The effectiveness of two stay two stray technique with skimming toward students' reading comprehension

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Abstract

Reading is one of the language skills that the students have to acquire in learning English. A person is considered to have good reading skills if they can understand a text and the information contained in it. Therefore, an effective teaching strategy is needed. One of the teaching strategies is Two Stay Two Stray. Even though it has advantages, Two Stay Two Stray also has weaknesses. Therefore, researchers combined Two Stay Two Stray with Skimming. This study aims to investigate the effectiveness of using Two Stay Two Stray technique with Skimming towards students' reading comprehension in hortatory exposition text. This research used quantitative method with a quasi-experimental research design. In determining the research sample, the researcher used a purposive sampling technique. The sample for this research was twelfth grade students from MAN 1 Jombang. The researcher used XII-C as the experimental class and XII-E as the control class. The finding of the significant value 2-tailed of the Mann-Whitney U test is 0.028, lower than 0.05. The findings showed a significant difference between students who were taught by using Two Stay Two Stray with Skimming and those who were not. It means that the alternative hypothesis (Ha) is accepted. In conclusion, the Two Stay Two Stray technique with Skimming is effective to teach students' reading comprehension. The researcher suggests combining Two Stay Two Stray with other reading techniques or other media to get more interesting and interactive learning activities.

Keywords: Reading, Reading Comprehension, Two Stay Two Stray, Skimming

INTRODUCTION

Reading is one of the language skills that the students have to acquire in learning English (Imran, 2020). Reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing script. Grabe & Stoller (2011:3) state "reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that without having good reading skill, the students cannot understand the English text easily. In education, reading skill is a requirement for students, especially for senior high school students. Reading for general comprehension requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under much emitted time constraints (Sugianto & Tawali, 2023). In addition, this skill is the ability to understand information in a text and interpret it appropriate.

Reading comprehension refers to the ability to understand and interpret written text. It is a process in which the reader has to decipher language and construct a meaningful whole as intended by the writer. Snow (2002:11) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement

with written language". It is not just pronouncing or reading out loud, but it is understanding the meaning of a text. Similarly, Grellet (2010:3) cited in Haryati (2021) states, "reading comprehension is an understanding a written text means extracting the required information from it as effective as possible." A person is considered to have good reading skills if they can understand a text and the information contained in it. Therefore, an effective process is needed to extract and construct the content of a reading.

Aspects of reading comprehension involve text genre. There are several text genres that students must know, such as descriptive text, recount text, narrative text, news, etc (Kusnandar & Budiarti, 2019). In this research, the researcher focused on students' ability to comprehend hortatory exposition text.

According to Interlanguage (2008:161) cited in Nafisah (2018) hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, this text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, and research report. The researcher chooses hortatory exposition text in this research because this genre serves as a valuable tool for conveying complex information effectively and facilitating understanding among readers.

According to Pellegrino & Hilton (2013) cited in Sabrina et al. (2020), some problems faced in the world of education, specifically reading, is the lack of reading ability among students, especially in learning to read English text. There are several factors that influence this condition, such as students' low motivation and interest in reading. Lack of interest and motivation causes students to tend to be passive, lazy and pessimistic in class. The reading material is also one of the factors that supports this condition. Either the text is too long or difficult, making students lazy and bored. The conventional techniques used by teachers in teaching are also another factor that causes the above conditions. So, student learning outcomes in reading are low. Based on the problem above, the researcher believes that some appropriate strategies are needed to achieve better reading comprehension and achievement for the students.

The availability of strategies for teaching reading comprehension will create a learning atmosphere that is as comfortable as possible. Cooperative learning is part of a group of learning/teaching techniques in which students interact with each other to acquire and practice elements of a subject matter and to achieve joint learning goals (Yu, 2019). This method encourages active participation, mutual support, and shared responsibility among group members. According to Holubec et al. (2013), cooperative learning involves structuring activities to promote positive interdependence, face to face promotive interaction, individual accountability, social skills, and group processing. Through cooperative learning, students not only deepen their understanding of content but also develop social skills such as communication, leadership, and conflict resolution. Ultimately, cooperative learning emphasizes the synergy of collective effort, promoting both academic success and interpersonal growth among students. The cooperative learning method has some techniques; they are Cooperative Integrated Reading Composition (CIRC), JIGSAW, Cooperative Scripting, Teams Games Tournaments (TGT), Two Stay Two Stray (TSTS), and so forth.

Two Stay Two Stray strategy is one of the cooperative learning models developed by Spencer Kagan in 1994. According to Hasyim et al. (2019), this method can give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students. In this technique, there are some activities that give a chance to students to discuss. Then, by using this technique, students help each other. In line with Cohen et al. (2004) cited in Haryati (2021), stated that applying Two Stay Two Stray can enhance students' comprehension about themselves and many things occurring in

the word, and it provides an opportunity for them to share their new viewpoint with others. The benefit of the strategy is also helping the students with special needs. The student having a problem with reading comprehension text can assist other students in learning reading comprehension in the students' group situation.

The relationship between Two Stay Two Stray and reading comprehension was explored in several studies. Hasyim et al. (2019) tested the use of Two Stay Two Stray in comprehending recount text at tenth grade of SMAN 3 Sorong. The results of this study showed that Two Stay Two Stray can improve students' reading comprehension. Similarly, Silalahi & Sary (2020) also highlights the use of Two Stay Two Stray strategy to improve the students' reading comprehension on narrative text at the tenth grade of SMA NEGERI 4 Pematangsiantar with a true experimental design. In this study, it was found that Two Stay Two Stray improved students' reading skill significantly. Additionally, Sukmayati (2017) examined the effectiveness of Two Stay Two Stray in students' reading comprehension of review text and students' participation at SMA Laboratorium Unsyiah Banda Aceh. The result of this study showed that Two Stay Two Stray was successful in improving students' reading comprehension and promoting students to be involved actively in group discussions. Another study from Sari & Fitriyati (2018) also focused on the use of Two Stay Two Stray technique to improve student's reading comprehension in hortatory exposition text of the eleventh-grade students at MA Nahdlatul Ulama Demak with class action research. This research found that this technique was effective to improve students' skill in reading hortatory exposition text. Meanwhile, Fernando (2022) examined the implementation of Two Stay Two Stray in teaching reading and writing hortatory exposition text in an English course. This research showed that this technique is effective to teach reading and writing. Overall, these studies support that Two Stay Two Stray is an effective technique in improving students' reading comprehension at various levels, learning skills and text types.

Based on the previous research from Fernando (2022); Hasyim et al. (2019); Sari & Fitriyati (2018); Silalahi & Sary (2020); Sukmayati (2017), the gap of this research is that most of the research only focused on the use of Two Stay Two Stray in teaching reading without combining it with appropriate reading techniques. Thus, the novelty of this research is that the researcher combined Two Stay Two Stray with Skimming towards students' reading comprehension in comprehending hortatory exposition text.

The researcher added Skimming which was not included in several previous studies explained above. In this study, the researcher added Skimming in the reading learning process to optimize the application of the Two Stay Two Stray technique so that it can provide a solid understanding for students and save more time. Mikulecky and Jeffries (2004:38) cited in Gulo (2020)argue that "skimming is a technique which can be used in high-speed reading in order to save time and help the readers get the meaning through lots of material as fast as possible". The researcher also used Skimming to anticipate the disadvantages of TSTS which take a long time to do, with Skimming the reader will only focus in the ideas and skip the unimportant words or sentences, marginal and unimportant part. Dhillon et al. (2020) in their study stated that there are some advantages of Skimming that is beneficial for students, they are: 1) student-centered design, 2) efficient ways to learn, 3) built interpersonal and active skills, 4) very enjoyable for students. Based on the explanation above, Skimming can help students gain more understanding and save more time.

Based on the background explanation above, the researcher tried to conduct research with the problem as followed: "Do the students who are taught by using Two Stay Two Stray with Skimming have better achievement than students who are taught without Two Stay Two Stray with Skimming in reading comprehension hortatory exposition text?".

METHOD

Design

In this research, a quantitative research design is used by the researcher. The researcher chose experimental research in the field of quantitative research. The researcher used quasi-experimental design. In this research, there are two types of groups, namely the control group and the experimental group. Quasi-experimental design is experimental research that was developed because of the difficulty in obtaining a control group that can fully function in controlling external variables that can affect the experiment (Rukminingsih et al., 2021).

This research involved administering a pre-test and post-test to two groups. The researcher allocated participants to both experimental and control groups, administered a pre-test to both to determine normality and homogeneity between the control and experimental groups, then implemented treatment of Two Stay Two Stray with Skimming exclusively to the experimental group, and conducted a post-test to evaluate disparities between the two groups. In this context, the researcher aimed to explore the relationship between variables and sought to ascertain if there is a significant difference between them.

Participants

The participants of this research were twelfth grade students at MAN 1 Jombang in the 2024/2025 school year with a total of 700 students divided into 15 classes. In determining the participants, the researcher used purposive sampling. The researcher chose purposive sampling technique because the sample selected was in accordance with the research objectives. Purposive sampling is a sample determination method that is carried out with certain considerations (Rukminingsih et al., 2020). Here, class XII-C as the experimental class consisting of 36 students and class XII-E as the control class consisting of 36 students, so the total sample in this study is 72 students.

Instruments

In this research, the researcher uses multiple choice test to collect the data. The multiple-choice test is chosen as the main instrument to measure students' reading comprehension in the context of using the Two Stay Two Stray technique with Skimming. Questions are structured to reflect aspects of reading comprehension that are strengthened by the use of the Two Stay Two Stray technique with Skimming, such as the ability to synthesize information from multiple sources and collaboration with classmates. The number of question items used is 25 questions. The items measured include identifying the main idea (5 items), understanding the detailed information (5 items), identifying inferences (5 items), references (5 items) and the meaning of vocabulary in the context of the text (5 items).

Data collection

In this study, the data collection procedure consists five stages. These stages aim to make the research run in a structured and coherent manner. The stages start from preparing research instruments and data analysis.

The stages of data collection are as follows:

1. The researcher prepared a research instrument in the form of a multiple-choice test which had previously been tested for validity and reliability.
2. The researcher gave a pre-test to both experimental and control classes to find out students' reading comprehension abilities and background knowledge regarding exposition text.
3. The researcher gave treatment to the experimental class with Two Stay Two Stray (TSTS) with Skimming.
4. After completing the treatment, the researcher gave a post-test to both the experimental class and the control class to determine the difference in scores between the two classes.

5. The researcher analysed the results of the pre-test and post-test from both classes using IBM SPSS Statistic 26.

Here are the procedures of Two Stay Two Stray with Skimming used:
a) Make a group consists 4-5 students,
b) Choose the leader, stayer and strayer of the group,
c) Read and understand the title of the text given by the teacher,
d) Read and understand the first and last sentences of each paragraph,
e) Look for keywords or phrases that appear frequently,
f) Write down a conclusion after reading the text and give it to teacher,
g) Students as the strayer leave the group to visit other groups,
h) Students as the stayer give information to the strayer from different group,
i) Strayer to return to their home group,
j) Report and discuss the result with their home group,
k) Make conclusion after the discussion and do the assignment given by the teacher.

Data analysis

This study used quantitative data which was related to numeral form and it was analysed statistically. Before conducting the hypothesis tests, the analysis pre requirement test was carried out first. A normality test was used to determine whether the data distribution was normal. For the purposes of the normality test in this study, the Shapiro-Wilk formula is used. The data can be said to be normally distributed if the significance > 0.05 and it can be said that it is not normally distributed if the significance < 0.05. This test is carried out by using pre-test and post-test score of control class and experimental class.
The results are presented in Table 1 and Table 2.

Table 1
Test of Normality of Variance Pre-Test

	Shaphiro-Wilk		
	Statistics	df	Sig.
Pretest_Experimental	.926	36	.019
Pretest_Control	.839	36	.000

From the analysis results using the Shapiro-Wilk formula, a significant value was obtained for each experimental class 0.019 and the control class 0.000. The two significant values for the pre-test are below 0.05, so it can be concluded that the data obtained from the experimental class and control class are not normally distributed.

Table 2
Test of Normality of Variance Post-Test

	Shaphiro-Wilk		
	Statistics	df	Sig.
Posttest_Experimental	.876	36	.001
Posttest_Control	.940	36	.050

From the analysis results using the Shapiro-Wilk formula, a significant value was obtained for each experimental class 0.001 and the control class 0.050. The significant value from the experimental class is below 0.05 so it can be concluded that the data obtained from the experimental class is not normally distributed. Meanwhile, the significant value of the control class is above 0.05, so statistically the data obtained is normally distributed.
Both of the data indicate that the data distribution is not normal. It can be concluded that the assumption of normality is not fulfilled. Since the assumptions of normality is not fulfilled, a non-parametric Man-Whitney U test is conducted to test the hypotheses of this research.

FINDINGS AND DISCUSSION

In this research, a non-parametric Man-Whitney U test is conducted to test the hypotheses of this research because the normality tests are not fulfilled. The results of the data analysis is intended to answer the research question "Do the students who are taught by using Two Stay Two Stray with Skimming have better achievement than students who are taught without Two Stay Two Stray with Skimming in reading comprehension hortatory exposition text?". The results are presented in Table 3, Table 4 and Table 5.

Table 3
Descriptive Statistics Post-Test Experimental Class and Control Class

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Posttest_Experimental	36	81.56	1.158	6.947
Posttest_Control	36	75.50	1.592	9.554

Table 3 shows that the mean of the experimental class is 81.56, which is higher than the control class. Specifically, the mean score of the experimental class was 6.06 points higher than that of the control class, which is 75.50. This standard deviation of 6.947 shows that the variation in scores in the experimental class is relatively small. This means that most students in this group have scores that are very close to the average, which indicates consistency in students' achievement after using Two Stay Two Stray with Skimming. The standard deviation in the control class was 9.554, more significant than the experimental class, indicating that students' scores varied more.

However, since the data analysis used the non-parametric Mann-Whitney U test, it needs to compare the mean ranks instead of the mean scores. The following table presents the mean ranks of the experimental and control classes.

Table 4
Rank Post-Test Experimental Class and Control Class

Ranks			
	N	Mean Rank	Sum of Ranks
Posttest_Experimental	36	41.88	1507.50
Posttest_Control	36	31.13	1120.50

Table 4 displays the mean rank or average ranking of each class. In the experimental class, the average rating was 41.88, which was higher than the control class's 31.13. The difference between them is 10.75.

Table 5
Test Statistics Descriptive Statistics Post-Test

	SCORE
Mann-Whitney U	454.500
Wilcoxon W	1120.500
Z	-2.204
Asymp. Sig. (2-tailed)	.028

The Mann-Whitney U test result presented in Table 5 shows that Asymp. Sig. (2-tailed) has a value of 0.028. The significance value is below 0.05, means that Ha is accepted based on the decision-making criteria. So, the result is that there is a significant difference in students' reading comprehension between those who are taught by using Two Stay Two Stray with Skimming and those who are not.

Developed by Kagan (1994), Two Stay Two Stray is a technique in cooperative learning that encourages language learners to communicate and express themselves in different contexts. In this technique, students are divided into several groups consisting of 4 to 5 people and each group will be further divided into stayers and strayers. In Two Stay Two Stray, two members as strayer of the group join another group to discuss how they completed the task and then return to their original group to feedback. Two Stay Two Stray emphasizing the process of interactive dialogue between students. It means, student should interact with another student by working together, interact more, and changing idea to others.

Table 3 shows the average scores of the two groups. The average value in the experimental group is 81.56 greater than the control group 75.50. So, the experimental group students have a higher average in their reading comprehension than the control group students. Then, the result of table 5 showed that there was a significant difference in students' reading comprehension (Asymp. Sig. (2-tailed) = 0.028 < a=0.05) in which the experimental class students' mean rank outperformed the control class (81.56 > 75.50). The significance amount is 0.028 so Ho is rejected because 0.028 < 0.05. The findings of this research show that the application of the Two Stay Two Stray technique combined with the Skimming reading technique has an influence on student learning outcomes. There is a significant difference between the learning outcomes of students from the experimental class and control class. The results of the hypothesis test show that students who were taught using Two Stay Two Stray with Skimming had better achievement than students who were taught without using Two Stay Two Stray with Skimming in reading hortatory exposition text. This concludes that Two Stay Two Stray with Skimming has a significant effect on students' reading comprehension of hortatory exposition text to grade XII students of MAN 1 Jombang.

The results of this research are supported by previous research findings such as research Hasyim et al., 2019, it showed that the use of Two Stay Two Stray Method could improve students' reading comprehension. This is evidenced by the average post-test score from the experimental class being 83.6 which is higher than the average post-test score from the control class which was only 72. Then the research by Silalahi & Sary, (2020), showed that Two Stay Two Stray can be used as an effective tool for improving students' reading comprehension. This is evidenced by the average learning outcomes increased from 51.94 to 78.00.

Besides, the findings of this research also proven that Two Stay Two Stray effectively make students excited in learning hortatory exposition text in different skills (Fernando, 2022). Based on observations during treatment in the experimental class, the class became noisy and students who became strayers were enthusiastic about visiting other groups to exchange information. This indicates that students are motivated and excited about studying hortatory exposition text with Two Stay Two Stray.

Before the treatment was given, to anticipate the long-time consumption, the researcher has prepared all the materials and worksheets needed by students during the Two Stay Two Stray process. The researcher explained the tasks and the rules about the strayers and stayer, how to read a text with Skimming and procedures of the Two Stay Two Stray to the students first. The researcher had to repeat it twice in order to get the students to understand what they had to do, this was done so that students are not confused when doing TSTS with Skimming based on suggestions from Sukmayati (2017). Students succeeded in completing reading activities more quickly by using the Skimming technique and completing their tasks with Two Stay Two Stray following the procedures and rules explained. This means that the combination of the Two Stay Two Stray technique with the Skimming technique can minimize the weakness of the Two Stay Two Stray technique which requires a long time as stated by Sari & Fitriyati (2018).

CONCLUSION
Based on the results of the analysis that was carried out by comparing the learning outcomes of the experimental class and the control class, each of which had 36 students. The results of the post-test scores show that there is a significant difference between the experimental class and the control class. The experimental class had a post-test score with an average of 81.56, while the control class had a post-test score with an average of 75.50. This shows that the experimental class has a higher average score than the control class. In conclusion, students who are taught by using Two Stay Two Stray with Skimming has better achievement than students who are taught without using Two Stay Two Stray with Skimming in reading comprehension of hortatory exposition text.

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