Improving Learners' Reading Ability on Introduction to Linguistics Class through Two-Stay Two-Stray Method

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Abstract: *This research began from the writer's observation in the Introduction to Linguistics class at second semester of English Education Department, Universitas Islam Madura. From the data, there were some problems of learners, they are; 1) they felt difficult in understanding the subject of Introduction to Linguistics because it was the new subject for them, 2) they were not active in participating teaching and learning process. Related to the problems above, the writer tried to find the solution by choosing the best strategy, it was Cooperative learning TWO–STAY TWO STRAY (TS-TS). This research is CAR (Classroom Action Research) that has four steps: planning, acting, observing and reflecting. The subject of this research was the learners of English Education Department at the second semester. The result after implementing Cooperative Learning TWO –STAY TWO STRAY (TS-TS) showed that there was high motivation from the learners in joining the class and there was a significant improvement of learners' score from preliminary study, cycle I andCycle II. In preliminary, there were only 27.3 % learners who achieved the minimum score, itwas75(B).IncycleI,therewas63.7%learnersachievedthetargetand % of learners got the target of the research. From the data above, it could be summarized that this method is effective and can be used in teachingreading.*
Key words*: Reading, Cooperative Learning, Two Stay Two Stray.*

I. Introduction

Language is the most important tool to communicate with other people and it becomes an identity of someone. In Indonesia, there are s many languages used by people in their daily conversation, they have local language to communicate with the people who have the same region such as Javanese people talk Java language, Madurese people talk Madura language, Sundanese people talk Sunda language and others. Indonesia also has a national language, which can be used by all people who live inIndonesia.

Today we live in global era and need an international language to be able to communicate or socialize with other people in the world. One of international languages is English. By understanding English, many people are able to read many kinds of English texts, Trisviana et al., (2019). For Indonesian, it is still a foreign language that is learned from elementary school until University.

Talking about English, there are four skills in English, they are speaking, reading, writing and listening. In this research, the writer concentrated on the reading skill. Discussing about reading, Silalahi (2019) stated that reading is an activity to know something, and understanding of reading is something that is very important in reading activities to ascertain whether the information written by the author to the reader. Because of that, the skill is needed by learners in learning English. In addition, Sinaga et al., (2020) stated that the reading skill becomes very essential in the education field, the learners need to be exercised and trained in order to have a good reading skill. Therefore, they need to recognize each of them in gaining information especially on reading text of English. According Sari et al., (2019)stated that reading English texts is remarkable to be taught and learned, especially in a country that treats English as a foreign language. This is what happened in Indonesia. This is because most scientific books and journals are written in English. The learners need these references to study, do the task and improve their knowledge while learning in the classroom.

Furthermore, Hasyim et al.,(2019) stated that reading is a much more complex process. It involves all of the higher mental processes. It involves recalling, reasoning, evaluating, imagining, applying, and problem solving. Good reading requires good thinking. Moreover Harmer, (2001) stated that reading text is full of sentences, words, ideas, descriptions etc. it doesn't make sense just to get learners to read it and then drop to move on to something else. Good teachers integrated the reading text into interesting class sequences, using the topic for discussion and further task, using the language for study and lateractivation.

Related to the writer's observation in the Introduction to Linguistics class, the learners' reading skill are still low. Related to this problem, the writer did the research and found the problems. The first, the learners felt difficult in understanding the subject of Introduction to Linguistics because it is new subject for them. It is difference with the other subjects such as structure, speaking and listening which they have known and studied before. Nunan (1991) stated that background knowledge guides comprehension processes. This also may have a facilitating effect because a reader who already has an elaborate schema can more easily fit incoming textual

information into that schema (Hudson,2011).

The second problem, some learners in the class were not active in participating the teaching and learning process of Introduction to Linguistics class. It is because the method and strategy used in the class is traditional one which focused on the teacher or Teacher Centered Learning (TCL). The last is less activity that involves the learners in the class. Eferi (2018) stated that the lack of student learning activities will have an impact on learners' learning outcomes. Starting from this, the lecturer must make various efforts, both techniques and strategies needed to be able to encourage the learning activities of learners to improve the student's learning outcomes in a more optimal direction. Khoiriyah & Gunarsih, (2018) stated that the teacher also has to create an enjoyable class atmosphere and help them to change their inefficient reading habits by teaching them using an appropriate teaching technique to make them interest to read various reading materials

Concerning the problem above, the writer tried to use the best method, it is "Two Stay – Two Stray" (TS-TS) that is developed by Kagan, (1992). This method is cooperative learning that can be used in the class to change from Teacher/lecturer Centered Learning (TCL) to Student/learner Centered Learning (SCL) activity. Santoso, (2011) stated that "Two Stay – Two Stray" (TS-TS) gives more opportunities for learners to share the result of reading and information with otherlearninggroupsinclassroomactivities.ItisinlinewithYusrietal.,(2018) statement that cooperative learning model TS-TS makes learners more active in the classroom, with the social interaction between learners and work in teams. Moreover Annas et al., (2018) stated that "Two Stay – Two Stray" (TS-TS) makes learners not only learn and accept what the teacher or lecturer presents in the learning process, but also learn from each other and have the opportunity to teach other learners. In addition, (Huda, 2013) stated that it is group learning that has purpose to make learners do and study together, have responsibility, help each other in solving the problem and support each other in studying. This method also requires learners to move or actively communicate exchanging information about the materials learned, making each student have the responsibility to convey the material learned and the listening will record and understand what the other friend conveyed to the next presented in front of the class (Rhiantini et al.,2017).

Furthermore according to Huda, (2013) there are some steps in using this method, they are:

a. Lecturer makes a heterogenic group that consist 4 learners to give opportunities to them in doing peer tutoring. It is in line with Nurlaelah, (2019) statement that a cooperative learning model is easy to implement which involves the activity of all learners without any status difference and involves the active role oflearners

b. Lecturer gives a sub topic to every group to be discussed with their group.

c. Learners must be active in discussing the topic which given from the lecturer.

d. After discussing, two of them left the group to meet the othergroup.

e. Two learners who stay in that group have to give information to the guest of the group. In this step, the lecturer moves around from one group to the othergroup

f. After getting information from the other group, they return back to their group and inform what they got from the othergroup.

g. Then they discuss the result of discussion and present their work in front of theclass.

Here the technique in implementing "Two Stay – Two Stray" (TS-TS).
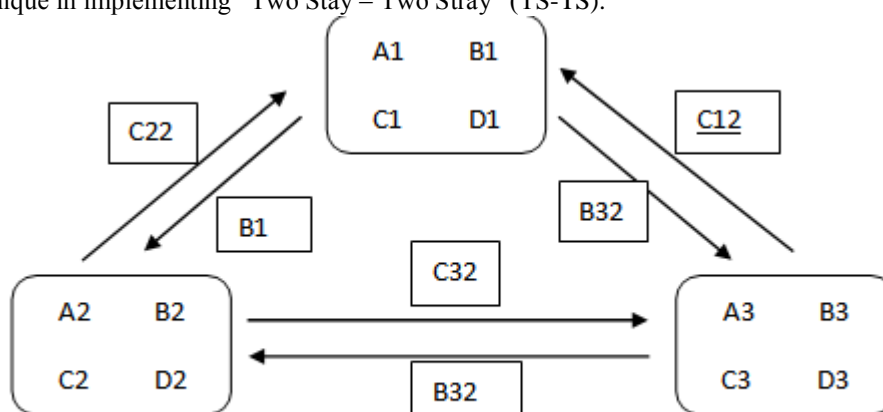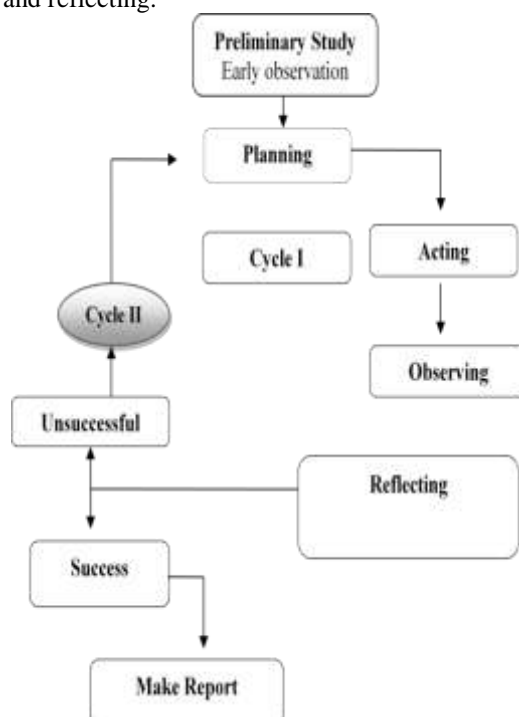

Figure. 1

II. Research Methodology

This research used Classroom Action Research (CAR) that was developed by Kemmis, S. & R. Mc Taggart, (1981). The purpose of this research is to solve the problems that faced by learners in the process of teaching and learning at Introduction to Linguistics class. In addition Winarso, (2008) stated that CAR is planned, sustainable, and systematic programs to reflect on professional practice and to try alternative practice

to improve the quality of teaching and learning. There are four specific steps in conducting this research, they are planning, acting, observing and reflecting.

Figure. 2

The first step was planning. It is the first step after the writer did the preliminary study. Planning was also aimed to implement strategy used by the writer in the class. The writer also made lesson plan, observation format of the lesson plan, and so on. Furthermore, the writer decided to choose the topic for teaching.

The second step was acting. The writer implemented what has been planned in general planning. In this case, the writer used Cooperative Learning Two Stay – Two Stray" (TS-TS). So, the writer focused on improving the ability of reading skill on the Introduction to Linguistics Class by using the new method, it is Cooperative Learning Two Stay – Two Stray"(TS-TS).

The third was observing. It could be done while the writer took the action. Observation and action occur simultaneously. In this research, the observation was done during the process of teaching and learning. The observation was not only the process of teaching and learning but also the learning progress of the learners achieve. The writer did observation during the implementation of Cooperative Learning Two Stay – Two Stray"(TS-TS).

The forth step was reflecting. It was conducted by the writer to evaluate acting and the learners' progress in learning process. Reflection referred to activity of analyzing what had been done in the action. Reflection covered the success and failure of the action and the effect. Reflection was considerable information for preparing the next action.

Subject of research
Subject of this research were learners of English Education Department, Teacher Training and Education Faculty, Universitas Islam Madura at second semester in academic year 2019/2020.

Data Collection
To collect the data, the writer used deep observation, interview, and also documentation (learners' score).

Data Analysis

   a. Individual score

   b. Percentege

$$P = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

$$P = \frac{\sum X}{N}$$

M = Mean
$\sum X$ = Individual score
N = total of learners

   c. Percentage of learners who got the target

$$P = \frac{F}{N} \times 100\%$$

P = percentage of success
F = total of learners who achieved
N = total of all learners

Criteria of success

      The writer also made the criteria of success to measure how far the implementation of Cooperative Learning Two Stay – Two Stray" (TS-TS) success or not. The criterion is 80% of learners of Introduction to Linguistics who achieved the minimum score, it is 75 (B).

III. Findings And Discussion

Findings
There were three steps in doing this research; they are preliminary study, cycle I and cycle II.

Preliminary Study

      In preliminary study, the writer observed the class of Introduction to Linguistics class to know the condition or atmosphere of process of teaching and learning before implementing the method. The result, the writer found some problems such as the learners were passive in the class and they felt difficult in understanding the material. From the data, it was only 27.3 % learners who got the target of the minimum score. Here the following data were described in the table:

No	Score	Qualification	Percentage of value grade	Criteria
1	95-100	Excellent		Achieved the target (27.3%)
2	90-94			
3	85-89		9.09%	
4	80-84	Good	9.09%	
5	75-79		9.09%	
6	70-74	Fair	27.27%	Failed (72.7%)
7	65-69		27.27%	
8	60-64		18.18%	
Total			100%	

Percentage score	69.6		
Improvement score	-		

Figure 3. Score of learners in preliminary study

Base on the data above, the writer tried to solve the problems by choosing the best method, it was Cooperative Learning "Two Stay – Two Stray" (TS-TS) and went to cycle I.

Cycle I
In this session, there were four steps that the writer did, they were planning, acting, observing and reflecting.
In the planning, the writer planned the material and the method based on the learners' problem. The material was about branch of Linguistics (Morphology), it was about Morpheme. While the method that the writer planned was Cooperative Learning "Two Stay – Two Stray" (TS-TS).
In the acting, the writer did what the writer planed in the planning section. There were three activities in the acting. The first was pre-activity, the writer begun with stimulating the learners by asking related question. The second was the main activity, before implementing Cooperative Learning "Two Stay – Two Stray" (TS-TS), the writer divided the class into some groups, one group consist four learners. Here the followingsteps:
a. The writer divided the class into groups, one group consist of four learners.
b. Then the writer explained the material about types ofmorpheme
c. After explaining, the writer gave some works to the every group, there are 10 questions that should answer in their group. The 1-3 question are given to 1st group and 4-6 question are from the 2nd group and the last 7-9 questions are for the 3^{rd}group.
d. The following, the writer led the learners to discuss based on the topic that the writer gave. While the learners were discussing, the writer moved around from one group to othergroup.
e. After discussing, the two learners of every group moved to the other group to ask the result of their group, and the two learners who stayed in the group, they had to explain the result of thediscussion.
f. The next activity, two learners who moved to other group came back to their group and shared what they got from the othergroup.
g. Finally, every group presented their result of discussion in front of the class.

In the observing, the writer did the observation during the process of implementing Cooperative Learning "Two Stay – Two Stray" (TS-TS) in the class. Based the observation, the learners were motivated in joining the class, they enjoyed implementing Cooperative Learning "Two Stay – Two Stray" (TS-TS). Most of the learners were active because the method that used was student center learning (SCL). The last, they understand the material easily because they can share and discuss the material with theirfriend.
The last is reflecting, from the observation, the writer concluded that the implementation of Cooperative Learning "Two Stay – Two Stray" (TS-TS) is successful even though it does not achieve the target minimum. From the learners' improvement, there is significant improvement, there were 63.7 % learners who achieved the target and 36.3% did not. From this data, the writer decided to go to second cycle. The table below is data:

No	Score	Qualification	Percentage of valuegrade	Criteria
1	95-100	Excellent		Achieved the target 63.7 %
2	90-94			
3	85-89		18.18%	
4	80-84	Good	18.18%	
5	75-79		27.27%	
6	70-74	Fair	27.27%	Failed 36.3%
7	65-69		9.09%	
8	60-64			
Total			100%	

Percentage score	75.5		
Improvement score from preliminary Study	36.4%		

Figure 4. Score of learners in cycle I

Based on the data above, the writer decided to go to the cycle II because it did not get the target of research. It was only 63.7% who got the target while the criteria of success is 80% of learners must get the target minimum but there was a significant improvement from preliminary study. Therefore, the writer decided to continue to cycle II.

Cycle II

In the cycle II, the writer used the same method, it is Cooperative Learning "Two Stay – Two Stray" (TS-TS). There were also four steps in cycle II, they were planning, acting, observing and reflecting.

Planning

In this step, the writer decide to use the same method and material as in cycle I. the different was about the group, the writer made the new members of the group to made warmer atmosphere. In this cycle also, the writer gave more exercises than the material.

Acting

The acting in the cycle II was not different from the cycle I, the writer felt easier in implementing the method, and explaining the material because the learners were so familiar with the material and method. Here the activities:

a. The writer divided the group into the new group to make the class more enjoyable.
b. The writer gave the exercises to every group directly without giving the explanation before. The questions were different for eachgroup.
c. After answering some questions, the two learners of every group moved to the other group to ask the result of their group. And the two learners who stayed in the group, they had to explain the result of thediscussion.
d. The next activity, two learners who moved to other group came back to their group and shared what they got from the othergroup.
e. Finally, every group presented their result of discussion in front of theclass.

Observing

From the result of observation, the writer concluded that the process of teaching and learning were more effective than the last meeting. It could be seen from the learners' activity that very enjoyable and active in participating the class. It caused the score of the learners increase from the first cycle I.

Reflecting

After looking at the data from cycle II, it could be concluded that the implementing of Cooperative Learning "Two Stay – Two Stray" (TS-TS) was the best solution for learners' problem especially in the aspect of reading skill. It was shown from the data in cycle II, there are 81.9 % learners who got the target and it was only 18.1 % did not get the target. Based on the criteria of success above, the writer summarized that this research is success. Here is thedata:

No	score	Qualification	Percentage of valuegrade	Criteria
1	95-100	Excellent		

2	90-94		9.09%	81.9 %
3	85-89		9.09%	
4	80-84	Good	36.36%	
5	75-79		27.27%	
6	70-74	Fair	18.18%	18.18 %
7	65-69			
	60-64			
Total			100%	
Percentage score	78.8			
Improvement score from Cycle I	18.2%			

Figure 5. Score of learners in cycle II

According to data above, the writer concluded that this research is successful because it can reach the target score of research. There were 81.9% of learners who got the target score of this research.

IV. Discussion

After analyzing the data, the writer would like to discuss the improvement of learners' reading ability in the class of Introduction from the preliminary study to the cycle II, it was recapped in the following figure:
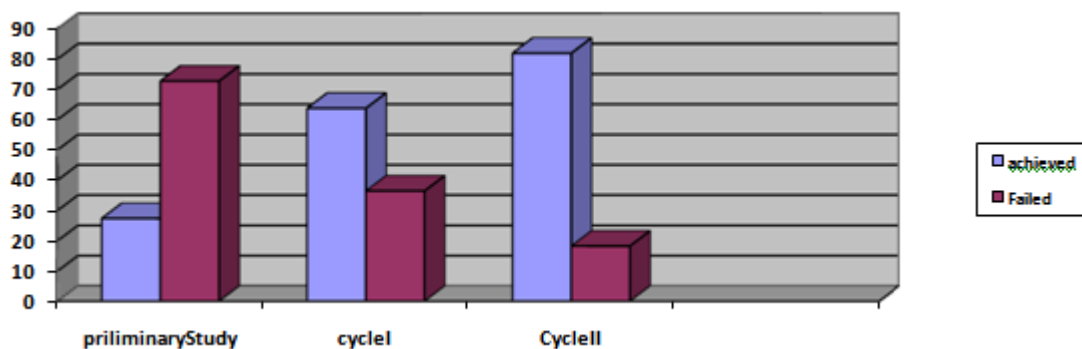

Figure 6. The improvement of learners' score

From the data above, the mean score of the learners' reading before carrying out the classroom action research was only 27.3% learners who achieved the target score. Furthermore, the percentage learners who got target score in the cycle I was 63.7%, it means there were 36.4% improvement from preliminary study. In cycle II, there were 81.9% learners who achieved the target, there were 18.2% improvement from the cycle I. Regarding to the percentage above, the writer concluded that implementing of Cooperative Learning "Two Stay – Two Stray" (TS-TS) to improve reading ability is very effective. It was also supported by Hasyim et al., (2019) in their research stated that the implementation of CooperativeLeaningTwoStayTwoStray(TS-TS)Methodcouldimprovelearners' reading comprehension after conducting the experimental research at the tenth grade of SMA Negeri 3 Sorong.

Furthermore, this method also gave positive effect to the learners in learning English in the class. They were more active and had more spirit in joining the class because they did more interaction with their friend. It is in line with Sari et al., (2019) research that Cooperative Learning "Two Stay – Two Stray" (TS-TS) led the learners to escalate their self-confidence, social interaction, individual accountability, and group skills. This method also gave the opportunities for each learners in the group to be more active in moving, viewing, brainstorming, asking, remembering what the result of group discussion were and how they socialized with other groups (Rani et al., 2018).

Based on the description above, the writers came to the summary of this research that Cooperative Learning "Two Stay – Two Stray" (TS-TS) is one of the suitable methods in improving learners' reading.

V. Conclusion And Suggestion

The use of Cooperative Learning "Two Stay – Two Stray" (TS-TS) in improving learners' reading in the class of introduction to Linguistics was successful. It could be seen from learners' motivation in joining the class that they were active in discussing and sharing the material with their partners. From the data of improvement learners' score, there were significant developments from preliminary study until cycle II. The data showed that in preliminary study the learners who got the target minimum score is only 27.3%. In the cycle one, the learners who got the target is 63.7 %, there are 36.4 % improvement from preliminary study. In the cycle two, there 81.9 % who achieved the target. It means there are 18.2 % improvement from cycle one. From the conclusion the writer above, it is known that using of Cooperative Learning "Two Stay – Two Stray" (TS-TS) can improve the learners' reading skill. Because of that, English lecturers can use this technique as an alternative technique in teaching reading skill because this technique provides many advantages that can improve the learners' reading skill. For other writer, this result of the research could be used as an additional reference or further research with different discussion and also implemented in otherskills.

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