



USING TWO STAY TWO STRAY TECHNIQUE IN TEACHING READING COMPREHENSION FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This paper discusses how to use Two Stay Two Stray technique in improving students reading comprehension for junior high school. Based on writer's experience, many students have difficulties in reading such as lack of vocabulary, lack of motivation and they are sometime not interested in reading text. Considering these problems, teacher needs to apply a technique in teaching and learning process to help the students understand the text. Two Stay Two Stray technique is conducted by group discussion. Every group consist of four students. Two students will stay at group and two other will leave the group and become guest in the next group. The group discuss the course material with their friends for the text group would also exchange members for a while in order to share mutual discussion. The function of this technique is to allow the students to visualize the important component of narrative text, including identification and description. By applying the Two Stay Two Stray technique in reading descriptive text, the teacher can reach the goal of teaching descriptive text in reading comprehension to junior high school students.

Keywords: Reading, Descriptive Text, Two Stay Two Stray technique.

A. INTRODUCTION

Learning English as a foreign language in school context raises reading become the skill that is critically important to students. Reading is needed for students if they want to expend their knowledge. Through reading, students grasp useful information. The information that students have read may broaden their knowledge. Thus, it is really helpful for the students to build their background knowledge in order to get ready in learning process (Ferina,

Reading comprehension indicates to the students ability to understand the reading text given (Retno, 2013: 36). Reading is become something important and necessary for students in teaching and learning process, because their success in study depends on the greater part of their ability in reading. The students who have good ability in understanding a text will be

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easier in catching the information from the text given. It is the process of combining textual information with the information a reader brings to a text. On the other word reading is a viewed as a kind of dialouge between the reader and the text.

Gerot & Wignel (1994: 4) stated that the descriptive text is a kind of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviours, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

Two Stay Two Stray Technique (TS-TS) technique is adapted from kagan. Nur (2014: 18) said on her research that this technique will bring the students to active in learning process, because students will learn more though process constucting and creating working in group and sharing knowledge. Lie (2004: 61-62) states that this technique is very effective because it can be used in all subjects and all level of learners age. The learning method was also commonly called to as the “Two Lives Two Guest”. This technique puts students in a small group 4-6 people. Then they are given to the task discuss the course material with their friends and then they will come to the other group members for a while in order to share mutual discussion. The group work discusses again with the other group members.

Method of two stay two stray (dua tinggal dua tamu) is one of the cooperative learning model which provides an opportunity to share the results and other information to the group. This is done because a lot of teaching and learning characterized the activities of the individual. In this TS-TS technique, the learners do not only learn and accept what is presented by the teacher in the learning process, but could also learn from other learner, and also have the opportunity to teach other learners. TS-TS learning is able to stimulate and to inpire porential learners optimally in an atmosphere of learning in a small group consisting of 4 students. Therefore, when students work in a group, it would develop an open learning atmosphere in the dimensions of equality, because at that time there would be collaborative learning process in a personal relationship of mutual need.

B. RESEARCH METHOD

Reading

Reading is one of language skill that should be mastered by the students in every level of education. According to the Klient et al. (1996) the definition of reading covers (1) reading is a process, (2) reading is strategic and (3) reading is an interactive process. Reading is a process intended to get information from texts and knowledge possessed by the reader. It has a major role in shaping meaning. Reading is also a strategic one. Effective readers use reading strategies appropriate to text and context in order to understand

meaning when reading. These strategies vary according to the type of text and purpose of reading.

Reading comprehension is multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types) (Klingner, 2007: 8). On the other word, it means that the students as the readers have to construct meaning through interaction and involvement with written language by combining their background knowledge and the new information found on the text. Kustaryo (1988: 11) supported this statement and says that reading comprehension is an active thinking process that depends not only on comprehension but also based on the reader's experiences and prior knowledge.

Teaching is a complex process. It does not only to provide the information from the teacher to the students, but also how to make student understand what they learn. There are many activities that can be done especially when the process of teaching and learning in the classroom.

Descriptive text

According to Tompkins (1994) and Stanley (1988) in Dwi (2017) a descriptive text is as painting pictures with words. By reading a descriptive text, students feel that they see the description just like they see pictures. Descriptive text has purpose to describe an object or a person that the writer is interested in. It means the students can imagine the text they read on a paper or book become picture on their mind. So, they can draw about what they read. By reading a descriptive text the students feel that they see the description just like they see the pictures.

A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989). In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 1987).

Two Stay Two Stray Technique

TS-TS technique involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier. Here teachers serves as a facilitator and protector. Then this learning is intended to make the students receive the knowledge of the learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter.

In this TS-TS technique the learners not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners. It also have the opportunity to teach other learners. This technique is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups they will develop an open learning atmosphere in the

dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need

C. RESULT AND DISCUSSION

1. Some preparations that teachers should do before teaching reading text through Two Stay Two Stray technique

Teacher's preparation is become the most important one in teaching learning process, because the process cannot run efficiently if the teacher does not prepare everything before coming to the class. The success of teaching is also determined by how good the teacher preparation before the learning teaching process begins. The teacher should prepare everything which is related in teaching and learning process. In applying *two stay two stray techniques* in teaching descriptive text, the teacher has to prepare lesson plan, prepare material, and media.

2. The Implementation of Using Two Stay Two Stray in Teaching Reading Comprehension.

a. Pre-reading activity

To start the teaching and learning process begins, the teacher needs to do these following activities. Start from greets the students in English. Then, the teacher takes students' attendance lists. Next, the teacher gives motivation to the students in order to prepare them physically and psychologically before learning process. Also, the teacher does warming up; it could be asking and answering about the previous materials. After that, the teacher explains what they are going to learn.

b. Whilst Teaching Activities

1) Observing

The teacher divides the students into several groups. Every group consists of four students. Later, the two students will stay in their group, and the two other students will stray from group. They will be a guest in other group. Then, the teacher shows all of the students the picture which will be discussed in the story. After that, the teacher shows them a descriptive text about animal. Some of the words in the text are already colorized, italic, and bold. These are words that should be discussed by the students in each group.

2) Questioning

In this stage, after the students observed the picture and finished their observation, the teacher motivates them to ask several questions related to the picture they observed. Those questions will help them to comprehend the text later.

Next, the teacher guides the students in every group to do a discussion with her/his friend. In additions, the students may ask some possible questions for instance,

- 1) *What is the picture about?*
- 2) *What is the picture look like?*
- 3) *What are the panda have?*

3) Collecting information

In collecting information process, the teacher needs to do several following activities;

- a) The teacher will explain to the students what two stay two stray technique is.
- b) The teacher tells the students that they need to see and find the meaning of some vocabularies from the descriptive text that was italic and bold.
- c) The teacher tells the students that they need to see and find the meaning of some vocabularies from the descriptive text that was italic and bold.
- d) The teacher distributes a descriptive text in every group that is related with the pictures which has already been given in observing.
- e) The teacher asks the students in groups to discuss about the meaning of vocabularies in the descriptive text.
- f) Then, the teacher asks the two students in every group to leave their group and come to their next group as guest.

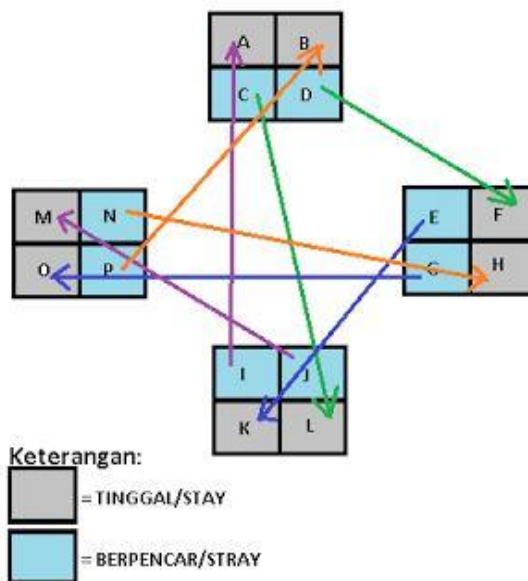


Figure 1

- g) The two students who leave group need to discuss again about the descriptive text in their guest group.
- h) In their new group the students need to rediscuss about the meaning of the vocabularies that was italic and bold. They may use dictionary to help them. Also, they need to discuss about the definition, the generic structure, and the language feature from the descriptive text.
- i) After that, they may come back to their own group and tells their friend about what was they discussed before.

- j) They are together try to find the best answer from the discussion in the group and they need to understand about what is the text talking about to help them answer the questions.
- k) After they finished reading and discuss the text, they answer some questions which have already prepared by the teacher. The questions are on the definition, generic structure, language features, and social function of the descriptive text as well as on the comprehension questions.
- l) In this process, the two guest students try to report the result of their discussion to their own group.

Coffey (n.d) in Dimiyanti (2011: 28) mentions some benefits of Two stay Two Stray technique includes:

- a) It can be implemented in all field of study and grades;
- b) It can increase students' critical thinking about a topic or teaching material;
- c) Students acquire better understanding of topic or teaching material because they get information from both his own group and other group;
- d) Its feature, i.e. listening to others, paraphrasing, and reporting back, can help improve students' reading comprehension.
- e) The activity in two stay two stray technique make all students in the groups engage in the discussion
- f) It can increase students' reading skill;
- g) It makes students respect for other's opinions and perspective; and finally'
- h) Students can improve and explore their background knowledge from this activity.

Two Stay Two Stray techniques is very compatible to help students involved in active learning because this technique allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group. In learning process, this technique also may give students experience in gathering information when they become the stayer to other group. The students are encouraged to contribute their ideas to other students and after they come back to their group they must share the information they got from the other groups to their own groups.

D. CONCLUSION AND SUGGESTIONS

Conclusions

Two stay two stay is a good technique in teaching students' comprehension in reading the descriptive text. It is very useful and applicable to be used in reading class. It will make the students to interest and motivation to reading text due to by using this technique in group that makes the students easy to comprehend the descriptive text. They can explore their

background knowledge and they will be more easier in understand reading text.

Teaching reading comprehension of descriptive text by using Two Stay Two Stray technique is divided into three stages. They are pre-teaching, whilst-teaching, and post teaching. First, *pre-teaching activity*, a teacher need to introduce students with the topic, the teacher gives background knowledge to the students related to the topic. Second, *whilst-teaching activity*, the teacher gives a text and discusses it with students to get the main ideas of the text. To know the students' understanding the teacher facilitates students answer some questions based on the text. Finally, *post-teaching activity*, the teacher asks the students retell again the story by own language.

Suggestions

The English teacher should be more creative in choosing the activity. She/he should know what students need to improve students' weakness. In order to achieve a successful teaching and learning process, the teacher needs to have well prepared before coming to the class. It can be done by preparing the lesson plan, material, and media that will be used throughout the teaching and learning procces. He/she should consider on the situation of the class so that she can manage the class well. She also should consider on the topic of the text that will influence students' motivation in reading. More importantly, this activity should engage all the students.

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