

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of Research

The research about the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading presented in the form of description, based on the result of the research on the field collected by observation, interview and documentation.

Description of the result of this research based on the formulation of research question: 1) How is the implementation of TSTS (Two Stay two Stray) technique in class discussion for teaching reading? and 2) What are the students' responses toward TSTS (Two Stay two Stray) technique in class discussion for teaching reading?. The result showed the following data.

1. The Implementation of TSTS (Two stay Two Stray) Technique in Class Discussion for Teaching Reading

The researcher conducted 4 times observation and observed the implementation of TSTS (Two Stay two Stray) technique in class discussion for teaching Reading. Here the result of the observation that the research found:

1) First Observation

The first observation on August 31st, 2019 at XI IPS1 class, the teacher taught about Types of Invitation. In pre-activity, the teacher opened the class with greeted and checked the present list of students.

After that, the teacher asked the students to open their guide book. For checked students' knowledge, the teacher asked students some questions relate to the material.

Next, in while-Activity, the teacher explained the material with the slide as the media of teaching. The teacher explained the material with good and clear. And also, she gave the example of material based on student's experience. During the explanation, the teacher always made conversation with students. So, students can be more active in learning. After the explanation was clear, the teacher divided students into 5 groups and consisted of 4 students in each group. After the students prepared their group, the teacher gave the task and worksheets to each group and asked to identify and discuss it. She gave 10 minutes. Each group looked active in the discussion. The teacher organized the class discussion with discipline.

And then, the teacher instructed each group to send two members of the group to other groups and two members still stayed in their group (TSTS). Students gave positive responses with the TSTS technique. They directed to make TSTS group. On the whiteboard, the teacher put the chart of TSTS in cartoon paper. Teacher said that students who visited (Guest) in another group to get the new

information about the task. And for students who still stayed (Host) in group accepted the students who visited in their group and share the results and information of their task. The teacher gave 5 minutes discussed.

After, the TSTS discussion was finished, the teacher asked students as guest to come back in their group and compare the result of discussion that they got from Strayer activity. Next, the teacher asked one of each group to present the results of the discussion. Because, the students were shy to come in front of the class alone, so the teacher gave a solution to each group to send two members to come in front of the class, one student as host and one student as a presenter. The teacher selected randomly the group to the presentation. Next, she directed students formally, corrected the result presentation of each group and gave an explanation.

The last, in post-activity, the teacher evaluated students' understanding of the material. The teacher gave an individual task to students. Next, to closed the meeting, the teacher summarized the lesson and gave motivation to students.

2) Second observation

The second observation on August 31st , 2019 at XI IPS2 class, the teacher still taught about Type of Invitations in this class. Because XI IPS1 class and XI IPS2 class has the same material but different situation. In Pre-Activity, the teacher greeted and checked the present

list of students. Next, the teacher asked students to open their guide book and asked some students to read the indicator learning.

Next, in while-activity the teacher started the lesson with asked the students what they learned in the last semester and students stated they learned about writing an Invitation. Then, teacher said in this new semester, students would be learn about the Type of Invitation. For explained the material, the teacher still used the slide as media in teaching. The teacher explained the material with clear. For increased the student's understanding of the material, she gave the example of material based on student's experience. While teaching sometimes the teacher made a joke with students to make learning more pleasure.

After the explanation was clear, the teacher divided students into 5 groups that consist of 4 students in the group. The teacher gave tasks and worksheets to each group the same with the XI IPS1 class. The teacher gave 10 minutes to each group discussed. The teacher walked around to each group checked the discussion and sometimes, the teacher explained to students if they have difficulties to finish the task. During the discussion, some students looked not active in the discussion, but the discussion still went with discipline.

Next, the teacher asked students to make TSTS. Students gave positive responses. They directed to make TSTS group activity. On the whiteboard, the teacher put the chart of TSTS in cartoon paper. Students as Guest (Strayer) and as Host (Stayer) did their respective

assignment that had been given by teacher. The teacher gave 5 minutes discussed. After finished, the teacher asked the students who visited to come back to their first group and compare the result of discussion that they got during visited activity. Next, the teacher asked each group presented the result of the discussion in front of the class. Besides that, the teacher corrected the result presentation of each group and explained it.

The lastly, in post-activity, the teacher evaluated students' understanding of the material, summarized the lesson and gave motivation to students.

3) Third Observation

The third observation on September 05th, 2019 at XI IPS1 class, Teacher taught about new material, it is about Exposition text. In pre-activity, the teacher greeted and checked the present list of students. Next, the teacher asked students to open the guide English book and she mentioned the learning indicator. In brainstorming, the teacher asked the students about their experiences that related to the material.

Next, in while-activity, the teacher explained the material with the guide book. The teacher asked each student to turn read the example of Exposition text in the guide book. The students read the text by sentence. At the same time, the teacher explained again about the text that each student read. After the explanation finished, the Teacher divided students into 4 groups. Two students did not come.

The teacher gave text and worksheet to each group and asked students to discuss and answered the problem in the text. She gave 10 minutes. Students looked active in discussion..

In the middle of the lesson, two students came late in the class. The teacher punished them with asked them stand in front of the class at 3 minutes. Three minutes later, the teacher asked two students were late to come in group discussion and discussed the tasks. Because the event, the discussion used a lot of time.

Next, the teacher asked each group to make TSTS group in the discussion. Students gave positive responses with the TSTS technique. They directed to make TSTS group. Students as Guest (Strayer) and as Host (Stayer) did their respective assignments. After the discussion was finished, the students as guest came back to their first group and compare the result of discussion with their group. Next, for save the time, the teacher asked each group to present the result of the discussion on their chairs. While, the teacher discussed the result presentation of each group and explained it.

And in post-activity, the teacher announced the best group discussion. They got plus score. The teacher selected the best group based on skill and group's activeness in class discussion through the TSTS technique. Next, because time has run out teacher cannot gave an evaluation in the classroom to each student and she replaced with gave homework. Next, the teacher closed the meeting with

summarized the lesson and gave motivation to students and closed the meeting.

4) Fourth Observation

The fourth observation on September 05th 2019 at XI IPS2 class, in this class the teacher still taught about Exposition text because, XI IPS2 class has the same material with XI IPS1 class. In Post-Activity, teacher greeted and checked the present list of students. Next, teacher asked student about what students' learned in the last meeting. Some students gave responses to teacher. After that, teacher asked students to open the guide English book.

In While-Activity, teacher explained the material with guide book. During explanation, some students looked noisy, talked with other students and not paid attention to teacher. Then, the teacher reprimanded students to focus in learning. Next, teacher asked each student to turn read the example of Exposition text in the guide book. The students read the text by sentence. And also, teacher explained again the text that each student read.

Next activity, teacher divided students into 4 groups who consist of 4 members of group. 4 students were absent in the class. She gave text and worksheet to each group and asked students to discuss in 10 minutes. Some students looked dominant and active in discussion and some students were not silent.

After the discussion was finished, the teacher asked each group to discuss in the form of TSTS group. Students gave positive responses with the TSTS technique. Although, some students were not active in the first discussion. But, when teacher asked they to make TSTS group. They directed to make TSTS group. Students as Guest (Strayer) and as Host (Stayer) did their respective assignments. The teacher gave 5 minutes to share information. After finished, the teacher asked the students who strayed in other group to come back to their own group and compare the result of discussion in their groups. Next, teacher asked each group presented the result of discussion on their chairs. In addition, teacher corrected the result presentation of each group and explained.

And in Post-activity, the teacher gave award for the best group discussion. Students got plus core from teacher. The teacher selected the best group based on skill and group's activeness in class discussion through the TSTS technique. And Same as in XI IPS1 class, in this class teacher was not gave an evaluation to students too. Because, the teaching used much times. As a replacement, the teacher gave homework. To close the meeting, the teacher summarized the lesson, gave advice and motivation to students.

Based on the result of observation in 4 times, 2 times at XI IPS1 and 2 times at XI IPS2, the researcher was focus to the teacher's action who implemented the TSTS (Two Stay Two Stray) technique in class

discussion for teaching reading and students' responses toward the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading. The result of research clarified that the teacher implemented the TSTS (Two Stay Two Stray) technique in class discussion for teaching reading is good performance and very active. And also, the teacher guided the students to more active in teaching Reading with TSTS technique.

But, some teaching procedures of TSTS (Two Stay Two Stray) technique cannot be conduct by the English teacher. Such as: the teacher was not evaluated students and was not given the award to students in the post-activity. It happened because time is up. Discussion with TSTS technique in teaching reading used much times and the events that happened cannot guessed by the teacher.

Besides that, the students gave positive responses toward TSTS technique. When the teacher asked they made TSTS groups, the students directed to follow the teacher instruction. Students of XI IPS1 class more be active in class discussion with TSTS technique then Students of XI IPS2 class. But almost of students did instruction by teacher with good and discipline

Next the result of interview that the researcher did on September 11th , 2019, with the English teacher of Social Eleventh Grades to get more information about the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading. Researcher did

interview through ask five questions to teacher such as: What do you prepared before teaching reading in class discussion with TSTS technique?; how you divided students into TSTS groups?; what are student's responses when the teacher implemented the TSTS technique for teaching Reading?; Do you have some difficulties when you implemented the TSTS technique in class discussion for teaching Reading?; and also What do you think about the benefit of TSTS technique for students in teaching Reading?.

The teacher explained that before started to teach, she prepared the lesson plan based on syllabus, TSTS technique to teach, the learning material to achieve the learning goal from guide book and internet, the media for teaching such as the slide, a book, the cartoon paper, some tasks for assessment groups and evaluation to individual and also worksheets.

And then, the teacher also said the way she divided students into TSTS groups, she chose based on different skills and characteristics of students. She put the students who have higher skills and activities in the classroom together with students who have lower skills and not active in the classroom to each group. So the teacher hoped, students who have higher skills can help students who have lower skills.

Next, the teacher stated about her difficulty when implemented the TSTS technique in class discussion for teaching Reading is allocation the time. The teacher used many times to implemente this technique, because

the students were not only discussed in their group, but also discussed in other groups. Moreover, sometimes the situation in classroom cannot guessed that made teaching disturbed. The teacher said with many experiences in teaching, TSTS technique can be implemented with efficient times.

Although teacher had difficulty to implement the TSTS technique, but she thought this technique is very benefit for students in teaching reading. The firstly, can increase students' interest in learning reading. The secondly, students can explore their opinion and idea with other students. The thirdly, can increase students' activeness in the classroom. The fourthly, can build responsibility on themselves. The fifthly, through TSTS technique students asked to present the result of the discussion, so they can learn to creative answer and build their self-confidence. And the lastly, it can increase students' motivation in learning English.

2. Students' Responses toward the Implementation of TSTS (Two Stay Two Stray) Technique in Class Discussion for Teaching Reading.

Based on the results of interview that researcher did on September 14th, 2019 with students of Social Eleventh Grades at SMAN 1 Bakumpai about the implementation of TSTS technique in class discussion in teaching reading. The researcher interviewed by asked five questions to students such as: Did you think TSTS technique was fun in class discussion yesterday?; Does the TSTS technique improved your Reading

Comprehension ability?; Does the TSTS technique improved your English vocabulary?; Do you have some difficulties in learning Reading with the TSTS technique?; What is the benefit do you get after learning Reading with the TSTS technique?.

Based on some questions above, the researcher got some information about students' responses toward the implementation of the TSTS (Two Stay Two Stray) technique in class discussion for teaching Reading. There are the students gave positive responses toward TSTS technique in class discussion for teaching reading. Based on all students in interview stated teaching reading in class discussion with TSTS technique was fun. As stated by student N "Yes, I think it was fun yesterday because I am not alone complete the task". Also stated by student A "Yes, I think it was fun yesterday because I can learn to share an opinion".

Moreover, added by student H "Yes, I think was fun yesterday, because through the discussion I can make a joke with other students while discussion, so that not make learning bored". Also added by student R "Yes, I think it was fun yesterday because I can work together with other students". And also said by student S "Yes, I think it was fun yesterday because I can complete the task quickly". The researcher found when the teaching process, the students could follow the instruction by the teacher with good. Two students visited another group and two students still stay in their group. They shared information. Next, students

back to the first group and compared the result in discussion with their group. And the last, they presented the result of the discussion.

Then, the students stated learning Reading in class discussion with Two Stay Two Stray (TSTS) technique could improve their Reading skills and English vocabulary. That happened because the teacher could explain the material with clear and good. So students could understand the material with easy. As stated by student M “Yes, improve its, because the material was easy to understand”. And also stated by student N “Yes, My vocabulary is improving”.

But, there are also 4 students who stated learning Reading in class discussion with Two Stay Two Stray (TSTS) technique just little improving their Reading skill and English vocabulary. As said by student R and D “Little improve its”. And stated by student D “Yes, My vocabulary is little improves”. Researcher found when the teaching process, students of each group showed the best result of the task. When they have problems to complete the task, they asked the teacher. In the lesson, students also get new vocabulary from the materials or tasks. In the interview, students told their Reading Skill and English vocabulary were improved, although just little improved it.

And, when the researcher asked about what students’ difficulties in class discussion with TSTS (Two Stay Two Stray) technique, 15 students told there had not difficulty in discussion with TSTS technique. As said by student N and R “No, I don’t have difficulty in learning”. And 5

students claimed there had difficulty in discussion with TSTS technique. As claimed by student M “Yes, I have. Because my group has difficulty to complete the task”. Also claimed by student S “Yes, I have. Because many members of my group did not understand the task in discussion”.

And also claimed by student M “Yes, I have. Because some member of my group was not active in discussion”. The researcher found when the learning process, some students were not active and silent during the discussion. So, make, some groups are late to complete the tasks. So, the best problem by students were not with TSTS technique, but with their personality groups.

Besides, some students in Social Eleventh Grades had difficulty in teaching reading with TSTS technique. But they still got the benefits after teaching reading with TSTS technique. As declared by student M “I can explore my idea”. Also declared by student S “I can learn to interact with other friends in the classroom”. Then, stated by student H “I can understand English learning easier”. Moreover, stated by student N “I can share an opinion and finish the task together”.

Also added by student H “learning more interesting and not bored”. Next, added by student Z “I can finish the task together and quickly”. And also added by student T “I can learn to more be active in discussion and share information with other friends”. Researcher found, students received the TSTS technique with positive responses. So they can get some benefits for themselves.

B. Discussion

After all the data collected and presented in the data presentation, it needed to analyze. It is done to implementation the “TSTS (Two Stay Two Stray) technique” in class discussion for teaching reading and students' responses toward “TSTS (Two Stay Two Stray) technique”. The description can be seen from the analysis below:

1. The Implementation of Two Stay Two Stray Technique in Class Discussion for Teaching Reading

Based on the finding of research of observation, interview and documentation. The research would discuss and compare the result of research with the theory of Two Stay Two Stray technique. Whether the Implementation of TSTS (Two Stay Two Stray) Technique in Class Discussion for Teaching Reading appropriate or not with the theory. As stated by Suprijono (2009) “TSTS technique, it gives a role as host and guest. Each group consists of two people who serve as guests and two people who play the role of the host”. In this research, the teacher also set students into 4-5 groups and asked two members of each group strayed to other groups and two other members of the group still stayed in their group and accepted the guests of other groups.

And according to Shoimin (2014) “teaching procedure of Two Stay Two Stray technique are preparation, teacher’s presentation, group activity,

formalization, evaluation, and reward". Discuss with this research, 1) Preparation: The teacher divided XI IPS1 and XI IPS2 students into 4 or 5 groups. 2) Teacher's presentation: The teacher introduced and explained the material and based on lesson plan. The researcher found the teacher explained the material about Types of Invitation in first and second observation and Exposition text in third and fourth observation. The teacher asked the students to brainstorm their knowledge about the material.

And also, the teacher asked students to read the material and the text in the guide book. 3) Group Activity: The teacher gave the task to each group and asks each group to complete the task and discuss it. After that, teacher asked two students of each group strayed to other group. And two other students of each group still stayed in their group. Students as Guest and as Host did their respective assignments. 4) Formalization: The teacher asked each group to present their comprehension about the result of discussion in front of the classroom. 5) Evaluation and Award: in the first and second observation: teacher gave evaluation to each students but not gave award. And in the third and fourth observation: teacher was not gave evaluation to each student, but she gave award for the best group in TSTS discussion. Students got plus score in teaching reading. Teacher selected based on the higher score and students' activeness in discussion.

In this the last procedure, teacher could not complete all procedure of TSTS technique. Because, teacher used much times to implement this technique. And sometimes, some events happened in the classroom that disturbed the learning process.

The researcher concluded that TSTS (Two Stay Two Stray) technique in class discussion for teaching Reading that attempt by the English teacher at SMAN 1 Bakumpai in Social Eleventh Grade is not according to the theory. Because, the last teaching procedures of TSTS technique could not be complete. Such as: the teacher was not evaluated students and the teacher was not gave award to students in the post-activity. It happened because time is up. Furthermore, the teacher could implement the TSTS technique with good performance and very active. And the teacher could manage the classroom with good and discipline.

2. Students' Responses toward TSTS (Two Stay Two Stray) Technique in Class Discussion for Teaching Reading

Based on the finding of research of observation, interview and documentation with Students at Social Eleventh Grades at SMAN 1 Bakumpai toward the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading. The research would discusse and compare with the theory of Two Stay Two Stray technique. As claimed by Huda (2013) "Two Stay Two Stray is the system of cooperative learning with the purpose students can cooperate, responsibility, solving the problem together, and help each other to get the achievement".

Based on the results of the observation and interview with students from XI IPS1 and XI IPS2 at SMAN 1 Bakumpai. Through TSTS

technique, students learned to the discussion in their group and other groups, finished the task together with responsibility on their respective duties. Furthermore, through Two Stay Two Stray technique in class discussion for teaching reading, students could improve their Reading comprehension ability and English vocabulary.

And added by And Lie (in Febriyanti& Saun, 2013),“The two stay two stray technique gives the students a chance to share their ideas, arguments, and information to other groups. In this technique, there are some activities. Then, by using this technique, students help each other. The high level and the low level of students will work together to achieve the purpose of their group”.

Based on the results of the interview with students from XI IPS1 and XI IPS2 at SMAN 1 Bakumpai said that through TSTS technique they could share opinions and information and also make learning Reading more pleasure. The teacher divided the high levels of students and low levels of students to work together in a group, answer some questions and discuss it. Students helped each other with their friends in the group.

The researcher interviewed five questions to students those as: for the first question about teaching reading in class discussion with Two Stay Two Stray techniques. 20 interviews of Social Eleventh Grade students stated that was fun. As stated by student N “Yes, I think it was fun yesterday because I am not alone complete the task”. Also stated by student A “Yes, I think it was fun yesterday because I can share an opinion”.

Moreover, added by student H “Yes, I think was fun yesterday, because through the discussion I can make a joke with other students while discussion, so that not make learning bored”. This interview showed based on an opinion by the Social Eleventh Grade students, teaching Reading in class discussion with TSTS technique was fun activity, like several reasons above.

Next, 16 students stated learning Reading in-class discussion with TSTS technique could improve their reading skills. As stated by student M “Yes, improve its, because the material was easy to understand”. And 4 students said that their Reading skill just little improves. As said by student R and D “Little improve its”.

And then, 16 students stated learning Reading in class discussion with TSTS technique also could improve their English Vocabulary. As stated by student N “Yes, My vocabulary is improving”. And 4 students stated their English vocabulary just little improves. As stated by student D “Yes, My vocabulary is little improves”. From two questions in this interview showed reading learning goals are achieved. And Two Stay Two Stray techniques help to achieve the Reading learning goals more easily.

Next question, the researcher asked about what students’ difficulties in class discussion with TSTS technique. 15 students told there had not difficulties in discussion with TSTS technique. As said by student N and R “No, I don’t have difficulty in learning”. And 5 students claimed there have difficulties in discussion with TSTS technique. As claimed by student S

“Yes, I have. Because many members of my group did not understand the task in discussion”. And added by student M “Yes, I have. Because some member of my group was not active in discussion”. This interview showed only 5 students from 20 students in the interview have difficulty in-class discussion with Two Stay Two Stray (TSTS) technique because of some reasons above.

The last question, students in Social Eleventh Grades stated that they got some benefits after learning Reading with TSTS technique. As stated by student N “I can share an opinion and finish the task together”. Added by student A “I can learn to discuss with my group and another group”. And also, student T stated, “I can learn to more active in discussion and share information with other friends”. This interview showed, although some students had difficulty in class discussion with TSTS technique, they still got the benefits from the technique.

The researcher concluded that TSTS (Two Stay Two Stray) technique implemented in class discussion for teaching Reading got positive responses. Students at Social Eleventh Grade also got benefits from teaching reading with TSTS technique. Such as: enhanced students’ interest and motivation in teaching reading English. Moreover, Students could learn to share an idea with other students, learn to build responsibility on their respective assignments and learn to activeness in class discussion. Furthermore, the TSTS technique could improve students’ reading comprehension ability and students English vocabulary.