IMPROVING STUDENTS’ ACHIEVEMENT IN READING EXPOSITION TEXTS THROUGH THE APPLICATION OF TWO STAY - TWO STRAY STRATEGY

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Abstract: The objective of this study is to investigate whether the application of Two Stay - Two Stray strategy significantly improves the students’ achievement on reading comprehension exposition text. This study was conducted by using classroom action research. The subject of this research was the second grade of SMA Negeri 2 Binjai which consisted of 36 students. The research was conducted in two cycles. The first cycle consisted of three meetings and second cycle consisted of three meetings. The instrument for collecting the quantitative data was essay test for reading and the instruments for collecting the qualitative data were diary notes, observation sheet, questionnaire sheet, interview sheet and students’ activities record. Based on the analysis, students’ achievement is improved in every test. In test I, the mean score was 56.44. In test II in cycle I, the mean score was 69.89, and in the test III in cycle II, the mean score was 81.58. Based on the observation sheet, diary notes, and interview sheet, it was found that the teaching learning process ran well. the students were more active, enthusiastic in working in group . It was concluded that Two Stay-Two Stray Strategy can improve the students’ achievement in reading exposition text.

Keywords: Reading, Exposition, Two Stay-Two Stray

INTRODUCTION

When a society exists, language exists. It is because language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000:5). Everybody uses language to convey his or her ideas, feeling, and thought to the listener.
Today, the society lives in era of globalization; sophisticated technology and transportation have reduced the earth in size. That is why a global language connecting all people around the world is needed. English is one of the most common languages used by people having different native language. The presence of English as a universal language makes everybody realize that this language is needed to be learned. That is why Indonesian governments as stakeholder in Education set English as one of the subject in the school. This describes that everybody in our country is expected to be capable in using English as foreign language.

In teaching English, the students are intended to master four language skills. They are listening, speaking, reading, and writing. As one of the four skills, reading holds important role in our life. By reading, people are able to get a lot of information from printed materials and text. According to Grabe and Stoller (2002:4), reading can be thought as a way to draw information from text and to form an interpretation of that information. Without reading, the opportunities for improving one’s life are limited. Therefore, people are expected to improve their reading ability.

As one of the basic skills, reading skill must be developed by means of extensive and continual practice. Students do not only read the text, but also understand the information from reading text. In reading, students are expected to be knowledgeable and familiar with what the teacher has explained. Meanwhile, in reading comprehension, students are expected to have more skills rather than to explain individual text or passage after comprehending them. Reading comprehension involves the students’ ability to find some information in English reading text.

The schools in Indonesia mostly use Kurikulum Satuan Tingkat Pendidikan (KTSP – Educational Unit-oriented Curriculum) as their educational orientation. Based on KTSP, the expectations of stakeholders are stated clearly that the students are expected to be able to communicate in English. One of the forms of English communication is mastering reading ability. Reading ability is meant not only the students can read, but also comprehend and understand the text itself.

Unfortunately, the facts are different. Based on the writer’s experience in teaching practice program (PPLT 2010) in SMA Negeri 2 Binjai, many students in grade XI were difficult to comprehend the reading text. It is showed by the students’ scores collected by the writer through reading comprehension test in which 2 students (6.25%) get score 80; 5 students (15.6%) get score 70-79; 15 students (46.9%) get scores 60-69; 6 students (18.75%) get scores 50-59; and 4 students (12.5%) get score 0-49. The data on the result of students’ test reveal that the students’ average score was 62.5 (sixty two point five). Therefore, if it is compared to the minimum standard value (KKM) of English in SMA Negeri Binjai for grade XI which is 73, it indicates that most of the students’ comprehension of reading text is still low.

Furthermore, the writer did the interview to the students whether reading comprehension is difficult or not. Most of them agreed that reading comprehension is such difficult lesson to understand. Moreover, the writer also asked about what genre of text is regarded as the most difficult text to understand. The students’ answer is 65% exposition text; 25% is spoof text; and 10% is report, descriptive, and narrative text.
Considering the facts above, there is a gap between reality and expectation. Thus, there is an urgent need to implement a strategy or technique that can solve these problems. In this case, the dynamic strategy of teaching reading comprehension should be considered. The appropriate teaching strategy, like cooperative learning strategies, helps the teacher to solve the problems in the class because the cooperative strategies employ student-centered activities rather than teacher-centered activities. It can guide and facilitate learning process in order to enable the students learn and create a better atmosphere of learning. The strategy also may attract the students' attention toward comprehension of reading text and increase their motivation by actively involving in learning. In addition, the use of appropriate strategy in teaching reading comprehension can solve the problems occurring in reading class.

An exposition is a piece of text that presents one side of an issue. The purpose of the exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case or the case against. Exposition texts can be in the form of advertisements, spoken arguments, and editorials. (http://misriyantosma6.wordpress.com). Siahaan and Shinoda (2008: 101) regard the exposition text as persuasion text. They state that persuasion is a written English text which is the writer persuade people that something should or should not be case.

One strategy that can be applied in teaching comprehension is cooperative learning strategy because besides cooperative learning is as an effective instructional method, it is also a successful way to enhance social and academic development among students. In this case, to improve the students’ comprehension of reading comprehension and students’ active involvement in learning process, this study chooses and uses Two Stay-Two Stray (henceforth: TS-TS) strategy.

TS-TS is a cooperative learning strategy that is adapted from Kagan’s One Stay-Three Stray. TS-TS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. TS-TS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become ‘strayers’ and other two students become ‘stayers’). According to Crawford (in http://hamiddinsyam.blogspot.com) TS-TS offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups. TS-TS strategy is designed into small groups of students consisting of four students. The students work in small (four-member) groups of mixed ability, including one high achiever, two average achievers, and one low achiever. The groups discuss the topic that is given by the teacher. In TS-TS strategy, students are responsible for helping other members to learn, achieve the group goal and share information with other groups.

Therefore, the writer is interested to do the research dealing with TS-TS strategy as a solution of difficulty of reading comprehension. The title of the research is “Improving students’ achievement in reading exposition texts through the application of Two Stay - Two Stray strategy.”
LITERATURE REVIEW

The Students’ Achievement in Reading Comprehension

Lems (2010: 170) states that reading is an evolving interaction between the text and the background knowledge of the reader. Reading comprehension is the ability to construct meaning from a given written text. The meaning refers to the contextual meaning of the text, the conceptual meaning and the relational meaning of the text and the prior knowledge of the reader. The process of reading comprehension is thus the process of binding altogether the contextual meaning sent by the writer, the conceptual meaning organized by the reader by mapping their minds with their prior knowledge, and referred to the situation. Reading comprehension involves at least two people, the reader and the writer. The process of comprehending involves decoding the writer’s message.

Brown (2004:185) states that first, the readers need to be able to master fundamental bottom strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata-background information and cultural experience-to carry out those interpretations effectively.

Achievement, as the output or outcome of teaching learning process, is behavioral patterns, values, definitions, attitudes, appreciations, and skills. (Suprijono, 2009: 5). According to Gagne, achievement is verbal information, intellectual skills, cognitive strategies, motorist skills, and attitudes. Meanwhile, Bloom (in Suprijono, 2009: 6) states that achievement covers cognitive, affective, and psychomotorist skills. Cognitive domains are knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective domains are receiving, responding, valuing, organization, and characterization. Psychomotorist domains are initiatory, pre-routine, and rountinized.

Reading as one of the four skills taught in school held the important role in learning English. Based on KTSP, reading competencies which should be reached in teaching learning process are:

- students are able to identify the ideational part in the text (main idea, supporting idea
- students are able to identify the generic structure (rhetorical stages) and language features in the text;
- students are able to understand the situational meaning in the text.

Brown (2001: 111) states that micro skills for reading comprehension are as the following.
1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes, system, pattern, rules, and elliptical form.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative function of written texts, according to form and purpose.
10. Infer context that is not explicitly by using background of knowledge.
11. Infer links and connection between events, ideas, etc, deduce causes and effects, and detect such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the text.

**Exposition Texts**

An exposition is a piece of text that presents one side of an issue. The purpose of the exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case or the case against. Exposition texts can be in the form of advertisements, spoken arguments, and editorials. (http://misriyantosma6.wordpress.com)

Siahaan and Shinoda (2008: 101) regard the exposition text as persuasion text. They state that persuasion is a written English text which is the writer persuade people that something should or should not be case.

Exposition text is classified into two sub-genres, they are analytical exposition and hortatory exposition. This study will focus on analytical exposition.

1. **Cooperative Learning**

Slavin (1995:2) explains that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each understanding. Cooperative work rarely replace the teacher instruction, but rather replace individual; seatwork, individual study, and individual drill. When properly organized, students in cooperative groups work with each other to make certain that everyone in the group has mastered the concept taught.

Lie (2002: 28) says that most of teachers do not apply the Cooperative Learning in the classroom because of several reasons. The main reason is chaos, crowded and uncontrolled situation in the classroom. It happens because the misinterpretation of Cooperative Learning itself. The modal of Cooperative Learning is not similar with other usual group work. According to Lie (2002: 18) there are some basic elements of Cooperative learning which make Cooperative Learning is different:

a) Positive Interdependence
The success of a study depends on the efforts of each group member. Some students who are not too smart will be motivated to increase their efforts and will give their contribution to the students who are smarter than they are.

b) Individual and Group Accountability
Teacher who applies Cooperative Learning makes well preparation and arrange the assignment. So, it will make the group members have a self responsibility to their assignment.

c) Face to Face Interaction
Each group should be given a change to meet and discuss. This interaction will give the students a creative synergy. The result of teamwork is better than the result of individual work.

d) Inter-member Communication
The success of group also depend on the members to listen and express the idea each other. The communication skill is very needed in the process of Cooperative Learning.

e) Evaluation of Group Members
Teacher needs to make a special schedule for groups in order to evaluate group work process and result.

According to Johnson & Johnson (http://www.cooperativelearning.htm) Cooperative Learning situations designed correctly have five key components:

a) Positive interdependence (each individual depends on and is accountable to the others—a built-in incentive to help, accept help, and root for others)

b) Individual accountability (each person in the group learns the material)

c) Promotive interaction (group members help one another, share information, offer clarifying explanations)

d) Social skills (leadership, communication)

e) Group processing (assessing how effectively they are working with one another)

The importance of group goals and individual accountability is in providing students with an incentive to help each other and to encourage each other to put forth maximum effort. The student’s value doing well as a group and the group can succeed only by ensuring that all group members have learned the material, and then group member will be motivated to teach each other.

In this technique the students can share what they have known about the reading analytical exposition text to another. If one student does not know something that related to the text, the other students who have known will explain it. Then their knowledge’s are improved by sharing. Therefore, in a group they will choose one as the leader who will watch the other member of group in order to do their duty as good as possible.

Two Stay Two Stray Strategy

Lie (2010) mentions that there are some kinds of cooperative learning, they are Make a match, Think Pair Share, Think Pair Square, Number Head Together, and Two Stay Two Stray. Two Stay-Two Stray is the teaching method adopted from One Stay Three Stray by Spencer Kagan. It is developed in 1992 and used widely around the world at the last two decades.

Structure of TS-TS gives the groups opportunity to share result and information to other group. This shows that the five elements in cooperative learning, they are mutual
positive dependency, personal responsibility, face to face, communication among the groups, and evaluation process of group, can be applied. When the two members stray to another group, process of sharing information, which completes each other, happens. Furthermore, when teaching learning process happens, face-to-face process among students and internal and outer communication among the groups are so good that every student still has personal responsibility.

There are some steps in applying TS-TS strategy in the classroom (Lie, 2010); they are as follows.

1. Students work in the group of four.
2. After working, two students from each group will leave the group and stray to another group (they are called as strayer).
3. Two students will stay in the group in charge of share their result and information to their guests (2 strayers of another group)
4. The strayers leave and back to their own group and report what they have found from others group
5. Group matches and discusses their answers or results

The schema of discussion in TS-TS strategy completely will be shown in the figure 2.1 as the following.

Diagram 2.1 Schema of discussion in TS-TS strategy

Note:
- Students straying to another group

Cooperative learning in TS-TS strategy consists of some steps as the following.
1. Preparation
   In this preparation step, things done by the teacher are making syllabus, evaluation system, teaching design, preparing students’ assignments, and dividing the students into a group of four, and each group should be heterogenic in academic students’ achievement.

2. Teacher’s Presentation
   In this step, teacher presents teaching leaning indicator, introduces and explains the materials based on lesson plan made.

3. Group’s Activity
   In this activity, teaching learning process uses activity sheets containing assignments that should be learned by each student in a group. After receiving the sheets, students learn and discuss the problems and classification related to the teaching materials in a small group (4 students). Every group solves the problems given by their own way. Then, two of four members leave and stray to another group, and the rest stay. Strayers have a duty to receive the information from each group they visited. Stayers have a duty to convey the result and information discussed in the group before. After that, the two strayers go back to the group, and they match and discuss what they have found and what they have discussed.

4. Formalization
   After working in the group and solving the problems, one of the groups presents the result and information discussed. Then, the teacher discusses and formalizes the students’ works with the students.

5. Group Evaluation and Appreciation
   In this step, evaluation is done to know how deep their abilities in understanding the materials gained through TS-TS strategy. It will be followed by appreciation given to the group gaining the highest score.

A teaching learning strategy must have advantages and disadvantages. The advantages of TS-TS strategy are (1) it can be applied to whole grade and whole subjects; (2) students’ learning is more meaningful; (3) students’ active are more oriented; and (4) students’ interests and achievement is increased. Meanwhile, its drawbacks are (1) It takes a long time to apply this strategy; (2) some students are not interested to work in the group; (3) the teacher needs to prepare more materials and power; and (4) the teacher will find the difficulty in managing the class.

To minimize the drawbacks of TS-TS strategy, the teacher should prepare teaching materials and divide the students into the heterogenic groups with various academic achievements. Dividing the groups with heterogenic students give them the opportunity to teach and support each other, for instance, the students with high achievement help the students with low achievement to understand the materials discussed in the group.

Based on the explanation above, TS-TS strategy is regarded as one of the solutions of the problem teaching English in the classroom. It creates more active and more meaningful teaching learning process. Although it has some disadvantages, those can be minimized by preparing everything well.
METHOD

Design

This research was conducted by applying classroom action research. Classroom action research is applied because it focuses on individual or small group professional practice and it is not concerned with making general statement. Furthermore, it also purposed to improve school practice and at the same time, to improve those who try to improve the practices, to combine the research processes habits of thinking, ability to work harmoniously with other and professional spirit. Therefore, to see the improvement students’ achievement of reading comprehension exposition text through Two Stay Two Stray strategy, the researcher applied classroom action research at certain number of cycles.

Time and Place of Study

This research was conducted in SMA Negeri 2 Binjai. It lies on Jl. Padang No. 8 Binjai Selatan. The subject of this research was class XI-IA-E which consists of 36 students. In order to make the in groups of four, this number was divided into 9 groups. Then, it was done at the beginning of first semester in 2010. This time is chosen because such topic taken by the researcher, that is analytical exposition text, is being learned.

The Instrument

In this study, the data were collected by using quantitative and qualitative data. The qualitative data were gathered through interview sheet, questionnaire sheet, observation sheet, and diary notes. They are broadly used to describe what can be counted or measured and can therefore be considered ‘objective’. Furthermore, the qualitative data is to describe data that are not amenable to being counted or measured in an objective way, therefore ‘subjective’. The quantitative data were collected and analyzed by computing the score of the reading analytical exposition text test based on the evaluation of the components of the reading analytical exposition text test.

Criteria of Success

In related that the research design of this study is classroom action research, a criteria of success is highly needed. The criteria of success of this study relate to two points which are that students’ reading achievement reach standard minimum value (KKM) which was 73 and that students’ feeling toward the application of this strategy was good. If the two criteria were not fulfilled yet, the researcher was required to continue the research to next cycle. If they were completely fulfilled, the research would stop the research.

The Procedure of Research

The procedures of data collection were performed by administrating for six meetings and for two cycles. Each cycle consists of three meetings. Each cycle contains four steps which are planning, action, observation and reflection. There was orientation test(test I) before conducted the cycle I in order to get the background situation of the teaching learning in the class and the information of students’ knowledge in reading analytical exposition text. At the end of teaching learning process in each cycle, the writer also conducted a test to see
the improving students’ achievement in reading analytical exposition text. Cycle II was done if there is a need to do it. The writer decided to do it based on the reflection in cycle I. Because there was insignificant improvement of students’ achievement on reading comprehension analytical exposition text in the cycle I, the writer continued to cycle II.

The procedure of research can be seen on the following diagram

**Diagram 3.5 Action Research Model (From Hopkins, 1993:48)**

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**CYCLE I**

- Planning
- Observation
- Reflection
- Action
- Revised
- Planning
- Observation
- Reflection
- Action
- Finish
DATA AND DATA ANALYSIS

The Quantitative Data

The quantitative data were taken from the reading test result during conducted the research. The test was given in the first meeting without any treatment to the students. Then the test was given after each cycle had been completely finished.

The score of the students in every test given showed improvement continuously. The improvement of the students’ reading achievement score by applying Two-Stay-Two-Stay strategy can be seen in Table 4.1.

Table 4.1 Students’ Scores in Test I, II, and III

<table>
<thead>
<tr>
<th>No.</th>
<th>INITIAL</th>
<th>TEST I</th>
<th>TEST II</th>
<th>TEST III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AE</td>
<td>57</td>
<td>75</td>
<td>86</td>
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<tr>
<td>2.</td>
<td>AN</td>
<td>56</td>
<td>82</td>
<td>91</td>
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<tr>
<td>3.</td>
<td>ARP</td>
<td>56</td>
<td>76</td>
<td>88</td>
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<td>4.</td>
<td>AS</td>
<td>60</td>
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<tr>
<td>8.</td>
<td>DTA</td>
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<td>9.</td>
<td>DTA</td>
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<td>70</td>
<td>83</td>
</tr>
<tr>
<td>10.</td>
<td>ES</td>
<td>57</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>FA</td>
<td>46</td>
<td>70</td>
<td>86</td>
</tr>
<tr>
<td>12.</td>
<td>HIS</td>
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<td>77</td>
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<td>20.</td>
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<tr>
<td>33.</td>
<td>YM</td>
<td>55</td>
<td>65</td>
<td>76</td>
</tr>
</tbody>
</table>
The improvement of students’ achievement can be seen from the mean which is keep growing from the pre-test until post test in cycle II. The students’ mean in pre-test was 56.44 which is lower than in the post-test in cycle II that was 69.89 and in the post test cycle II the mean was 81.58. It shows that the mean keep growing after us using Two Stay Two Stray strategy. The students can be said as a master student if she/he scores up to 73 (based on KKM). In the pre-test, the total score of the students was 2032 and the number of the students who took the test was 36, so the mean of the pre-test is:

\[
\bar{X} = \frac{\sum x}{N} = \frac{2032}{36} = 56.44
\]

In the post-test in cycle I, the total score was 2520 the number of the students who took the test was 36, so the mean of the students is;

\[
\bar{X} = \frac{\sum x}{N} = \frac{2520}{36} = 69.89
\]

In the post-test in cycle II, the total score was 2937 the number of the students who took the test was 36, so the mean of the students is;

\[
\bar{X} = \frac{\sum x}{N} = \frac{2937}{36} = 81.58
\]

The spreading of mean for students’ score in every cycle could be seen by using standard deviation formula as follows;

\[
SD = \sqrt{\frac{N \cdot \sum X^2 - (\sum X)^2}{N^2}}
\]

In Which: \(SD\) = standard deviation \(X\) = score \(N\) = the number of students

Therefore, to see the range of students score in every test, the standard deviation formula was applied to this data. The standard deviation of test I is 3.98, standard deviation of test II is 7.71, and standard deviation of test III us 6.83

Then, the analysis of the improvement is done by seeing the differences of each test. It is done by comparing the scores of test I and test II, and the scores of test II and test III. Also, the scores of test I is compared to scores of test III to see the total improvement of students’ scores. The detail data is shown in table 4.2 D.

Table 4.2 D The Improvement of Students’ Reading Test Score In Three Test
<table>
<thead>
<tr>
<th>No.</th>
<th>INITIAL</th>
<th>TEST I</th>
<th>TEST II</th>
<th>TEST III</th>
<th>Differences $T_2 - T_1$</th>
<th>Differences $T_3 - T_2$</th>
<th>Total Difference $T_3 - T_1$</th>
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<td>86</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>$\sum x = 2032$</td>
<td>$\sum x = 2520$</td>
<td>$\sum x = 2937$</td>
<td>$\sum x = 484$</td>
</tr>
<tr>
<td></td>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td>$\bar{x} = 56.44$</td>
<td>$\bar{x} = 69.89$</td>
<td>$\bar{x} = 81.58$</td>
<td>$\bar{x} = 13.44$</td>
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</table>
Then, the group of improvement students’ scores is shown in the following table.

Table 4.2 E The Group of Improvement Students’ Scores

<table>
<thead>
<tr>
<th>The Group</th>
<th>&gt;0</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41-50</th>
<th>&lt;50</th>
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<tbody>
<tr>
<td>Differences (T_2 - T_1)</td>
<td>2</td>
<td>15</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Differences (T_3 - T_2)</td>
<td>-</td>
<td>11</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Difference (T_3 - T_1)</td>
<td>-</td>
<td>1</td>
<td>11</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

The improvement in cycle I can be seen from the improvement of students’ scores in test I and test II. From test I and test II, the improvement is shown from the differences of students’ scores in test I and test II. There were 2 students (ES and RP) who did not get improvement, even their scores were worse. After interviewing them, actually they were sick at that time so that they could not do the test well. Then, there were 15 students got improvement 1-10 points, and 11 students got improvement 11-20 points, and 7 students got improvement 21-30 points, and only 1 student got improvement 31-40 point. The improvement did not spread very well because the some students were still confused by TS-TS strategy applied. The only one student who got improvement 31-40 was interviewed, and then she said that she could understand the strategy easily, and was happy to study by using this strategy.

The improvement happened in cycle II is shown by comparing test II and test III. There were 11 students getting improvement point 0-11, and 25 students getting 11-20 point. The improvement spread well because the students have already understood about strategy and could apply it well.

The total improvement can be seen by comparing the test I and test III. There was one student who got improvement 1-10. After interviewing him, he said that he was not good in English very well, and he was sick along the three weeks when the research done. 11 students got improvement 11-20 points, 16 students got improvement 21-30 points, and 7 students got improvement 31-40 points. There was one student (D) getting improvement 41-50. She said that she loved the strategy and it helps her so much in understanding the test. It also proved that she was active in group by table of students’ actives in appendix.

Based on the data analysis could be concluded that most of the students got improvement on the scores. There were high improvement and low improvement.

1. Qualitative Data
The qualitative data were taken from interview sheet, observation sheet, questionnaire sheet, and diary notes which is supported by students’ actives record. Those are gained within two cycles.
The Activities of the First Cycle

After giving tests I, it was concluded that no student can get above 73. Then, the researcher gave the treatment directly in cycle I. The students were divided into 9 groups of four. After giving materials, the researcher invited the students to work in group.

Group discussion is the core of cooperative learning which is modified by staying and straying within TS-TS strategy. In this cycle, students were guided to analyze the generic structure of the text and how to build the meaning through the text. In group, they had to read, discuss about the text, shared, and help their partners each others. Somehow, there were always trouble maker in group who was noise and bother the discussion.

In group discussion, some students were active, but most of them still confused and passive in group. Group 6 was the most active group in cycle I. Every member was involved and they could present their result well. In conformity with their actives in the process, the four students got good scores. It shows that there was an improvement in their ability. Then, group 2, 8, and 9 were quite active. They were still confused with the strategy applied. Meanwhile, the rest groups, group 1, 3, 4, 5, and 7 were passive in group. Therefore, the cycle II in this research was needed to be done.

The worst situation in the class in this cycle was when the students did staying in the group and straying to other groups. They sometimes spent too much time on it. The bullying students have chance to make noise and the class become unwell organize. Therefore, the teacher commanded them strictly to manage the staying and straying process done effectively.

After doing the group discussion, the teacher invited the groups to present in front of the class. Then, the teacher formalized and concluded it. Moreover, the reflection of the lesson was done in every meeting.

The Activities of the Second Cycle

Based on the reflection in cycle I, cycle II was done because the strategy was not applied well. It was expected that the result in cycle II would be better than in cycle I.

In group discussion, the teacher distributed some texts to be analyzed. In this cycle, the students were guided to comprehend the text deeply, both explicit and implicit meaning of the text.

The cycle II was easier to manage than cycle I. It is because the students have known what should be done in group. Their improvement can be seen by the improvement of their score in conformity with their actives in group.

In this cycle, there were 2 groups which were not actively in the class that is group 5 and 7. Then, group 1, 3, and 4 were quite active. They could apply the strategy, shared and discussed, but was still unorganized well. Moreover, there were 4 groups which were very active in the class. They could follow the strategy well, shared, discussed, and understood the text well. It was also followed by their scores that were improved in each test.
This cycle was closed by groups’ presentation, teacher’s formalization, and test III to measure the improvement of students’ reading abilities.

FINDINGS AND DISCUSSION

Findings

The research indicated that there was an improvement on the students’ achievement in reading analytical exposition text taught by Two Stay Two Stray strategy. It was proved by the data, which showed that the mean of the students in test III (81.58) was higher than test II (69.89), and also in test I (56.44).

The qualitative data taken from the observation sheet and questioner sheet also showed that students’ interest in reading analytical exposition text because they could discuss and share their knowledge and opinion each other in group and with the other group. The students were enjoyable and able to apply the strategy to comprehend the text. The strategy was very useful to help the students to answer the test and comprehend the text. They like to share each other and felt better to discuss each other about the topic to enrich their knowledge.

After concerning those points, it is concluded that the application of Two Stay – Two Stray Strategy improves the students’ achievement in reading exposition texts.

Discussion

Standard deviation is a widely used measurement of variability or diversity used in statistics and probability theory. It shows how much variation or "dispersion" there is from the average (mean, or expected value). A low standard deviation indicates that the data points tend to be very close to the mean, whereas high standard deviation indicates that the data are spread out over a large range of values (www.wikipedia.com).

After conducting this research the students’ achievement in reading analytical exposition text was improved. Test III showed that the mean of students’ scores were higher than the mean of the students’ scores in test II and in test I. The percentage of the students in reading analytical exposition text was also improved from test I to test III.

Meanwhile, standard deviation is the formula to see how the data spread over the range. If there is a high standard deviation, the students are heterogenic, and if there is a low standard deviation, the students are homogeneous in the score gained.

In this research, standard deviation in test I is low (3.98). It means that the students’ reading abilities is homogeneous. Nevertheless, in test II, the standard deviation increased rapidly become 7.71, and the standard deviation in test III is 6.83. It means that the students’ abilities were heterogenic.

In relation to the purpose of the strategy, TS-TS is applied to improve all the students’ reading abilities. It was applied to whole students in class without any exception in order to improve the whole students’ abilities. It was expected that the whole students were homogeneous in having a good comprehension in analytical exposition so that the standard deviation was expected to be decreased. Unfortunately, the standard deviation
increased which means that not all the students were improved well. Then, it needs to be discussed in this part.

Due to this point, the students actually were taught by an inappropriate teaching method. Therefore, the whole students’ abilities were just homogeneous in not understanding about analytical exposition text. Therefore, the standard deviation of students’ scores was low in test I. Students’ scores in test II had a high standard deviation. Fortunately, test III had a lower standard deviation which means that the improvement of students’ reading abilities were spread more.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the study, the conclusions are drawn as follows:

a. There is an improvement of students’ achievement in reading analytical exposition text if it is taught by using Two Stay Two Stray strategy. It is showed from the mean of the students’ scores in three tests: test I (56.44), test II (69.89) and test III (81.58). It means that the use of Two Stay Two Stray strategy could improve the students’ achievement in reading analytical exposition text.

b. The observation sheet, interview sheet, questionnaire sheet, and diary notes, supported by students’ actives record, indicate that there is improvement in students’ abilities. It is shown that most of students became more active and more active working in groups and it is strengthened by the improvement of their reading scores.

c. It is proved quantitatively and qualitatively that the application of Two Stay – Two Stray Strategy improves the students’ achievement in reading exposition texts.

Suggestions

Based on the result of this study, the use of the Two Stay Two Stray strategy could improve the students’ achievement in reading analytical exposition text. The following suggestions are offered:

a. to the students, to use Two Stay Two Stray strategy while reading so they can comprehend the text easily;

b. to the teachers, to apply Two Stay Two Stray strategy so that they can improve their students’ achievement in reading comprehension; and

c. to all the readers, may this research bring them into good understanding how to improve the students’ reading comprehension through Two Stay Two Stray strategy.

d. In teaching learning process, female got more progress than male. Some relevant findings have shown this. Nada Michel Salem (2006: 6) found that there are no significant gender differences in overall motivation; however, females make more effort and have a higher perception of the valence of learning language than males. It is supported that Harvard President, Lawrence Summers, said that more men than woman are scientist because of differences between males and females in intrinsic aptitudes (Sarah Glazer, 2005: 447 in www.thecqresearcher.com). In relation to the research, females got more progress than males because females concerned more to sense while men concerned more to logic. Therefore, other researcher are suggested to do the research relating to this point.
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