THE IMPLEMENTATION OF TWO STAY TWO STRAY (TSTS) TECHNIQUE IN RECOUNT TEXT
(An Experimental Teaching at Second Grade (VIII-5) of SMP 4 Banda Aceh)

THESIS

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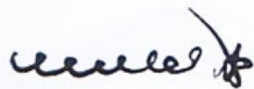On Teacher Education

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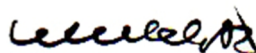Siti Khasinah, M. Pd

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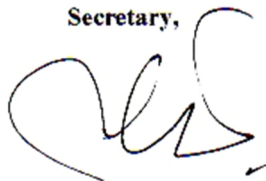
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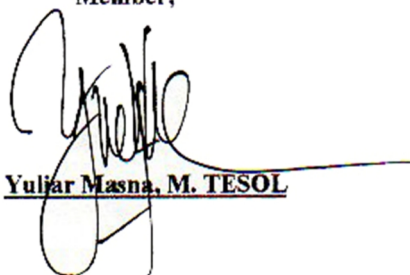Dr. Mustafa AR, MA

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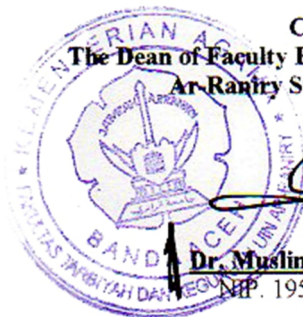Member,

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

The purposes of this research are to find out the effects of using the Two Stay Two Stray (TSTS) technique in reading comprehension of recount text and to describe the students' perception in studying recount text using Two Stay Two Stray (TSTS) technique. In obtaining the data, the writer did an experimental study and distributed the questionnaire to the second grade students of SMP 4 Banda Aceh which involved 17 students in the class VIII-5. This research used quantitative and qualitative approach. The researcher used two research instruments; there were tests and questionnaire. The results of the tests show that the means score of post-test is higher than pre-test (80,88> 54,82). While the result of t-test was 5,1, the critical value was 0.05 and degree of freedom (df)= N-1= 17-1= 16 is 1,74. The obtained t-score was 5,1. So the t-score was higher than t-table (t_{score} = 5,1> t_{table} =1,74). This indicates that there was a significant difference of achievement in the test result before and after applying this method. The result of the questionnaire proved that most of the students were interested in using Two Stay Two Stray (TSTS) technique.

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CHAPTER I

INTRODUCTION

A. **Background of Study**

The purpose of teaching English language at school is to develop students' language skills. There are four major skills that should be mastered by student in learning English, namely; listening, speaking, reading and writing. These four skills should be included by teachers in the process of teaching and learning in the classroom (Harmer, 1983). One of the skills that cannot be neglected is reading skill, because the success of student's study depends on the greater part of their ability to read. Therefore, reading is essential not only to get information but also to comprehend the text.

The are many terms of reading interpretations. Goodman (1998) states that reading is receptive language process. It is a psycholinguistic process in which it starts with a linguistic surface representation encoded by a writer and ends with meaning the reader construct. In addition, there is an interaction between language and thought in reading. The writer puts thought as language in printed from and the reader analyzes language to thought. From the process, the reader receives the message that the writer conveys. Brown (2001, p. 298) says, "Reading ability will be developed best in association with listening, speaking, and writing activities." It

shows that if the students' reading skill are poor, they also will be less in reaching their ability in mastering other English skills.

In reading skill, the student not only reads a text without having a good understanding, but also they need an ability and intelligence to comprehend the text that they read. It is called reading comprehension. As Rayner (2001, p. 31) affirms, "Reading comprehension is defined as the level of understanding of a text/message." This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. It implies that in reading comprehension, the students are expected to understand well the reading material in order that the students are able to gain the information correctly, accurately and to improve they knowledge.

Additionally, Nunan (1989) says that reading is a complex cognitive process of decoding symbols in order to construct or derives meaning. Furthermore, reading is the most crucial thing in increasing some knowledge through print out materials. Allen and Osborn (1984) argues that comprehension occurs when the reader activates or constructs a schema that explains the events and objects described in a text.

Recount text is one of the genres learned in junior high school started at the grade eight students. Recount text is the text tells the past events or past experience. It might be closely linked to actual or various experiences. Derewinka (1991, p. 14) stated that "Recount text is a text that retells events for the purpose of informing or

their audience or readers. It tells an event or an experience happened in the past." In addition, Roisoin et al (2004, p. 5) said that "A recount is the retelling or recounting pat experiences." In recount text, a writer tells readers about his/her personal experience or tells other experience to readers. Recount text is one of the texts which is very important to be learned by student. However, many students find it difficult to understand.

The lack of strategy used in teaching might be a problem for students to understand reading text. One of the methods are most frequently use in learning and teaching process is lecturing method. Lecturing method is the method that the teachers impart knowledge to students through oral language (Li-Niang and Jun, 2005). Lecture method includes telling method, interpretation method, speak pronunciation method in teaching mostly accompanied with teaching method. One of these lecturing technique usually makes the students bored because the method is monotonous and students are not active. Students have only a little chance to express their opinion because the teacher speaks all the time. The students will just focus all attention upon the teacher and the discourage communication among students. All that they have to do is just listen and make notes for useful information, they do not explore the knowledge themselves.

Working in group is believed to help solve this problem. Shy students who do not like to speak in large classes are more comfortable to speak out in smaller groups. Group members can complement each strength and weakness in English. The teacher

as a facilitator and motivator should apply the appropriate strategies to help the students to gain interpretation comprehension from text. From this problem, the researcher tries to solves that problem by providing a specific cooperative learning in teaching learning process. Then teacher should fine innovative or creative strategies in teaching reading such as Two Stay Two Stray (TSTS) strategy.

. Two Stay Two Stray (TSTS) technique is developed by Spencer Kagan in 1992. Two Stay Two Stray (TSTS) is kind of cooperative learning methods (Crawford et al). Two Stay Two Stray (TSTS) essentially is a group discussion. This technique can be applied for every subject at any level of the students. The form Two Stay Two Stray allows the group members to share and inform the other group members about the result of their group discussion. In here the students work in team. In TSTS technique, not only the teacher can speak and explain in front of students, but the students have opportunities to speak and explain in front of their friends. TSTS is one of the cooperative learning techniques that can be used for teaching reading comprehension class. This cooperative technique can be applied in lessons in which students do task in group of four that is called Home-Group discussion 1. Two members stay and share the group result to the guest. Other two members stray to find out what other groups have discussed in Strayer-Group Discussion.

This study was conducted to help the students in understanding the text especially the recount text. This strategy can help students to understand the content of the text easily and prioritize the information in a way that relates directly to how

they are asked to use information. The writer hopes that using this technique in the classroom can help the students to understand the reading comprehension especially in the reading recount text.

B. Research Question

Concerning the background of study above, there are two research questions formulated.

1. To what extent does Two Stay Two Stray (TSTS) technique affect students' reading comprehension of recount text?
2. What are the students' perception in studying recount text using Two Stay Two Stray (TSTS) technique?

C. The Aim of Study.

Based on the problem above, the aims of this study are:

1. To find out the effects of using the Two Stay Two Stray (TSTS) technique in reading comprehension of recount text.
2. To describe the students' perception in studying recount text using Two Stay Two Stray (TSTS) technique.

D. Significance of study

The result of this research can assist students knowledge of theory in reading comprehension of recount text, especially by using media poster strategies.

1. **Theoretically**

This study provides the students to study English through Two Stay Two Stray as a cooperative learning method. This study is expected to make the students more interested in engaging teaching and learning process in reading recount text. The result of the research hopefully can be dedicated for English learning and teaching. Action research can be a worthwhile pursuit for educators for a number of reasons.

2. **Practically**

a. The School.

The results of this research are expected to useful in school especially in SMP 4 Banda Aceh then this research are expected to suggest the teachers' how important to use variation method to increase the quality in learning process also to find out research culture for analysis the problem in learning process and find the solution for the problem in the school and It can be apply in the classroom.

b. The Teacher

Teachers can use this strategy as the strategy in teaching reading especially in reading comprehension of recount text. To improve the learners ability and

to get more obtain more varied strategies, therefore the teacher can develop and improve the ability of the learners in recount text of reading comprehension because this strategy encourages the learners to figure out different perspective in team work.

c. The Student.

This strategy can make students build up their reading habit and also solve their difficulties in reading especially in reading comprehension of recount text. They can pay more attention in learning reading and understand the text intrinsically and extrinsically. This research is expected can improve student ability in reading comprehension. Then, it also to broaden students' knowledge about Two Stay Two Stray (TSTS) technique reading skills in teaching reading.

d. The writer

This study will give the other researchers a source or reference of the strategy that can be used for improving or developing students' comprehension about the complex issues. Besides to expand the general knowledge and helping the writer as the guidance in developing their researches in the same field. They will also recognize teaching English surrounding the current problems and solve the problems. Also the writer can get new knowledge about the other reading strategy and experience in teaching reading comprehension by using expository and recount text.

E. Terminology

In this thesis, there are several terms which need further explanation in order to help readers better understand this thesis, they are:

1. **Two Stay Two Stray technique**

    Kagan (1992, p. 63) states that, "this method is very effective because it can be used in all subjects and for all levels of learners age. This learning method is also commonly called to as the two lives two guest".

    In other words, Two Stay Two Stray is one part of the cooperative learning methods that grouped students in small groups of up to four people. They are given the task to discuss the course material with their friends. The group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of two stay two stray will provide the opportunity for the group to share information results to others groups.

2. **Recount text**

    Recount is a text type that retells past events, usually in order in which they happened. The social function of recount is to retell events for the purpose of informing or entertaining. In other words, the purpose of recount is to give the reader a description of what and when it occurs.

According to Lewis and Wray (2002, p. 41), "Recount is text which has a social purpose that inform or entertain their audience or even both by retelling event". From the explanations above toward the definition of recount text, it can be concluded that recount text is a text that tell about something happened in the past to other people either by speaking, writing, or retelling past experience to other people about a information of what occurred and when it occurred.

In this case, the recount text aims to make students more active in reading or understanding the content of the text. To help the students understand about the text, the writer will apply the Two Stay Two Stray technique in teaching reading of recount text in order that students easier to learn the text.

CHAP TER II

LITERATURE REVIEW

This chapter focuses on: the concept of reading, the concept of recount text, the concept of Two Stay Two Stray (TSTS) technique, and teaching procedures by using Two Stay Two Stray (TSTS) technique.

A. The Concept of Reading

Reading is a complex cognitive process of decoding symbols in order to construct of drive meaning and typically and individual activity, although on occasion a person will read out loud for the benefit of other listeners (Hyde, 1998). Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001). Reading is the most important activity in any language class. Not only as a source of information and pleasurable activity but also a means of consolidating and extending one' knowledge of the language. Reading is interaction with language that has been coded into printed. It means that the students do the communicative about the written and information.

1. General Concept of Reading

Reading has several definitions given by linguists. Grabe and Stoller (2002) define reading as the ability to draw meaning from the printed page and interpret

the information appropriately. Therefore, reading seems to be a difficult skill for students who use English as a second language and foreign language because they have to transfer their mother language to the foreign language in comprehending the text.

Based on the point of view above, generally reading is a complex process of human's activity. People use their eyes and brain to get the meaning of the authors message. Aeberson (1997), reading is what happens when people look at a text and assign meaning to the written symbols in that text. It means that in activity of reading there is an interaction between what the reader looks of the text and what the author writes into printed symbols.

2. Kinds of Reading

According to Heaton (1998), there are two kinds of reading activities, they are intensive and extensive.

a. Intensive Reading

Intensive reading involves approaching in text under the close guidance of teacher or under the guidance of a task, which force the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text not only of what it means, but also how the meaning is produced. For example, students read a text and spending an hour to analyze grammar point and difficult vocabularies. In this activity, the teacher and the students work together to explain the meaning of the text to analyze words and grammatical elements.

b.   Extensive reading

Extensive reading on the other side is reading program that will actively promote reading out class. This activity is reading a longer text and skipping or guessing unknown words. It carries out to achieve a general understanding of a text. For example, when the students read a book, such as novel, fairy tales, biographic or essays based on their interest and their level, and spending an hour for reading whole text book. Extensive can make student enjoy in reading.

According to Broughton (2003) identifies three types of reading:

a.   Reading Aloud

The most important characteristic in reading aloud is oral matter, including pronunciation, tone, speed, and pauses. Other activity that improved in reading aloud is conversation. For people are required to read aloud as matter of daily routine, radio newscasters, clergymen, and even actor.

b.   Silent Reading

The aim of silent reading is understanding. While doing silent reading, there is no oral expression. In silent reading, the readers use their ability to understand the meaning of the written sign.

c. Purpose of Reading.

When people read something, they have their own purpose. For example when they read a newspaper the purpose is to get information. When they read a comic the purpose is to get the pleasure.

Some linguists have explanation about the purpose of reading. Nuttall (2005) said the main purpose of reading is to get the meaning of the message from a text. In addition, William (1984) usefully classifies reading into:

a. Getting general information from the text.

b. Getting specific information from the text.

c. For pleasure or for interest.

3. Reading Comprehension

Comprehension is the basic goal of reading. By comprehending the reading text or written page, the readers are able to get any kind of information and knowledge provided on the written page. Harmer (2001) argued that reading for general comprehension means no stopping for every word and no analyzing everything that the writer includes in the text. In addition, comprehension is the process of extracting or constructing meaning (building a new meaning and integrating new with old information) from words once they have been identified.

4. Student's Reading Ability

Reading comprehension is the ability to gain meaning and to react to the message from the author in a variety of ways. In fact, Zimmerman (2013) advocate that continuous development of vocabulary and background knowledge grows comprehension at an exponential rate, that is, the more that is known, the more ready are the readers to acquire new knowledge.

Beginning and developing readers are still learning the processes of knowing how to read. As they develop control over the processes, they learn to use and integrate a range of information (Farrel. 2007). This information includes their knowledge and experience of print conventions, letters, sound, words, their knowledge.

B. The Concept of Recount Text

1. Definition of Recount Text

Recount is a piece of text that retells past events, which is usually told in which they happened. The social function of recount is to retell events for the purpose of informing or entertaining. According to Knapp (2005) basically, recount text   is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.

A social function of recount text has is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008). Recount tells a series

of events and evaluate their significance in some way. It is also to give audience descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by a narrator about the events.

Therfore, a conclusion the recount text is a text telling about something which happened in the past to other people either by speaking, writing or retelling story about what happened.

2. The Purpose of Recount Text

When we write a text, we absolutely have a purpose to be delivered. According to Siahaan and Shinola (2008), recount has a social purpose that is to retell an event with a purpose to inform or entertain the readers. In recount text, the writer must have intention to retell a story, entertain the reader and also inform what and when it happens.

3. The Generic Structure of Recount Text

Neutron (2010: 7) a recount text usually has main section as follows:

a. Orientation: Introducing the definition and specification of the subject matter or related to natural phenomenon.

b. Event: Containing series of sequential events presented from someone's experience.

c. Reorientation: Ending of the story containing the writer's comment.

From the explanation above, it can be concluded that a recount text will have the following language features: (1) the presence of specific participant (noun or pronoun) that involved in the text, (2) the use of material processes, those are the action verbs refer to what the participants did, (3) the use of circumstances of time and place, (4) the use of adjectives to give details about who, what, when, where, and how, (5) the use of past tense to retell the events, and (6) the use of temporal sequence to show the order of the events. Students should master those language features in order to be able to write a good recount.

4. The Example of Recount Text

Trip to Tawangmanggu by Mogot (2012).

- Orientation : Last Sunday, my family and I went to a tourist resort, called Tawangmangu.

- Event : It was beautiful Sunday morning. My father, mother, brother, and I went there by our family wagon. We brought some food, fruits, and drinks for our lunch there. We departed from our house at 10.00 o'clock, Half an hour after that, we came to a market, the busiest market in town. We hiked more or less a kilometer again, and came to Balekambang Park. We parked our car just in front of the park at 11.00 o'clock.

We left everything in the car, except our sun-glasses and hats. We rode on horsebacks to "Grojogan Sewu" waterfall. We had enjoyed feeding the playing monkeys with peanuts before we finally came to the site. We went down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall. Being satisfied with the fall, we went back to the park we were very tired, after having paid the ticked we went in the park, bringing all the food, fruit, and drink we had, including a large plastic mat to sit. After having found a shady place, we unfolded the mat and started enjoying the meal and drink.

- Re-orientation : At 15.00 0'clock we went home. We were tired and sleepy all the way home, but we were satisfied with our picnic.

C. The Concept of Two Stay Two Stray (TSTS) Strategy

1. Definition of Two Stay Two Stray (TSTS) Strategy

Cooperative learning model entitled Two Stay Two Stray Technique was developed by Spencer Kagan. This cooperative technique is useful for reviewing or sharing class projects or assignments. After a team of four members completed a project, two students on the team move to another team to review their project/assignment. The other two students stay behind and share their project with

two visitors (a pair from another team). When the two who strayed return to their original team they share what they've learned on their visit to the other team.

Lie (2009) stated that Two Stay Two Stray structure teaches a group to divide the result of materials to other groups. Two Stay Two Stray is a cooperative learning technique adapted from One Stay Three Stray. Two Stay Two Stray gives students experience in gathering information and reporting back to their teammates. It is also an interactive process which can be used to build knowledge or summarize learning through sharing.

2. The Advantages and Disadvantages of Two Stay Two Stray (TSTS) Technique

Hajar (2015) stated that there are several advantages and disadvantages of Two Stay Two Stray (TSTS) technique. The advantages of Two Stay Two Stray (TSTS) technique are: First, it offers students the opportunity to learn by teaching. The students have opportunity to speak and explain the material in front of their friends or other groups. Second, every group can share information with other group. Not only in their own group other students also get the information or the material from their group and also they will get information too from other group. Third, this technique can apply to all of lesson materials. Not only in English language this technique also can apply in other subject, example mathematics, chemistry, physics and other subjects. Fourth, students can train social relation to other student. Who cannot speak or lack of self-confident. This technique can help

the students who lack of confident in speaking in front of other people. The last is improving good relation among the students. Group working is conducted in this technique so the students can interact with other students.

The disadvantages of Two Stay Two Stray (TSTS) technique are: First, take a long time. Need more time for students because they should explain clearly for their group and also for other group. Second, students who not interesting to participate team-work. Not all the students want study in a group, when they work in a group some students do not want to learn and do not care what happened in a group so it will make students do not listen the material in their group and other groups. Third, the teacher required a lot of preparation. Teachers must prepare better because it will some students or some group do not understand about the material and the teacher should make all the students understand what their friends explain about. The last is how the teacher overcome the difficulties in classroom management. When students worked in a group so many students whom do not want learn are will make some noisy and will disturb other students.

D. **Teaching Procedures of Two Stay Two Stray (TSTS) Technique**

Huda (2013) state that the workings of cooperative learning method Two Stay Two Stray technique is as follows: The first step the teacher divides the students into groups and each group consists of four or five students (if there any students who do not get the group). The groups are form to three groups, based on the students

abilities. For example, a group consist of one of student with high-ability, two students with fair-ability and one of student with low-ability. Those varieties of groups should be fair in groups member arrangement. Due to cooperative learning type a Two Stay Two Stray which aims to provide opportunities to student mutual teaches (Peer Tutoring) and mutual support from other member. In the second step the teacher gives material to each group to discuss together with the group. The third step is group-working. In this case, the students have opportunity to share material to other member that can be active in the thinking process. The fourth step is two of the students from each group leave their group and visit other group to listen what are other group have discussed. The fifth step is two students who left in group have duty to share the result of discussion and their information to the guest from other group. The sixth step is for 2 members who leave the group will return to their group and explain what are other group have discuss. The seventh step is group match and discuss the results of their work. The last step is each group performs their team-work result in front of other group and the teacher.

CHAPTER III

RESEARCH DESIGN

This chapter deals with the methodology of this research. The discussion includes research design, population and sample, research instrument data collection procedure and technique of analyzing data.

A. Research Design

In this research, the writer used mixed design of quantitative and qualitative research design. Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. Meanwhile, the secondary data on the problems faced by students is quantitatively. According to Creswell (2012), a mixed-method designs is a type of educational research in which the researcher attempts to collect, analyze the data by using the combination of both quantitative and quantitative. In this study the researcher collects the data by using experimental teaching and questionnaire. The qualitative data is questionnaire to investigate students' perceptions. The quantitative data is experimental teaching within the writer took one class as participant who was divides to experimental and control class.

B. Population and Sample

1. Population

Best and Kahn (2006) say that population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. According to Fraenkel, et.al. (2012) the population is the group of the interest to the researcher, the group whom the researcher would like to generalize the result of the study. Population of this research was all of the second year students at SMP 4 Banda Aceh batch 2018-2019. There were five classes for the second grade, namely: class VIII-1, class VIII-2, VIII-3, VIII-4, and VIII-5.

2. Sample

Sugiyono (2012) says that sample is part of the number and characteristic possessed by the population. Creswell (2012) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing sampling. In this research, the writer used purposive sampling method to select the sample because all students met the criteria for the purpose of the study. According to Fraenkel, et.al (2012) purposive sampling is different from convenient sampling in that researchers do not simply study who ever is available but rather use their judgment to select a sample that they believe based on prior information, would provide the data they need. From five classes included in the population, the writer only choose one class that is class VIII-5 which consisted 17 students as experimental class. The writer selects this class

because in this class, the students have many various ability ranged such high-ability, fair-ability and low ability.

C. Data Collection

There were three techniques used to collect the data of this pre-experimental research namely teaching experimental, test and questionnaire. Each procedure will be discuss as follows.

1. Teaching Experiment

To obtain the data needed, a series of experimental teaching was conducted by the researcher herself. This research was carried out in SMP 4 Banda Aceh which is located in 25 HT. Daudsyah, Peunayong Banda Aceh. The part of study was conducted in one class particularly class VIII-5. The class was taught which aimed to improve students' reading comprehension.

The experimental teaching was regulated in schedule to be carried out since October 24th up to November8th, 2018. During the period, the class was arranged for 6 meetings (including pre-test and post-test), and completed in 3 weeks. The procedures of the overall process are as explained in the following.

a. First Meeting

The first meeting took place on October 24th 2018. In this meeting the writer introduced herself as well as told the students about the purpose of her presence. Then, the writer checked attendant list by calling their name one

by one. Before the writer gave the students pre-test, the writer teached them about recount text such as; definition of recount text, structure of recount text, and the purpose of recount text. Subsequently, the writer distributed the pre-test sheet and gave a clear instruction. In this meeting the writer gave the students pre-test sheet about recount text consisted of 5 questions that had to be answer by them. After the pre-test sheet was given, the writer asked them to finish it for about 40 minutes. It was conducted to have an understanding of students' ability before the researcher run a teaching learning process. After all students had finished answering the questions, their answer sheets were collected. The writer discussed the correct answer together with them at the end of the class.

b.   Second meeting

The second meeting was held on October 24th 2018. In this meeting, the writer divided them into several groups and asked them to sit in group based on the group that the writer divided before. Each group consisted of four to five students. Then, the writer gave them different recount text in each group. Before they discussed about the text, the writer explained a bit about recount text and tried to activate their background knowledge related to the text. After that, the writer asked them to discuss about the text within 50 minutes. In this process, the writer gave some feedback to students who did not understand about the text yet.

c. Third Meeting

This meeting was held on October 31st 2018. In this meeting, the teaching reading process still continued. In the last meeting the writer divided them into the group and asked them to discuss the text together in the group. After their discussed about the text in the second meeting, the writer asked two members of each group visit the other groups to find out more information about the text, while the rest members of the group still stay in their group to share the information that they got from text for the strayer that visit their groups. In this section, the writer gave them about 30 minutes to share the information to the strayers. Next, the students returned to their original groups to share the information that they got from the other groups. In this section only 20 minutes provided for them to discuss. At the last, the writer and the students discussed about the text and the correct answer together.

d. Fourth Meeting

The fourth meeting was held on November 1st 2018. In this meeting, the students still have to sit in their group but with different members. The rules were the same as in previous meeting but the writer did not guide them in details like the second and the third meeting. The writer gave them another text about recount text in each group and they still discussed. The students had to discuss the text before their explained it to their friends from other group. Therefore, everyone in group should understand what the text talking

about. Then, two members each group visit two different groups to seek more information about the text and they were allow to take note. While the rest of member gave the information that they got from the text.

e. Fifth Meeting

The fifth meeting was held on November 7th 2018. In this meeting, the teaching reading process still continued. In the fourth meeting after two students visited other group and while the rest members of the group still stay in their group to share the information that they got from text for the strayer that visit their groups. Then, they back to their original group to discuss about their new information. After the students had done the exercise, the writer and the students discussed about the text and the correct answer. The aim of the fourth and fifth meeting was to see whether the students understand about the materials or not. From the result shown, most students really understand about the material.

f. Sixth Meeting

This meeting was the last meeting of experimental teaching. This meeting was held on Thursday November 8th 2018. At this meeting, the researcher held post-test. The post-test was given in the last day of meeting in order to know students' improvement in learning reading comprehension in recount text using Two Stay Two Stray (TSTS) technique. After all students finished answering, the writer collected the answer sheets and then

the writer gave them questionnaire. At the end of the meeting, the writer thanked to students for their cooperation and their attention.

2. Test

The researcher provides test, including pre-test and post-test. The writer holds a pre-test before the experimental is started. Pre-test is used to measure students' prior knowledge, then the writer hold post-test after applying the treatment (TSTS technique). The teaching process conducts for 6 meetings.

a. Pre-test.

The pre-test was given in the first meeting. The writer gave the students a text about recount text and ask them to answer the question of the text. The purpose of this pre-test was to know their ability in comprehending the reading text before the researcher applied the treatment.

b. Post-Test.

After the writer taught the students with Two Stay Two Stray technique, the writer gave them the other text about recount text then asked them to answer the question of the text by using Two Stay Two Stray technique. The writer gave post-test in the last day of meeting in order to know students' reading ability in recount text.

3. **Questionnaire**

Questionnaire is a list of questions to gather information from the participant. There are different types of questionnaire in practice; closed-ended and open-ended. Close-ended questions have multiple options as answers and allow respondents to select a single option, whereas as open-ended questions that allow the target audience to voice their feelings. In this study, the researcher distributed an open-ended item to figure out the students perceptions. There are two quite different reason for using open ended questions as opposed to close ended questions can be distinguished. One is to discover the responses that individuals give spontaneously. The other is to avoid bias that may result from suggesting responses to individuals. It seems that respondents restricted themselves with apparent ease to the alternatives offered on the close ended form, whereas as the open ended question they produced a much more diverse set of answer. In the questionnaire form, the writer knew how far the students understood about Two Stay Two Stray technique.

D. TECHNIQUES IN ANALYZING DATA

1. **Data**

In analyzing the test results, the writer uses several formulas. The formulas are necessary for finding out the mean score, standard deviation, and t-score.

a. Means

Means is used to find out the average of whole sample. In order to know the means, the researcher used formula suggested by Arikunto (2006). The mean is the average or arithmetic means or often abbreviated to mean Fathor (2013).

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

Where : $\bar{X}$:   Means

ΣX :   The sum of the scores

N   :   Total students

b. Standard Deviation

Steven (2007) argues that standard deviation is a statistic that describes the total of variation in a measured process characteristic. Specifically, it counts how much an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data.

The formula of standard deviation is as follows: $SD^2 = \frac{\Sigma f(X - \bar{X})^2}{N - 1}$

Where : SD : Standard deviation

$\sum f$: The sum of frequency

$\bar{x}$: Means

$\sum X^2$: The sum of score squared

N : The number of sample

c. T-score

The writer used t–score to find out whether pre-test and post-test have a significant difference. The formula for t–score was taken from Sudijono (2011).

$$t-score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Where: t : T-Score

$\bar{x}_1$: Means of the Post-test

$\bar{x}_2$: Means of the Pre-test

SD_1 : Standard Deviation of Post-test

SD_2 : Standard Deviation of Pre-test

N : Total students

2. Questionnaire.

The researcher analyzed the questionnaire by qualitative data analysis. Qualitative data analysis can be describe as a process of making sense from research participants' views and opinions of situations, corresponding patters, these, categories, and regular similarities (Cohen, et.al. 2007). Qualitative data analysis does not authorize to make conclusions beyond the data researcher have analyzed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discuss the result of the research which was conducted from October 24th up to November 8th 2018. It includes; a brief description of SMP 4 Banda Aceh, analysis of test result, the analysis of questionnaires, and discussion.

A. A Brief Description of SMP 4 Banda Aceh.

SMP 4 Banda Aceh is located in25 HT. Daudsyah, Peunayong Banda Aceh. The schoolleads by Mr.Arlis M, S.Pd, M.Pd. Currently, SMP 4 Banda Aceh has 29 teachers, 24 of whom are permanent and 5 are attachment. There are 29 teacherscome from different educational background and levels of education. Especially for English teacher, it have three teachers.

The school has 376 students and 146 of them are the seventh year students, divided into five classes (VII-1, VII-2, VII-3, VII-4, and VII-5), 116 for the eighth year students, divided into five classes (VIII-1, VIII-2, VIII-3, VIII-4, and VIII-5), and 114 for ninth year students, divided into five classes (IX-1, IX-2, IX-3, IX-4, and IX-5).

The school has good facilities that can support teaching learning process. The facilities are essential for students and teachers. The area of SMP 4 Banda Aceh is

3000 m$^{2.}$ It is considered a big area to have enough facilities in order tosupport teachers and students in teaching learning process.The facilities are head master room, deputy head master room, teachers room, TU room, classroom, the library, science laboratory, Islamic education laboratory, language laboratory, computer laboratory, clinic, BK room, teacher toilet, students toilets, scout room, osis room, and canteen.

B. The Analysis of Test Result

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean of the scoresand to analyze whether there was a significant difference between pre-test and post-test. The first step of calculating the data is tabulating the result of both pre-test and post-test as in the following table.

Table 4.1 Students' Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1.	AF	26	80
2.	AM	85	90
3.	AMI	65	85
4.	DH	70	80
5.	FM	70	80
6.	MAB	65	80
7.	MAQ	65	85
8.	MHA	45	70
9.	MRA	60	85
10.	MAR	30	65
11.	MRY	40	80
12.	MY	80	90
13.	MR	45	85
14.	RB	80	100
15.	SAF	40	80

16.	SA	85	90
17.	TF	80	90

Based on the table presented above, it could be seen that the highest score for the pre-test was 85 and the lowest one was 26. Whereas, the highest score for post-test was 100 and the lowest one was 65. Although both pre-test and post-test have different between the lowest and the highest score of each test is quite big.

The following part shows further statistical analysis of each test result, pre-test and post-test.

1. **Result of Pre-Test**

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

26   30   40   40

45   45   60   65

65   65   70   70

80   80   80   85

85

Then the writer determined the range of pre-test presented above by using the following formula:

R = Hs-Ls

= 85-26

= 59

After finding the range score, the writer find out the number of interval, and the result is:

K = 1+3.3 Log n

= 1+ 3.3 Log 17

= 1 + 3.3 (1.23)

= 1+ 4.05

= 5.05 (taken 6)

So, the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{59}{6}$$

= 9,8 (taken 10)

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.2 The Frequency Distribution of Students' Pre-Test Score

No.	Students' Score	f_1	X_1	$X_1 - \bar{x}$	$(x_1 - \bar{x})^2$	$f_1[x_1 - \bar{x}]^2$
1.	26-35	2	30,5	-24,32	591,4624	1182,925
2.	36-45	4	40,5	-14,32	205,0624	820,2496
3.	46-55	0	50,5	-4,32	18,6624	0
4.	56-65	4	60,5	5,68	32,2624	129,0496
5.	66-75	2	70,5	15,68	245,8624	491,7248
6.	76-86	5	80,5	25,68	659,4624	3297,312
	Total Score	**17**	**333**	-	-	**5921,261**

Moreover, in order to calculated the mean of pre-test the following formula is used.

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

$$\bar{X} = \frac{(26x2)+(36x4)+(46x0)+(56x4)+(66x2)+(76x5)}{17}$$

$$\bar{X} = \frac{932}{17}$$

$$\bar{X} = 54,82$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n \, (n-1)}$$

$$SD^2 = \frac{5921,261}{17-1}$$

$$SD^2 = \frac{5921,261}{16}$$

$$SD^2 = 370,07$$

$$SD = \sqrt{370,07}$$

$SD = 19,23$

2. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

65	70	80	80
80	80	80	80
85	85	85	85
90	90	90	90
100			

Then the writer determined the range of post-test presented above by using the following formula:

$R = Hs-Ls$

$= 100-65$

$= 35$

After finding the range score, the writer find out the number of interval, and the result is:

$K = 1+3.3 \text{ Log n}$

$= 1+ 3.3 \text{ Log } 17$

$= 1 + 3.3 \ (1.23)$

= 1+ 4.05

= 5,05 (taken 6)

So, the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{35}{6}$$

= 5,8 (taken 6)

Based on the calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.3 The Frequency Distribution of Students' Post-test Score

No.	Students' Score	f_1	X_1	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1[X_1 - \bar{X}]^2$
1.	65-70	2	67,5	-13,38	179,0244	358,0488
2.	71-76	0	73,5	-7,38	54,4644	0
3.	77-82	6	79,5	-1,38	1,9044	11,4264
4.	83-88	4	85,5	4,62	21,3444	85,3776
5.	89-94	4	91,5	10,62	112,7844	451,1376
6.	95-100	1	97,5	16,62	276,2244	276,2244
	Total Score	**17**	**495**	-	-	**1182,215**

Moreover, in order to calculate the mean of post-test the following formula is used:

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

$$\bar{X} = \frac{(65x2)+(71x0)+(77x6)+(83x4)+(89x4)+(95x1)}{17}$$

$$\bar{X} = \frac{1.375}{17}$$

$$\bar{X} = 80{,}88$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n\,(n-1)}$$

$$SD^2 = \frac{1182{,}215}{17-1}$$

$$SD^2 = \frac{1182{,}215}{16}$$

$$SD^2 = 73{,}88$$

$$SD = \sqrt{73{,}88}$$

$$SD = 8.5$$

3. T-Score Calculation

The writer used t–score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = \frac{80.88 - 54.82}{\sqrt{\left(\frac{73,88}{17}\right) + \left(\frac{370,07}{17}\right)}}$$

$$t - score = \frac{26,06}{\sqrt{4.34 + 21,76}}$$

$$t - score = \frac{26,06}{\sqrt{26,1}}$$

$$t - score = \frac{26,06}{5.1}$$

$$t - score = 5,1$$

C. The Analysis of Questionnaire

The researcher distributed the questionnaire to the students in order to get the data of the students' perception on applying describing objects technique in reading comprehension. It consisted of 7 questions in an opened form. The questionnaire was distributed at the last meeting after the students had finished their test.

The first question is "Study reading using Two Stay Two Stray (TSTS) technique interesting to me, explain!".All participants choosed the answer 'yes' due to their statement toward the use of Two Stay Two Stray (TSTS) techniquethat was very efficient because it used group methods, a new learning using group was more fun, and also easier to understand the contents of the text because it was explained by friends.

The second question is "Study reading using Two Stay Two Stray (TSTS) technique provide the time that I use more efficient, explain!".According to the analysis of answers, 16 students stated 'yes' because students considered that this method was better than other method. Also, it was interested than learning process easier and the students easier to understand the contents of text in English. But there was one student who choosed 'no' because according to him the other group did not explain the contents of the text of their group properly and so the student could not understand what the contents of the other group's text are.

The third question is "Study reading using Two Stay Two Stray (TSTS) technique motivated me to more active to read English text, explain!".All students agreed on the statement because according to them when learning using group methods, the learning will be more fun, the students more comprehend in English. Also, according to them thatTwo Stay Two Stray (TSTS) technique made the students to be more active to participate in groups, and also they able to work together in the group to answer the question which save a lot of time.

The fourth question is "In my opinion, study using Two Stay Two Stray (TSTS) technique gave me a new knowledge, explain!".From the statement above, all the students choosed 'yes' because according to them using this method made them more active in learning process. They would understand the material easily that provided by the teacher and also could be more pleasant when they explained their own group's material to other groups.

The fifth question is "I do not find difficulty in understanding English text by using Two Stay Two Stray (TSTS) technique, explain!".From 17 students who participated there were 12 students who answered 'yes' because according to them when usingTwo Stay Two Stray (TSTS) technique the learning process was more easier and more enjoyable. When getting material from the teacher, they were easier to understand because some students were happier or responsive while their friends explained to them than the teacher. For students who answered 'no' there were 5 students, according to them the use of this method

was more difficult than other methods because there were some students who still did not understand English well. In addition, there were students still who did not want to participate in the group to answer the questions and understand when other group explain their material in front of class.

The sixth question is "I am happier study reading using other technique than using Two Stay Two Stray (TSTS) technique, explain!".In this statement only 6 students who choosed 'yes' because according to them when they used Two Stay Two Stray (TSTS) technique they had difficulties in learning English, so using other methods was very simpler, easier, and more fun than learning using group methods. For students who answered 'no' there were 11 students, according to them when learning using the Two Stay Two Stray (TSTS) technique was more fun because they could learn together with friends and have a more efficient time.

The last question is "Using Two Stay Two Stray (TSTS) technique makes me easier in comprehending reading text, explain!".In this statement all students who participated in this method agreed. According to them, learning English by using this method was more fun because they could share information with other groups, more quickly to understand the material was given by the teacher because when their friends gavethe explanation it would make them more responsive and alsothe use of this method was suitable for learning English process.

D. Discussion

This research examined if the application ofTwo Stay Two Stray (TSTS) technique improved students reading comprehension in recount text. In this section the researcher discuss of the findings of the research in relation to the two research questions. The research questions also related to the aim of this study: to find out theeffects of using the Two Stay Two Stray (TSTS) technique in reading comprehension of recount text and to describe the students' perception in studying recount text using Two Stay Two Stray (TSTS) technique. The researcher successfully collected the data using pre and post-tests, experimental teaching, and questionnaire as instruments in order to answer the research questions. Based on the result discovered after analyzing the series of data, the following section discusses about the findings of this study and answers to the research questions.

The first research question was finding out theeffects of using the Two Stay Two Stray (TSTS) technique in reading comprehension of recount text. As it was mentioned above, a series of test (pre-test and post-test) had been conducted in experimental teaching. The tests result indicated that theeffects of using the Two Stay Two Stray (TSTS) technique had improved students' reading comprehension. It could be seen from the result in the experimental teaching which was elaborated above that the result of pre-test and post-test showed different significance which between the pre-test and post-test. It was found that the post-test score was higher than pre-test score. In pre-test the low score is 26

and the higher score is 85 with the mean is 54,82 while in post-test the low score is 65 and the higher score is 100 with the mean is 80,88. As the result, on the pre-test, the mean score (54,82) was lower than the mean of post-test (80,88). The calculating of t-score also showed there was significantly of students' reading comprehension score after implemented Two Stay Two Stray technique, which is t-score is bigger than t-table (t_{score}=5,1>t_{table}=1,74).

From these calculations, it could be inferred that there was a significant difference of student scores before and after getting the treatment. The results indicated an increase on students' final scores in experimental teaching (post-test) from their previous scores (pre-test). Compared to pre-test and post-test result, the only different procedure was that the students was provided with Two Stay Two Stray technique (treatment) for four meeting before taking a post-test, in which the students could be able to organize their thoughts to answer the question of the text. As the result, from the compared scores (pre-test and post-test), they obviously made an improvement. Therefore, the analysis ends up in a conclusion that "The application of Two Stay Two Stray technique improved students' reading comprehension".

Furthermore, the second research question aimed to described the students' perception in studying recount text using Two Stay Two Stray (TSTS) technique. The researcher distributed questionnaire to the students in order to know their perception on the application of Two Stay Two Stray (TSTS) technique. This questionnaire also had a purpose to support the data related to the students'

reading comprehension. According to the data most of the students gave positive responses toward the implementation of Two Stay Two Stray (TSTS) technique. It could motivate them to read and make them able to comprehend recount text better. However, the students' good responses toward Two Stay Two Stray (TSTS) technique are also relevant with the teacher's role in the classroom, because the teacher's role in conducting that technique is very important. Most students felt that the teacher had given understandable explanation in introducing Two Stay Two Stray (TSTS) technique. Moreover, choosing appropriate texts and time organize were also very crucial. Therefore, the teacher should organized the time as good as possible and choose the most appropriate materials with the students' level and interest.

In summary, the researcher took a conclusion that using Two Stay Two Stray (TSTS) technique helped the respondents in reading comprehension development because they believed that the technique was simple and easy, interesting and understandable. In order words, it helped the students in improving their reading comprehension especially in learning English. They could also use this method in another subject; in chemistry, in physics, in mathematics, or any other subject at school. In short, the researcher concluded that Two Stay Two Stray (TSTS) technique was considered as an appropriate technique to be applied in the class VIII of junior high school in learning English, especially to reading comprehension of recount text.

The writer feels positive regarding of her research. She considers herself succeeded in helping the students' reading comprehension in SMP 4 Banda Aceh despite in just a few classroom meetings. It's all due to the researcher's enthusiasm in teaching and the seriousness of students in understanding the lesson. Therefore, the researcher believes that these whole advantages obtained during the application of Two Stay Two Stray (TSTS) technique resulted in students being fully aware and critical of their own ability that finally became the primary factor of their improving their reading comprehension of recount text and boosting the final test score

CHAPTER V

CONCLUSION AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the researcher wrote some conclusions and suggestions as follows:

A. Conclusion

This study was conducted at SMP 4 Banda Aceh. It took 17 students of the VIII-5 as the samples. The samples consist of 17 students. This experiment was taught by using Two Stay Two Stray (TSTS) technique in Communicative Approach. After conducting the experiment by implementing it in teaching reading (recount text), it was found that the students' achievement in reading could be improved.

1. The use Two Stay Two Stray (TSTS) technique helps students in reading. It is proven by the improvement of students' reading. It is proven by the improvement of students' reading. The mean score of post-test is higher than pre-test (80.23> 55.35). It indicates that there is a significant difference in score between the two means. It can be concluded that the students get improvement in reading. While the result of t-test was 4.65, the critical value was 0.05 and degree of freedom (df)= N-1= 17-1= 16 is 2.11. The obtained t-score was 4,65. So the t-score was higher than t-table (t_{score} = 4,65> t_{table} = 2.11).

2. Students have positive responses on using Two Stay Two Stray (TSTS) technique in teaching recount text which all of them said that study reading using Two Stay Two Stray (TSTS) technique was interested to them. Also almost them felt that they do not find difficulty in understanding English text by using Two Stay Two Stray (TSTS) technique. And all of students were agree that they get many knowledge from using Two Stay Two Stray (TSTS) technique as reading method.

B. **Suggestions**

In this study, to support the success of teaching learning process and education, the writer would like to give some suggestions to the teachers and researchers.

1. Teachers

For the teacher, the writer expects that the use of Two Stay Two Stray (TSTS) technique can help the students improve their reading ability. In order to make the reading class interesting, one of the techniques that teachers can apply in teaching reading is Two Stay Two Stray (TSTS) technique. By using this technique, the students will be motivated in learning without feeling bored. By using this technique, the teacher can train the students in reading skill. In other words, the teacher should make all students involved in learning. One of many ways to make all students involved in teaching reading process is using Two Stay Two Stray (TSTS) technique.

2. Students

    For the students, the writer expects that students can develop their reading ability. They have to practice more in reading in order to improve their ability. So, they can solve their problem in understand the English text.

3. Readers

    This study was expected to give useful information for the readers about Two Stay Two Stray (TSTS) technique which used to improve student's reading ability. It could be used as reference of research which is related to this study.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 10179/UN.08/FTK/KP.07.6/10/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-8703/UN.08/FTK/KP.07.6/10/2017 tanggal 4 Oktober 2017

Menunjuk Saudara:
1. Dr. Mustafa AR, MA   Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Rima Asmaul Munawarah**
NIM   : **231324273**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Implementation of Two Stay Two Stray (TSTS) Strategy in Recount Text**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Oktober 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B- 10113 /Un.08/TU-FTK/ TL.00/10 /2018   12 Oktober 2018
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Rima Asmaul Munawarah
N I M	: 231 324 273
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Laksamana Malahayati, Kajhu, Kec. Baitussalam, Aceh Besar

Untuk mengumpulkan data pada:

SMP 4 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Two Stay To Stray (TSTS) Strategy in Recount Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8497

SURAT IZIN
NOMOR: 074/A.4/8032

TENTANG

IZIN PENGUMPULAN DATA

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-10113/Un.08/TU-FTK/TL.00/10/2018 tanggal 12 Oktober 2018, perihal mohon izin untuk mengumpul data menyusun skripsi

MEMBERI IZIN

Kepada :
Nama : Rima Asmaul Munawarah
NIM : 231 324 273
Prodi/Jurusan : Pendidikan Bahasa Inggris
Untuk : Mengadakan pengumpulan data pada SMP Negeri 4 Kota Banda Aceh dalam rangka penyusunan skripsi dengan judul :

" THE IMPLEMENTATION OF TWO STAY TO STRAY (TSTS) STRATEGY IN RECOUNT TEXT "

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar ke pihak sekolah.
3. Surat ini berlaku sejak tanggal 15 Oktober s.d 14 November 2018
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulkan data tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan pengumpulan data hanya untuk mahasiswa yang benar-benar melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 15 Oktober 2018 M
06 Shafar 1440 H

a.n. KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA BANDA ACEH,
KABID PEMBINAAN SMP,

SULAIMAN BAKRI, S.Pd, M.Pd
Pembina Tk.I
NIP. 19690210 199801 1 001

Tembusan :
1. Kepala Bagian Tata Usaha Fakultas Tarbiyah UIN Ar-Raniry
2. Kepala SMP Negeri 4 Kota Banda Aceh

<u>SURAT KETERANGAN</u>
Nomor : 424 /463 / 2018

Yang bertanda tangan dibawah ini :

    a. Nama   : **ARLIS M, S.Pd, M.Pd**

    b. Jabatan   : Kepala Sekolah

Dengan menerangkan bahwa :

    a. N a m a   : **RIMA ASMAUL MUNAWARAH**

    b. N I M   : 231324273

    c. Program Studi   : Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas telah melaksanakan pengumpulan data-data/Penelitian Pada SMP Negeri 4 Banda Aceh untuk Penyusunan Skripsi dengan judul " THE IMPLEMENTATION OF TWO STAY TO STRAY (TSTS) STRATEGY IN RECOUNT NEXT ".

Demikianlah Surat Keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Banda Aceh, 23 November 2018
Kepala

Arlis M, S.Pd, M.Pd
Pembina Tk.I
NIB. 19670430 199412 1 003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama	: Rima Asmaul Munawarah
Judul	: The Implementation of Two Stay Two Stray (TSTS) Technique in Recount Text
Nama Sekolah	: SMP 4 Banda Aceh
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Ganjil
Alokasi Waktu	: 2 X 45 Menit

1. **Standar Kompetensi**

   5   Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *recount* yang berkaitan dengan lingkungan sekitar

2. **Kompetensi Dasar**

   5.2   Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

3. **Indikator Pencapaian Kompetensi**

Indikator	Nilai Budaya dan Karakter Bangsa
• Mengidentifikasi makna yang terdapat dalam teks fungsional pendek; Recount text • Mengidentifikasikan tujuan dan	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,

fungsi secara rinci yang terdapat dalam teks fungsional pendek; Recount text • Menentukan makna kata dari teks fungsional pendek; Recount text	menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan / Ekonomi Kreatif

- Percaya diri (keteguhan hati, optimis).

- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, energic).

- Pengambil resiko (suka tantangan, mampu memimpin)

- Orientasi ke masa depan (punya perspektif untuk masa depan).

4. **Materi Pembelajaran**

a) Teks fungsional berbentuk "Recount text"

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us. We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe

what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.

Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

b) Generic structure of recount text.

Orientation : Introducing the definition and specification of the subject matter or related to natural phenomenon.

Event : Containing series of sequential events presented from someone's experience.

Re-orientation : Ending of the story containing the writer's comment.

5. Metode Pembelajaran / Tehnik

Model : Communicative Approach

Metode : Two Stay Two Stray

Pendekatan : Communicative Approach

6. Langkah-Langkah Pemblajaran
PERTEMUAN KE 1

Tahap Kegiatan	Aktifitas Guru / Siswa	Alokasi Waktu
Pendahuluan	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang di tanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin dan	10 menit

	rajin)	
	• Mengaitkan materi / kompetensiyang akan dipelajari dengan karakter • Warming up	
Kegiatan Inti	**Mengamati** • Guru memberikan teks tulis yang berkaitan dengan teks recount. • Guru menjelaskan tentang materi teks recount kepada siswa. • Siswa mengamati dan memberikan komentar tentang fungsi teks recount, dengan memperhatikan tujuan dan skruktur teks. **Menanya** • Dengan bimbingan dan arahan guru, siswa menanyakan mengenai fungsi sosial, struktur teks, maupun format penulisan teks recount. **Mengumpulkan Informasi** • Membaca teks dari buku teks dan dari guru utnuk mengetahui fungsi social dan skruktur teks dari teks recount. • Membaca secara lebih cermat semua teks **Mengasosiasi**	75 menit

Tahap Kegiatan	Aktifitas Guru/Siswa	Alokasi Waktu
	• Membandingkan fungsi sosial, skruktur teks, dan unsur kebahasaan teks recount yang telah didapat dari berbagai sumber. • Memperoleh balikan (feedback) dari guru dan teman tentang fungsi dan struktur yang digunakan. **Mengkomunikasi** • Guru memberikan pre-test kepada siswa. • Menjawab soal dari teks recount dalam bahasa inggris.	
Penutup	• Guru dan siswa menyimpulkan apa yang telah dipelajari. • Siswa diberi tugas untuk mencari dari sumber lainnya seperti *textbook* dan *internet* yang berisi teks tentang teks recount sesuai dengan konteks penggunaannya.	5 menit

PERTEMUAN KE II Dan KE III

Tahap Kegiatan	Aktifitas Guru/Siswa	Alokasi Waktu
	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang	

Pendahuluan	di tanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin dan rajin) • Mengaitkan materi / kompetensiyang akan dipelajari dengan karakter • Warming up	10 menit
Kegiatan Inti	**Mengamati** • Mereview kembali materi yang telah dipelajari pada pertemuan yang telah lalu. • Guru memberikan teks tulis recount kepada siswa. • Guru membagikan siswa ke dalam beberapa kelompok dan setiap kelompok memiliki 4 orang siswa. • Guru memeberikan teks recount kepada masing-masing kelompok. • Guru menjelaskan bagaimana cara dalam menggunakan metode Two Stay Two Stray kepada siswa. • Masing-masing kelompok mempelajari isi dari teks recount	75 menit

	yang telah diberikan oleh guru pada pertemuan sebelumnya.	
	Menanya	
	• Dengan bimbingan dan arahan guru, siswa menanyakan mengenai fungsi sosial, struktur teks, maupun format penulisan teks recount yang baru diberikan dalam bentuk kelompok.	
	Mengumpulkan Informasi	
	• Dalam setiap kelompok akan ada dua orang siswa yang akan mencari informasi kepada kelompok lain.	
	• Dua orang siswa lagi tetap berada di kelompoknya guna untuk menjelaskan kepada siswwa yang lain hasil diskusi kelompok mereka.	
	Mengasosiasi	
	• Bagi dua orang siswa yang berada di grup lain akan kembali ke grupnya masing-masing untuk menjelaskan apa yang sudah didapatkan pada kelompok lain.	
	Mengkomunikasi	
	• Masing-masing grup akan menjelaskan isi materi di	

Tahap Kegiatan	Aktifitas Guru/Siswa	Alokasi Waktu
	kelompok mereka di depan kelas. • Mendiskusikan permasalahan yang dialami dalam menyelesaikan materi pada teks recount bersama grup lain dan juga guru.	
Penutup	• Guru dan siswa menyimpulkan apa yang telah dipelajari. • Guru meminta siswa untuk membawa contoh teks recount untuk pertemuan selanjutnya. • Guru memberikan informasi untuk materi selanjutnya.	5 menit

PERTEMUAN KE IV Dan KE V

Tahap Kegiatan	Aktifitas Guru/Siswa	Alokasi Waktu
Pendahuluan	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang di tanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin dan rajin) • Mengaitkan materi / kompetensiyang akan dipelajari dengan karakter	10 menit

		• Warming up	
Kegiatan Inti		**Mengamati** • Mereview kembali materi yang telah dipelajari pada pertemuan yang telah lalu. • Guru memberikan teks tulis yang berkaitan dengan teks recount. • Guru membagikan siswa ke dalam beberapa kelompok dan setiap kelompok memiliki 4 orang siswa yang berbeda-beda seperti pertemuan yang lalu. • Guru memeberikan teks recount kepada masing-masing kelompok. • Guru menjelaskan bagaimana cara dalam menggunakan metode Two Stay Two Stray kepada siswa. • Masing-masing kelompok mempelajari isi dari teks recount yang telah diberikan oleh guru pada pertemuan sebelumnya. **Menanya** • Dengan bimbingan dan arahan guru, siswa menanyakan mengenai fungsi sosial, struktur	75 menit

	teks, maupun format penulisan teks recount yang baru diberikan dalam bentuk kelompok.	
	Mengumpulkan Informasi	
	• Dalam setiap kelompok aka nada dua orang siswa yang akan mencari informasi kepada kelompok lain.	
	• Dua orang siswa lagi tetap berada di kelompoknya guna untuk menjelaskan kepada siswwa yang lain hasil diskusi kelompok mereka.	
	Mengasosiasi	
	• Bagi dua orang siswa yang berada di grup lain akan kembali ke grupnya masing-masing untuk menjelaskan apa yang sudah didapatkan pada kelompok lain.	
	Mengkomunikasi	
	• Masing-masing grup akan menjelaskan isi materi di kelompok mereka di depan kelas.	
	• Mendiskusikan permasalahan yang dialami dalam menyelesaikan materi pada teks recount bersama grup lain dan juga guru.	

Tahap Kegiatan	Aktifitas Guru/Siswa	Alokasi Waktu
Penutup	• Guru dan siswa menyimpulkan apa yang telah dipelajari. • Guru meminta siswa untuk membawa contoh teks recount untuk pertemuan selanjutnya. • Guru memberikan informasi untuk materi selanjutnya.	5 menit

PERTEMUAN KE VI

Tahap Kegiatan	Aktifitas Guru/Siswa	Alokasi Waktu
Pendahuluan	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang di tanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin dan rajin) • Mengaitkan materi / kompetensiyang akan dipelajari dengan karakter • Warming up	10 menit
	Mengamati • Mereview kembali materi yang telah dipelajari pada pertemuan yang telah lalu. • Guru memeberikan teks recount	75 menit

Kegiatan Inti	kepada masing-masing siswa. **Menanya** • Dengan bimbingan dan arahan guru, siswa dapat menanyakan mengenai maksud soal dari teks yang sudah diberikan. **Mengumpulkan Informasi** • Masing-masing siswa mengerjakan soalnya tanpa meminta bantuan kepada siswa yang lain. **Mengasosiasi** • Bagi siswa yang sudah menyelesaikan tugasnya bias mengumpulkan hasil lembaran jawaban kepada guru. **Mengkomunikasi** • Setelah semua lembaran terkumpulkan guru akan memeberikan kepada masing-masing siswa kuesioner yang telah disiapkan. • Guru akan menjelaskan kepada siswa tentang bagaimana cara mengisi kuestioner. • Guru meminta kepada siswa untuk menjawab tiap poin kuestioner tergantung kepada	

	pendapat tiap individu.	
	• Guru meminta siswa untuk	
Penutup	• Guru menanyakan bagaimana kesan siswa terhadap pembelajaran menggunakan metode TSTS. • Guru mengucapkan terimakasih kepada siswa atas partisipasi selama pembelajaran berlangsung. • Guru mengakiri pembelajaran dan mengucapkan salam.	5 menit

7. **Sumber Belajar**

a) English in Focus 8, Artono Wardiman, dkk,. Pusat Perbukuan, 2008.

b) Internet

- https://brainly.co.id/tugas/7897359
- (https://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html)

8. **Penilaian**

a. Teknik : Tes Tulis

b. Bentuk : Esai

c. Instrumen : The following text is for question 1 until 5.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples.

They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about?
2. Which sentence is orientation and re-orientation?
3. What are the big temples in Prambanan?
4. When did they go home?
5. Why did they only visit Brahmana and Syiwa temples?

d. Pedoman Penilaian dan Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa benar	20
Isi benar, tata bahasa kurang tepat	15
Isi dan tata bahasa kurang tepat	10
Tidak menjawab	0

1. Satu jawaban betul skor = 20
2. Jumlah skor maksimal 5 x 20 = 100

Soal untuk pre-test

Last month, the eight year students of SMP 1 visited Yogyakarta Palace. There were five buses taking them to Yogyakarta.

Early in the morning, they gathered at the school yard. Each student brought some snacks and drink. After a small ceremony, at seven o'clock they left for Yogyakarta. At nine thirty the buses arrived in Magelang. They went to Borobudur temple. There, the students enjoyed the scene of the temple. They were there until lunch time and they had their lunch in a restaurant nearby. After lunch they continued the trip and arrived at Yogyakarta Palace at 2 p.m. In Yogyakarta Palace the students studied many things related to the Palace. They learned the history of Yogyakarta Palace and also some ceremonies conducted in the palace.

At 4 in the afternoon the buses left Yogyakarta. Then the buses stopped at Secang, a little town in the north of Magelang. The students bought some souvenirs there. The buses arrived back at school at 7 p.m. The students were tired but very happy.

1. What is the purpose of the text?
2. How many buses were taking them to the Borobudur temple?
3. What did the students do in Borobudur temple?
4. What did the students learn in the Yogyakarta palace?
5. Which paragraph tells the orientation?

Soal untuk post-test

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about?
2. Which sentence is orientation and re-orientation?
3. What are the big temples in Prambanan?
4. When did they go home?
5. Why did they only visit Brahmana and Syiwa temples?

KUESTIONER RESPON SISWA TERHADAP PENGGUNAAN TWO STAY TWO STRAY (TSTS) TECHNIQUE

Nama:

Kelas:

Jawablah pertanyaan di bawah ini dengan menggunakan 'ya' atau 'tidak' serta berikan alas an yang sesuai dengan diri anda.

No.	Pertanyaan dan Jawabannya
1.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique menarik untuk saya. Jawaban:
2.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique menjadi waktu yang saya gunakan lebih efisien. Jawaban:
3.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique memotivasi saya untuk lebih giat membaca text berbahasa inggris. Jawaban:
4.	Menurut saya belajar menggunakan Two Stay Two Stray (TSTS) teqhnique memberikan saya pengetahuan baru. Jawaban:
5.	Saya tidak menemukan kesulitan dalam memahami text bahasa inggris dengan menggunakan Two Stay Two Stray (TSTS) teqhnique. Jawaban:
6.	Saya lebih senang belajar reading menggunakan metode yang lain daripada menggunakan Two

	Stay Two Stray (TSTS) teqhnique. Jawaban:
7.	Penggunaan Two Stay Two Stray (TSTS) teqhnique mempermudah saya dalam memahami reading text. Jawaban:

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana tress. I saw some of them are already yellow. What a great view!. Next, we were busy to harvest the bananas it was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees. After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that. Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger body by doing the gardening with my father.

1. The text tell us about?
2. Which sentence is the re-orientation?
3. When did the event happen?
4. Why did the yard looked nicer and cleaner?
5. How many kinds of fruits in the garden?

(85)

1. go to gardening with my Father.

2. Re-orientation :~ I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning.

3. last Sunday, it was half past six in the morning.

4. after that I watered the vertical garden and pulled off the wild grass.

5. we have some yard besides the house with banana and guava trees.

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KUESTIONER RESPON SISWA TERHADAP PENGGUNAAN TWO STAY TWO STRAY (TSTS) TECHNIQUE

Nama: Tuanku Firdaus

Kelas: VIII-5

Jawablah pertanyaan di bawah ini dengan menggunakan 'ya' atau 'tidak' serta berikan alasan yang sesuai dengan diri anda.

No.	Pertanyaan dan Jawabannya
1.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique menarik untuk saya. Jawaban: Ya, krn kita dapat berdiskusi dgn teman sekelompok
2.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique menjadi waktu yang saya gunakan lebih efisien. Jawaban: Ya, krn kita hanya menghabiskan waktu hanya sedikit. Jadi Guru menjelaskannya dgn jelas ~~tidak~~ dan bicaranya tidak cepat 2.
3.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique memotivasi saya untuk lebih giat membaca text berbahasa inggris. Jawaban: Ya, krn dalam satu kelompok tidak boleh tidak ada yang mengerjakan tugas.
4	Menurut saya belajar menggunakan Two Stay Two Stray (TSTS) teqhnique memberikan saya pengetahuan baru. Jawaban: Ya, krn Suatu Pelajaran semakin lama, semakin ilmu kita bertambah.
5.	Saya tidak menemukan kesulitan dalam memahami text bahasa inggris dengan menggunakan Two Stay Two Stray (TSTS) teqhnique. Jawaban: tidak, krn Pasti ada teman yg tidak mengerjakan tugas
6.	Saya lebih senang belajar reading menggunakan metode yang lain daripada menggunakan Two Stay Two Stray (TSTS) teqhnique. Jawaban: tdk, krn metode two stay two stray sangat mudah dan mengurangi waktu sedikit.
7.	Penggunaan Two Stay Two Stray (TSTS) teqhnique mempermudah saya dalam memahami reading text. Jawaban: Ya, krn belajar sama2 itu penting

KUESTIONER RESPON SISWA TERHADAP PENGGUNAAN TWO STAY TWO STRAY (TSTS) TECHNIQUE

Nama: ARIEF maulana ☺

Kelas: VIII-5

Jawablah pertanyaan di bawah ini dengan menggunakan 'ya' atau 'tidak' serta berikan alasan yang sesuai dengan diri anda.

No.	Pertanyaan dan Jawabannya
1.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique menarik untuk saya. Jawaban: Ya, saya suka belajar squad dari pada solo
2.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique menjadi waktu yang saya gunakan lebih efisien. Jawaban: Ya, karena lebih menantang dan cepat dari biasanya
3.	Belajar Reading dengan menggunakan Two Stay Two Stray (TSTS) teqhnique memotivasi saya untuk lebih giat membaca text berbahasa inggris. Jawaban: Ya, karena saya belum bisa transelite kedalam bahasa indonesia
4.	Menurut saya belajar menggunakan Two Stay Two Stray (TSTS) teqhnique memberikan saya pengetahuan baru. Jawaban: Ya, karena saya dapat belajar yg saya belum ketahui atau belajar
5.	Saya tidak menemukan kesulitan dalam memahami text bahasa inggris dengan menggunakan Two Stay Two Stray (TSTS) teqhnique. Jawaban: Ya, karena pelajaran nya sangat mudah
6.	Saya lebih senang belajar reading menggunakan metode yang lain daripada menggunakan Two Stay Two Stray (TSTS) teqhnique. Jawaban: Tidak, saya lebih enak menggunakan Two stay two stray
7.	Penggunaan Two Stay Two Stray (TSTS) teqhnique mempermudah saya dalam memahami reading text. Jawaban: Ya, karena lebih cepat memahami dan mudah

AUTOBIOGRAPHY

1. Full Name : Rima Asmaul Munawarah
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    b. Mother's Name : Aidar
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11. Address : Seunelop, Manggeng, Aceh Barat Daya
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    a. Elementary School : SDN 2 Seunelop Graduated in 2007
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    d. University : UIN A-Raniry, entered 2013 until 2019

Banda Aceh, January 17th, 2019

The Writer

(Rima Asmaul Munawarah)