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The Effect Of Two Stay Two Stray Teaching Method On Reading Comprehension Of The Eight Grade Students' Of SMPN 1 Wawotobi

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran two stay two stray terhadap kemampuan membaca siswa melalui penelitian kuasi eksperimen. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan metode pembelajaran Two Stay Two Stray terhadap kemampuan membaca siswa. kemampuan pemahaman membaca siswa kelas VIIIA SMP Negeri 1 Wawotobi. Hal ini terlihat dari hasil Independent Sample t-Test diperoleh nilai Sig.(2-tailed) mempunyai nilai 0,000 dan nilai distribusi t tabel dilihat berdasarkan $df = 53$ dengan tingkat signifikansi $\alpha = 0,05$ adalah 1,674. Karena Sig. nilai (2-tailed) $0.000 < 0.05$ didasarkan pada dasar pengambilan keputusan pada uji Independent Sample t-Test dimana jika nilai signifikansi (2-tailed) < 0.05 maka hipotesis diterima artinya terdapat pengaruh yang signifikan terhadap metode two stay two stray terhadap kemampuan siswa dalam pemahaman membaca siswa. Jadi pada akhir penelitian ini dapat disimpulkan H_0 ditolak dan H_a diterima atau hipotesis diterima."

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

Abstract

This research aims to determine the effect of the two stay two stray learning method on students' reading abilities through quasi-experimental research. The results of the research show that there is a significant influence of using the Two Stay Two Stray learning method on students' ability in reading comprehension in class VIIIA students at SMP Negeri 1 Wawotobi. This can be seen in the results of the Independent Sample t-Test, which obtained a Sig value (2-tailed) has a value of 0.000 and the ttable distribution value seen based on $df = 53$ with a significance level of $\alpha = 0.05$ is 1.674. Because the Sig. value (2-tailed) $0.000 < 0.05$ is based on the basis of decision making in the independent sample t-Test where if the significance value (2-tailed) < 0.05 then the hypothesis is accepted, meaning that there is a significant influence on the two stay methodtwo stray on students' abilities in students' reading comprehension. So at the end of this research it can be concluded that H_0 is rejected and H_a is accepted or the hypothesis is accepted."

Keywords: *Two Stay Two Stray, Reading Comprehension*

INTRODUCTION

Reading comprehension is a multifaceted, extremely complicated process including various interactions between readers and what they bring to the text (prior knowledge, method use) as well as variables connected to the text itself (interest in text, understanding of text kinds) (Klinger, Vaughn, & Boardman, 2001). On the other hand, it indicates that students, as readers, must generate meaning by interacting and interacting with written language by integrating prior knowledge and new information acquired in the text.

Reading comprehension refers to a student's capacity to comprehend the reading content provided (Retno et al, 2013). Reading has become something crucial and required for students in the teaching and learning process, because their academic performance is dependent on a large portion of their ability to read. Students who have a strong knowledge of a text will find it easier to extract information from it. It is the process of mixing textual information with information brought to a text by the reader. Reading, on the other hand, is considered as a form of dialogue between the reader and the text.

Reading comprehension is the foundation and fundamental to student success in the educational process. The majority of knowledge is gained through student reading activities. Students' knowledge is received not just via the teaching and learning process at school, but also through reading activities in everyday life. As a result, mastery and advancement of pupils' knowledge rely on their ability to read and understand what they read. In every reading activity there must be a problem in understanding the text.

Based on the observations at SMPN 1 Wawotobi, Reading comprehension was shown to be one of the issues pupils experienced when learning English by researchers. Most students get low reading scores, the researcher also found the KKM of the class students in

their report cards, where only a few students succeeded in meeting the KKM score; the KKM score for class students was 70. They stated that they did not comprehend, and that the lack of word recognition and word meanings made it difficult for pupils to grasp reading materials as a result of their lack of interest in reading. As a result, they cannot find the correct answer to the question. The researcher focuses on the problem of students' lack of interest in reading in this situation since the learning model is less appealing and impacts students' reading comprehension.

Referring to the explanation above, the researcher will conduct research on recount text to find out the final result of students' reading comprehension in the future. The researcher wants to know how far the reader will enjoy reading by using the Two Stay Two Stray method.

As a result, the researcher determines to take more steps to solve this problem by performing additional study on this final project. Based on the reasons above, the researcher provides an alternative, namely embracing the Two Stay Two Stray approach as the topic of this study for SMPN 1 WAWOTOBI students.

Two Stay Two Stray is a method of instruction that starts with creating groups, then discussing problems given by the instructor, then sharing the findings of conversations with other groups, then evaluating and debating again with the group to develop conclusions (Suprijono, 2015). The learning process with the two stay two stray (TSTS) model may effectively awaken and excite students' potential in a learning environment in small groups of four students. When students study in groups, an open learning environment emerges in the dimensions of equality, since there is a collaborative learning process in personal connections that rely on one another.

According to Dalimunthe (2013), who conducted a research entitled "improving Grade III students' reading comprehension achievement in recount text by using Two Stay Two Stray strategy", the result showed that the students' mean score of test III was higher than test II and test I. Moreover, she stated that two stay-two stray can make students become easier to identify the main idea from a text and be able to share their ideas and recognize their friends' opinion.

According to Sunbanu et al (2019), this study was successful in enhancing students' collaborative skills through the use of the Two Stay Two Stray Cooperative Learning approach. As a result, TSTS learning has a favorable influence on the learning process.

Students in this learning approach are encouraged to share their knowledge and experiences with other groups. The syntax is two students visiting another group while two other students remain in their group to receive two individuals from other groups, group

work, returning to the original group, group work, group report (Istarani, 2015).

The researcher expects that by performing this research, the researcher will be able to determine how far the effectiveness of students' reading comprehension applying the Two Stay Two Stray approach can be extended. All of the explanations above inspired the researcher to conduct experimental research because the researcher wanted to know the extent of the influence of Two Stay Two Stray in students' reading comprehension.

Based on the explanation above, the researcher chosen the title "The EffectOf Two Stay TwoStray Teaching Method On Reading ComprehensionAt The Eight Grade Students' Of SMPN 1 WAWOTOB".

RESEARCH METHOD

The experimental approach was employed in this investigation. The experimental technique, according to (Sugiyono, 2013), is "a research method used to investigate the effect of certain treatments on others under controlled conditions." So, the experimental method is a research method in which the research object is manipulated and there is a control that aims to investigate whether or not there is cause and effect and the relationship between these causes by administering specific treatments (treatments) to the experimental group and Including a control group for comparison.

Quasi Experimental Design was employed in this work. In their investigation, the researcher utilized two class groups: the experimental class group and the control class group. The difference in average posttest scores between the experimental and control groups was investigated to see whether there was a significant difference in learning outcomes between the two classes.

Table 1. Quasi experiment (Non-equivalence control group design)

| Group | Pre-test | Treatment | Post-test |
|--------------------|----------------|-----------|----------------|
| Control Group | O ₁ | _____ | O ₂ |
| Experimental Group | O ₃ | X | O ₄ |

Where:

- X: Treatment by using Two Stay Two Stray Method
- O₁: Pre-test for the control group
- O₂ : Post-test for the control group
- O₃ : pre-test for the experimental group
- O₄ : Post-test for the experimental group

FINDINGS AND DISCUSSION

Description of Test Instrument Results Data

This research approach is to use quantitative descriptive which is carried out using experimental methods. The design of this research has been applied to two groups which are the sample in the research, namely one group for the experimental class, in this case, which was treated using the Two Stay-Two Stray learning model and another group, namely the control group, namely those who were not given treatment but used direct learning method

This experimental research aims to see the effect of the two stay two stray learning method on the reading comprehension of class VIII students at SMP Negeri 1 Wawotobi. The population in this study was 111 students consisting of 2 classes, namely class VIIIA as an experimental class with a total of 28 students, and class VIIB as a control class with a total of 27 students, all of these students were the samples in the research. This research will be carried out from October 30 2023 until completion.

The learning activities carried out in this research each took place in 4 meetings attached to the RPP Attachment. After the learning activities were completed, a posttest was carried out on the experimental class and control class to see the learning results of the two classes. So it can be measured whether there is an influence on student learning outcomes.

Description of Test Instrument Results Data

Before research activities are carried out, the researcher first carries out a preliminary test, namely the pretest. Where this preliminary test aims to determine students' initial abilities through test instruments. The results of the preliminary test in the pretest activity are used as the basic value for calculating students' progress scores in the posttest activity.

The test instrument used has been tested for validity and reliability so that the instrument is suitable for use in this research. The results of the validity and reliability test can be seen in the appendix 4. The number of test instrument items after the validity and reliability test was carried out was 30. This instrument was used in the pretest and posttest of the experimental class and control class.

Analysis Test Requirements

After the pretest and posttest were carried out in the experimental class and control class, analysis requirements were tested, namely a similarity test using the Independent Sample t Test with the condition that the data had to be normally distributed and homogeneous. The following will explain the normality test, homogeneity test, and hypothesis test for the two sample classes, namely the experimental class and the control

class.

1) Normality Test

The normality test is intended to find out whether the two samples are normally distributed or not. Normality test results from student posttest data were calculated using SPSS version 25. With the basic decision making in the Shapiro-Wilk normality test, namely;

- If the significance value (2-tailed) is > 0.05 , then the data is normally distributed, in contrast to
- If the significance value (2-tailed) < 0.05 , then the data is not normally distributed.

The results of the normality test in this study are as follows.

Table 3. Normality Test

| kelompok | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--------------|---------------------------------|----|-------|--------------|----|-------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| N-gain | kelaseksperi | 0,180 | 28 | 0,020 | 0,929 | 28 | 0,057 |
| | kelaskontrol | 0,174 | 27 | 0,036 | 0,938 | 27 | 0,106 |

The data above can be concluded that the residual data can be stated to be normally distributed, based on the output results showing that the posttest data for the class with the Two Stay Two Stray learning model has a significance value (2-tailed) of $0.057 > 0.05$ and the posttest data for the class with the conventional learning model has The significance value (2-tailed) is $0.106 > 0.05$. So it can be concluded that the residual data is normally distributed and the regression model meets the assumptions of normality.

2) Homogeneity Test

The homogeneity test was carried out with the aim of finding out whether the two samples came from a homogeneous or inhomogeneous population. To determine the homogeneity of the data, the calculation process was carried out using SPSS version 25. The basis for making decisions in the homogeneity test is;

- If the significance value is > 0.05 , then it can be said that the variance of the two data is homogeneous, in contrast to
- If the significance value is < 0.05 , then the variance of the two data is not homogeneous.

The homogeneous test results in this research are as follows.

Table 4. Homogeneity of Variances Test

| | | Levene Statistic | df1 | df2 | Sig. |
|--------|--|---------------------|-----|--------|-------|
| N-gain | Based on Mean | 0,001 | 1 | 53 | 0,971 |
| | Based on Median | 0,000 | 1 | 53 | 0,987 |
| | Based on Median and with adjusted df | 0,000 | 1 | 52,982 | 0,987 |
| | Based on trimmed mean | 0,001 | 1 | 53 | 0,977 |

The data above can be concluded that the residual data can be declared homogeneous or the variance of the two groups is the same, based on the output results showing that the posttest data for the class with the Two Stay Two Stray learning model and the posttest data for the class with the direct learning model have a significance value of $0.97 > 0.05$. So it can be concluded that the data variance from the two groups above is the same.

After carrying out the analytical prerequisite tests above in the normality test and homogeneity test, both of which have a normal and homogeneous distribution, the data from this research can be used using the Independent Sample t Test.

3) Independent Sample t-Test Results

The independent sample t-Test with SPSS version 25 is a comparative test or difference test to determine whether there is a significant difference in the mean between 2 independent groups on an interval or ratio data scale. The basis for decision making in this independent sample t-Test is;

- If the significance value (2 tailed) < 0.05 then the hypothesis is accepted, meaning that there is a significant influence on the two stay two stray method on students' ability to understand students' reading.
- If the significance value (2 tailed) is > 0.05 then the hypothesis is rejected or there is no significant effect on the two stay two stray method on students' ability in students' reading comprehension.

The independent sample t-test aims to determine whether there is a significant influence between two paired samples. In this study, the confidence level used was 95% with a real level of 5%. The results of data analysis using the Independent Sample t Test technique in the experimental class with the Two Stay

Two Stray learning model and the control class with the direct learning learning model are as follows.

Table 5. Independent Sample Test

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .521 ^a | 0,271 | 0,258 | 4,31159 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| N-gain | Equal variances assumed | 0,001 | 0,971 | 4,442 | 53 | 0,000 | 5,16534 | 1,16294 | 2,83278 | 7,49791 |
| | Equal variances not assumed | | | 4,442 | 52,935 | 0,000 | 5,16534 | 1,16290 | 2,83280 | 7,49789 |

Based on the output data from the "Independent Sample t Test" above using Equal Variances Assumed, the results show that the tcount = 4.442 and the Sig. (2-tailed) is worth 0.000. To find out the value of the ttable distribution, it can be seen based on df = 53 with a significance level of $\alpha = 0.05$, which is 1.674. Because the value of tcount > ttable (4.442 > 1.674) and Sig.(2-tailed) 0.000 < 0.05, with a determinant coefficient value of 0.271. So Ho is rejected and Ha is accepted. so it can be concluded "There is a significant influence of the Two Stay Two Stray Learning Model on students' abilities in students' reading comprehension".

CONCLUSION

Based on the results of the analysis of the research conducted, the following conclusions can be drawn:

1. Seeing the difference in results from the pretest score data given to the experimental class before the two stay two stray learning method was applied and the posttest score data after implementing the two stay two stray learning model, it can be concluded that there was an increase in students' ability in reading comprehension.
2. There is a significant influence of using the Two Stay Two Stray learning model on students' ability in reading comprehension in class VIIIA students at SMP Negeri 1 Wawotobi. This can be seen in the results of the Independent Sample t Test, where the value of $t = 4.442$ and the value of Sig. (2-tailed) is worth 0.000. The ttable distribution value seen based on $df = 53$ with a significance level of $\alpha = 0.05$ is 1.674. Because the value of $t_{count} > t_{table}$ ($4.442 > 1.674$) and $Sig.(2-tailed) 0.000 < 0.05$, H_0 is rejected and H_a is accepted.

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