

Applying Two Stay Two Stray Technique to Enhance Students' Reading Comprehension

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Abstract

This study investigates the effect of the Two Stay Two Stray (TSTS) Technique on the reading comprehension of report texts by eleventh-grade SMAN 1 Barru students. In this study, there are two problem statements: 1) Is the Two-Stay Two-Stray strategy beneficial in enhancing the reading comprehension of report material among eleventh-grade students of SMA Negeri 1 Barru? And 2) Are the students enthusiastic about reading instruction utilizing the TSTS Technique?

This study utilized a quasi-experimental approach with one pre-test and one post-test for each of two classes. The sample was obtained from the population using a cluster random sampling technique. Teachers typically employ a standard style and technique when instructing their students. Two Stay Two Stray is a teaching strategy that can be implemented by teachers in reading classes as a result of this study. The outcome of the posttest suggested that there was a significant difference in the comprehension achievement of students before and after reading instruction utilizing the TSTS Technique. The study discovered, based on their study of the data, that the Two Stay Two Stray Technique could enhance students' reading comprehension.

Keywords : *Applied Linguistics, Interest, reading, two stay two stray technique*

INTRODUCTION

Reading is one of the daily activities that pupils frequently engage in. It includes reading books, novels, and newspapers, among other materials. It appears that kids engage in daily reading activities. Reading is an essential component of language acquisition. According to Mikulecky and Jeffries (1986:1), "there are several reasons for the significance of reading in language learning, including the fact that reading helps pupils learn to think in the new language, improves their vocabulary, and makes them more comfortable with written English." It implies that by reading more, children might enhance their language acquisition by acquiring new vocabulary.

Reading is a language competence that is taught at all levels of education involving the instruction of English in schools. This is because reading is an essential ability. Students will obtain a great deal of essential knowledge for their education via reading. Students can also share the knowledge they gain from reading with others.

Reading competence includes not only the capacity to pronounce words, but also the ability to comprehend their meaning and extract information from the text. Reading comprehension is

the process through which a reader comprehends the meaning of the text or the context of the text. If the kids comprehend the material, they will be able to obtain the message by reading it.

In addition, Smith, Banton, and Robinson (in Surjosuseno, 2011:125) define reading comprehension as the interpretation, evaluation, and application of knowledge received through the reader's and author's interaction. According to the preceding definition, reading comprehension is the ability to comprehend the written text's meaning. So that the reader can comprehend the meaning of the text.

Some genres are taught to eleventh-grade students during the first semester of Senior High School. They are a report, a story, and an analytical essay. In this study, the author chose report text as the reading text genre to investigate reading comprehension. The result was that the SMA Negeri 1 Barru pupils' reading comprehension of report texts remained inadequate. As we already know, an information report or report text is a factual text, which implies it contains information about something. A report of information is utilized to get a deeper knowledge of a living or nonliving entity.

According to the author's observations, students experience some issues with report texts. First, it is difficult for students to detect information in generic report language structures such as general classification and description. The second challenge is that kids can not comprehend linguistic aspects on report text. The third challenge is students' limited vocabulary. Students have difficulties comprehending the text's underlying meaning and conclusion. This information is derived from the teacher's explanation when the author did observation at SMA Negeri 1 Barru.

In accordance with the issue, English teachers should teach reading using an acceptable technique. Method in the teaching and learning process is essential for increasing students' English subject mastery. The teacher must design a student-centered learning activity in which the students must act more than the teacher. By this criterion, the author has done an observation of eleventh-grade SMA Negeri 1 Barru students. The average reading ability score was 45.51 when the authors conducted observation based on the assignment. National Educational Department (DEPDiknas) 2008 categorizes it as having a low level of achievement. The author provides them with a questionnaire to determine which element hinders their reading comprehension. The survey revealed that 63.15% of students were confined in the less variety strategy.

Two Stay Two Stray is one of the learning exercises that emphasizes student-centeredness. The Two Stay Two Stray is a cooperative learning strategy. Adapted from Kagan (1990). (Huda, 2011:140). This strategy can provide pupils with experience in obtaining information during the learning process. Students are encouraged to share their ideas and opinions with their peers during this activity. Roger (in Huda, 2011:29) defines cooperative learning as a group learning activity organized in such a way that learning is based on the society-structured exchange of information between learners in a group, where each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Focuses On Student

Two Stay Two Stray is one of the student-centered learning activities. The Two Stay Two Stray is an approach to cooperative learning. It is based on Kagan (1990) (Huda, 2011:140). This strategy can provide students with information-gathering experience as part of the educational process. In this activity, students are encouraged to share their thoughts and opinions with one

another. Roger (in Huda, 2011:29) defines cooperative learning as a group learning activity organized in such a way that learning is based on the society-structured exchange of information between learners in a group in which each learner is held accountable for his or her own learning and is motivated to enhance the learning of others.

Reading comprehension is a complicated interaction between automatic and strategic cognitive processes that allows the reader to construct an internal representation of the text (van den Broek&Espin, 2012). In addition to reader qualities like prior knowledge and working memory, comprehension depends on linguistic processes like fundamental reading abilities, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Effective utilization of strategic processes, such as metacognition and comprehension monitoring, is also required for comprehension. As comprehension abilities develop, readers are able to quickly transition from the stage of learning to read to the ultimate objective of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

Kazemi, Mohsen & Mohammadreza (2013) highlight that Cognitive views of reading comprehension indicate that reading is an interactive process while comprehension is a constructive process; recommending that comprehension instruction should emphasize teaching students how to use a set of text comprehension strategies and empowering them with a sense of conscious control, or metacognitive awareness.

Souvignier, et al. (2006) describe reading comprehension as the reader's capacity "to read and recall, reproduce, learn from, and derive deeper meaning from literature for future use." Moreover, during the reading process, the reader must not only absorb the literal meaning of what he or she is reading, but also the inferred meaning of the text. According to Tierney, et al. (2005), "learning to read is not only about learning to recognize words, but also about learning to comprehend texts." Reading comprehension is an active cognitive activity that requires thinking to generate meaning from a written material and comprehending it thoroughly and efficiently (Nakamoto, Lindsey, & Manis, 2008). To enable EFL students to comprehend written language thoroughly and sufficiently, it is necessary to instruct them in the reading comprehension abilities that compose reading competency. According to Pressley (2002), reading requires a substantial amount of cognitive ability that is available for comprehending the reading information.

Some studies argue that while reading for comprehension, readers must apply a posteriori knowledge to examine the text and generate new ideas. According to Guterman (2003), "the more expertise a reader brings to a text, the better he or she will comprehend it." Other researchers (Lau et al., 2003) contend that for a reading comprehension exercise to be successful, the reader must be active, evaluate the text, anticipate the events in the text, be able to reread for a better understanding and to find inconsistencies, assess his/her comprehension, use his/her prior knowledge, and monitor his comprehension.

Reading comprehension is the level of comprehension of a text or message. This comprehension results from the interaction between the written words and how they elicit prior knowledge outside of the text/message. Four language skills—phonology, syntax, semantics, and pragmatics—are required for comprehension, which is a "creative, complex process." Rapid and uncomplicated word recognition is indispensable for proficient reading. It is also determined by the cognitive growth of an individual, which is "the formation of mental processes." Some people learn through formal education or teaching, while others learn through hands-on experience. Certain characteristics, like as prior knowledge of the subject, a well-developed

language, and the capacity to draw inferences, influence a person's ability to interpret material successfully (Hans, 2015).

The primary purpose of reading is comprehension, particularly for functional literacy activities. Reading comprehension, which is a multi-skilled endeavor, is the intellectual extraction of a text's meaning by the use of one's intellect. Curtis (2002) believes that in order to achieve maximum reading comprehension, the reader must employ a number of skills, such as determining the main idea of the reading text, asking questions about the text's content and being able to answer those questions using context clues, and summarizing the passage.

Learning to read refers to reading for meaning or comprehension. Reading for meaning is essentially an attempt to comprehend texts. Tabatabaei, *et.al* (2014) states that reading comprehension is basically an interactive process of meaning making between the reader and the author through the text which involves mental activities and background knowledge. On the other hand, Chegeni, *et.al* (2014) states that reading comprehension means understanding and gaining meaning from the words read. It is a process when a reader interacts with the text and makes meaning from the text they read.

Rice (2009) suggests that comprehension is not an outcome in itself. It is rather a process through which a reader interacts with a text to construct meaning. Comprehension is defined as reading text with understanding. It is the process of making sense of words, sentences and connected speech. Grabe, *et.al* (2002) assert that reading comprehension is remarkably complex, involving many lower and higher-level processing skills that are coordinated in very efficient combinations. This is the very point at which ESL and EFL learners confront tremendous problems in the act of reading, because they do not adopt an interactive orientation towards the entire written text (Carrell, *et.al*, 1988). For example, foreign language learners can read in small text units such as clauses and sentences; nonetheless, they need more experience to be able to form the correct global meaning of the written text.

According to Klingner (2007:2), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing.

Ultimately, reading comprehension can be described as the word used to describe the skills required to comprehend and apply the researcher form's material. It refers to the process of deriving meaning from printed symbols when there is a strong correlation between prior experience and reading comprehension ability.

Two Stay Two Stray

The Two Stay Two Stray was developed by Spencer Kagan 1990 (Huda, 2011:140). The structure of Two Stay Two Stray gives a chance to the group to share the result and information to other groups. It is done because a lot of learning activities are individual oriented activities. Based on individual activity in teaching and learning, the students do their task by themselves and not allowed to cheat to the other students.

When students learn cooperatively, there is both individual and group accountability, which helps them to understand that there is much more to cooperative learning than just putting people

into groups, Johnson in Cohen et.al (2004). Two Stay Two Stray is one of the cooperatively work that stimulates student becomes active, creative, critic, and responsible.

According to Englander (in Febriyanti and Saun, 2011:166) cooperative learning is an approach of teaching and learning in which students consist of some small groups or teams. So, by doing this, there are many ideas that will appear and all of the students can share information and ideas.

Johnson and Johnson (in Anne, 1999) indicate five features of a successful cooperative learning activity: (1) students learn that their success depends upon working together independently, (2) students are accountable while achieving group goals, (3) students support and assist one another's success through face interaction, (4) students develop social skills by cooperative and working together effectively, and (5) students as a group have the opportunity to reflect on effectiveness of working together.

METHOD

Quantitative research is the type of research employed by this proposed study. A quantitative research method is the combination of quantifying and analyzing variables to find the result (Apuke, 2017). So that the study is directed appropriately and overcomes assigned deviations, and the research can be centered on the data gathered from the participants and consistent with previously established theory.

In this study, the author utilized a quasi-experimental design with non-equivalent divisions comprising two groups. This study utilized cluster random sampling technique by picking two classes from eleven classes. The study chose class XI MIA 4 as the experimental group and class XI MIA 5 as the control group. It relied on the teacher's suggestion, because the students on those classrooms have little capacity in understanding English texts.

The authors used a reading test and a questionnaire to collect data. It contained twenty articles. Before therapy, a pre-test was administered to determine the students' prior knowledge of English reading comprehension, and after treatment, a post-test was administered to determine the students' improvement. Using TSTS Technique, the questioner was utilized to collect data on students' interest in reading skills. The data was taken from documents of students such as files, photos, statistical data, and so on. This research, the researchers applied Quasi Experimental method, with nonequivalent group design which involved two groups. They are experimental class (XI MIA 4) and control class (XI MIA 5). Two Stay Two Stray Technique was applied to the experimental group, while Scanning Technique was applied to the control group.

The researchers collected the data by using test. They were pretest, treatment, and posttest for each group (experimental group and control group). Before doing treatment, the researchers gave a test to the students. The test was administered for 70 minutes. Pretest aimed to determine the students' prior knowledge. The researchers gave 20 items of reading test to the students as the pretets. In treatment phase, the students were given six times meeting before giving the posttest. Each meeting run for 90 minutes. In this treatment, the experimental class learning reading by applying Two stay two stray, while the control group, the researchers used Scanning technique to teach reading. After doing treatment, the researchers employed a posttest to find out the value of treatment whether or not the result of the posttest is better than the result of the pretest. The form of the posttest was the same as the pretest.

Data analysis

1. Students Achievement in Reading

- a. To give score on reading. The authors used the following formula as follows:

$$\text{score} = \frac{\text{students' score}}{\text{maximum score}} \times 100$$

- b. To tabulate the score of the students reading test

- c. To calculate the mean score of pretest and posttest for both groups, the authors used the following formula

$$\bar{X} = \frac{\sum X}{N} \times 100$$

 $\bar{X}$ = mean score $\sum x$ = total row score

N = number of subject

(Gay, 1992: 406 - 407)

- d. To classify of the score of the learners with five levels as follows:

NO.	SCORES	CLASSIFICATION
1	91 – 100	Very good
2	76 – 90	Good
3	61 – 75	Fair
4	51 – 60	Poor
5	< 50	Very poor

(Depdiknas 2008 in Muhammad Asrul Sultan 2015)

- e. To find out the standard deviation will use the following formula :

$$SD = \sqrt{\frac{SS}{N}} \text{ In which } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where :

SD = Standard Deviation

SS = The sum square

N = Students of total number

(Gay, 1992: 407- 409)

- f. To calculate the value t-test to indicate the significance of difference between the two means. The following formula is employed.

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$$t\text{-test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$SS_1 = \sum x_1^2 - \left(\frac{\sum X_1}{n_1} \right)^2$$

$$SS_2 = \sum x_2^2 - \left(\frac{\sum X_2}{n_2} \right)^2$$

Where:

t = Test of significance.

$\bar{X}_1$ = Mean score of experimental group.

$\bar{X}_2$ = Mean score of control group.

SS_1 = The sum of squares of experimental group.

SS_2 = The sum of squares of control group.

$\sum x_1$ = The sum of all the squares of experimental group.

$\sum x_2$ = The sum of all the squares of control group.

$(\sum x_1)$ = The squares the sum score of experimental group.

$(\sum x_2)$ = The squares the sum score of control group.

n_1 = Total number of subjects of experimental group.

n_2 = Total number of subjects of control group.

(Gay, 1992 : 446 - 449)

g. Criteria of Testing hypothesis

To test the hypothesis, the authors used two tailed hypothesis at $\alpha = 0.05$ level of significance with degrees of freedom (df) is $n_1 + n_2 - 2$ So, $36 + 36 - 2 = 70$.

To test the significant the authors will use t-test for independent sample. The formula of the statistical hypothesis in this research is two tailed as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

- 1) If t-table value was similar with t-test value, H_0 was accepted and H_1 was rejected. It means that the students who weretaught reading by using TSTS technique through report text do not perform better than the students who were taught through scanning technique.
- 2) If t-table value was not similar with t-test value, H_1 was accepted and H_0 was rejected. It means that the students who are taught reading by using TSTS technique through report text do perform better than the students who are taught through scanning technique.

2. Students Interest

The students' interest data was obtained from questionnaire. The questionnaire was given to the students by using Likert scale. It aimed at asking the sample to respond to a series of statements by indicating whether one strongly agrees (SA), agrees (A), undecided (U), disagrees (D), or strongly disagrees (SD) with the statements given.

Each response was associated with a point value and an individual's score was determined by summing the point values for each statements. The point values were assigned to response to the positive statements. For the negative statements, the point values will be reversed. Where SA=5, A=4, U=3, D=2, and SD=1 for positive statement. For negative statements, the point values were reserved. The data were analyzed as follows:

Table III-1. Likert Scale

Positive statement Score	Category	Negative statement score
5	<i>Strongly Agree</i>	1
4	<i>Agree</i>	2
3	<i>Undecided</i>	3
2	<i>Disagree</i>	4
1	<i>Strongly Disagree</i>	5

(Sugiyono, 2008:135)

To interpret the students' interest, the authors used classification system. The questionnaire employed 5 categories and the rating score ranged from 20 to 100 in determining the level of students' interest. The interval rating score of the students' responses can be shown in the table as follows:

Table III-2. Scoring Classification of the Students' Interest

No.	Interval score	Classification
1	85-100	<i>Very high</i>
2	69-84	<i>High</i>
3	52-68	<i>Moderate</i>
4	36-51	<i>Low</i>
5	20-35	<i>Very low</i>

(Sugiyono, 2008:137)

The researchers calculated the means score of the students' interest.

Mean score

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

(Gay, 2006; 320)

Where;

$\bar{X}$ =mean score

$\sum x$ =the sum of all scores

N =number of subject

FINDINGS AND DISCUSSION

Hypothesis Testing

The frequency and percentage of pretest and posttest were compared whether or not there was a significant difference in the achievement in the following:

Table 1. The frequency and rate percentage of experimental group and control group in pretest and posttest

No	Classification	Score	Group							
			Experimental				Control			
			Frequency		Percentage		Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1	Very good	91-100	0	0	0.0 %	0.0 %	0	0	0.0 %	0.0 %
2	Good	76-90	1	24	2.8 %	66.7 %	1	10	2.8 %	27.8 %
3	Fair	61-75	7	12	19.4 %	33.3 %	15	26	41.7 %	72.2 %
4	Poor	51-60	19	0	52.8 %	0.0 %	13	0	36.1 %	0.0 %
5	Very poor	≤ 50	9	9	25.0 %	0.0 %	7	0	19.4 %	0.0 %
Total			36	36	100 %	100 %	36	36	100 %	100 %

Table 1. shows that for the experimental group, the students' reading achievement before treatment was poor and after treatment the students' reading achievement was good. In pretest, there were 9 (25%) students got very poor, 19 (52.8%) students got poor, 7 (19.4%) students got fair, and 1(2.8%) student got good score. None of 36 students got very good. In posttest, there were 24 (66.7%) students got good score, and 12 (33.3%) students got fair. None of 36 students got very poor, poor and very good.

For the control group, the students' reading achievement before treatment was poor and after treatment the students' reading achievement was fair. In pretest, there were 7 (19.4%) students got very poor, 13 (36.1%) students got poor, 15 (41.7%) students got fair, and 1 (2.8%) student got good score. None of 36 students got very good. In posttest, there were 10 (27.8%) students got good score and 16 (72.2%) students got fair score. None of 36 students got very poor, poor and very good.

From the data above, the authors concluded that the experimental group and the control group were classified poor in pretest. Both groups have the same level. So, the authors gave a treatment to improve the students' reading achievement. After the authors gave a treatment, the reading achievement of both groups improved. The experimental group was classified good and the control group was classified fair in posttest. It means that, the improvement of the experimental group was greater than control group after the treatment had been done.

Table 2. Mean score and standard deviation

NO	GROUP	Mean Score		Standard Deviation	
		Pretest	Posttest	Pretest	Posttest
1	Experimental	59.72	78.33	19.05	18.25
2	Control	57.63	74.30	57.63	42.69

Table 2. shows that for the experimental group the mean score of pre-test was 59.72 and the standard deviation was 19.05. While, the mean score of posttest improved to be 78.33 and the standard deviation were 18.25. It indicates that the students' reading improved after giving treatment by using TSTS Technique in learning process, and for the control group the mean score of pretest was 57.63 and the standard deviation was 57.63. While, the mean score of posttest was 74.30 and the standard deviation was 42.69. Control group also made a progress but it was not high as experimental group. From the data above, the experimental group score was greater than the control group score.

Table 3. The result of computation of t-test and t-table value of the students pretest

Level of Significant	T-test value	T-table value
0.05	2.22	2.021

The table above shows that the t-table (2.021) is greater than t-test value of the students' pretest (2.22). Based on this analysis it is concluded that there is no significant difference between two means scores.

Table 4. The Result of Computation of t-test and t-table value of the students post-test

Level of Significant	T-test value	T-table value
0.05	2.68	2.021

The table shows that the t-test value (2.68) is greater than t-table value (2.021).

Students' Interest

Hansen, et. al. (1982:479) categorized interest into four types; namely express interest, manifest interest, test interest and inventoried interest. The students' interest classification types of interest for the research subjects are tabulated in the table below:

Table 5. Express interest

Score	Category	Frequency	Percentage
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5	Strongly Interested	20	55.56
4	Interested	16	44.44
3	Undecided	-	-
2	Uninterested	-	-
1	Strongly Uninterested	-	-
Total		36	100

The Table shows that there were 20 (55.56) students were strongly interested and 16 (44.44) students were interested. None of the student marked undecided, uninterested and strongly uninterested.

Table 6. Manifest interest

Score	Category	Frequency	Percentage
5	Strongly Interested	28	77.78
4	Interested	8	22.22
3	Undecided	-	-
2	Uninterested	-	-
1	Strongly Uninterested	-	-
Total		36	100

The Table shows that there were 28 (77.78) students were strongly interested and 8 (22.22) students were interested. None of the student marked undecided, uninterested and strongly uninterested.

Table 7. Tested interest

Score	Category	Frequency	Percentage
5	Strongly Interested	20	55.56
4	Interested	10	27.78
3	Undecided	6	16.67
2	Uninterested	-	-
1	Strongly Uninterested	-	-
Total		36	100

The Table shows that there were 20 (55.56) students were strongly interested, 10 (27.78) students were interested, 6 (16.67) students were undecided. None of the student marked uninterested and strongly uninterested.

Table 8. Inventoried interest

Score	Category	Frequency	Percentage
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5	Strongly Interested	17	47.22
4	Interested	12	33.33
3	Undecided	7	19.44
2	Uninterested	-	-
1	Strongly Uninterested	-	-
Total		36	100

The Table shows that there were 17 (47.22) students were strongly interested, 12 (33.33) students were interested, 7 (19.44) students were undecided. None of the student marked uninterested and strongly uninterested.

Related to the findings of the students' interest above shows that most all the students are strongly interested in learning reading comprehension through TSTS Technique. For manifest interest, there was an activity of students involved to those activities in order to the students were more comfortable and interest.

Based on descriptions of finding above, the authors concludes the students' interest in learning reading comprehension through TSTS Technique develop the students' achievement on reading comprehension. It means their interest to the using TSTS Technique improve the students' achievement on reading comprehension

The findings presented here deal with the students' interest in learning English by using TSTS Technique. It can be seen in the following table:

Table 9. Percentage of Students' Interest.

No.	Interval	Categories	Frequency	Percentage (%)
1	85-100	Very high	14	38.9
2	68-84	High	18	50
3	52-68	Moderate	4	11.1
4	36-51	Low	0	0
5	20-35	Very low	0	0
Total			36	100

The result indicated that 14 (38.9%) students were "very high interest", 18 (50%) students were "high interest", and 4 (11.1%) students were "moderate interest", none "uninterested" and none "very uninterested". It means that all of the students were interested in learning English by using TSTS technique.

Table 10. Mean score of Students' Interest in Two Stay Two Stray

	Number of Students	Total of Score	Mean Score
E Class I	36	3032	84.2

$$\rightarrow \bar{X} = \frac{\sum x}{N}$$

The table above shows that the mean score of students' interest in Two Stay Two Stray is 84.2 classified into high interest. From the mean score above, it can be concluded that the Two Stay Two Stray technique was interesting for students.

The primary purpose of the study was to determine which strategy (Two Stay Two Stray) is more effective at improving students' reading comprehension of report texts. The results of the pre-test indicated that the reading comprehension of both groups of pupils was at the same level. On the basis of this condition, it may be concluded that both groups had equivalent treatment capability. After the pretest, the researcher employed a different method of reading instruction. Students in the experimental group were instructed using the TSTS Technique, whereas those in the control group were instructed using the Scanning Technique. The treatment consisted of six sessions.

The posttest was held to measure the enhancement in experimental class and control class after the treatment. The result showed that there was significant difference in using TSTS Technique and Scanning Technique in teaching reading comprehension. It was proven by the mean score of the students taught by TSTS Technique 78.33, which was higher than the mean score of the students which were taught by Scanning Technique 74.30.

Based on the explanation previously, the experimental group was taught using TSTS Technique. TSTS Technique is a method of cooperative learning. It is adapted from Kagan 1990 (Huda, 2011:140). This strategy can give students experience in information collection during the learning process. Students are encouraged to share their ideas and opinions with their peers during this activity. Roger (in Huda, 2011:29) defines cooperative learning as a group learning activity organized in such a way that learning is based on the society-structured exchange of information between learners in a group, where each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

There are aspects that influence the outcome of the TSTS Technique, which helps students communicate knowledge and ideas and increases their enthusiasm in reading comprehension. Examining how students choose to spend their time and the activities they pick can be an effective technique for identifying their occupational interests. This strategy piques the students' interest positively. It can be demonstrated using the TSTS Technique questionnaire presented to pupils. The upshot of the students' interest was a high level of engagement. In contrast, the experimental group was instructed utilizing the TSTS Technique. This study's findings revealed that this strategy similarly improved students' reading comprehension, although it did not resemble Scanning Technique in a significant way. The primary element in this phase was that it required students to comprehend a sophisticated method. However, there are steps that could increase their reading ability.

CONCLUSION

Both the TSTS Technique and the Scanning Technique resulted in an increase in students' overall reading comprehension; however, the TSTS Technique resulted in a greater overall increase in reading comprehension. It was demonstrated by the fact that the mean score on the posttest was higher than the score on the pretest. The overall performance of the students in the experimental class resulted in a higher mean score than the control class. It has been determined that the TSTS Technique is more successful in enhancing pupils' reading comprehension.

Students that examined report text using TSTS approaches shown a keen interest in reading. TSTS-taught students were more enthusiastic in reading. In addition, Two Stay Two Stray can enhance the reading comprehension of students in the eleventh grade of SMAN 1 Barru.

It is recommended that English teachers use Two Stay Two Stray as a teaching approach to increase their students' reading comprehension. Additional research might investigate the effectiveness of the TSTS technique in boosting students' engagement, motivation, and achievement in English learning.

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