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The Implementation of Two Stay Two Stray (TSTS) Learning Model in Reading Descriptive Text to Improve Reading Achievement

Sarah Mardatillah[1], Dio Resta Permana[2], Desi Suryatika[3]
[1,2,3]Universitas Indo Global Mandiri Palembang
E-mail: mardasarah8@gmail.com[1]

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Abstract: *One of the obstacles to the learning process was the lack of interest in reading in students, especially in English texts. The design used in this study is Pre-Experimental with a sample of VIII.A consisting of 40 students. This study used pretest and post-test to collect data, which were analyzed using paired sample t-test with the help of SPSS version 23. Based on the results of this study, (1) there was a significant increase in students' reading comprehension achievement, (2) students gave a positive perception of the use of the Two Stay Two Stray (TSTS) method on reading comprehension skills of descriptive text in the learning process. In conclusion, the use of the Two Stay Two Stray (TSTS) method on reading comprehension skills of descriptive text can improve reading comprehension achievement of students in class VIII.*

INTRODUCTION

English is recognized as a global language and plays an important role in communication between countries. Crystal (2003) highlights that English is not only widely used, but also important in various domains such as business, science, technology and international diplomacy. In many countries, including Indonesia, English is a compulsory subject in schools due to its significance in the global context. Based on Government Regulation No. 57 of 2021 on National Education Standards which mandates English as an extracurricular subject from elementary to senior high school level.

To master English, students must develop four main skills: speaking, writing, listening and reading. Each of these skills is interrelated and essential for comprehensive language proficiency. Among these skills, reading serves as the foundation for lifelong learning and personal development. Good reading skills are essential for academic success and are highly valued in today's globalized world. This is in line with Permana (2015) that reading skills play an important role in acquiring one's cognitive role. Through reading, individuals gain access to a variety of information, learn new perspectives, and develop empathy and understanding of different cultures and viewpoints. Reading also involves comprehension, which is an essential component of all reading activities (William, 1984). Reading comprehension is the ability to understand, interpret, and analyze text, making it an essential skill for academic success and everyday communication.

Despite its importance, reading comprehension often poses significant challenges for

students. Various factors contribute to difficulties in understanding English texts, including limited vocabulary, poor English language skills, lack of interest in reading, and low motivation to learn English. These challenges are not unique to Indonesia. Research conducted in Iraq by Wilda et al. (2022) and Burhan (2020) identified similar issues, indicating that students' struggles with reading comprehension are a widespread phenomenon. Students with a restricted vocabulary find it difficult to understand the meaning of texts, leading to frustration and decreased motivation to read. Additionally, poor English language skills hinder students' ability to grasp complex texts and engage with the content meaningfully. A lack of interest in reading further exacerbates these challenges, as students are less likely to practice reading regularly, which is essential for improving their skills.

Comparative data shows that early intervention programs in Singapore have led to high-quality reading interest. The 2022 Programme for International Student Assessment (PISA) report by the Organization for Economic Cooperation and Development (OECD) indicates that Singapore's reading interest score of 543 surpasses the OECD standard, while Indonesia's highest score of 402 in 2009 still falls within the weak category. In 2022, Indonesia scored 359, indicating a need for significant improvement in reading skills.

The 2022 Index of Community Literacy Development (IPLM) survey revealed that Indonesia's literacy development score was 64.48 on a scale of 0-100, indicating moderate literacy activities. South Sumatra, in particular, scored 64.15, placing it 30th out of 34 provinces, highlighting the need for enhanced literacy activities to boost reading interest.

At Madrasah Tsanawiyah Aulia Cendikia, a lack of interest in reading, particularly in English texts, is evident. Mrs. Nurhayati Zulaiha, an English teacher, noted that many students struggle to understand descriptive texts, resulting in low daily grades. Effective teaching methods, such as cooperative learning, can address this issue. According to Slavin (1985), cooperative learning methods allow students to work in groups to achieve common goals. One such method is the Two Stay Two Stray (TSTS) technique, which promotes active learning through social interactions (Lie, 2008).

Burhan's research (2020) on EFL learners in Iraq demonstrated the effectiveness of the TSTS method, showing a 0.05 gain in reading comprehension among experimental group students. The TSTS method offers several benefits: overcoming boredom, encouraging interaction, applying to various subjects and ages, promoting active learning, facilitating opinion exchange, eliminating social gaps, and fostering cooperation among students.

Based on the above description, the title of this study is The Implementation of the Two Stay Two Stray (TSTS) Learning Model in Reading Descriptive Text to Improve Reading Achievement.

LITERATURE REVIEW

Reading

One way to get an education is to read a lot. The belief held by Gillet et al. (2012) that learning is the best approach to increase one's knowledge lends credence to this statement. One's horizons can be broadened by reading as they are exposed to current information. One of the fundamental skills that students need to have to become proficient in education is reading. Through reading, students can obtain more information to support their learning (Melika, Iman, Ulfa, 2023).

Reading is the process of matching letters or pronouncing symbols of written language, according to Anderson (1972). Finocchiaro and Bonomo (1973) believe that reading is the process of selecting and deciphering the meaning contained in the text. Similarly, Grabe and Stoller (2011) define reading as the ability to decipher written text and apply appropriate interpretations.

Summing up these statements, reading can be defined as an activity that involves decoding and understanding the symbols of a text to learn new information, understand textual meaning, and expand one's knowledge.

Comprehension is one of the components of reading skills, which students must have when participating in reading activities. Reading comprehension, according to Elizabeth et al. (2003), is an active process where readers create meaning for themselves through interrelated reading. In line with Suryatika's (2018) opinion that readers must have attention and pay attention when reading a text to get an understanding of the meaning and information of the entire text. Even as said by Permana (2015) that reading is said to be successful if the reader can understand and get information on the text he reads.

It can be concluded that reading comprehension is an active process that involves reading slowly and attentively with the aim of fully understanding the information presented in reading materials, both overtly and implicitly. A reader is considered to have mastered comprehension when he is able to: (1) identify words or sentences in reading and understand their meaning; (2) make connections between the meaning of reading and the meaning of previous experience; (3) understand the overall meaning contextually; and (4) evaluate the meaning of the content of reading material based on previous reading experience (Turner, 1988).

Descriptive Text

Anderson (2003) defines descriptive text as a text that provides detailed information about persons, objects, or places. Then, Barbara (2004) describes description text as a text that offers an important point of view in order to shift feelings and broaden the reader's experience. In keeping with this viewpoint, Dalman (2009) defines descriptive text as a sort of discourse that characterizes something based on the researcher's impressions, experiences, and feelings.

The purpose of descriptive text is to help readers imagine and feel an object that the author conveys in a reading by offering comprehensive information about the object. In this study, researchers used a long descriptive text consisting of several paragraphs. So that each group discussed different paragraphs. Then the conclusions of each paragraph are combined.

Broadly speaking, descriptive text has characteristics that distinguish it from other texts. Here are some characteristics found in descriptive text, namely:

a. Descriptive texts often use adjective, noun, and verb,
b. Depiction that use the five senses
c. Describe and explain something in detail,
d. The tense used is simple present tense, and
e. Uses adverbs to provide information about the character being described.

Two Stay Two Stray (TSTS)

The Two Stay Two Stray method, often known as the TSTS method, is a cooperative learning strategy that teachers can use to help students learn. Spencer Kagen invented this learning technique in 1992. This technique is a group learning system that aims to foster collaboration, responsibility, problem-solving skills, and positive social interactions. According to Kagan (1992), the Two Stay Two Stray (TSTS) technique takes the shape of groups with each having rights and obligations; two students become stay and explain the outcomes of their group talks, while two more become stray and seek discussion results from other groups.

In short, the Two Stay Two Stray (TSTS) technique is one of the cooperative learning methods that focuses on students and is carried out in groups of four to six people. Where half of

the group members are tasked with staying to present the results of group discussions, while the other half of the members visit other groups as strays to seek information from other groups. Then the learners as strays return to the original group to convey the information they have obtained and the learners combine the results of the discussion they have found and arrange them in paragraph order. In applying this method, of course, the teacher must be good at managing time because this method is quite time-consuming.

All learning methods certainly have their own advantages including the Two Stay Two Stray (TSTS) method. The application of the Two Stay Two Stray (TSTS) approach has many benefits. (1) This strategy can be used in any subject and any age group of students; (2) groups can share information with other groups; (3) can increase student learning motivation; (4) students can train and form social relationships with other students; (5) can improve the relationship between teachers and students; (6) students can hone their critical thinking skills; (7) can make tasks or projects more fun; and (8) can involve students in the learning process..

RESEARCH METHODOLOGY

The design used in this study is Pre-Experimental with a sample of VIII.A consisting of 40 students. This study used pretest and post-test to collect data, which were analyzed using paired sample t-test with the help of SPSS version 23. This pre-experimental design was used because it was suitable for testing the impact of certain learning such as the use of the Two Stay Two Stray (TSTS) method on a group of students without a separate control group for direct comparison. Based on Slavin's teaching procedure, the researcher carried out the teaching procedure of 12 meetings divided into three steps, namely: pre-activity, while activity, and post-activity.

FINDING AND INTERPRETATION

Table 1. Pretest and Post-test of Class VIII.A Students

Students	Pretest	Category	Posttest	Category	N Gain	Students	Pretest	Category	Posttest	Category	N Gain
1	50	D	80	B	30	21	20	E	50	D	30
2	35	E	70	B	35	22	20	E	65	C	45
3	25	E	60	C	35	23	45	D	60	C	15
4	50	D	85	A	35	24	30	E	60	C	30
5	45	D	75	B	30	25	20	E	85	A	65
6	35	E	70	B	35	26	25	E	50	D	25
7	30	E	50	D	20	27	40	D	85	A	45
8	25	E	55	C	30	28	65	C	95	A	30
9	55	D	70	B	15	29	35	E	75	B	40
10	20	E	55	C	35	30	30	E	75	B	45
11	60	C	85	A	25	31	50	D	80	B	30
12	45	D	90	A	45	32	40	D	90	A	50
13	55	D	95	A	40	33	50	D	85	A	35
14	30	E	60	C	30	34	30	E	65	C	35
15	40	D	70	B	30	35	25	E	55	C	30
16	55	D	70	B	15	36	25	E	55	C	30
17	30	E	65	C	35	37	40	D	90	A	50
18	35	E	75	B	40	38	40	D	75	B	35
19	45	D	90	A	45	39	60	C	65	C	5
20	45	D	85	A	40	40	60	C	80	B	20
Total							1560		2895		1335
Mean							39		72,38		33,38

Table 1 shows that the pretest scores in class VIII.A range from 20 to 65. While the lowest post-test value was 50, the highest was 95. The difference in increase between the pretest and post-test averages was 33.38. The findings of the descriptive analysis of the pretest and post-test in class

VIII.A were described in further detail below.

Table 2. Pretest Scores Analyses

Score Range	Category	Pretest Scores		
		Frequency/Percentage	Mean	SD
84 - 100	A (Very Good)	-	-	-
68 - 84	B (Good)	-	-	-
52 - 68	C (Fair)	4(10%)	61,25	2,500
36 - 52	D (Poor)	17(42,5%)	46,87	5,439
10 - 36	E (Very Poor)	19(47,5%)	26,75	5,200
Total		**40(100 %)**	**134,87**	**13,139**

Table 2 explains the analysis of pretest scores in class VIII.A. There were 4 (10%) student in category C (Fair), 17 (42,5%) students in category D (Poor), 19 (47,5%) students in category E (Very poor), and in category A (Very Good) and B (Good) there was not a single student who falls into that category. Not only that, the total standard deviation value of the pretest was 13,139, smaller than the average score of 134,87 (13,139 < 134,87), meaning that the value of each item was similar because the data distribution in the sample was small. It can be concluded that before the treatment was given to students, almost all students were in category E (Very poor).

Table 3. Post-test Scores Analyses

Score Range	Category	Post-test Scores		
		Frequency/Percentage	Mean	SD
84 - 100	A (Very Good)	12(30%)	88,33	3,892
68 - 84	B (Good)	13(32,5%)	74,23	4,003
52 - 68	C (Fair)	12(30%)	60,00	4,264
36 - 52	D (Poor)	3(7,5%)	50,00	,000
10 - 36	E (Very Poor)	-	-	-
Total		**40(100%)**	**272,56**	**12,159**

Table 3 describes shows the sample class's post-test scores were analyzed. There were 12 (30%) in category A (Very good), 13 (32.5%) in category B (Good), 12 (30%) in category C (Fair), 3 (7.5%) in category D (Poor), and no students in category E (Very poor). The table above showed that the total standard deviation value of the post-test is 12,159, which was lower than the average score of 272,56 (12,159 < 272,56). This indicates that the data distribution in the sample was modest, since the values of each item were comparable. In brief, after the researcher performed the therapy, the majority of the students were in category B (good).

According to the statement above, the average post-test score for class VIII.A was higher than the pretest score. This was seen by the average pretest score of 39 prior to therapy and the average post-test score of 72.38 following treatment. The average difference between pretest and post-test was 33.38. Students' reading comprehension achievement has increased significantly.

Table 4. Paired Sample T-Test Results

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Post	-33.375	11.174	1.767	-36.949	-29.801	-18.891	39	.000

The paired sample t-test results table showed a 2-tailed significance value of 0.000, indicating a value less than 0.05 (0.000 < 0.05). As a result, the null hypothesis (H0) was rejected whereas the alternative hypothesis (Ha) was recognized as significant.

Table 5. The Results of Questionnaire Q.1 (I like studying in group)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	42,5%	42,5%	100%
Agree	15	37,5%	37,5%	57,5%
Enough	6	15%	15%	20%
Disagree	2	5%	5%	5%
Strongly Disagree	0	0,0%	0,0%	0,0%
Total	40	100%	100%	100%

According to the chart above, 17 students (42.5%) picked highly agree, 15 students (37.5%) chose agree, 6 students (15%) chose neutral, 2 students (5%) chose not to agree, and none chose strongly disagree. These eight students disagree with assertion number one because they focused better when studying alone. In conclusion, based on the percentage figures above, it appears that the majority of students prefer to study in groups.

Table 6. The Results of Questionnaire Q.2
(Study groups make it easier for me to learn English)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	42,5%	42,5%	100%
Agree	23	57,5%	57,5%	57,5%
Enough	0	0%	0%	0%
Disagree	0	0%	0%	0%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

According to the table, 17 students (42.5%) and 23 students (57.5%) picked positive responses, namely strongly agree and agree. None of them selected a negative answer. As a result, all students felt that studying in groups helped them learn English more easily.

Table 7. The Results of Questionnaire Q.3
(Study groups help me to gain knowledge through working in a team)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	35%	35%	100%
Agree	26	65%	65%	65%
Enough	0	0%	0%	0
Disagree	0	0%	0%	0
Strongly Disagree	0	0%	0%	0
Total	40	100%	0%	100%

Based on the table above, it shows that 14 students (35%) and 26 students (65%) chose positive answers, namely strongly agree and agree. None of them chose a negative answer. In conclusion, all students agreed that working together in study groups could help them gain knowledge.

Table 8. The Results of Questionnaire Q.4 (This method makes it easier for me to understand the reading text)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	32,5%	32,5%	100%
Agree	25	62,5%	62,5%	67,5%
Enough	2	5%	5%	5%
Disagree	0	0%	0%	0%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

According to table 8, 13 students (32.5%) picked strongly agree, 25 students (62.5%) chose agree, 2 students (5%) chose neutral, and none chose disagree or strongly disagree agree. The second reason students opt to remain neutral on this statement was that they believed prefer a traditional learning approach in which the instructor actively engages in learning rather than vice versa. Finally, based on the percentage findings, the majority of students felt that this strategy helped them grasp reading materials better.

Table 9. The Results of Questionnaire Q.5 (This method allows me to participate in sharing information, making decisions, and summarizing problems)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	32,5%	32,5%	100%
Agree	27	67,5%	67,5%	67,5%
Enough	0	0%	0%	0%
Disagree	0	0%	0%	0%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

Based on the table above, it shows that 13 students (32.5%) and 27 students (67.5%) chose positive answers, namely strongly agree and agree. None of them chose a negative answer. In conclusion, all students agreed that this method allows them to participate in sharing information, making decisions, and concluding problems.

Table 10. The Results of Questionnaire Q.6 (I prefer classes that have more group activities than individual learning)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	30%	30%	100%
Agree	23	57,5%	57,5%	70%
Enough	4	10%	10%	12,5%
Disagree	1	2,5%	2,5%	2,5%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

Based on the table above, it shows that there were 12 students (30%) who chose strongly agree, 23 students (57.5%) chose agree, 4 students (10%) chose neutral, 1 student (2.5%) chose not to agree, and not a single student chose to strongly disagree. The reason the five students disagree with statement number six was still related to statement number one, namely that they preferred studying individually, because they felt more focused when studying individually rather than studying in groups, not creating a noisy classroom atmosphere. In short, based on the percentage results above, it stated that most students like classes that have lots of group activities rather than individual study.

Table 11. The Results of Questionnaire Q.7 (Study material, especially reading texts, becomes very interesting when using this method)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	35%	35%	100%
Agree	26	65%	65%	65%
Enough	0%	0%	0%	0%
Disagree	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%
Total	40	100%	100%	100%

Based on the table above, it shows that 14 students (35%) and 26 students (65%) chose positive answers, namely strongly agree and agree. None of them chose a negative answer. In conclusion, all students agreed that using this method makes learning material, especially reading texts, interesting.

Table 12. The Results of Questionnaire Q.8 (I am more active in learning when using this method)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	37,5%	37,5%	100%
Agree	25	62,5%	62,5%	62,5%
Enough	0	0%	0%	0%
Disagree	0	0%	0%	0%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

Based on table 12 it shows that there were 15 students (37.5%) and 25 students (62.5%) chose positive answers, namely strongly agree and agree. None of them chose a negative answer. In conclusion, all students agreed that they were more active in learning when using this method.

Table 13. The Results of Questionnaire Q.9 (This method creates good relationships between study group members)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	50%	50%	100%
Agree	19	47,5%	47,5%	50%
Enough	1	2,5%	2,5%	2,5%
Disagree	0	0%	0%	0%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

Based on the table above, it shows that there were 20 students (50%) who chose strongly agree, 19 students (47.5%) chose agree, 1 student (2.5%) chose neutral, none of the students chose disagree and strongly disagree agree. The reason the student chose neutral was because in everyday life the student was embarrassed to communicate with many people, so she was less comfortable when working in a team. In short, based on the percentage results above, it states that the majority of students felt that using this method could create good relationships between study group members because they could exchange ideas with each other.

Table 14. The Results of Questionnaire Q.10 (I work together a lot in groups. I hope teachers can use more group learning and activities in the classroom)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	35%	35%	100%
Agree	22	55%	55%	65%
Enough	2	5%	5%	10%
Disagree	2	5%	5%	5%
Strongly Disagree	0	0%	0%	0%
Total	40	100%	100%	100%

Based on table 14, it shows that there were 14 students (35%) who chose strongly agree, 22 students (55%) chose agree, 2 students (5%) chose neutral, 2 students (5%) chose not to agree, and none of the students those who voted strongly disagreed. The reason the four students chose to be neutral and disagreed with this statement was because when working in groups, some children sometimes did not want to work or worked less than the other members. These four students felt burdened because they had group members like that. Based on the percentage results above, it states that the majority of students felt that they worked together a lot in groups and they hoped that teachers could use more group learning activities in the classroom.

The findings of the questionnaire above indicate that the majority of students had a good view of the Two Stay Two Stray (TSTS) technique for teaching reading comprehension of descriptive texts. This demonstrates that students found this strategy successful and acceptable. Most students were more engaged in learning in groups, and teachers can incorporate this strategy into their teaching.

The Interpretations of The Research

Some interpretation of the findings and statistical analysis of this research. The sample class received learning treatment focused on descriptive text material using the Two Stay Two Stray (TSTS) method. After learning, there was a significant increase in students' reading comprehension achievement before and after teaching with the Two Stay Two Stray (TSTS) method. This was in line with research conducted by Burhan (2019) entitled “Using Two Stay Two Stray technique on Iraqi EFL students' performance in reading comprehension”. Burhan's research also applied the Two Stay Two Stray (TSTS) method in students' reading comprehension. The results of his research showed that there was an increase in students' reading performance by using this method.

Pre-experimental was the design used in this study, which involved only one class. In terms of internal validity, it was not as robust as a true experimental design, but it could still provide valuable insights into the impact of an intervention (Creswell: 2012). This study used pre-test, post-test, and questionnaire instruments. The pre-test and post-test were used to answer question number one and the questionnaire was used to answer question number two. The pre-test was conducted before treatment, while the post-test was conducted after treatment, and the questionnaire was given after treatment. This statement was supported by Arikunto's (2010) opinion that this method allows accurate results because it compares the results of conditions before and after treatment. This showed that the design was effective in assessing the impact of the intervention.

Statistical analysis of test results showed that there was a significant increase in the achievement of reading skills in students using the Two Stay Two Stray (TSTS) method. There were several factors that influenced this. First, with researcher using the Two Stay Two Stray (TSTS) method students were enthusiastically involved in learning, because students can work together to discuss their assignments and also they become easy to exchange ideas when learning

in groups. This was supported by Coleman & Gallagher (1995) with cooperative learning, students in groups can work together to complete tasks, solve problems, or create products. This opinion was in line with Slavin (1995) that group learning could improve students' reading comprehension achievement. Not only that, the results of research by Palimbong, Septiwirhati, and Ernawati (2020) stated that by using a group learning model, students' mastery of material continued to increase so that it had an impact on improving student learning outcomes. The results of Lesia's research (2017) also supported the reasons why Two Stay Two Stray (TSTS) could improve student achievement because the students are active, creative and innovative. It was all characteristic of a more oriented method towards groups compared to individuals.

Another factor that improves students' reading comprehension of descriptive text is social context. During the learning process, students interact a lot between themselves and the teacher by talking. So that it can build new meaning within students. This opinion is in accordance with Iman and Angraini (2016, p. 16) that skills talking is related to social and active interaction with people another, understanding and perceiving what is being conveyed in conversation. Not only that, this is also in line with Vygotsky (1978) who stated that students can learn through social interaction with peers and teachers. This process can help students construct new meaning by using other people's perspectives.

Then to improve students' reading comprehension of descriptive texts, the researcher provided direct practice in the form of descriptive texts consisting of several paragraphs. Where each group discussed a different paragraph. Then students would exchange answers and return to their respective groups to arrange the answers according to the arrangement of their paragraphs. To make it easier for students to discuss descriptive texts, researcher provided handouts consisting of a paragraph of descriptive text and several questions for discussion material.

Handouts made it easier for them to learn without having to copy from books. In accordance with Hartini's opinion (2020), one of the purposes of giving handouts to students is to help them in teaching and learning activities. Then, students were also given full freedom to open a dictionary if they had difficulty in interpreting foreign language vocabulary. In this way, students acquired new vocabulary and were able to understand the text. This was supported by Cordy's (2020) opinion that in learning English, a dictionary was important to used because it could be a substitute teacher in improving their English vocabulary.

In addition, before the researcher closed the lesson, the researcher always reminded students to always repeat the lesson at home. The researcher also did not forget to motivate them to read diligently, especially English texts. This statement agrees with Iskandar (2019) that academic achievement is not only focused on school but also at home. Not only that, sometimes researcher also helped students if they did not understand the meaning of the text. Having this kind of approach created a supportive learning environment because students could be actively involved with the material and if needed, researcher received additional guidance.

Based on the results of the questionnaire related to student perceptions of learning using this method. Most students gave a positive response after being taught using this method, namely strongly agree and agree. However, there were students who chose neutral in several questionnaires. yesterday afternoon, This may be due to several reasons, one of which was learning style. Every student has a different learning style. Students with different learning styles may feel that the used of the Two Stay Two Stray (TSTS) method did not suit their learning preferences. This was supported by Fleming and Baume (2006) that visual auditory and kinesthetic learning styles greatly influence how students respond to different learning methods. So those who have different learning styles feel that group methods such as Two Stay Two Stray (TSTS) were not suitable for them.

Most students agreed that this method can make it easier for them to understand the reading text. They also agreed that the application of this method in groups in learning can create good relationships between friends. This statement was supported by the opinion of Harsanto (2007) who stated that group learning can increase the value of cooperation, togetherness, active participation of students, self-confidence, and basic skills in students' lives.

Thus it can be concluded that the application of the Two Stay Two Stray (TSTS) method in learning has a significant positive impact on students' reading comprehension achievement. Thus encouraging students to be active, increasing cohesiveness between students, self-confidence, and motivating students in understanding reading texts.

CONCLUSIONS

Based on the research results, it could be concluded that when implementing the Two Stay Two Stray (TSTS) learning model, there was a significant increase in students' achievement of descriptive text reading skills, this was proven by the research results. The pretest score before treatment using the Two Stay Two Stray (TSTS) method was 39, while the post-test score after the Two Stay Two Stray (TSTS) method was 72. These results prove that the post-test score was higher than the pretest score (72 > 39). This is also proven by the results of statistical analysis using the paired sample t-test using SPSS version 23 showing a t-test value of 33.375 and a significance value of 0.00 (0.00<0.05). This means that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, the use of the Two Stay Two Stray (TSTS) method is effective in improving the descriptive text reading skills achievement of class VIII.A students at Madrasah Tsanawiyah Cendikia Palembang. Then, regarding the results of the questionnaire, most students agreed to apply the Two Stay Two Stray (TSTS) method in learning English. Students consider using this method to be very enjoyable and can help them understand English easily because it is implemented using study learning groups.

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