kuok.

The researcher gave post test to the students regard to the indicators of reading comprehension text was divided into 5 indicators. The indicators are reading comprehension in finding main idea, supporting detail, reference, identifying word meaning and coda.

This research consisted of five meetings. The first meeting until the fourth meeting the students studied as usually, and the fifth or last meeting the teacher gave post test to the students. The experimental class was XI IPS 1 and for control class was XI IPA 1. In experimental class the researcher used Two Stray Two Stray technique in teaching learning process for four meetings and the fifth or last meeting the researcher gave post test to the students. In control class the researcher teach by using conventional technique or without Two Stay Two Stray technique for four meetings and at the end of meeting or the fifth meeting, the researcher gave post test to the students.

A. Verification of the Learning

1. Implementation of Learning in Experimental Class

a. First Meeting (Thursday, April 27th 2017)

The first meeting in this research, the researcher directly conducted the learning process based on RPP in experimental class (XI IPS) by using Two Stay Two Stray Technique (TSTS). Learning activities conducted at second and third lessons at 08:00 am until 09.030 am. Learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (finding main idea in narrative text).

The teacher explained about narrative text to the students. The first meeting, the teacher explained about the purpose of narrative text, finding the topic of narrative text, and finding the main idea of narrative text. After the teacher explained it, the student were divided into some group, each group consist of four students. Each group got one text of narrative text that different with other. After that, the students read and discussed about the text that they have got. After they discussed, each group send two member of their group to the other group (Stray) and two members just stayed in their group (Stay).

The two members (Stray), they would find some information of narrative text from the

new group. The two members (Stay), they have to explain their text to the two members (stray). After the students (stray) got some information from that group, the two members (stray) would back to the own group, and sharing information that they found to the 2 members (stay). And then, each group discussed together to answer some question from the teacher about three indicators of narrative text that they learned that day (the purpose of narrative text, finding the topic of narrative text, and finding the main idea of narrative text).

The teacher invites students to make conclusions about the material that they learned. And then, the teacher gave a quiz which related to the three indicators that they learned at the end of class, after that, the teacher closed the class. In this class (experiment class) all of the students were active in learning narrative text when the teacher explained the material. They understand what the teacher said. The students were diligent; they did what the teacher said.

b. Second meeting (Monday, May 1st 2017)

The second meeting in this study, the researcher conducted learning process based on RPP in experimental class (XI IPS) by using Two Stay Two Stray Technique (TSTS). Learning activities conducted at fifth and sixth lessons at 10.15 am until 11.45 am. learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (finding main idea in narrative text).

The second meeting, the teacher explained about how to find the main idea in a paragraph of narrative text. The students divided into a group, each group consist of four students. Each group got one text of narrative text that different with other (the teacher gave the same text with previous day). After that, the students read and discussed about the text that they have got. After they discussed, each group send two member of their group to the other group (Stray) and two members just stayed in their group (Stay).

The two members (Stray), they would find some information of narrative text from the new group. The two members (Stay), they have to explain their text to the two members (stray). After the students (stray) got some information from that group, the two members (stray) would back to the own group, and sharing information that they found to the 2 members (stay). And then, each group discussed together to answer some question from the teacher about how to find the main idea of narrative text.

The teacher invites students to make conclusions about the material that they learned. And then, the teacher gave a quiz which related to the indicators that they learned at the end of class. After that, the teacher closed the class. The students in this class excited to learn

English. They made the situation of class become active.

c. Third Meeting (Tuesday, May 2nd 2017)

The third meeting in this study, the researcher conducted learning process based on RPP in experimental class (XI IPS) by using Two Stay Two Stray Technique (TSTS). Learning activities conducted at third and fourth lessons at 08:45 am until 10.15 am. learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (finding the explicit information of narrative text).

The third meeting, the teacher explained about how to find the explicit information of narrative text. The students divided into a group, each group consist of four students. Each group got one text of narrative text that different with other (the teacher gave new of narrative text). After that, the students read and discussed about the text that they have got. After they discussed, each group send two member of their group to the other group (Stray) and two members just stayed in their group (Stay).

The two members (Stray), they would find some information of narrative text from the new group. The two members (Stay), they have to explain their text to the two members (stray). After the students (stray) got some information from that group, the two members (stray) would back to the own group, and sharing information that they found to the 2 members (stay). And then, each group discussed together to answer some question from the teacher about how to find the explicit information in narrative text.

The teacher invites students to make conclusions about the material that they learned. And then, the teacher gave a quiz which related to the indicators that they learned at the end of class. After that, the teacher closed the class.

d. Fourth Meeting (Thursday, May 4th 2017)

The fourth meeting in this study, the researcher conducted learning process based on RPP in experimental class (XI IPS) by using Two Stay Two Stray Technique (TSTS). Learning activities conducted at second and third lessons at 08:00 pm until 09.030 am. learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (find the implicit information of narrative text, find the meaning of word, and reference)

The fourth meeting, the teacher explained about how to find the implicit information of narrative text, find the meaning of word, and reference. The students divided into a group, each group consist of four students. Each group got one text of narrative text that different

with other (the teacher gave same text with previous day). After that, the students read and discussed about the text that they have got. After they discussed, each group send two member of their group to the other group (Stray) and two members just stayed in their group (Stay).

The two members (Stray), they would find some information of narrative text from the new group. The two members (Stay), they have to explain their text to the two members (stray). After the students (stray) got some information from that group, the two members (stray) would back to the own group, and sharing information that they found to the 2 members (stay). And then, each group discussed together to answer some question from the teacher about how to find the implicit information of narrative text, find the meaning of word, and reference.

e. The implementation of post-test (Friday, June 5th 2017)

In this meeting or the fifth meeting, the teacher held the post test in experiment class. The post test held on Friday at 09.00-10.00 a.m. The material tested on the post-test about narrative text. There are seven indicators of narrative text in post-test. The total of narrative text that the teacher gave in experiment class were 30 question multiple choice. The times of post test only one hour. The students did the post test by their selves.

2. Implementation of Learning in control Class

a. First meeting (Wednesday, April 26th 2017)

The first meeting in this research, the researcher directly conducted the learning process based on RPP in experimental class (XI IPA) by using conventional technique. Learning activities conducted at third and fourth lessons at 08:45 pm until 10.15 am. Learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (finding main idea in narrative text).

The teacher explained about narrative text to the students. The first meeting, the teacher explained about the purpose of narrative text, finding the topic of narrative text, and finding the main idea of narrative text. When the teacher gives the material to the students, there are some students who not pay attention, and when the teacher asked about the lesson, the students just silent and did not understand about the lesson.

After the teacher gave the material to the students, the teacher gave the same of narrative text to the students. The students read the text and get some information from the

text. The teacher gave 15 minutes for the students to read the narrative text, and after that, the students answer some question from the teacher.

The teacher invites students to make conclusions about the material that they learned. And then, the teacher gave a quiz which related to the indicators that they learned at the end of class. After that, the teacher closed the class

b. Second meeting (Friday, April 28th 2017)

The second meeting in this study, the researcher conducted learning process based on RPP in experimental class (XI IPA) by using conventional technique. Learning activities conducted at second and third lessons at 08:00 am until 09.030 am. learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (finding main idea in narrative text).

The second meeting, the teacher explained about how to find the main idea in a paragraph of narrative text. The second meeting the students was not noisy. They were pay attention when the teacher gives the material. After the teacher explained the material, the teacher gave the same of narrative text with previous day. The students read the text and understand about the text. After that, the students have to answer some question from the teacher about the indicator that they've learnt.

The teacher invites students to make conclusions about the material that they learned. And then, the teacher gave a quiz which related to the indicators that they learned at the end of class. After that, the teacher closed the class

c. Second meeting (Saturday, April 29th 2017)

The third meeting in this study, the researcher conducted learning process based on RPP in experimental class (XI IPS) by using conventional technique. Learning activities conducted at third and fourth lessons at 08:45 am until 10.15 am. learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (finding the explicit information of narrative text).

The third meeting, the teacher explained about how to find the explicit information of narrative text. There are students did not pay attention when the teacher explained the material. After the teacher explained the material, the teacher gave the new of narrative text. The students read the text and understand about the text. After that, the students have to answer some question from the teacher about the indicator that they've learnt. The teacher invites students to make conclusions about the material that they learned. After that, the

teacher closed the class

d. Fourth meeting (Wednesday, May 3th 2017)

The fourth meeting in this study, the researcher conducted learning process based on RPP in experimental class (XI IPA) by using conventional technique. Learning activities conducted at fifth and sixth lessons at 10.15 am until 11.45 am. learning begun with greetings and then check he attendance list of students, and conveys learning objectives about Narrative text (find the implicit information of narrative text, find the meaning of word, and reference)

The fourth meeting, the teacher explained about how to find the implicit information of narrative text, find the meaning of word, and reference. First, the teacher explained the material, and then the teacher gave the same text of narrative. The students read the text by their selves, and then answer the question below of the text. The students made the assignment by their selves. After they finished did the assignment, the teacher invites students to make conclusions about the material that they learned. After that, the teacher closed the class.

e. The implementation of post-test (Saturday, May 6th 2017)

In this meeting or the fifth meeting, the teacher held the post test in experiment class. The post test held on Saturday at 09.00-10.00 a.m. The material tested on the post-test about narrative text. There are seven indicators of narrative text in post-test. The total of narrative text that the teacher gave in experiment class were 30 question multiple choice. The times of post test only one hour. The students did the post test by their selves. After the post test finished, the students and teacher sharing about the post-test and discussed about it.

B. The Data Analysis and Result of Research

1. The Data Analysis

The researcher took the research at eleventh grade of SMN 2 kuok. The researcher analyzes the students reading comprehension of narrative text. The researcher used post test in analyzing the students reading comprehension. From the post test of the students at eleventh that held in two classes at grade of SMAN 2 Kuok in narrative text can be analyzed:

Table Post Test Score Analysis

Descriptive Analysis	Posttest
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	Eksperiment	Control
The value	1.508,7	1.422,3
The Samples	20	20
Average	75.44	71.12

Based on the table above, we can see that there was a better score in the experimental class than the control class. It can be from the difference average of 4.32. Therefore, it can be concluded that there was the positive effect in learning reading comprehension of narrative text by using Two Stay Two Stray in experimental class at XI grade of SMAN 2 Kuok than control class. The learning outcomes of experimental class are higher than the control class.

2. Validity, Reliability of the Test, Discrimination power and the Level difficulty of test.

a. Validity

The calculation of item analysis on the experiment did manually by using Product Moment formula. Based on the interpretation of the validity item, The Summary of the results, the calculation of validity the post-test that has been tested can be seen on the following table:

Table Trial Results of Validity

No	Question	r_{xy}	Category
1	Question 1	0,564	Valid
2	Question 2	0,796	Valid
3	Question 3	0,519	Valid
4	Question 4	0,327	Valid
5	Question 5	0,533	Valid
6	Question 6	0,404	Valid
7	Question 7	0,43	Valid
8	Question 8	0,404	Valid
9	Question 9	0,376	Valid
10	Question 10	0,425	Valid
11	Question 11	0,483	Valid
12	Question 12	0,796	Valid
13	Question 13	0,56	Valid
14	Question 14	0,546	Valid
15	Question 15	0,458	Valid
16	Question 16	0,696	Valid
17	Question 17	0,563	Valid
18	Question 18	0,618	Valid
19	Question 19	0,387	Valid
20	Question 20	0,507	Valid
21	Question 21	0,425	Valid
22	Question 22	0,621	Valid
23	Question 23	0,68	Valid
24	Question 24	0,379	Valid
25	Question 25	0,417	Valid

26	Question 26	0,425	Valid
27	Question 27	0,446	Valid
28	Question 28	0,34	Valid
29	Question 29	0,376	Valid
30	Question 30	0,387	Valid

b. Reliability

To calculate the reliability of the post test, the researcher used by Alpha Cronbach formula. The Summary of calculation level the result of instrument reliability, it can be seen based on the table below.

Table The Result of Reliability post test

No	Question	r11	Interpretation
1	Post-test	0,45	Medium

c. Discrimination Power

The calculation of the Discrimination power of test was done manually. The summary of the calculation of the Discrimination power instrument test can be seen in the following table:

Table The result of discrimination power of Post-test

No	Question	Discrimination Power	Category
1	Question 1	0,33	Enough
2	Question 1 2	0.5	Good
3	Question 3	0.33	Enough
4	Question 4	0.33	Enough
5	Question 5	0.5	Good
6	Question 6	0.5	Good

7	Question 7	0,33	Enough
8	Question 8	0,5	Good
9	Question 9	0,33	Enough
10	Question 10	0,33	Enough
11	Question 11	0,66	Good
12	Question 12	0,5	Good
13	Question 13	0,33	Enough
14	Question 14	0,5	Good
15	Question 15	0,33	Enough
16	Question 16	0,33	Enough
17	Question 17	0,5	Good
18	Question 18	0,66	Good
19	Question 19	0,5	Good
20	Question 20	0,5	Good
21	Question 21	0,33	Enough
22	Question 22	0,5	Good
23	Question 23	0,5	Good
24	Question 24	0,33	Enough
25	Question 25	0,5	Good
26	Question 26	0,33	Enough
27	Question 27	0,5	Good
28	Question 28	0,66	Good
29	Question 29	0,33	Enough
30	Question 30	0,5	Good

d. Level of Difficulty

The calculation of the level difficulty of test was done manually. The summary of the calculation of the level difficulty test can be seen in the following table:

Table The result of level difficulty of post test

No	Question	Level difficulty	Category
1	Question 1	0,66	Medium
2	Question 1 2	0,75	Easy
3	Question 3	0,5	medium
4	Question 4	0,58	medium
5	Question 5	0,75	Easy
6	Question 6	0,58	medium
7	Question 7	0,66	medium
8	Question 8	0,58	medium
9	Question 9	0,66	medium
10	Question 10	0,83	Easy
11	Question 11	0,66	medium
12	Question 12	0,75	Easy
13	Question 13	0,83	Easy
14	Question 14	0,41	medium
15	Question 15	0,83	Easy
16	Question 16	0,83	Easy
17	Question 17	0,75	Easy
18	Question 18	0,66	medium
19	Question 19	0,75	Easy
20	Question 20	0,58	Medium
21	Question 21	0,83	Easy
22	Question 22	0,75	Easy
23	Question 23	0,75	Easy
24	Question 24	0,58	Medium
25	Question 25	0,75	Easy

26	Question 26	0,83	Easy
27	Question 27	0,75	Easy
28	Question 28	0,41	Medium
29	Question 29	0,66	Medium
30	Question 30	0,75	Easy

From the table above, we can conclude that, there are fourteen questions had medium level's difficulty. And there are sixteen questions had easy level's difficulty.

Based on the table of validity, reliability, Discrimination power, and the level of difficulty of test, that is done manually. The researcher created the merging table that can be seen in the following table:

Table The Merged Result of Validity, Reliability of the Test, Camouflage distinguishing and the level difficulty of test

No	Question	Validitas	Reliabilitas	Ddiscrimination power	Level Difficulty
1	1	Valid	Medium	Enough	medium
2	2	Valid		Good	Easy
3	3	Valid		Enough	medium
4	4	Valid		Enough	medium
5	5	Valid		Good	Easy
6	6	Valid		Good	medium
7	7	Valid		Enough	medium
8	8	Valid		Good	medium
9	9	Valid		Enough	medium
10	10	Valid		Enough	Easy
11	11	Valid		Good	medium

12	12	Valid	Good	Easy
13	13	Valid	Enough	Easy
14	14	Valid	Good	medium
15	15	Valid	Enough	Easy
16	16	Valid	Enough	Easy
17	17	Valid	Good	Easy
18	18	Valid	Good	Medium
19	19	Valid	Good	Easy
20	20	Valid	Good	Medium
21	21	Valid	Enough	Easy
22	22	Valid	Good	Easy
23	23	Valid	Good	Easy
24	24	Valid	Enough	Medium
25	25	Valid	Good	Easy
26	26	Valid	Enough	Easy
27	27	Valid	Good	Easy
28	28	Valid	Good	Medium
29	29	Valid	Enough	Medium
30	30	Valid	Good	Easy

3. Inferential Analysis

Technique of data analysis that conducted in this research is t-test. This test is performed to determine there is a significant difference or not between the two classes before and after have given the treatment from the researcher. The post-test consisted of 30 items of multiple choices about narrative text. The value of post-test was analyzed statistically by using normality test, homogeneity test, and t-test.

a. Test Result Normality of Post-test in Experiment Class and Control Class

The data that would be analyzed in this normality test was Post-test value data in the

experimental class and control class. The aims of Normality test was to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi Kuadrat. = normal distribution and = not normal distribution.

If, therefore is accepted and is rejected., so, the data is normal distribution

If, therefore accepted and H_0 is rejected, so, the data is not normal distribution

One of the assumptions that must be met before testing the homogeneity of the experimental class variance and the control class should be normally distributed. The result of normality test was summarized in the following table:

Table Test Result Normality of Post-test In Experiment Class and Control Class

Class			Summarize
Eksperiment	5,1	9,488	Normal Distribution
Control	7,1	9,488	Normal Distribution

Based on the table of 4.7, obtained the conclusion for experimental class and control class. So that, H_0 is accepted and H_1 is rejected. It is means that the experimental data of the experimental class and control class is normally distributed.

b. Homogeneity Test of Variance of post test in experimental class and control class.

Homogeneity Test of Variance has done to know whether the experimental class and the control class have the same variance. In determining whether the experiment class data and control had homogeneous by comparing and . Where the value of obtained by comparing the largest variance value with the smallest variance value. The results can be summarized in the following table:

Table Homogeneity Test of Variance of post test in experimental class and control class.

Class	Varians		Ftable	Summarize
Eksperiment	155,52			
Control	133,05	1,17	2,17	

Based on table 4.8 above and processed data of researchers, then the conclusion was. So H_0 is accepted and H_1 is rejected, it is means that, the experimental class data and control class data was homogeneous.

c. The Average of post test value in the Experiment Class and Control Class

Based on data calculations In the experimental class and control class, It found that the two classes were distributed normally, And has homogeneous variance, Then the average test used the t-test. The results of the average test calculation (t-test) are summarized in the following table:

Table The Average of post test valuein the Experiment Class and Control Class

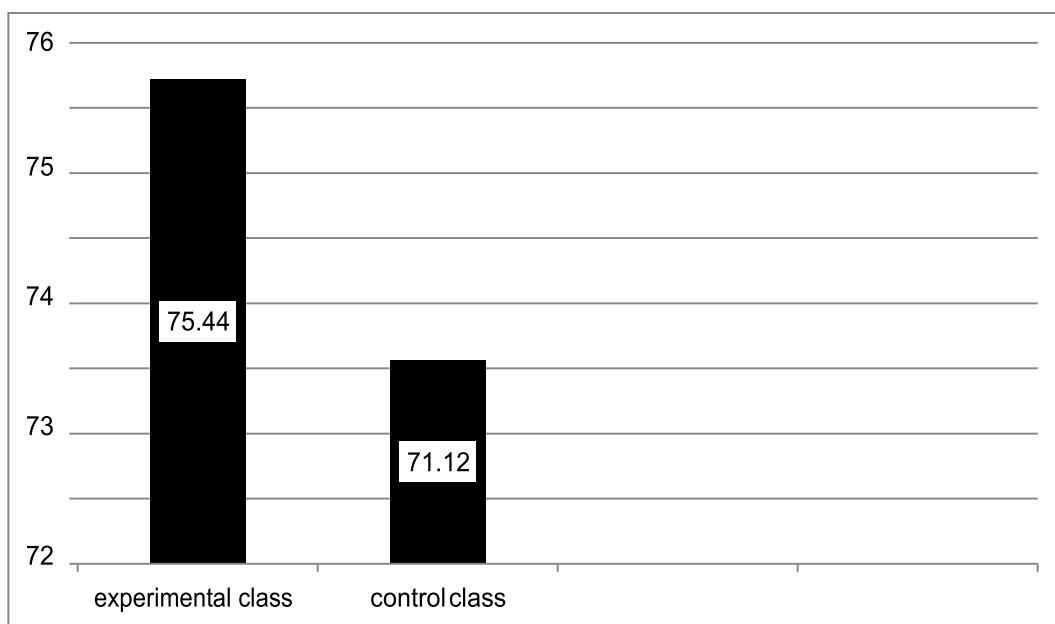
Class	Number of students	Average	Variansi		
Eksperiment	20	75,44	155,52		
Control	20	71,12	133,05	3,63	1,68

Based on table 4.6 above from the data of the researcher, it is obtained Degrees of freedom in the t distribution list was $n_1 \square n_2 \square 2 \square 20 \square 20 \square 2 \square 38$ with the degrees of freedom 38, so that, obtained .then, . So, we can conclude that it is means that, there are significant differences between experimental class and control class after giving the different treatment.

The average learning outcomes experiment class higher than control class, it can be concluded that there are significant differences between outcomes of experimental class and control class. Therefore It was found that there was a significant influence toward the students learning outcomes of English by using Two Stay Two Stray Technique (TSTS).

Based on the data of post-test obtained, after getting the treatment descriptive analysis conducted, there is a difference between the learning outcomes of experimental class in learning English that apply the learning model of *Two Stay Two Stray technique* (TSTS) with the students result in control class by using conventional technique in learning English. The average outcomes of experimental class is 75,44 and control class 71,12 it can be seen from the graphic below:

Picture The comparison of average value the students score post test in experimental class and control class



Inferential analysis got from $t_{\text{count}} = 3,63$ and $t_{\text{table}} = 1,68$ where $\alpha = 0,05$. Based on test one side, it is clear that $t_{\text{count}} > t_{\text{table}}$, so that h_0 is rejected and h_1 accepted. it is means that there is a difference between the average learning outcomes of the experimental class and the average learning outcomes of the control class. It can be concluded that there are significant differences between outcomes of experimental class by using Two Stay Two Stray technique and control class by using conventional technique or there is no treatment in control class.

The analysis of supporting data, hypothesis acceptable which states that there is a

positive affect by using Two Stay Two Stray technique Of learning outcomes in learning English especially in reading comprehension of narrative text at eleventh grade of SMAN 2 Kuok.

Discussion

In this research, the researcher used experimental method with post test control group design. The result students' post test, the experimental class has score 75.44 with the total number of students was 20 students. The highest score was 89.1 and for the control class has score 71.12 with the total number of students was 20. The range showed that there was a significant difference between mean score of test. Therefore, it can be conclude that there was positive effect in learning reading comprehension of narrative text by using Two Stay Two Stray technique (TSTS).

The validity all of questions were valid. The result of reliability post test was 0.45 so the categories were medium. The improvement of the subjects' ability in reading comprehension of the eleventh grade students of SMAN 2 Kuok was seen from the result of the subjects' post-tests that had been collected during the study.

The researcher used t-test, the results of the average test calculation (t-test) $t_{count} 3,63$ and $t_{table} 1,68$. Therefore, concluded that there was a positive effect in learning reading comprehension of narrative text by using Two Stay Two Stray in experimental class at XI grade of SMAN 2 Kuok than control class.

CONCLUSION

- a) Teaching reading by using two stay two stray as a technique make students feel happy when learning process and enjoyable in studying, so that they become easier in understanding the text, especially in narrative text. The score of post test students in experimental class learning by Two Stay Two Stray (TSTS) was higher that the students learning without TSTS.
- b) The students reading comprehension of control has low understanding in learning English. Because the teacher only use conventional technique in teaching English

especially in reading of narrative text. The students become boring and losing their spirit when learning process. The result of teaching learning process by conventional technique is lower than the score of students that taught by using TSTS technique.

- c) Two stay two stray technique will help the students in learning. They study in group and discuss the problem together. When learning process, the students have to understand about the text, because they will share their opinion to the other. The situation of class becomes more life. Teaching by using conventional technique has a negative to the students, because the students are not active in the class. They only work by themselves or not in group. so they become lazy and losing their motivation in learning. Teaching reading by using two stay two stray techniques is more effective than teaching reading without using two stay two stray technique. It was proven by the score of post test students between experimental class by using TSTS technique and the score of students in control class by using conventional technique.

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