teacing reading

by Jef 6

Teaching reading through cooperative learning two-stay two-stray

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ABSTRACT

Reading is one of elements in English language which is every important for English learners. Dealing with this, the lecturers have to find the best method in teaching English especially reading skill. The aim of this research is to describe the use of *Cooperative Learning Two-Stay Two-Stray* in teaching reading ability of English students. Research design of this research is descriptive qualitative research. Learners of English Education Department at the semester two, Teacher Training and Education Faculty, Universitas Islam Madura (UIM) Pamekasan were the subject of this research. In data collection, the researchers used list of observation, documentation and interview. In analyzing the data, the researchers used reducing, interpreting and summarizing. Finally, based on the data, it could be summarized that using cooperative learning Two-Stay Two-Stray to teach English language especially teaching reading is one of best strategies with three steps. The first is pre-activity which focuses on introducing the materials by the lecturer. Second is focusing the learners which they are discussing and sharing the material, it is known by Students Centered Learning (SCL). The third is reviewing the materials. This research is also supported by the data that 91% of English learners enjoyed the teaching and learning process and 87% learners got the target score.

Keywords: *Cooperative learning, two-stay two-stray, reading*

INTRODUCTION

Talking about English language as international language which most of people use in the world still becomes the foreign language for Indonesian, as the result, learners felt difficult in mastering and using that language because the limit time in using English language. In English, there are four skills namely: listening, reading, speaking and writing. Reading is one of skills that learners have to master it because it is very important skill to be mastered. Sari et al., (2019) stated that reading which the texts is written in English is very significant to be learned and taught, especially in a country that it still becomes a foreign language. This problem happens in Indonesia which English is still foreign language for most of society of Indonesia.

Regarding to the reading skill, most of learners of English language got difficulty in understanding the English text. Based on the observation of researcher in the class of

Introduction to Linguistic, English education department at the semester two, Universitas Islam Madura (UIM) Pamekasan, most of students felt difficult in reading skill especially in understanding the material. This problem appears because some factors. The first is lack of vocabularies that make them difficult in understanding the text. The second is because Introduction to Linguistic subject is something new that they never studied before. The third is the technique or method which the lecturer used in teaching Introduction to Linguistic is traditional method or teacher/lecturer center learning (TCL). As result, the learners are not active in the class. They just sit and listen the material from the lecturer.

Concerning to the problem above, lecturer determined to solve problem by using an appropriate method, it is *Cooperative Learning Two-Stay Two-Stray*. This method is very suitable to teach reading skill for English learner because this method makes students active in the class, they will collaborate with their friend in the class and this method also change from lecturer /teacher center learning (TCL) to learner/ student center learning (SCL). It is in with (Yusri et al., 2018) statement that The advantages of cooperative learning model *Cooperative Learning Two-Stay Two-Stray* made learners active and increase their social interaction in the class between their own group or others in teams. According Lie (2004) in (Annas et al., 2018) research, there are some steps in conducting *Cooperative Learning Two-Stay Two-Stray*;

1. The first, lecturer divided learners into some groups in the class.

2. Then, he explained the materials and gave some topics to the group to be discussed.

3. The following activity after discussing the materials is two learners from each group leave their group and visit the other group to find the information about the other topic. And the two learners who stay in their group to share also the information to the guest groups.

4. Next, the two learners who stay in their own group have to share or inform what they have discussed or the result of their group discussions to the two guests who come to their group. The visitor groups also shared the result of their discussion.

5. After sharing the opinions and information, the guests returned to their groups to share what they got and to hear what their stay members have learnt from the other groups.

6. Finally, every group has to explain their discussion by pointing one of their friends to tell it in front of the class.

Based the description above, the researcher wants to describe how the lecturer implemented the *Cooperative Learning Two-Stay Two-Stray* in teaching reading on Introduction to Linguistic class.

METHODS

The research methodology is descriptive qualitative research that has purpose to describe the process of teaching and learning using *Cooperative Learning Two-Stay Two-Stray*. . Learners of English Education Department at the semester two, Teacher Training and Education Faculty, Universitas Islam Madura (UIM) Pamekasan were the subject of this research. In analyzing the data, the researcher used some steps. The first is collecting data. The researchers collected data by using interview, documentation and observation. The second is classifying Data. In classifying the researcher classified the data into two groups. The first data group is data about the implementation of *Cooperative Learning Two-Stay Two-Stray* which used by lecturer. The second data is data about learners' score and their motivation in joining the class. The third is verifying data. The researcher verified the data based on the data before. The fourth is analyzing data. After verifying the data collected, researchers analyzed data obtained from the observation of using *Cooperative Learning Two-Stay Two-Stray* in the class and also from students' interview and documentation. The last is drawing conclusion. The researcher made conclusion how the implementation of *Cooperative Learning Two-Stay Two-Stray* which supported by students' score and their motivation in joining the class.

RESULT AND DISCUSSION

From the researchers' observation and interview, the researcher concluded that using *Cooperative Learning Two –Stay Two Stray* to teach English especially reading ability in the introduction to linguistic class which has three activities that were conducted by the lecturer in the class. They are pre-activity, main activity and last/close activity.

Pre-activity

In the pre-activity, the lecturer opened the class with the warm activity by asking some related questions to the topic and also informed the learners that they will learn with the new method and do some activities in group with their friend.

Main-activity

In this step, the lecturer implemented the *Cooperative Learning Two –Stay Two Stray*. The first, the lecturer started the activity by giving explanation about the material, it was about **morpheme and its type**. The following, the lecturer divided learners into some group that consist of 3-4 students. The lecturer lead the process of making group to make sure the group is heterogenic group. After making groups, the lecturer gave group different questions to be answered. When the learners were discussing the questions with their friends, the lecturer moved around to every group to check the activity. After all group discussed and answered the question with their friends, the lecturer asked two member of the group stay in their position while two other move to other group. **Two-Stay** students have to explain the result their discussion and **Two Stray** students take a note what the two-stay students explained. The next activity, **Two Stray** students returned to their group and explained what they learnt from **Two-Stay** students. The last activity is the lecturer gave questions to be answered individually.

Here the general description of the implementation of *Cooperative Learning Two-Stay Two-Stray*.
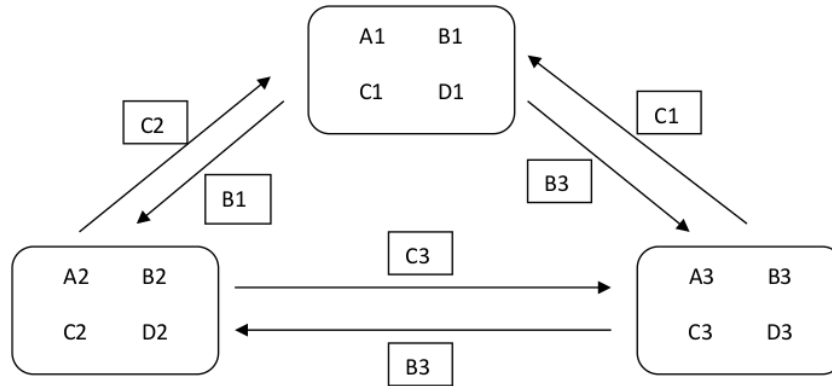

Diagram 1. Model of using *Cooperative Learning Two-Stay Two-Stray*.

Last-activity

In the last activity, the lecturer just reviewed the material by asking some students about the material which has been discussed in the main activity.

DISCUSSION

Dealing with the activities above, it can be said that the use of *Cooperative Learning Two –Stay Two Stray* to teach English especially reading ability especially on introduction to linguistic class is very effective. There are three steps which the lecturer did during the teaching and learning process in the class, they are pre-activity, main activity and last/close activity. The first is activity. Based on the observation, in this case, the lecturer warmed the learners before beginning the class. It was good strategy to make learners motivated in joining the class.

The second activity is main activity. In this step the lecturer implemented the technique of *Cooperative Learning Two –Stay Two Stray*. There are three activities here. The first is introducing the material by the lecturer. The second is focusing on learners in joining the class. It is time for them to learn with their friend/group. Based on the observation, no one of learners are passive, they were very happy in discussing the material with their friend in their group that make them active in the joining the class. It is in line with (Huda, 2013) stated that cooperative learning *Two-Stay Two-Stray* has important objective to make them learn together with their friends in the class, help each other in solving the problem, have responsibility to their duty and support each other in learning the material. The last activity is measuring learners' understanding by give the question individually. From that question, the researcher got data as follows:

Table. 1 Learners Score

No	Creteria	Percentage	
1	Pass	87%	Students who get the target score in individual test.
2	Fail	13%	Students who do not get the target score in individual test.

From the data score of the students above, there are 87% of students who got 75 (B) and it is the minimum score which they have to achieve, and there are only 13% of students did not get the target. Based this data, the researcher concluded that *Cooperative Learning Two -Stay Two-Stray* is very significant technique to teach reading skill. It was supported also by (Hasyim et al., 2019) research. Based on their research about implementation of Two-Stay Two-Stray Method in increasing their reading comprehension, it makes the learners more interactive and interest in learning reading. They also more understand the material after implementing Two-Stay Two-Stray.

The third is last/close activity. In this activity, the lecturer only has on activity, it is reviewing the material and asking learners which the material that they do not understand well.

To know more about how the implementation of *Cooperative Learning Two-Stay Two-Stray* in teaching reading skill in the Introduction to Linguistic class, the researcher used observation sheet to know either they enjoy the teaching and learning process in the class or not. Here the learners respond on using *Cooperative Learning Two-Stay Two-Stray:*

Table. 2 Learners Response

No	Creteria	Percentage	
1	Enjoy	91%	Learners enjoy the class in using the TS-TS technique
2	Bored	9%	Learners do not enjoy the class in using the TS-TS technique

Based on the table above, there are 91% of learners are interested in joining the class when the lecturer used *Cooperative Learning Two –Stay Two Stray* in teaching Introduction to Linguistic class especially in the reading skill aspect. It is only 9% of learners felt bored.

From the two supported data above (learners score and learners response), it could be summarized that *Cooperative Learning Two –Stay Two Stray* is one of the best technique to teach reading skill.

COCLUSION

From the data on the discussion and finding, the researcher summarized that the use of *Cooperative Learning Two –Stay Two Stray* to teach reading ability especially on introduction to linguistic class is very effective to be implemented and there are three activities in implementing the technique, they are; the first is pre-activity which focuses on introducing the materials by the lecturer. Second is focusing the learners which they are discussing and

sharing the material, it is known by Students Centered Learning (SCL). The third is reviewing the materials. This research was also supported by data that showed 91% of learners enjoyed the class. It could be seen by the atmosphere in the class that most of the learners are happy and active in joining the process of teaching and learning. The second supporting data was the percentage of students who got the minimum score, there were 87% learners.

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