

**THE EFFECT OF TWO STAY TWO STRAY MODEL
ON THE STUDENTS' READING NARRATIVE TEXT ABILITY
AT THE EIGHT GRADE SMP N 1 BATANG TORU**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan
Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for
Graduate Degree of Education (S.Pd) in English Educational Department*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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STATE ISLAMIC UNIVERSITY
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PADANGSIDIMPUAN**

2025

LETTER OF AGREEMENT

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Padangsidempuan, May 2025

To: Dean of Tarbiyah and Teacher
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Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Wanti Lestari Panggabean, entitled "The Effect of Two Stay Two Stray Model on Students' Reading Narrative Text Ability at the Eight Grade SMP N 1 Batang Toru". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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ABSTRACT

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Narrative Text Ability at the Eight Grade SMP N 1 Batang Toru

The objectives of this research are to 1) to describe students' reading narrative text ability before using Two Stay Two Stray method at the eight grade SMP N 1 Batang Toru, 2) to describe students' reading narrative text ability after using Two Stay Two Stray method at the eight grade SMP N 1 Batang Toru, and 3) to examine the significant effect of students' reading narrative text ability at the eight grade SMP N 1 Batang Toru. This research is a quantitative with experimental method with a pre-test and post-test control group design. The population of the study was all students of class VIII SMP N1 Batang Toru, with a sample of 64 students divided into an experimental group (VIII-1, $n = 32$) and a control group (VIII- 2, $n = 32$). The data were collected with multiple choice test and analyzed by using SPSS V.26. The result of this research showed that the mean score of experimental class was higher than the mean score of control class after learning by using Two Stay Two Stray. In addition, after doing T-test this research found the mean score of pre-test before using Two Stay Two Stray was 33.44. Then students' reading narrative text ability after using Two Stay Two Stray at the eight grade SMP N 1 Batang Toru, the mean score was 77.19. After calculated the t-test, the researcher found the result of this research that was the t-count t-table ($7.444 > 1.669$), which means H_a is accepted. It can be concluded that there is significant effect of Two Stay Two Stray Method on Students' Reading Narrative Text Ability at eight grade SMP N 1 Batang Toru.

Key words: *Two Stay Two Stray (Ts-Ts) Model, Reading, narrative Text*

ABSTRAK

Nama : Wanti Lestari Panggabean
NIM : 2120300054
Judul Skripsi : Pengaruh Model Two Stay Two Stray dalam kemampuan membaca Teks Naratif Siswa pada Kelas VIII SMP N 1 Batang Toru

Tujuan penelitian ini adalah 1) mendeskripsikan kemampuan membaca teks naratif siswa sebelum menggunakan metode Two Stay Two Stray di kelas VIII SMP N 1 Batang Toru, 2) mendeskripsikan kemampuan membaca teks naratif siswa setelah menggunakan metode Two Stay Two Stray di kelas VIII SMP N 1 Batang Toru, dan 3) menguji pengaruh yang signifikan terhadap kemampuan membaca teks naratif siswa di kelas VIII SMP N 1 Batang Toru. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan rancangan pre-test and post-test control group design. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP N 1 Batang Toru, dengan sampel sebanyak 64 siswa yang dibagi menjadi kelompok eksperimen (VIII-1, $n = 32$) dan kelompok kontrol (VIII- 2, $n = 32$). Data dikumpulkan dengan tes pilihan ganda dan dianalisis dengan menggunakan SPSS V.26. Hasil penelitian ini menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada nilai rata-rata kelas kontrol setelah pembelajaran dengan menggunakan Two Stay Two Stray. Selain itu, setelah melakukan uji-t penelitian ini menemukan skor rata-rata pre-test sebelum menggunakan Two Stay Two Stray adalah 33,44. Kemudian kemampuan membaca teks naratif siswa setelah menggunakan Two Stay Two Stray di kelas delapan SMP N 1 Batang Toru, skor rata-rata adalah 77,19. Setelah menghitung uji-t, peneliti menemukan hasil penelitian ini yaitu t-hitung t-tabel ($7,444 > 1,669$), yang berarti H_a diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari Metode Two Stay Two Stray terhadap Kemampuan Membaca Teks Naratif Siswa di kelas delapan SMP N 1 Batang Toru.

Kata Kunci: Model Two Stay Two Stray, Membaca, Naratif Teks

خلاصة

الاسم: وائتي ليستاري بانغابيان
رقم التسجيل: ٢١٢٠٣٠٠٠٥:
عنوان الرسالة: تأثير استخدام طريقة "اثنان يبقيان واثنان يتجولان" في قراءة النص السردي لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية الأولى بباتانغ تورو

اثنان "وصف قدرة التلاميذ على قراءة النصوص السردية قبل استخدام طريقة (١) :يهدف هذا البحث إلى وصف قدرة التلاميذ (في الصف الثامن في مدرسة باتانج تورو المتوسطة الحكومية الأولى، ٢ "يقيقان واثنان يذهبان في الصف الثامن في مدرسة باتانج "اثنان يبقيان واثنان يذهبان" على قراءة النصوص السردية بعد استخدام طريقة على "اثنان يبقيان واثنان يذهبان" اختبار مدى التأثير الإحصائي الهام لطريقة (تورو المتوسطة الحكومية الأولى، و ٣ هذا البحث هو بحث كمي باستخدام المنهج التجريبي بتصميم المجموعة .قدرة التلاميذ في قراءة النصوص السردية تكون مجتمع البحث من جميع طلاب الصف الثامن في مدرسة باتانج تورو .الضابطة ذات الاختبار القبلي والبعدي المجموعة التجريبية :المتوسطة الحكومية الأولى، وتم اختيار عينة مكونة من ٦٤ تلميذاً تم تقسيمهم إلى مجموعتين تم جمع (٢، وعددهم ٣٢ تلميذاً-الصف الثامن)، والمجموعة الضابطة (١، وعددهم ٣٢ تلميذاً-الصف الثامن) البيانات باستخدام أسئلة من نوع الاختيار من متعدد، وتم تحليلها باستخدام البرنامج الإحصائي للعلوم الاجتماعية أظهرت نتائج الدراسة أن متوسط درجات المجموعة التجريبية كان أعلى من متوسط .الإصدار السادس والعشرون أن متوسط (ت) كما أظهرت نتائج اختبار . "اثنان يبقيان واثنان يذهبان" درجات المجموعة الضابطة بعد تنفيذ طريقة درجة الاختبار القبلي قبل استخدام الطريقة كان ٣٣,٤٤، في حين بلغ متوسط درجة الاختبار البعدي بعد استخدام (٧,٤٤) كانت أكبر من القيمة الجدولية (ت)، تبين أن القيمة المحسوبة (ت) وبعد إجراء اختبار .الطريقة ٧٧,١٩ اثنان يبقيان "، مما يدل على قبول الفرضية البديلة، وبالتالي يمكن الاستنتاج أن هناك تأثيراً كبيراً لطريقة (١,٦٦٩ على قدرة التلاميذ في الصف الثامن في مدرسة باتانج تورو المتوسطة الحكومية الأولى على "واثنان يذهبان السردية النصوص قراءة

السردية النص طريقة اثنان يبقيان واثنان يذهبان، القراءة، :الكلمات المفتاحية

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This thesis can't be considered perfect without critics and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

Padangsidimpuan, 20 May 2025
Researcher

WANTI LESTARI PANGGBEAN
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity that absolutely must be carry out in the entire educational process. All good fields related to science. Academically without ignoring its importance other skills, reading skills as receptive skills plays a very important role, this is due to lecture activities requires students and lecturers to read a lot to be able to gain knowledge Science¹. Reading is an integral part of everyday life which is very important for a person's academic, personal and social life.

Reading is an interactive process between the reader and text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers². In this modern era, this is skill mastery, reading is a must, especially for students as school and campus people because in this era of information technology, there is a lot of scientific information that can be accessed easily both through print and non-print media. Almost the majority of knowledge information requires obtaining it through print media such as : television, internet, books and a number of other scientific journals.

One of the receptive skills in English is reading. This skills is a skills that functions as a means of written text communication between the writer and the

¹Syamsul Rizal, *Reading Skill: Teori Dan Praktik Pengukurannya*, (Yogyakarta: Samudra Biru, 2018) <http://repository.iainbengkulu.ac.id/5042/>.

²Eka Sustri Harida, *"Basic Reading For EFL University Students"*, (Medan : Merdeka Kreasi, 2021) <https://books.google.co.id/books?id=wtRgEAAAQBAJ>

reader. Readers try to understand the concept or information that the text writer wants to convey by using this skill. This skill is very important in helping students achieve success when learning a language, especially a foreign language³. Reading is also very necessary in English, especially in reading narrative text.

Narrative text is a text that tells a series of events chronologically and connected to each other. The goal is to entertain or provide information to the reader⁴. Reading narrative text in English means understanding a story that is arranged sequentially and interrelated between events. The main purpose is to entertain or convey information to the reader.

Focusing on reading narrative text in English, problems observed by researchers at SMP N 1 Batang Toru in teaching and learning English, especially in teaching reading. Dealing with goal expectations in reading skills is not easy and simple, both for teachers and students. Based on initial interviews regarding abilities conducted in September at SMP N 1 Batang Toru⁵. Researcher are trying to figure out some of the problems. The researcher interviewed one of the English teachers who taught in eight grade, many students did not understand narrative text when they studied in class, they looked very bored and there was no interest from the students needed to get the lesson by the teacher.

³Sopian Tambunan, "Students' Ability in Reading Narrative Text at Grade XI of SMK N 2 Batang Toru," *Journal GEEJ* vol 7, no. 2 (2020): 60, <http://etd.uinsyahada.ac.id/id/eprint/10333>.

⁴Imrohatin, Nanan Nahriah, Melda Yohana Anwar, Nur Hasanah Rahmawati, Khotim Maslikah., Unit Pembelajaran 10: Narrative Text, ed. Widayanto (Jakarta : Diktorat guru dan Pendidikan Madrasah, 2020), https://cendikia.kemenag.go.id/storage/uploads/file_path/file_03-12-2022_638b05bad6cab.pdf.

⁵Hartini Harahap. *Private Interview*, Teacher of SMP N 1 Batang Toru (26 September 2024)

There are several obstacles for students in reading narrative text the first is many students have difficulty understanding narrative text, secondly students cannot identify the structure in narrative text well, and the last is there is not models or model that they use to increase their knowledge in reading narrative text, so students reading in narrative text is still lacking. It is the problem that was the researcher found in this school⁶. In addition, teachers should apply an approach to learning to know the problem of the students in reading narrative text especially. So that teacher knew how to solve the problem. One of the appropriate model to increase students' reading narrative text is Two Stay Two Stray (TS-TS) is one of the model used in English. This model is developing teaching reading narrative text in the classroom. By using Two Stay Two Stray (TS-TS) to help the students' reading narrative text.

Contextual understanding, through reading narrative text, students' can learn how to understand the context and meaning of words in specific conditions. This help them develop a better understanding of context⁷. By reading narrative texts, students can learn to understand the meaning of words according to a particular situation or context. This makes them more adept at capturing the overall meaning of a text.

Here, the researcher believes that TS-TS is one of the model which is designed to help English learners. In the Two Stay Two Stray (TS-TS) model, students are divided into several small groups. The Two Stay Two Stray model

⁶Hartini Harahap. *Private Interview*, Teacher of SMP N 1 Batang Toru (26 September 2024)

⁷Masida, "Narrative Text" first edition (Pontianak: Yudha English Gallery, 2024), hlm. 28

that provides an opportunity for groups to share the results and information with other groups⁸. Two people from each group will become “guests” and go to other groups, while the other two people remain in the original group as “hosts”. Then, guests and hosts exchange information and enrich their understanding of the narrative text being studied.

Two Stay Two Stray (TS-TS) cooperative learning model developed by Spencer Kagan. Kagan in Haryanto stated that this model can be used in all subjects and for all age levels of students. The Two Stay Two Stray model is a group learning system with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to achieve⁹. So, by applying the TS-TS model, it is hoped that it can increase students’ ability in reading narrative texts. Students do not only understand the content of the text, but can also identify the structure of narrative texts better.

Thus, it is assumed that the application of learning model Two Stay Two Stray able to make the learning environment becomes more active, participatory, conducive and fun. This is because the students are also given opportunity to involve actively in the discussion and this model also trains students to be more responsible for carrying out group tasks.

In, short TS-TS is a model that can make the students more understand. TS-TS aims to develop students’ ability to increase the students’ learning

⁸Moh. Jamaluddin Iqbal, “The Effectiveness Of Using Two Stay Two Stray InTeaching Reading Of Narrative Text At The First Grade Students Of Sman 1 Srono In The 2020/2021 Academic Year” Journal of Education Research vol 75, no 17 (2021) <https://www.jurnal.untagbanyuwangi.ac.id/index.php/Englishteaching/article/download/75/50/218>

⁹Haryanto, *Motivasi dan Hasil Belajar dengan Two Stay Two Stray* (NTB: Pusat Pengembangan Pendidikan dan Penelitian Indonesia, 2022), hlm. 79

especially in Reading Narrative Text. Therefore, the researcher will conduct the study to see whether “The Effect of Two Stay Two Stray Model on Students’ Reading Narrative Text Ability at the Eight Grade SMP N 1 Batang Toru”.

B. The Identifications of Problems

From the background of the research, there are some problems in teaching and learning Reading Narrative Text in students’ at grade Eight SMP N 1 Batang Toru they are:

1. Many of them did not understand narrative text when they studied in class
2. They looked very bored and there was no interest from the students needed to get the lesson by the teacher.
3. Many students have difficulty understanding narrative text ability.
4. Students cannot identify the structure in narrative text well
5. There is a need for learning model that can improve students' ability to read narrative texts.

By identifying these problems, it is hoped that this research can provide solutions to improve students' ability to read narrative texts through the application of the TSTS learning model.

C. The Limitations of the Problems

After identifying the problems above, the researcher limited the problem the first one is their lack of understanding of narrative text in fable, and there are many model or methos can be use in teaching reading narrative text in fable, Team Game Tournament, Number Head Together, Task Based Learning, and Two Stay Two Stray, but in this research the researcher use Two Stay Two Stray as a model.

Because Two Stay Two Stray can increase the students activity in the learning process.

D. The Definitions of Operational Variables

This research use two variables there are Two Stay Two Stray (TS-TS) and Reading narrative text ability.

1. Two Stay Two Stray (TS-TS) Model

Two Stay Two Stray is a small group that consist of four students', where two students became stay and two students become stray. Stay means stay in the group and stray means meet with other group or round.

2. Reading Narrative Text Ability

Reading narrative text ability is a ability of students to get the information from the text or story that tell about something. In this research the subject is Eight Grade of SMP N 1 Batang Toru.

E. The Formulations of the Problems

The formulation of the research problems can be formulated as follows :

1. How students' reading narrative text before learning using Two Stay Two Stray at Eight Grade SMP N 1 Batang Toru?
2. How the students' reading narrative text after learning using Two Stay Two Stray at Eight Grade SMP N 1 Batang Toru?
3. Is there any significant effect of Two StayTwo Stray on students' Reading Narrative Text at Eight Grade SMP N 1 Batang Toru?

F. The Objectives of the Research

From the above formulations, the objectives of this research are :

1. To describe students' reading narrative text ability before learning by using Two Stay Two Stray at Eight Grade SMP N 1 Batang Toru
2. To describe students' reading narrative text ability after learning by using Two Stay Two Stray at Eight Grade SMP N 1 Batang Toru
3. To examine the significant effect of using Two Stay Two Stray on students' reading narrative text ability at Eight Grade SMP N 1 Batang Toru.

G. The Significances of the Research

Researcher hopes that this research can be benefit for teacher, the students and researcher himself Significances of this research are :

1. For English teachers, as an information to add this technique in teaching English especially in teaching Narrative Text Ability by using Two Stay Two Stray at Eight Grade SMP N 1 Batang Toru.
2. For students, to provide technique based and more enjoyable in learning Narrative Text to students at Eight Grade SMP N 1 Batang Toru.
3. For other researchers, as an information in conducting further research in the same topic.

H. The Outline of the Research

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

The second chapter is Literature Review, this chapter presents the theoretical such as; definition of Narrative Text (fable) , including the form of fable and the structure of Narrative Text, the understanding of cooperative learning including basic elements of cooperative learning, and the understanding of Two Stay Two Stray (TS-TS) including components and procedures of TS-TS. This chapter also explains the preview study of the research and frame of thought.

The third chapter is the model of the research, on this chapter the researcher would like to discuss the model of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is The Research Findings and Discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using Two Stay Two Stray (TS-TS) technique and control group which is taught by using conventional teaching, and the improvement of Two Stay Two Stray that found on both groups.

The last chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be formed as essay or number. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. Two Stay Two Stray

a. The Definition Two Stay Two Stray (TS-TS)

The model used in this research is Two Stay Two Stray. In the Two Stay Two Stray (TS-TS) model developed by Kagan. Kagan in Haryanto stated that this model can be used in all subjects and for all age levels of students. The Two Stay Two Stray model is a group learning system with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to achieve¹. Two Stay Two Stray model type of cooperative selected in this study because through the learning model able to increase the activity of students and make learning more fun.

The Two Stay Two Stray (TS-TS) learning model not only makes students learn and receive the material presented by the teacher during learning, but students can also learn from another students². The Two Stay Two Stray (TS-TS) cooperative learning model divides the roles of students into stray and stay, who are then tasked with the sharing the result and information to other groups.

¹Haryanto, *Motivasi dan Hasil Belajar dengan Two Stay Two Stray* (NTB: Pusat Pengembangan Pendidikan dan Penelitian Indonesia, 2022), hlm. 79

²Usman, Hasmiah Herawaty, Nurleli Ramli, Wirawan Setia Laksana., *Cooperative Learnings*, ed. Abbas Ahmad (Sulawesi Selatan: Penerbit Dirah, 2019), hlm 136 <https://repository.iainpare.ac.id/id/eprint/1900/1/Fix Upload Repository.pdf>.

According to Saefuddin and Berdiati the Two Stay Two Stray in cooperative learning model is part of cooperative learning which gives students experience in sharing knowledge both within groups and with other groups. In group discussions, students are required to play an active role in solving a problem together with their group friends³. After that, the results of the group discussion will be compared with answers from other groups obtained from two of their friends who visited the other group.

Based on the description above, it can be seen that the two stay two stray model is a model that can train students to discuss and work together in groups. Each member of group has its own responsibilities (two students become stayers and other two students become strayers)⁴. The two stay two stray type cooperative learning model is expected to increase students' discussion skills, namely by having students visit other groups, encouraging students to talk and ask questions. Likewise, students who live locally are encouraged to express their opinions regarding discussion material that has previously been discussed with their group.

This activity will require interaction to exchange opinions between visiting students and students who live locally to resolve the problems being discussed. This is because students are also given the

³Asis Saefuddin dan Ika Berdiati, " *Pembelajaran Efektif*" (Bandung: Penerbit Remaja Rosdakarya, 2021), hlm. 164 <https://ebooks.gramedia.com/id/buku/pembelajaran-efektif>

⁴Salamun, "The Influences of Two Stay-Two Stray (TSTS) Technique on Students ' Reading Comprehension," *Journal Of English Education and Technology*" vol 01, no. 04 (2021): 291–302, <http://jeet.fkdp.or.id/index.php/jeet/article/download/33/25/>.

opportunity to be actively involved in discussions⁵. Others researcher also say that this model of two stay two stray was fun because when discussing can exchange opinions and be able to debate with group friends and understand more material than when studying alone⁶. This model has been proven by previous model which states that The application of the Two Stay Two Stray learning model is assumed to be able to make the learning environment more active, participatory and enjoyable.

Based on the statement above, the researcher can conclude that the Two Stay Two Stray effective to apply in classroom. As for this model, it has advantages and of this model. These advantages and will be discuss in the following explanation.

b. The Advantages and Disadvantages of Two Stay Two Stray

In this section, that will discuss about advantages and disadvantages of this model.

The advantage of using this model is that students can work together, be responsible, help each other solve problems, and encourage each other to excel. This model also trains students to socialize well. In learning process, this model also can give the students experience in gathering information when they become the strayer to other groups.

⁵Fathurrahman Imran, "The Effectiveness of Two Sta Two Stray in Teaching Reading Comprehension," *Jurnal Sains Dan Seni ITS* vol 6, no. 1 (2017): 51–66, <http://repositorio.unan.edu.ni/2986/1/5624.pdf>⁰<http://fiskal.kemenkeu.go.id/ejournal>⁰<http://dx.doi.org/10.1016/j.cirp.2016.06.001>⁰<http://dx.doi.org/10.1016/j.powtec.2016.12.055>⁰<https://doi.org/10.1016/j.ijfatigue.2019.02.006>⁰<https://doi.org/10.1>.

⁶Danni Irawantika, Ima Isnaini, Taufiqur Rohmah, dan Ayu Fitrianiingsih, Fakultas., "The Implementation of Two Stay Two Stray Strategy Toward," *Journal of Education Research* vol 3, no 4, 2019, 4, [https://repository.ikipgribojonegoro.ac.id/794/1/jurnal artikel pdf.pdf](https://repository.ikipgribojonegoro.ac.id/794/1/jurnal%20artikel%20pdf.pdf).

The cooperative learning model with the Two Stay Two Stray can give students a little idea about the reality of life in society, namely that in social life requires relationships of dependency and social interaction between individuals and other individuals and between individuals and groups⁷. So, based on the statement this model make the students' more understanding by grouping.

Although this model has many advantages, such as can work together, be responsible, help each other solve problems, and etc. But this model also have disadvantages .

There are several weaknesses that need to be considered : requires a relatively long time, requires thorough preparation, not all students like groups⁸. Then, can make students' bored. As for this model, the teacher can need more time to apply this model in classroom because the teacher need to divide the students' into several group, it has characteristics that support the implementation of the learning process. These characteristics will be discuss in the following explanation.

So, this model has advantages and disadvantages but that depend on students' or teacher use this model in cooperation and responsibility, but it also requires more time and preparation. Even so, this model still supports the learning process if implemented properly.

⁷Ali Mardawi and Nur Azmi Rohimajaya "The Effect Of Two Stay Two Stray Technique Toward Students' Reading Mastery On Narrative Text," *mendidik: Jurnal Kajian Pendidikan Dan Pengajaran* vol 5, no. 2 (2019): 159–64, <https://doi.org/10.30653/003.201952.78>.

⁸Haryanto, *Motivasi dan Hasil Belajar dengan Two Stay Two Stray* (NTB: Pusat Pengembangan Pendidikan dan Penelitian Indonesia,2022), hlm. 80

c. Characteristics of Two Stay Two Stray Type Model Learning

The Two Stay Two Stray learning model can be use in all subject and for all levels of students. The Two Stay Two Stray guest structure gives groups the opportunity to share the result and information with other groups⁹. This done because many teaching and learning activities are colour by individual activities.

The Two Stay Two Stray (TS-TS) cooperative learning model is characteristic by its focus on active students' participation and knowledge sharing. Students are divided into groups, with two students remaining in their original group to teach the material.

Here's a more detailed look at the characteristic :

1) Student-Centered Learning

TS-TS emphasizes student engagement and participation, moving away from a purely teacher-centered approach

2) Active Learning

Students are directly involved in teaching, learning, and discussing the material, rather than passively receiving information

3) Knowledge Sharing

The "Two Stay" students share their knowledge with the visiting students, while the "Two Stray" students learn from different groups

⁹Ali Mardawi and Nur Azmi Rohimajaya "The Effect Of Two Stay Two Stray Technique Toward Students' Reading Mastery On Narrative Text," mendidik: *Jurnal Kajian Pendidikan Dan Pengajaran* vol 5, no. 2 (2019): 159–64, <https://doi.org/10.30653/003.201952.78>.

4) Collaboration and Teamwork

The model encourages students to work together within their groups and to interact with other group

5) Multiple Perspectives

Students are exposed to different perspectives and interpretations of the material, enriching their understanding¹⁰.

So, two stay two stray is a cooperative learning model designed to improve cooperation and interaction between students in groups. So, this model involves the process of sharing information between small groups in a systematic way.

d. The Steps of Teaching Two Stay Two Stray Model

In applying the Two Stay Two Stray learning model there are several steps we must take, so this there are some steps of teaching Two Stay Two Stay by Spencer Kagan in Haryanto :

- 1) Teacher explain about the material
- 2) Teacher devide students into several groups, each group consisting of four students
- 3) The teacher gives sub-topics to each group to be discussed together with the members of each group.

¹⁰Mulianti and Mariani, "Application of the Two Stay Two Stray Learning Model Type to Increase Students ' Learning Activeness in Sociology Subjects," *International Journal Social Sciences and Education (IJoSSE)* vol 4, no. 1 (2023): 92–98, <https://search.app/maJi3Qd4eLy9cHPA7>.

- 4) Students work together in groups of four students. This aims to provide opportunities for students to be actively involved in the teaching and learning process.
- 5) When finished, two people from each group leave their group to meet with another group.
- 6) Two people staying in the group are tasked with sharing the results of their work and information with guests from other groups.
- 7) Guests excuse themselves and return to their own groups to report their findings from other groups.
- 8) Groups compare and discuss the results of their work.
- 9) Each group presents the results of their work.
- 10) Giving awards by teachers¹¹.

As for several learning steps using the Two Stay Two Stray model from Usman et.al, the steps in the Two Stay Two Stray learning model are as follows :

- 1) Students work together in groups of four as usual
- 2) After finishing, two people from each group will leave their group and each visit the other group
- 3) Two people stay in the group are tasked with sharing the results of their work and information with their guests

¹¹Haryanto, *Motivasi dan Hasil Belajar dengan Two Stay Two Stray* (NTB: Pusat Pengembangan Pendidikan dan Penelitian Indonesia,2022), hlm. 79

- 4) Guests excuse themselves and return to their own groups and report their findings from other groups
- 5) The group compares and discusses the results of its work¹².

So, from the step above the two stay two stray model that have a small group where the one group consist of four students’.

For the two steps, the researcher chose the one steps for this research, the researcher choose the steps one from Spencer Kagan in Haryanto.

2. Reading Narrative Text

a. The Definition of Reading Narrative Text

Reading narrative text is a story essay that tells a non-fiction or fiction story based on time sequence or chronologically. The chronological nature of narrative texts means that they must have a sequential division of time, starting from the beginning to the end¹³. The purpose of narrative text is usually to use it as an entertainment medium for readers.

Narrative texts is able to provide knowledge about good fiction or non-fiction stories to their readers. Narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener.¹⁴ It

¹²Usman, Hasmiah Herawaty, Nurleli Ramli, Wirawan Setia Laksana., *Cooperative Learnings*, ed. Abbas Ahmad (Sulawesi Selatan: Dirah, 2019), hlm 136 [https://repository.iainpare.ac.id/eprint/1900/1/Fix Upload Repository.pdf](https://repository.iainpare.ac.id/eprint/1900/1/Fix%20Upload%20Repository.pdf).

¹³Imrohatin, Nanan Nahriah, Melda Yohana Anwar, Nur Hasanah Rahmawati, Khotim Maslikah., *Unit Pembelajaran 10: Narrative Text*, ed. Widayanto (Jakarta: Diktorat guru dan Tenaga Kependidikan Madrasah, 2020), https://cendikia.kemendiknas.go.id/storage/uploads/file_path/file_03-12-2022_638b05bad6cab.pdf.

¹⁴Resi Yolanda Juri, Hilma Pami Putri, Reflinda, Merry Prima Putri, “The Effect of Using Two Stay Two Stray Towards Students Reading Comprehension at Third Grade of MTs 6 Agam,” *Jurnal Pendidikan Tambusai* vol 7, no. 3 (2023): 26411–16.

means that narrative text is text that tell a story. The other research said Narrative text is a text that purpose to amuse or to entertain the reader or the listener and deal with actual or vicarious experience in different ways to the reader or listener.¹⁵ Apart from being use as an entertaining medium, narrative texts can also provide experiences of beauty, new knowledge and important information to readers.

So, reading narrative text is that narrative text is a type of text that presents stories, both fiction and non-fiction, chronologically or based on time sequence. The main purpose of narrative text is to entertain readers or listeners, but it can also provide experiences, new insights, and important information. In addition to being a medium of entertainment, narrative text can also enrich knowledge and provide an aesthetic experience for its readers.

b. Types of Narrative Text

The students also need to know the types of narrative text to support their knowledge. Narrative text is a story that describe and imagines each reader, narrative text has several types of stories, including :

- 1) Adventure stories, Stories that focus on action, adventure, and the main character's journey through challenges or dangers. Usually involve traveling to a foreign place or a thrilling exploration.

Examples: Treasure Island, Indiana Jones.

¹⁵Yocka Meiliana Nadia Utama, Wawan Prasetyo ” Improving the Eleventh Grade Students' Reading Comprehension of Narrative Text Trough Two Stay Two Stray Technique” *Journal of English Language Teaching Learning and Literature* “ vol 5, no 2(2022) :12-25, <https://jurnal.stkippgritrenggalek.ac.id/index.php/lingua/article/view/485>

- 2) Fables, narrative stories that use animals as characters, but with behavior that is human-like, for example speaking, calculating, thinking, and so on.

Example: The Tortoise and the Hare, The Fox and the Grapes

- 3) Fairy-tale. Narrative stories that usually have a fantasy nature or are full of magic. Fantasy stories filled with wonder, magic, and magical creatures. Usually begin with "Once upon a time..." and end happily.

Examples: Cinderella, Snow White, Jack and the Beanstalk

- 4) Historical narratives a historical narrative is a story that interprets and presents past events, often focusing on human experiences. The characters can be fictional or a combination of fictional and real characters.

Examples: The Boy in the Striped Pajamas, Number the Stars.

- 5) Horror stories a horror story is a fictional tale that aims to create a feeling of fear, shock, or suspense in the reader.

Example: The Haunting of Hill House, by Stephen King.

- 6) Legends. stories written or created based on facts, but these stories do not really have characters. Traditional stories that are passed down from generation to generation. Based on true stories but spiced with elements of fantasy or magic.

Examples: The Legend of Lake Toba, Robin Hood.

7) Myth, a narrative story that aims to explain the world and how to react to it. Ancient stories that explain the origins of nature, gods, and natural phenomena. Usually come from a particular culture or belief.

Examples: Greek myths (Zeus, Hercules), Norse mythology (Thor).

8) Mysteries a mystery story is a fictional narrative that involves a chain of events that are related and that are not explained until the end.

Examples: Sherlock Holmes, Nancy Drew.

9) Science fiction a science fiction story is a fictional story that incorporates real or imagined science and technology into its plot, setting, or theme.

Examples: Star Wars, The Matrix, I, Robot.

10) Slice of life a slice of life narrative text is a realistic depiction of everyday life in a story or other media. It can be found in literature, film, and journalism

Examples: Stories about student life, family, or friendship.¹⁶

But in this study the researcher only used one type of narrative text namely : **Fable**

So, types of narrative text is a story that describes and arouses the reader's imagination. This text has various types, such as adventure stories, fables, fairy tales, historical stories, horror, legends, myths, mysteries, science fiction, and slice of life. Each type has its own characteristics.

¹⁶ Eni Puji Astuti, "*Narrative Text*", (Solok, Sumatera Barat : Sagusatal Indonesia, 10 march 2022,) hlm. 48
<https://read.bookcreator.com/uTXQvT4jAPSRkg5zr4b4Oakq4m33/o2u2NlylQMIEByvBxHIGyA/YY7y4zDCTq67xGyorDfAuw>

However, in this study, the researcher only focused on one type of narrative text, namely fables - stories that use animals as characters with traits and behaviors resembling humans.

c. The Structure of Narrative Text

Based on with the explanation above, a text can be said to be a narrative text if it meets the structure of a narrative text, there are three structure in narrative text include : Orientation, complication, and resolution

1) Orientation

It tells about the participants/characters involved in the story where and when the event happen. In this paragraph/part we introduce the main story, participant, place, and time of the story.

Example : once upon a time, in a small village, there lived a kind little girl named lily. She lived with her grandmother in a cozy cottage near the forest.

2) Complication

It is series of problems that arise and are experienced by the participant. In this part/paragraph tells about starting of the story or event like : an unexpected event or problem occurs that disrupts the initial situation, conflict can be internal (within the character) or external (with other characters, nature, other creatures).

Example : one day, lily's grandmother became very sick. Lily had to go into the deep forest alone to find a rare herb that could heal her.

3) Resolution

It tells about how the participant solve the problems. This is last part of the story that is a solution of the problem that happen before. the main character find a solution or faces the consequences of the conflict, can end with a happy ending or sad ending¹⁷.

Example : after a long journey, lily found the herb and returned home. She made the medicine, and her grandmother got better. They lived happily ever after.

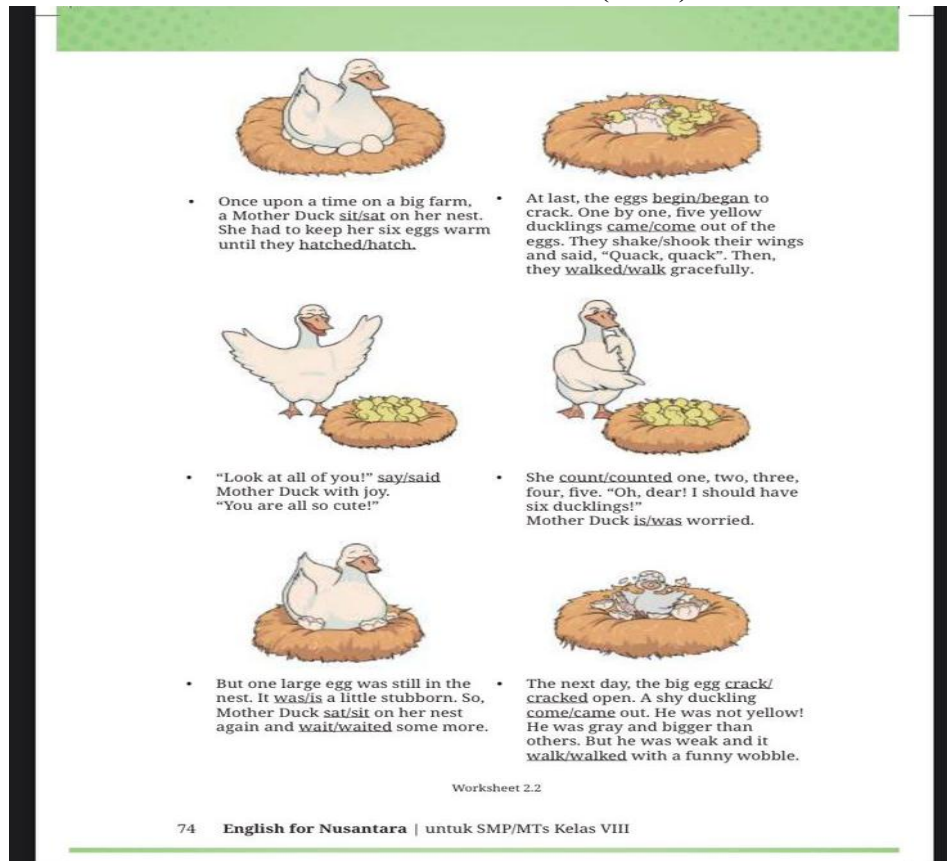
So, narrative text must have three main structures, namely orientation, complication, and resolution. Orientation serves to introduce characters, setting, and time in the story. Complication contains a series of problems or conflicts experienced by the main character, which makes the story more interesting. While the resolution is the final part that explains how the problem is resolved. With this structure, a narrative text can be arranged coherently and easily understood by the reader.

¹⁷ Eni Puji Astuti, "*Narrative Text*", (Solok, Sumatera Barat: Sagusatal Indonesia, 10 march 2022), hlm. 40
<https://read.bookcreator.com/uTXQvT4jAPSrkg5zr4b4Oakq4m33/o2u2NlylQMIEByvBxHIGyA/YY7y4zDCTq67xGyorDfAuw>

d. The Material of Narrative Text

A fable is a type of narrative text that is a short that teaches a moral lesson.

Figure II.1
Material of Narrative Text (Fable)¹⁸



Basen on the picture, we can see the material about the story of a duck.

¹⁸ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

The other material is a continuation of the material above

Picture II.2
Material of Narrative Text¹⁹

- a. Work with a classmate. Circle two pictures that will happen in Part 2.



The Mother Duck and the yellow duckling walked to the river without the gray duckling.



The Mother Duck was angry with the yellow ducklings.



The yellow ducks stayed away from the gray duck.



The yellow ducks and the gray duck swam in the river.



The gray duck flew away from the farm.

(Retelling of The Ugly Duckling by Hans Christian Andersen)

Worksheet 2.3

- b. Listen to Audio 2.3 on the story Part 2. Check your prediction.

The picture above that tell about story of duck

¹⁹ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

The other material is about the parts of the narrative text structure

Picture II.3 The Material of Narrative Text²⁰

Section 4 - Reading

Unit 3. Kindness and Friendship

The stories of The Ugly Ducklings and The Elephant and Friends are imaginative stories. These stories are written in the narrative genre. A narrative is used to entertain readers.

a. Look at the elements of a story in the following table. They are taken from the Ugly Duckling story Part 1.

Part 1:

Table 2.2 The Detail Elements of the Ugly Duckling story part 1

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	Once upon a time on a big farm, a Mother Duck sat on her nest. One by one, five yellow ducklings came out of the eggs. The next day, the big egg cracked open. A shy duckling came out. He was not yellow! He was gray and bigger than others.	Time: Once upon a time Location: on a big farm Characters: 1. A Mother Duck. 2. Five yellow ducklings. 3. A shy gray duckling.
Complication	Showing the conflict(s) or problem(s) in the story.	But one large egg was still in the nest. It was a little stubborn.	Problem: One egg did not hatch. The egg was stubborn.
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	So, Mother Duck sat on her nest again and waited some more.	Solution: 1. Mother duck sat on the egg again. 2. She waited.

(adapted from Buss & Karnowski, 2000; Derewianka & Jones, 2016)

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From the picture above is that tell about orientation, complication, and resolution.

²⁰ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

Then, the next material also tell about the structure of narrative text

Picture II.4
The Material of Narrative Text²¹

- b. With a classmate, complete the following table with the elements of the Ugly Duckling story Parts 2 and 3.

Part 2:

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	a. The Ugly Duckling followed the five yellow ducklings slowly on the hot sunny day. b. "How can you say such a thing?" said Mother Duck.	1. Time: ... 2. Place: ... 3. Characters: ...
Complication	Showing the conflict(s) or problem(s) in the story.	But, they only stared at him. Suddenly, one of them yelled, "You are not like us. You are very ugly and weak!" The others said in chorus, "Go away!" They were rude and mean. The Ugly Duckling tried to play with his brothers and sisters, too. "I can jump and shake my wings!" exclaimed the Ugly Duckling. He was so happy. But, the yellow ducklings yelled, "Go away!"	Problem: ...
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	"You're different. You are not yellow but gray and brave." Mother Duck tried to calm him down.	Resolution: ...

(adapted from Buss & Karnowski, 2000; Derewianka & Jones, 2016)

Worksheet 2.14

e. Teaching Narrative Text (Fable) by Using Two Stay Two Stray

Teaching Narrative Text (Fable) by using Two Stay Two Stray is consist to 3 stage there are Teaching, Learn on Team, and the last Collaborative as the follow in table below :

²¹ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

Table II.1 Teaching Narrative Text (Fable) by Two Stay Two Stray (TS-TS)²²

Teacher Activity	Procedure	Students Activity
Pre Teaching 1. Teacher say greetings 2. Teacher say to pray together 3. Teacher checks attendance		Pre Teaching 1. Students answer greetings 2. Students pray together 3. Students listen to their name
While Teaching 1. Teacher explain about fable in Narrative text	Teaching	While teaching 1. Students listen to the teacher explanation 2. Students ask about the material that the teacher explained before
While Teaching 1. Teacher divide students into several groups for each group consisting of four students. 2. The teacher gives sub-topics to each group to be discussed together with the members of each group. 3. Students work together in groups of four students. This aims to provide opportunities for students to be actively involved in the teaching and learning process	Learn on Team	While Teaching 1. Students join to their groups 2. Students take the sub-topics 3. Student work together in groups of four 4. Each students have an answer in each paper
While Teaching 1. When finished, two people from each group leave their group to meet with another group. 2. Two people staying in the group are tasked with		While Teaching 1. The two students leave their group to meet with another group 2. The two students living the group are tasked with

²² Haryanto, Cooperative Learning (*Meningkatkan Motivasi dan Hasil Belajar dengan Two Stay Two Stray*), (Lombok Tengah: Pusat Pengembangan dan Penelitian Indonesia, 2022), hal.18

sharing the results of their work and information with guests from other groups. 3. Guests excuse themselves and return to their own groups to report their findings from other groups	Collaborative	sharing the result of their work and information with guest from other group. 3. Student excuse themselves and return to their own groups to report their findings from other groups.
Post Teaching 1. Groups compare and discuss the results of their work. 2. Each group presents the results of their work 3. Giving awards by teachers		Post Teaching 1. Students compare and discuss the results of their work 2. Students presents the results of their work 3. The students take awards

f. Teachers Model in Teaching Narrative Text

In the control class teacher use Problem Based Learning as a model to teach the students reading narrative text. Problem Based Learning is student-centered learning model, where the learning process begins with a real problem that challenges students' critical thinking and problem-solving skills²³. PBL develops high-level thinking skills, collaboration, and independent learning.

Table II.2 Teaching Narrative Text by Teacher Model

Teacher Activity	Procedure	Students Activity
Pre Teaching 1. Teacher say greetings 2. Teacher say to pray together 3. Teacher checks attendance		Pre Teaching 1. Students answer greetings 2. Students pray together 3. Students listen to their name
While teaching 1. The teacher displays the narrative text "The Lion and	Problem Posing	While teaching 1. Students read the text, have an initial discussion

²³ Arends, Richard I. *Learning to Teach*, 9th ed. New York: McGraw-Hill Education, 2012, hlm. 350.

Teacher Activity	Procedure	Students Activity
the Mouse” and gives trigger questions such as: “What would happen if the mouse didn’t help the lion?” 2. Divide the groups and explain the tasks 3. Provide direction and guidance in finding solutions 4. Facilitate the process of writing new stories		with their deskmate, and try to understand the core moral issues in the story. 2. Forming groups and understanding the problem 3. Searching for information and formulating alternative solutions to the story 4. Rewriting the story in a group version
Post Teaching 1. Arrange the presentation of the results of each group		Post Teaching 1. Delivering results and responding to other groups' presentations

So, from the table above that can see the activity of teacher in Teaching, learn on team, Collaborative as well as students’ activity that can see from the table in Pre-teaching, while teaching and post-teaching. This model encourages collaboration, social interaction, and student activeness in learning through group discussions and exchange of information between groups.

B. The Review of Related Findings

There are related studies that have done by many researcher about using Two Stay Two Stray (TS-TS) in teaching English. The use of Two Stay Two Stray (TS-TS) in reading narrative text could be seen from the related findings. The research which is relevant to present study was done by Muchyidin and Jiwani. They did the research design used is a static group comparison design of pre-experimental design. The study is conducted by applying Two Stay Two Stray (TS-TS) technique to the experimental class only. The result of data analysis

shows that the mean score of post-test for experimental class is 81.06 while the post-test of control class is 71.88. It means that there is significant difference between control and experimental class.²⁴ Therefore, the effectiveness of using Two Stay Two Stray technique to teach reading comprehension is an effective way to increase the students' ability.

The others research was done by Lin in this research theory The results of the research show that there is a significant influence of using the Two Stay Two Stray learning model on students' ability in reading comprehension in class VIIIA students at SMP Negeri 1 Wawotobi. This can be seen in the results of the Independent Sample t-Test, where if the significance value (2-tailed) < 0.05 then the hypothesis is accepted, meaning that there is a significant influence on the two stay model two stray on students' abilities in students' reading comprehension.²⁵ So at the end of this research it can be concluded that H_0 is rejected and H_a is accepted or the hypothesis is accepted.

The others research was conclude by Asdar in this research theory was used to take one class as the research sample, which consists of 32 students. The instrument of this research was a multiple-choice test. There are two cycles in this research. The result shows that students' mean score in cycle 1 was 59.68 and in cycle 2 was 75.31. Based on the results, the Two Stay Two Stray technique was

²⁴ M. Syaichul Muchyidin and Ange Rias Jiwani, "The Effectiveness of Using Two Stay Two Stray Technique to Teach Reading Comprehension on Factual Report Text at Tenth Grade Students of MAN 4 Kediri," *Journal of English Education* vol 7, no. 1 (2020): 2–15, <https://ejournal.stkipjb.ac.id/index.php/jeel/article/download/1558/1281>.

²⁵ Wahyudi Lin, "The Effect Of Two Stay Two Stray Teaching Model On Reading Comprehension Of The Eight Grade Students' Of SMPN 1 Wawotobi," *Journal Of Social Science Research* (2024): vol 4, no 12, <https://j-innovative.org/index.php/Innovative>.

successful. Therefore, it can be inferred that the Two Stay Two Stray technique strengthened the students' reading comprehension²⁶.

There is the next one too the research was done by Rahman et.al. state that the research carried out was classroom action research (PTK) based on problems that occurred in the classroom. This research was carried out in two cycles consisting of 4 stages, namely action planning, action implementation, observation and reflection. Learning motivation data is collected through learning motivation questionnaires and student learning outcome data is collected through tests. This research applies a quantitative descriptive approach²⁷.

The last research was done by Firman et.al state that The research model applied was Classroom Action Research (CAR), with two cycles carried out in three actions. Furthermore, the results obtained by the students after implementing the guided writing strategy in cycle I were not yet complete, so it was deemed necessary to carry out further actions, namely, cycle II. Furthermore, in cycle II the skills of children in Indonesian language lessons increased significantly; the average score of students was 80.²⁸

From those five researchers that have been described using Two Stay Two Stray model, can be prove students ability in reading Narrative Text. There are

²⁶ Asdar Asdar, "Enhancing Students' Reading Comprehension Through Two Stay Two Stray (TSTS) Technique," *Jurnal Pendidikan Dan Pengajaran* vol 54, no. 1 (2021): 9, <https://doi.org/10.23887/jpp.v54i1.33135>.

²⁷ Nurul Fitratullah Rahman, Andi Rahmat Saleh, Nurhayati "Peningkatan Motivasi Dan Hasil Belajar Siswa Melalui Model Pembelajaran Kooperatif Two Stay Two Stray," *Jurnal Pemikiran Dan Pengembangan Pembelajaran Peningkatan* vol 5, no. 2 (2023): 10, <http://www.ejournal-jp3.com/index.php/Pendidikan/article/view/867>.

²⁸ Firman, Aswar Nurul, Sukmawaty, Mirnawati, Sukirman, "Application of the Two Stay Two Stray Learning Model in Improving Indonesian Language Learning Outcomes in Elementary Schools," *Jurnal Studi Guru Dan Pembelajaran* Vol.3, no. No.3 (2020): 551–58, <https://e-journal.my.id/jsgp/article/view/621>.

differences and similarities between previous researchers and current researchers. Previous researchers examined increasing students' reading competence in narrative texts. Researchers are currently examining The Effect of Two Stay Two Stray on Students Reading Narrative Text. The similarity is that researchers both use the Two Stay Two Stray model.

C. The Conceptual Framework

The ability to read is a basic skill that is very important in the learning process. Students need to have good reads to be able to understand and absorb information from various texts, including narrative texts. However, there are still many students who experience difficulties in understanding narrative texts. One learning approach that can be prove to students' understanding of narrative texts is Two Stay Two Stray (TSTS).

This research aims to determine the effect of using the TSTS learning model on students' reading narrative text at SMP N 1 Batang Toru. It is hope that this research can provide new insights foe teachers in choosing effective learning approaches to improve students' understanding of narrative texts.

In experimental class the research taught Two Stay Two Stray using total physical response model, while in control class use teachers' model. So that in post-test it known whether this model has an effect or not on students' Two Stay Two Stray (TSTS). Based on the above, conceptual framework can be see from the figure below :

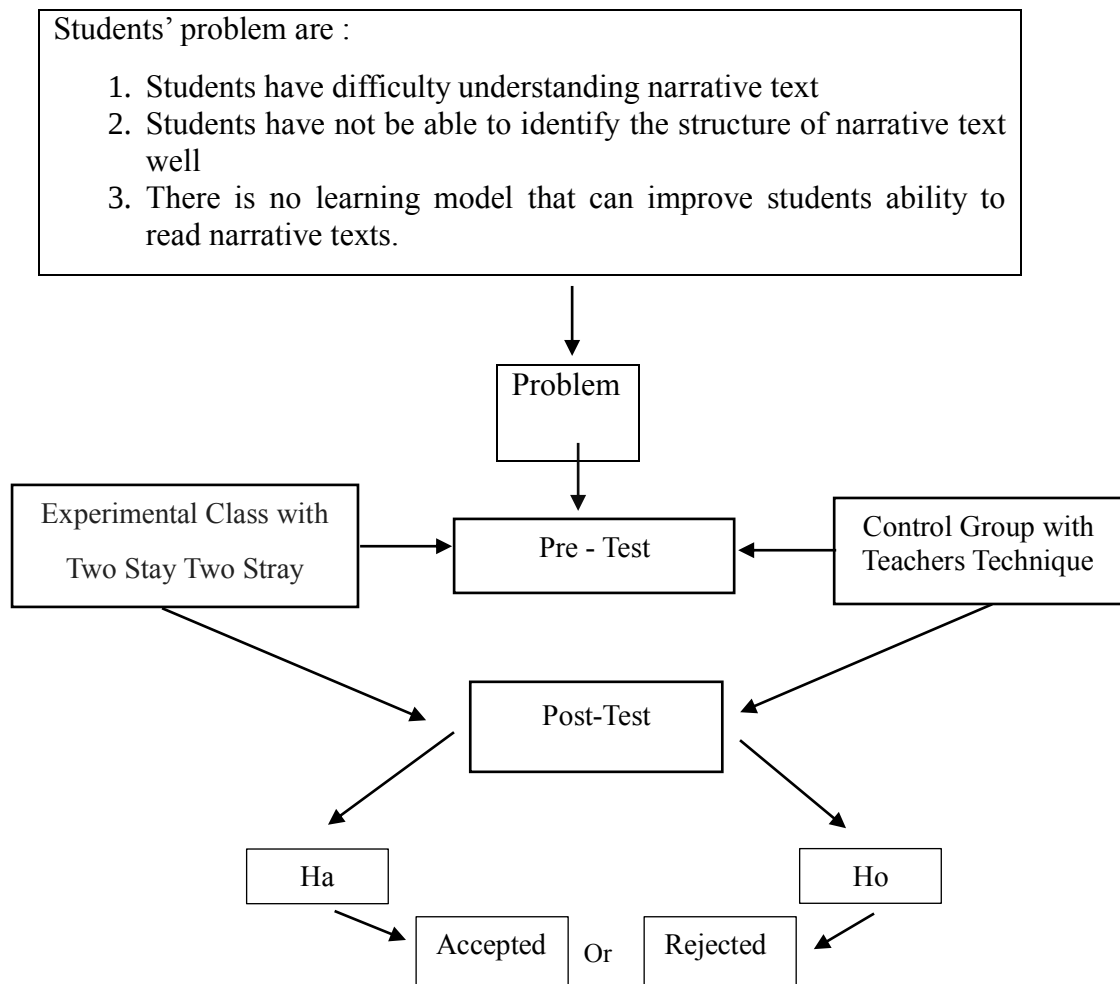


Figure II.5 :The Diagram of the Conceptual Framework of the Research

D. The Hypothesis

This study formulates the hypothesis of the research state :There is a significant effect of Two Stay Two Stray on Students' Reading Narrative Text at SMP N 1 Batang Toru.

CHAPTER III RESEARCH MODEL

A. The Research Design

The kind of this research is experimental model. This research use experimental design with Pre-Test and Post-Test control group design. That means there are two classes have been selected, then gave Pre-Test to know the basic condition of the two classes. Next, the both of class gave Post-Test. The result of the test classes. Next, the both of class gave Post-Test. The result of the text compare to know the different effect of treatment to experimental class.

Table III.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	O ₁	X	O ₁
Control	O ₂	-	O ₂

In which:

O1: Pre-test of experimental and control class

O2: Post-test of experimental and control class

X: Treatment using Two Stay Two Stray¹

B. The Time and the Location of the Research

The location of the research is in SMP N 1 Batang Toru, Kec. Batang Toru, Kab. Tapanuli Selatan, North Sumatra. This research begin on June 2024 up to May 2025.

¹Sugiyono, Metode Penelitian Pendidikan (*Pendidikan Kuantitatif kualitatiif, dan R&D*), ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

C. The Population and The Sample

1. Population

Population is the total number of unit individual that the characteristic or subject of research. The population of this research is all of students at VII Grade SMP N 1 Batang Toru. They consist of 64 students in 2 classes.

Table III.2 The Population of VII Grade Students

No	Grade	Total
1	VII-1	32
2	VII-2	32
Total		64

2. Sample

In this research, the researcher used the total sampling as a sample. In this research the researcher choose VII-1 as the experimental class and VII-2 as a control class because use on the private interview with the English teacher in that school the teacher said that VII-1 has a lower score on Reading Narrative Text than VII-2. it can be seen from the table follow :

Table III.3 The Sample of the Research

No	Grade	Number
1	VII- 1 (Experimental class)	32
2	VII-2 (Control class)	32
Total		64

D. The Instrument of Data Collection

1. Test

The test of this research is multiple choice. The researcher prepared 25 questions for the pre-test and 25 questions for the post-test to be valid first. After validation, the researcher obtained result in the form 20 valid for Pre-Test questions and 20 valid for Post-Test questions.

From the result above, the researcher decided to create an instrument that consist 20 questions. The question are the same but the items are randomized. For the post-test, the pre-test is still used but the questions and choices are randomized.

Table III.4 The Indicator of The Test²

Indicator	Sub Indicator	Number of Items	Total Items	Score	Total Score
Narrative Text	The students are able to find the main ide	1,11	2	5	10
	The students are able to find the supporting detail	2, 3, 12	3	5	15
	The students are able to differentiate the structure in Narrative text a. Orientation b. Complication c. Resolution	4,6,9,13,14, 19 5,8,15,18 7,10,16,17,20	15	5	75
	Total		20		100

The score in each questions for pre-test and post-test have been used in each question. The scoring is obtained using the formula :

$$\text{Score} : \frac{B}{N} \times 100 = \frac{1}{20} \times 100 = 5$$

B = Number of question answer correctly

N = Number of question³

² Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

³ Amad Nizar Rangkuti, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, Dan Penelitian Pengembangan*, ed. Mara Samin Lubis (Bandung: Citapustaka Media, 2016)

The researcher give 5 score for each item. So, the maximum score of test is 100.

E. The Validity and The Reliability of Instrument

1. Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used content validity in this research. In this research the test is validated by teacher by considering it according to the indicators that applied in the students' Reading Narrative Text lesson at Eight Grade SMP N 1 Batang Toru, which has 5 indicators, they were: Main idea, Supporting Detail, and Structure of Narrative Text (orientation, complication and Resolution)

Researcher validated the test to the teacher. In this research, the function of conducting the test is to measure their understanding in narrative test. The validation of Narrative text test checked and signed by English teacher of SMP N 1 Batang Toru.

In conclusion the validation of Narrative Text is approve by Hartine Harahap as the English Teacher in SMP N 1 Batang Toru and the validaton same as the indicator of the test.

Evidence of validity can be seen in the last attachment, there are 20 valid questions, and 5 invalid. In the experimental test were numbers 5,9,14,18,19. In an instruments control class were questions that were not valid, were numbers 2,5,6,18,22.

Based on the explanation above, the researcher decided to select 20 questions from experimental and control class test to be used as the tests in this research.

2. Reliability

The reliability test means the result of the test has similarity. It makes the result in the instrument consistent. In this study, the researcher used interrater reliability to measure the reliability of multiple choice test. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be use to test the students' at SMP N 1 Batang Toru.

F. The Research Procedure

Procedure is a steps that can help the people and make the process more easier. And here many procedures of this research :

1. Pre – Test

Pre-test is test that give before doing the treatment. Pre-test is give to experimental and control class. Pre-test means to see the students basic knowledge before using Two Stay Two Stray (TS-TS) model, specifically group and transfer information activities. The researcher do some steps for pre-test. The steps can be see below :

- a. The researcher gave the test paper to experimental class and control class.
- b. The researcher gave instruction to the students
- c. The researcher gave time to the students to answer the question
- d. The students answered the question

- e. The students gave their paper test to the researcher
- f. The researcher checked the answer of students and find the mean score of experimental and control class

2. Treatment

Treatment is where the researcher do the learning model. Researcher carried out treatment in the experimental class twice and the researcher give material to the students about narrative text. The way of teaching for the two classes is different, in the experimental class the researcher taught using the Two Stay Two Stray (TS-TS) model. Meanwhile, the control class was taught by a teacher without learning model or media.

- 1) The researcher prepared the material
- 2) The researcher gave the material to the experiment class
- 3) The researcher gave the material about the narrative text
- 4) The researcher used the Two Stay Two Stray to teach the material about narrative text.

3. Post – Test

Post-test is a test that do after giving treatment. Post-test is the last test in this research. It means to see whether there is a significant effect or not in this test. The researcher follows a certain procedure. There are :

- a) The researcher gave the test paper to the experimental and control group students
- b) The researcher explained what students do
- c) The researcher gave student time to answer the question

- d) The students answered the question
- e) The students gave their paper test to the researcher
- f) The researcher checked the answer of students and finds the mean score of control and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

b. Normality Test

The normality test used to determine whether the distribution is normal or not. The researcher used Shapiro Wilk. The data was calculated using SPSS v.26. it was statistical program for social science that used to analyzed statistic data with computer application the criteria of acceptance and rejection of normality test are :

The distribution is normal, if $\text{sig} < 0.05$

The distribution is not normal, if $\text{sig} > 0.05$

c. Homogeneity Test

To test whether the variance of the two samples are homogeneous, the variance equality test is used. The researcher used test of homogeneity of variance with using SPSS v.26. The criteria of acceptance and rejection of homogeneity test are :

If $\text{sig} > 0.05$, the variance is homogeneous

If $\text{sig} < 0.05$, the variance is not homogeneous

2. Hypothesis Test

a. Mean (Average)

The mean score is statistic measure that represents the average value of a set of numerical data points. This provides a central point that reflects the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. identify the mean scores by the interpretation of mean score, as follows:

Table III.6 The Interpretation of Mean Score⁴

No	Interval	Predicate
1.	80-100	Very good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

To know the mean of students' reading narrative text ability, then seen from the mean score value. This mean score is searched using SPSS v.26.

b. Hypothesis Test

The research use T-test to investigate the hypothesis. The researcher use Independent Sample T-test with using SPSS v26. The result can be see from the mean of score. The mean score would be show whether there is the difference between mean score of control class and mean score of experimental class that means the technique useful or not.

⁴Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p.117.

The researcher should make the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{\text{co}} > t_{\text{table}}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{\text{count}} < t_{\text{table}}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

If $t_{\text{count}} > t_{\text{table}}$ so this accept and H_0 is reject which means there is influence of learning by using Two Stay Two Stray trough learning English.

If $t_{\text{count}} \leq t_{\text{table}}$ so H_0 is accept and H_1 is reject which means there is no influence of learning by using Two Stay Two Stray trough learning English.

Table III.6 The Table Interpretation of XY⁵

No	The Value	Interpretation
1	0.00-0.20	Very Low
2	0.21-0.40	Low
3	0.41-0.60	Enough
4	0.61-0.80	High
5	0.81-1.00	Very High

From the table above, the researcher can conclude that the values 0-20 are conclude in the very low degree. The values 21-40 are include in the low degree. The values 41-60 are include in the enough degree. The values 61-80 are include in the high degree. The values 81-100 are include in the very high degree.

⁵Sugiyono, "*Statistika Untuk Penelitian*," (Bandung:: Alfabeta, 2008),p.274

CHAPTER IV

RESULT OF THE RESEARCH

This chapter, it tells about the result of the research. The research tells about the effect of using two stay two stray to students' reading narrative text ability at eight grade SMP N 1 Batang toru. The researcher had calculated the data of pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' reading narrative text ability before the treatment and conducting post-test to know the students' reading narrative text after giving treatment by using two stay two stray. After getting the data, the researcher used the SPSS V.26 to test the hypothesis. Then, the researcher described the data to find out the effect of Using Two Stay Two Stray Model on Students' Reading Narrative Text at Eight Grade SMP N 1 Batang Toru. The researcher taken the data by pre-test and post-test. Applying quantitative analysis the researcher used the formulation to test normality and homogeneity. Then the researcher described the data as follow :

A. The Description of Data

1. The Description of Data before using Two Stay Two Stray (TS-TS) Model

a. The Pre-Test Score of Experimental Class

The researcher took class VIII-1 as experimental class. Based on the test of students in Pre-Test, the researcher has calculated the students' score as the table below :

Table IV.1 The Score of Experimental Class in Pre-Test

No.	Description	Pre-Test
1	Total Score	1070
2	Highest Score	80
3	Lowest Score	5
4	Mean	33.44
5	Median	32.50
6	Mode	30
7	Range	75
8	Interval	13
9	Standard Deviation	18.02
10	Variance	324.89

Total score is the total points that got by students, it is 1070 total of score in Pre-Test Experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental Pre-Test is 80. While the lowest score, the smallest value in a data sequence. For the lowest score in experimental Pre-Test was 5.

Next mean can be said to be representative of the data set. Mean in this data was 33.44. Then, median is the middle of value after all data is sorted, the researcher got 32.50 of median after calculating using SPSS v.26. Next, mode is the value the appears most often in a statistical data, the mode in this Pre-Test was 30. Range is the difference between the minimum and maximum in the data, in this data it 75. Distance between classes is understanding of interval, it was 13 in this data.

Next, standard deviation is a value used determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 18.025. Last, variance is the sum of the square of all deviations of individual values to the group mean, it was 324.899. For frequency

distribution of experimental class in the Pre-Test can be seen in the table below.

Table IV. 2 Frequency Distribution of Experimental Class In Pre-Test

No	Interval Class	Frequency	Mid-Points	Percentages
1	5-17	8	11	25%
2	18-30	8	24	25%
3	31- 43	6	37	18.17%
4	44-56	8	50	25%
5	57- 69	0	63	0.0%
6	70 - 82	2	76	6.25%
	<i>I</i> = 13	32		100 %

From the table IV.2, the students' score in class interval between 5-17 was 8 students (25%), class interval between 18-30 was 8 students (25%), class interval between 31- 43 was 6 students (18.17%), class interval between 44 - 56 was 8 students (25%), class interval between 57 - 69 was 0 students (0.0%), and class interval between 70 - 80 was 2 students (6.25%).

Clear description of the data is presented in histogram. The researcher presents them in histogram on the following figure.

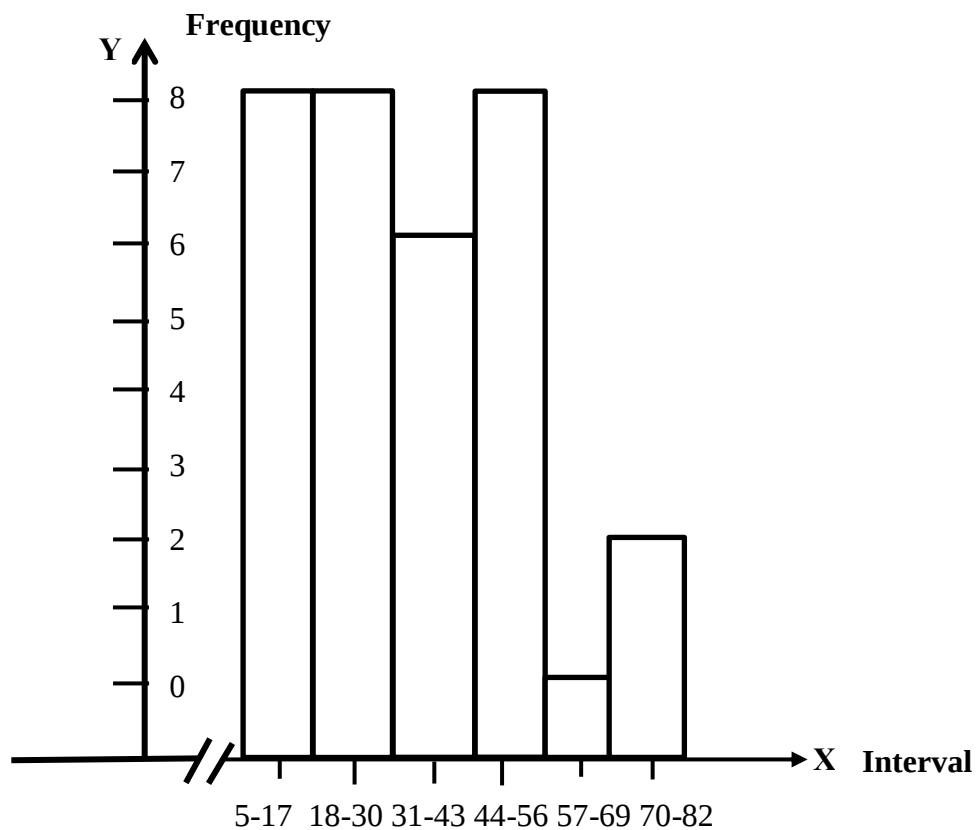


Figure IV.1 Pre-Test Histogram of Experimental Class

The histogram above showed that the highest peak was at the interval 11. The lowest peak was at the internal 63. It means that the students' who got the score between 63 has the fewest number. The highset peak was at the last of the histogram.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 33.44. it means the students' reading narrative text ability in pre-test experimental class is fail that can be seen from table III.6.

b. The Pre-Test of Control Class

In Pre-Test of control class, the researcher calculated the result that has gotten from the students in answering the question. The score of Pre-Test control class could be seen in the following table :

Table IV.3 The Score of Control Class in Pre-Test

No	Description	Pre-Test
1	Total Score	1050
2	The Highest Score	65
3	The Lowest Score	10
4	Mean	32.81
5	Median	30.00
6	Mode	30
7	Range	55
8	Interval	10
9	Standard Deviation	14.53
10	Variance	211.19

Basen on the table IV.3, the total score was 1050, the highest scorer was 65, the lowest score was 45, mean was 32.81, median was 30.00, mode was 30, range was 55, interval was 10, standard deviation was 14.532, and variance was 211.190. The calculation of the frequency distribution of the students' score is the describe in the table as follow :

Table IV.4 Frequency Distribution of Control Class in Pre-Test

No	Interval Class	Frequency	Mid Points	Percentages
1	10-19	4	14.15	12.5%
2	20-29	9	24.5	28.12%
3	30-39	11	34.5	34.37%
4	40-49	1	44.5	3.13%
5	50-59	4	54.5	12.5%
6	60-69	3	64.5	9.38%
	<i>I = 10</i>	32		100%

From the table IV.4, the students' score in class interval between 10-19 was 4 students (12.5%), class interval between 20-29 was 9 students

(28.12%), class interval between 30-39 was 11 students (34.37%), class interval between 40-49 was 1 students (3.13%), class interval between 50-59 was 4 students (12.5%), and class interval between 60-69 was 3 students (9.38%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

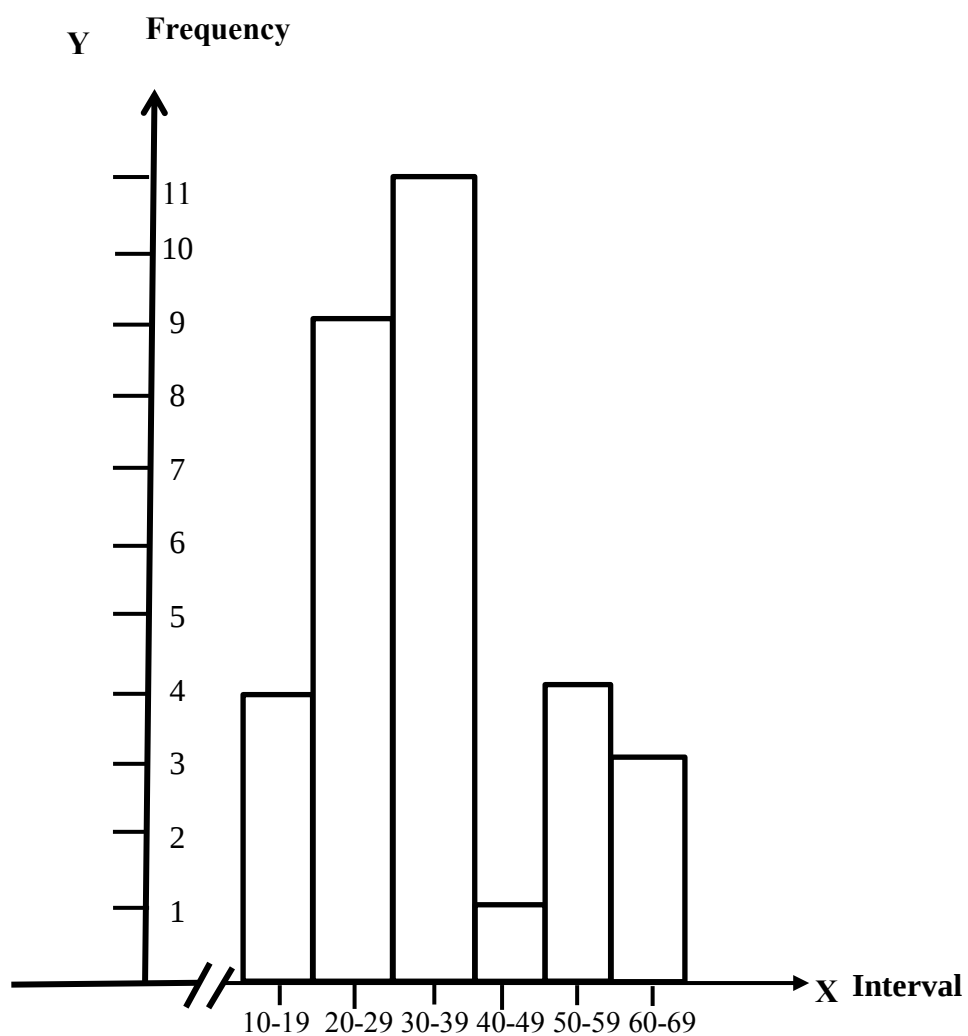


Figure IV.2 Pre-Test Histogram of Control Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 32.81 it means the students' reading narrative text ability in pre-test control class is fail that can be seen in table III.

2. The Description of Data after Using Two Stay Two Stray (TS-TS) Model

a. The Post -Test Score of Experimental Class

The researcher took class VIII-1 as Experimental class. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by keyword model. Look at the following table.

Table VI.5 The Score of Experimental Class in Post-Test

No	Description	Post-Test
1	Total Score	2470
2	The Highest Score	95
3	The Lowest Score	55
4	Mean	77.19
5	Median	80.00
6	Mode	80
7	Range	40
8	Interval	7
9	Standard Deviation	10.62
10	Variance	112.80

Based on the table IV.5, the total score was 2470, the highest score was 95, the lowest score was 55, mean was 77.19, median was 80.00, mode was 80, range was 40, interval was 7, standard deviation was 10.621, and the variance was 112.802. then the calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.6 Frequency Distribution of Experimental Class In Post-Test

No	Interval Class	Frequency	Mid-Points	Percentages
1	55-61	4	58	12.5%
2	62-68	3	65	9.38%
3	69-75	7	72	21.88%
4	76-82	7	79	21.88%
5	83-89	5	86	15.63%
6	90-96	6	93	18.75%
	<i>I=7</i>	32		100.2%

From the table IV.6, the students' score in class interval between 55-61 was 4 students (12.5%), class interval between 62-68 was 3 students (9.38%), class interval between 69-75 was 7 students (21.88%), class interval between 76-82 was 7 students (21.88%), class interval between 83-89 was 5 students (15.63%), and class interval between 90-96 was 6 students (18.75%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

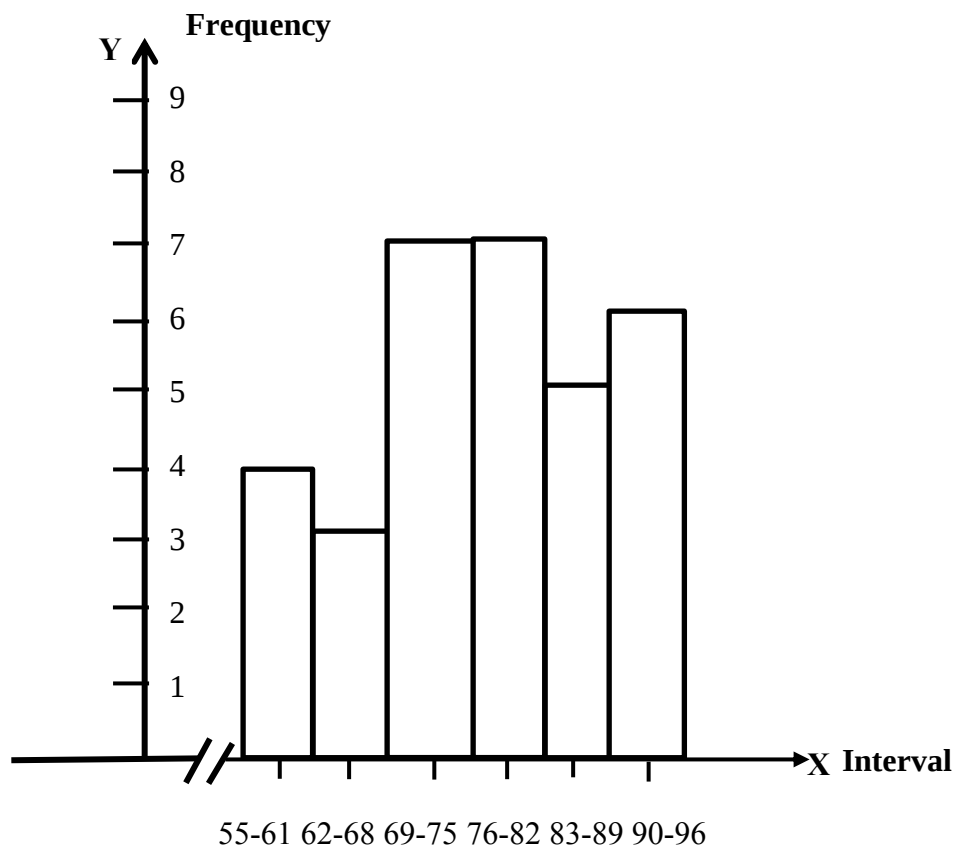


Figure IV.3 Post-Test Histogram of Experimental Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 77.19 it means the students' reading narrative text ability in post-test experimental class is good that can be seen in table III.

b. The Post-Test Score of Control Class

In post-test on control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of Post-Test control class could be seen in the following table.

Table IV.7 The Score of Control Class in Post Test

No	Description	Post-Test
1	Total Score	1800
2	The Highest Score	80
3	The Lowest Score	40
4	Mean	56.25
5	Median	57.50
6	Mode	60
7	Range	45
8	Interval	8
9	Standard Deviation	11.84
10	Variance	140.32

Based on the table IV.7, the total score was 1800, the highest score was 80, the lowest score was 40, mean was 56.25, median was 57.50, mode was 60, range was 45, interval was 8, standard deviation was 11.846, and the variance was 140.323. Then the calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.8 Frequency Distribution of Control Class in Post-Test

No	Interval Class	Frequency	Mid-Points	Percentages
1	40-47	8	43.5	25.0%
2	48-55	8	51.5	25.0%
3	56-63	8	59.5	25.0%
4	64-71	5	67.5	15.62%
5	72-79	1	75.5	3.13%
6	80-87	2	85.5	6.25%
	<i>I=8</i>	32		100%

From the table IV.7, the students' score in class interval between 40-47 was 8 students (25.0%), class interval between 48-55 was 8 students (25.0%), class interval between 56-63 was 8 students (25.0%), class interval between 64-71 was 5 students (15.62%), class interval between 72-79 was 1 students (3.13%), and class interval between 80-87 was 2 students (6.25%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

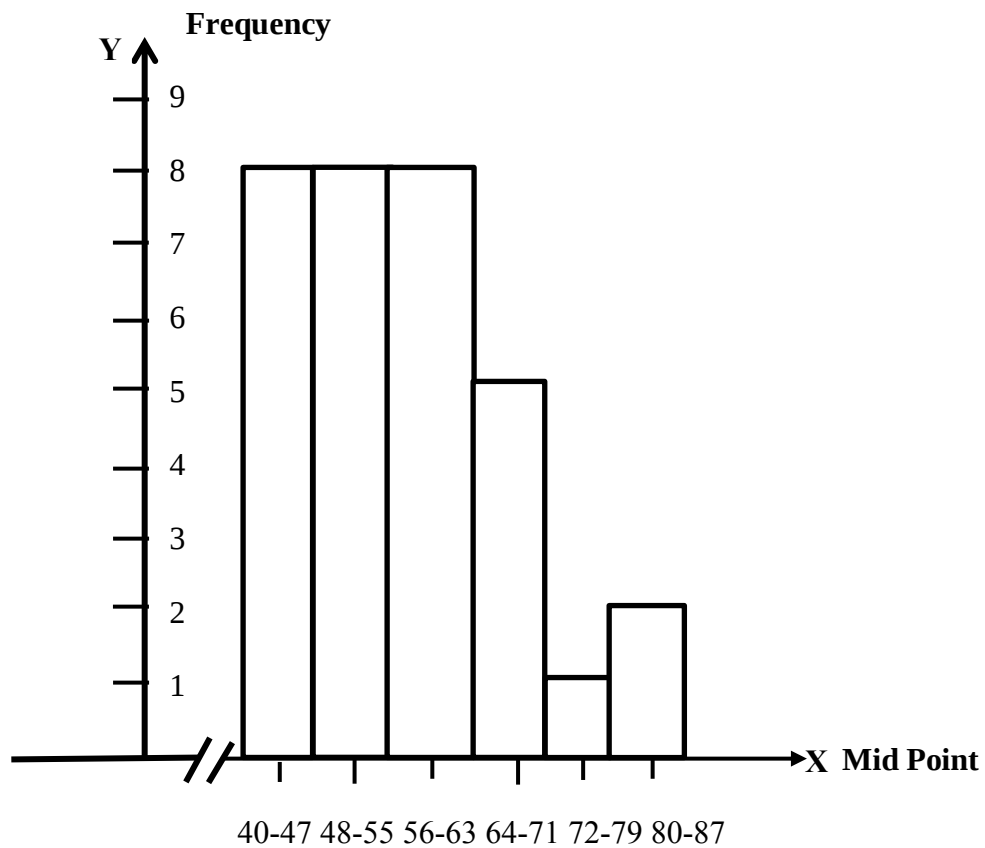


Figure IV.4 Post-Test Histogram of Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 56.25 it means the students' reading narrative text ability in post-test control class is enough that can be seen in table III.

3. The Description of Comparison the Score of Pre-Test and Post-Test

a. The Comparison of Score Pre-Test and Post-Test in Control Class

After getting the score of Pre-Test and Post-Test in control class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in control class can be seen in the table below.

Table IV.9 The Comparison of Score Pre-Test and Post-Test in Control Class

Description	Pre-test	Post-Test
Total Score	1050	1800
The Highest Score	65	80
The Lowest Score	10	40
Mean	32.81	56.25
Range Score	23.44	

Based on the table IV.9, the researcher found the different between Pre-Test and Post-Test in control class, the most of students got the lowest score in Pre-Test, the score was 10, and in Post-Test was 40. The highest score in Pre-Test was 65 and in Post-Test was 80. It can be concluded the score of students' Reading Narrative Text was higher in the Pre-Test than the Post-Test.

b. The Comparison of Score Pre-Test and Post in Experimental Class

After getting the score of Pre-Test and Post-Test in Experimental class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in Experimental class can be seen in the table below.

Table IV.10 The Comparison of Score Pre-Test and Post-Test in Experimental Class

Description	Pre-Test	Post-Test
Total Score	1070	2470
The Highest Score	80	95
The Lowest Score	5	55
Mean	33.44	77.19
Range Score	44	

Based on the table IV.10, the researcher found the different between Pre-Test and Post-Test in Experimental class, the most of students got the lowest score in Pre-Test, the score was 5, and in Post-Test was 55. The

highest score in Pre-Test was 80, and in Post-Test was 95. It can be concluded the score of students' Reading Narrative Text was higher in the Post-Test than the Pre-Test.

c. The Range Score of Pre-Test and Post-Test

After calculated the result of this research, the research found the range score of pre-test and post-test in control class and experimental class. The data can be seen in form of table below :

Table IV.11
The Range Score

Class	Range Score
Control Class	23.44
Experimental Class	44

From the range of the values, it can be seen that the experimental value range between the mean score on the pre-test and post-test was 44. While the control class value range for pre-test and post-test was 23.44. it is clear that the range of mean values in the experimental is higher than the range of values in the control class. It is clear that the effect of the Two Stay Two Stray model does exist on reading narrative text ability.

B. The Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After got the score of Pre-Test and Post-Test in Experimental class and control class, the researcher calculated the normality test. The normality test in this researcher used *Shapiro-Wilk*. The data was calculated using SPSS v.26. The result of normality data can be seen in the table below.

Table IV.12 Table of Normality

Class	df	Sig.
Pre-Test Experimental	32	.346
Post-Test Experimental	32	.112
Pre-Test Control	32	.015
Post-Test Control	32	.061

In this research, the researcher used *Shapiro wilk* that the test is used for small samples (less than 100). If the p-value is grater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances >0.05 .

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below.

Table IV.13 Homogeneity Test of Variance

Result	Levene Statistic	df1	df2	.Sig
Based on Mean	.133	1	62	.717
Based on Median	.285	1	62	.595
Based on Median and with adjusted df	.285	1	61.912	.595
Based on trimmed Mean	.145	1	62	.704

From the table IV.12, based on mean of Post-Test Experimental class and Post-Test control class, sig is .717, where $.717 > 0.05$. It means that the variance are homogeneous.

2. Hypothesis Test

Based on the result of data analysis requirement test, it can be seen that both classes are normality distributed and have homogeneous variants. Therefore, to test the hypothesis can be done by using independents sample t-

test, researcher used SPSS v.26 application to calculate the hypothesis statistically. The researcher presented the data in the table below.

Table IV.14 Independent Samples Test

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	.133	.717	7.444
	Equal Variances Not Assumed			7.444

Based on the data above, to see the whether a research is successful or not, it can look at the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$, then H_a is accepted and H_o is rejected. And if $t_{\text{count}} < t_{\text{table}}$, then H_a is rejected and H_o is accepted.

Table IV.15 The Result of T-test

t_{count}	t_{table}
7.444	1.669

For the hypothesis of this research can be seen from the table above, where t_{count} was 7.444 and t_{table} 1.668. it means ($7.444 > 1.668$) so the hypothesis is accepted. So there is significant effect using of Two Stay Two Stray model on students' reading narrative text ability at eight grade SMP N 1 Batang toru.

In this case, the mean score of experimental class by using Two Stay Two Stray model was 77.19. and the mean score of control class by using the teacher technique was 56.25. The gain score can be seen in the table below.

C. The Discussion of the Result

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a . The result of the result proved theory from Spencer Kagan which state that Two Stay Two Stray (TS-TS) model to increase students' Reading Narrative Text. The Two

Stay Two Stray model is a group learning system with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to achieve.¹ Two Stay Two Stray model type of cooperative selected in this study because through the learning model able to increase the activity of students and make learning more fun.

The result of the data analysis revealed a notable examine in students' Reading Narrative Text after implementing the Two Stay Two Stray (TS-TS) model. The Pre-Test and Post Test score in the experimental class showed a significant. Before the application of Two Stay Two Stray, the mean Pre-Test score was 33.44, with the highest score being 80 and the lowest score being 5. However, after implementing of Two Stay Two Stray (TS-TS), the mean Post-Test score increased to 77.19, with the highest score reaching 95 and the lowest score 55. The rise in students' Narrative Text score suggest that Two Stay Two Stray effectively to make student increase their Reading especially in Narrative Text.

This research also provided the similar cases with this research. The first research was conducted by Lin, the similiarities in this research is using the Two Stay Two Stray learning model on students' ability in reading comprehension in class VIIIA students at SMP Negeri 1 Wawotobi. The difference between Lin research is the research use the reading comprehension. This can be seen in the results of the Independent Sample t-Test, which obtained a Sig value (2-tailed) has a value of 0.000 and the ttable distribution value seen

¹Haryanto, “ *Motivasi dan Hasil Belajar dengan Two Stay Two Stray*” (Penerbit P41:Haryanto,2022), hlm. 79

based on $df = 53$ with a significance level of $\alpha = 0.05$ is 1.674. Because the Sig. value (2-tailed) $0.000 < 0.05$ is based on the basis of decision making in the independent sample t-Test where if the significance value (2-tailed) < 0.05 then the hypothesis is accepted, meaning that there is a significant influence on the two stay model two stray on students' abilities in students' reading comprehension.² So at the end of this research it can be concluded that H_0 is rejected and H_a is accepted or the hypothesis is accepted.

The second research was conducted by Rahman et.al. the similarities between Rahman et.al research. This study are the same using Two Stay Two Stray as the model of this research. The difference between Rahman et.al research is the research carried out was classroom action research (PTK) based on problems that occurred in the classroom.³ This research was carried out in two cycles consisting of 4 stages, namely action planning, action implementation, observation and reflection. Learning motivation data is collected through learning motivation questionnaires and student learning outcome data is collected through tests. This research applies a quantitative descriptive approach.

The discussion of findings above can support this research, where they have in common that Two Stay Two Stray (TS-TS) model in learning Narrative Text can help students' increase their reading ability especially in narrative text.

²Wahyudi Lin, "The Effect Of Two Stay Two Stray Teaching Model On Reading Comprehension Of The Eight Grade Students' Of SMPN 1 Wawotobi."

³Nurul Fitratullah Rahman, Andi Rahmat Saleh, Nurhayati "Peningkatan Motivasi Dan Hasil Belajar Siswa Melalui Model Pembelajaran Kooperatif Two Stay Two Stray," *Jurnal Pemikiran Dan Pengembangan Pembelajaran Peningkatan* 5, no. 2 (2023): 10, <http://www.ejournal-jp3.com/index.php/Pendidikan/article/view/867>.

Therefore, the research conducted by the researcher or another researcher who was referenced in a referenced in a related findings have been affected by Two Stay Two Stray (TS-TS) model.

After looking the students' score in Experimental class after using the Two Stay Two Stray (TS-TS) model in learning Narrative Text can help students' increase their reading ability. The theory from Spencer Kagan that stated that the TS-TS model is effective model for teaching Reading ability and this study has demonstrated its significant impact on students' Reading ability. This research has similiarity with another research which this model is very useful to teach students'.

D. The Threats of the Research

In doing the research, the researcher found some threats in this research. The rersearcher found students' problems in the teaching learning process in the classroom. Students are not yet accustomed to the model use, because this is the first thing for them, it turns out that the teacher who teaches is not used to using model in the learning process. As a result, students' become passive and quite. Students' make uncontrolled and made the class noisy.

Even thought, Two Stay Two Stray provided students' with the opportunity to work together in group. The Two Stay Two Stray (TS-TS) model can developo students' reading and understabding in narrative text. Additionally, by using Two Stay Two Stray (TS-TS) model the students' have opportunity to learn oe exchange information about knowledge with their friends, it means that students'

are able to work together in groups. Therefore, the researcher hopes that the Two Stay Two Stray can be applied in teaching students' at SMP N 1 Batang Toru.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

A. The Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before learning by using Two Stay Two Stray (TS-TS) the experimental class was 33.44., so, the students' reading narrative text ability was fail.
2. After learning using Two Stay Two Stray (TS-TS) model, the students' reading narrative text ability became better than before. It can be seen from the mean score pre-test in experimental class, the mean score of post-test in experimental class was 77.19. The category was good.
3. The result proved that t_{count} was higher than t_{table} , t_{count} was 7.444 and t_{table} 1.998 ($7.444 > 1.998$) it means that there was a significant effect of Two Stay Two Stray (TS-TS) model on students' Reading Narrative Text at Eight Grade SMP N 1 Batang Toru.

B. The Suggestion

After finishing the research, this research got many information in English teaching learning. Therefore, from that experience, the researcher saw some things need to be proven. It makes the researcher give some suggestion, as follow:

1. Sugesstions for the Teacher of English

The teacher can use Two stay two stray (TS-TS) as one of the alternative model from many models in teaching and learning process. The teacher can use many activities from this model especially use information-transfer activities in teaching reading ability. By using this model, the

teacher makes the students more be active and be confident to expose what they know, they know how to transfer the information from own self to other people.

So, the advantage of this activity in reading class is not only to improve students' reading ability, but also to increase students' critical thinking. Besides, it will be much better to the teacher to enrich their experience in teaching by using several variation of model from Two Stay Two Stray (TS-TS) especially use information-transfer activities to be taught to the students.

2. Suggestions for the next Researcher

This research is one of the ways to improve the students' reading ability. There are many approaches, models, strategies, technique, that can be found and can be used to improve students' reading ability. So the researchers are expected to find another way to support and improve learning activity.

In conclusion, the researcher needs a validation of nest researcher that has the same topic. It means that Two Stay Two Stray (TS-TS) can be used in the other school to know the effect in teaching reading too. Also, this research can be the relevant research for next research

C. The Implications

Based on the research on conducted on "The Effect of Two Stay Two Stray on Students' Reading Narrative Text Ability at Eight Grade SMP N 1 Batang Toru". There are several implications obtained from the results of the study they are:

1. The result of this study, Two Stay Two Stray (TS-TS) Model can be a good model use to improve on students, speaking ability.
2. The result of this study, Two Stay Two Stray (TS-TS) Model can make students' more anthusiastic to learn English.
3. The result of this study, Two Stay Two Stray (TS-TS) Model can improve the quality of learning reading.

In Summary, the effect of Two Stay Two Stray (TS-TS) Model during the research can affect on students' reading ability. Therefore, the Two Stay Two Stray (TS-TS) Model needs to be applied continuously in teaching reading. It is because the effect of Two Stay Two Stray (TS-TS) Model can be affective material to help the students' reading ability and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

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APPENDIX 1
Experimental Class

MODUL AJAR
NARRATIVE TEXT
Oleh : Wanti Lestari Panggabean

Sekolah : SMP N 1 Batang Toru
Kelas/Semester : 2/1
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Narrative Text (Fable)
Alokasi Waktu : 2 x Pertemuan (1 x 45 Menit)

a. Tujuan Pembelajaran

1. Melalui kegiatan presentasi, peserta didik dapat memahami lebih mudah materi yang sedang berlangsung
2. Melalui kegiatan diskusi, peserta didik dapat mengetahui lebih dalam struktur Narrative Text
3. Melalui kegiatan Two Stay Two Stray, peserta didik dapat menganalisis struktur dari Narrative Text

b. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian dari Narrative Text (Fable)
2. Peserta didik dapat menganalisis struktur dari Narrative Text (Fable)

c. Media Pembelajaran

1. Buku paket
2. Kertas

d. Metode Pembelajaran

Two Stay Two Stray (TS-TS)

e. Materi Pembelajaran

Fable adalah cerita yang menampilkan hewan sebagai tokoh utama yang berperilaku dan berbicara seperti manusia. Meskipun karakternya hewan, cerita fabel menyampaikan pesan moral atau pelajaran hidup yang relevan dengan manusia.

Cerita Fable
Ugly Duckling

On a farm, a female duck is incubating eggs in her nest. When the eggs hatch, cute and adorable duckling emerge. However, there is one duckling that is different from the others. This duckling looks bigger and not as pretty as the others ducklings.

The ugly duckling felt embarrassed and uncomfortable among his beautiful siblings. He is often teased and treated badly by the other animals on the farm. The duckling felt sad and alone.

One day, the duckling left the farm and found a group of beautiful swans. It turned out that the duckling was not a duck, but a beautiful swan. He grew up to be the most beautiful swan among his flock.

Main idea	Cerita fable “ugly duckling” menyampaikan pesan bahwa tidak ada yang jelek di dunia ini, setiap makhluk memiliki keindahan dan keunikannya masing-masing. Kita harus menerima diri kita apa adanya dan tidak menilai orang lain hanya dari penampilan luarnya saja.
Supporting detail	1. Anak bebek yang jelek merasa malu dan tidak nyaman di antara saudara-saudaranya yang cantik 2. Anak bebek itu sering diejek dan diperlakukan dengan buruk oleh hewan-hewan lain dipeternakan 3. Ternyata, anak bebek itu bukan bebek, melainkan seekor angsa yang cantik 4. Anak bebek itu tumbuh menjadi angsa yang paling indah diantara kawannya
Struktur teks	Orientasi : On a farm, a female duck is incubating eggs in her nest. When the eggs hatch, cute and adorable ducklings emerge. However, there is one duckling that is different from the others. This duckling looks bigger and not as pretty as the other ducklings.
	Komplikasi : The ugly duckling felt embarrassed and uncomfortable among his beautiful siblings. He is often teased and treated badly by the other animals on the farm. The duckling felt sad and alone.
	Resolusi : One day, the duckling left the farm and found a group of beautiful swans. It turned out that the duckling was not a duck, but a beautiful swan. He grew up to be the most beautiful swan among his flock.

f. Kegiatan Pembelajaran

Kegiatan Guru	Prosedur	Kegiatan Mahasiswa
Pendahuluan 1. Guru mengucapkan salam 2. Guru mengatakan untuk berdoa bersama 3. Guru memeriksa kehadiran		Pendahuluan 1. Siswa menjawab salam 2. Siswa berdoa bersama 3. Siswa mendengarkan nama mereka
Kegiatan Inti 1. Guru menjelaskan tentang dongeng dalam teks Naratif	Mengajar	Kegiatan Inti 1. Siswa mendengarkan penjelasan guru 2. Siswa bertanya tentang materi yang dijelaskan guru sebelumnya
Kegiatan Inti 1. Guru membagi siswa menjadi beberapa kelompok untuk setiap kelompok yang terdiri dari empat siswa. 2. Guru memberikan sub-	Belajar	Kegiatan Inti 1. Siswa bergabung ke grup mereka 2. Siswa mengambil sub-topik 3. Siswa bekerja

topik kepada setiap kelompok untuk menjadi berdiskusi bersama dengan anggota masing-masing kelompok. 3. Siswa bekerja bersama dalam kelompok yang terdiri dari empat siswa. Hal ini bertujuan untuk memberikan kesempatan bagi mahasiswa untuk terlibat aktif dalam proses belajar mengajar	dalam tim	bersama dalam kelompok yang terdiri dari empat orang 4. Setiap siswa memiliki jawaban di setiap makalah
Kegiatan Inti 1. Setelah selesai, dua orang dari setiap kelompok meninggalkan kelompok mereka untuk bertemu dengan kelompok lain. 2. Dua orang yang menginap dalam grup ditugaskan untuk berbagi hasil pekerjaan dan informasi mereka dengan tamu dari grup lain. 3. Tamu meminta maaf dan kembali ke grup mereka sendiri untuk melaporkan temuan mereka dari grup lain	kolaboratif	Kegiatan Inti 1. Kedua siswa meninggalkan kelompok mereka untuk bertemu dengan kelompok lain 2. Kedua siswa yang tinggal di kelompok ini ditugaskan untuk berbagi hasil pekerjaan dan informasi mereka dengan tamu dari kelompok lain. 3. Siswa memaafkan diri mereka sendiri dan kembali ke kelompok mereka sendiri untuk melaporkan temuan mereka dari kelompok lain.
Kegiatan Penutup 1. Kelompok membandingkan dan mendiskusikan hasil pekerjaan mereka. 2. Setiap kelompok menyajikan hasil pekerjaan mereka 3. Pemberian penghargaan oleh guru		Kegiatan Penutup 1. Siswa membandingkan dan mendiskusikan hasil pekerjaan mereka 2. Siswa mempresentasikan hasil pekerjaan mereka 3. Para siswa menerima penghargaan

a. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

Batang Toru, 12 Oktober 2024

Mengetahui
Guru Mata Pelajaran

Peneliti

Hartini Harahap
197704212008012003

Wanti Lestari Panggabean
2120300054

APPENDIX 2

Control Class

MODUL AJAR NARRATIVE TEXT

Sekolah : SMP N 1 Batang Toru
Kelas/Semester : 2/1
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Narrative Text (Fable)
Alokasi Waktu : 1 x Pertemuan (1 x 45 Menit)

a. Tujuan Pembelajaran

1. Melalui kegiatan presentasi, peserta didik dapat memahami lebih mudah materi yang sedang berlangsung

2. Melalui kegiatan diskusi, peserta didik dapat mengetahui lebih dalam struktur Narrative Text
3. Melalui kegiatan Two Stay Two Stray, peserta didik dapat menganalisis struktur dari Narrative Text

b. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian dari Narrative Text (Fable)
2. Peserta didik dapat menganalisis struktur dari Narrative Text (Fable)

c. Media Pembelajaran

1. Buku paket
2. Kertas

d. Materi Pembelajaran

Fable adalah cerita yang menampilkan hewan sebagai tokoh utama yang berperilaku dan berbicara seperti manusia. Meskipun karakternya hewan, cerita fabel menyampaikan pesan moral atau pelajaran hidup yang relevan dengan manusia.

Cerita Fable Ugly Duckling

On a farm, a female duck is incubating eggs in her nest. When the eggs hatch, cute and adorable duckling emerge. However, there is one duckling that is different from the others. This duckling looks bigger and not as pretty as the others ducklings.

The ugly duckling felt embarrassed and uncomfortable among his beautiful siblings. He is often teased and treated badly by the other animals on the farm. The duckling felt sad and alone.

One day, the duckling left the farm and found a group of beautiful swans. It turned out that the duckling was not a duck, but a beautiful swan. He grew up to be the most beautiful swan among his flock.

Main idea	Cerita fable “ugly duckling” menyampaikan pesan bahwa tidak ada yang jelek di dunia ini, setiap makhluk memiliki keindahan dan keunikannya masing-masing. Kita harus menerima diri kita apa adanya dan tidak menilai orang lain hanya dari penampilan luarnya saja.
Supporting detail	1. Anak bebek yang jelek merasa malu dan tidak nyaman di antara saudara-saudaranya yang cantik 2. Anak bebek itu sering diejek dan diperlakukan dengan buruk oleh hewan-hewan lain dipeternakan 3. Ternyata, anak bebek itu bukan bebek, melainkan seekor angsa yang cantik 4. Anak bebek itu tumbuh menjadi angsa yang paling indah di antara kawannya

Struktur teks	Orientasi : On a farm, a female duck is incubating eggs in her nest. When the eggs hatch, cute and adorable ducklings emerge. However, there is one duckling that is different from the others. This duckling looks bigger and not as pretty as the other ducklings. Komplikasi : The ugly duckling felt embarrassed and uncomfortable among his beautiful siblings. He is often teased and treated badly by the other animals on the farm. The duckling felt sad and alone. Resolusi : One day, the duckling left the farm and found a group of beautiful swans. It turned out that the duckling was not a duck, but a beautiful swan. He grew up to be the most beautiful swan among his flock.
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e. Kegiatan Pembelajaran

Kegiatan Guru	Prosedur	Kegiatan siswa
Pendahuluan 1. Guru mengucapkan salam 2. Guru mengatakan untuk berdoa bersama 3. Guru memeriksa kehadiran		Pendahuluan 1. Siswa menjawab salam 2. Siswa berdoa bersama 3. Siswa mendengarkan nama mereka
Kegiatan Inti 1. Guru menampilkan teks naratif "Singa dan Tikus" dan memberikan pertanyaan pemicu seperti: "Apa yang akan terjadi jika tikus tidak membantu singa?" 2. Bagilah kelompok dan jelaskan tugas-tugas 3. Memberikan arahan dan bimbingan dalam menemukan Solusi 4. Memfasilitasi proses penulisan cerita baru	Penyelesaian Masalah	Kegiatan Inti 1. Siswa membaca teks, melakukan diskusi awal dengan teman semeja mereka, dan mencoba memahami masalah moral inti dalam cerita. 2. Membentuk kelompok dan memahami masalahnya 3. Mencari informasi dan merumuskan solusi alternatif untuk cerita 4. Menulis ulang cerita dalam versi grup
Kegiatan Penutup 2. Atur presentasi hasil masing-masing kelompok		Kegiatan Penutup 2. Menyampaikan hasil dan menanggapi presentasi kelompok lain

f. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

Batang Toru, 12 Oktober 2024

Mengetahui
Guru Mata Pelajaran

Peneliti

Hartini Harahap
197704212008012003

Wanti Lestari Panggabean
2120300054

APPENDIX 3 (Test yang Belum di Validasi)

INSTRUMENT

Experimental Class

Name :

Class :

Direction

Read the story in the box carefully, this story will answer the question from number 1-12

"The Tortoise and the Hare"

One day, an arrogant rabbit challenged the turtle to a running race in the afternoon. The hare felt very confident of winning because he was much faster than the slow tortoise. Turtle, who was known to be patient and humble, accepted the challenge without hesitation.

When the race started, the hare immediately shot far ahead of the tortoise. Confident that he would win easily, the hare decided to stop for a while and sleep under a tree, thinking that it would take a long time for

the tortoise to catch up with him.

Meanwhile, the turtle continued to walk slowly but without stopping. With his perseverance, the tortoise finally managed to get past the sleeping hare. When the hare woke up, he was surprised to see that the tortoise had almost reached the finish line. Even though the rabbit ran as fast as it could, it was too late. The tortoise ultimately wins the race.

1. What is the main idea of this story is...
 - a. The tortoise and hare are having a race
 - b. Rabbit is overconfident and careless
 - c. The victory of the diligent and persistent turtle
 - d. Friendship between a tortoise and a hare
2. Supporting details that show that the rabbit is overconfident are...
 - a. The rabbit ran quickly leaving the turtle
 - b. The hare converses with the tortoise
 - c. The rabbit fell asleep soundly after running
 - d. The hare and the tortoise agree to have a race
3. What does a rabbit do when it is running...
 - a. the rabbit kept running without stopping
 - b. the rabbit stopped to eat
 - c. the rabbit stopped to sleep
 - d. the rabbit stopped to drink
4. Who are the main characters in the story...
 - a. tortoise and lion
 - b. rabbit and lion
 - c. turtles and birds
 - d. tortoise and the hare
5. What is the tortoise's personality like...
 - a. patient and humble
 - b. arrogant and cocky
 - c. kind and caring
 - d. lazy and irresponsible
6. How does the hare feel about his chances of winning...
 - a. confident

- b. scared
 - c. doubtful
 - d. exited
7. When does the story take place...
- a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night
8. who won the race...
- a. the tortoise
 - b. the hare
 - c. they tied
 - d. neither won
9. Why did the tortoise accept the challenge...
- a. he was confident he would win
 - b. he wanted to prove the hare wrong
 - c. he was bored
 - d. he was hungry
10. What did the tortoise do while the hare was sleeping...
- a. the tortoise stopped the running
 - b. the tortoise continued to run slowly
 - c. the tortoise looked for a shortcut
 - d. the tortoise asked his friend for help
11. What kind of race did the rabbit and the tortoise have..
- a. a swimming race
 - b. a running race
 - c. a flying race
 - d. a eating race
12. What lesson did the hare learn from the race...
- a. it's always better to be fast
 - b. overconfidence can lead to failure
 - c. patience is a virtue
 - d. there's no point in trying if you're not the best

Direction

Read the story in the box carefully, this story will answer the question from number 13-25

"The Lion and the Mouse"

Once upon a time, in a dense jungle, there lived a mighty lion named Leo. He was the king of the jungle, feared by all the animals. One day, as Leo was napping under a shady tree, a tiny mouse named Squeak accidentally tripped over his paw and woke him up.

Leo was furious. He grabbed Squeak with his powerful jaws and prepared to crush him. Squeak, terrified, pleaded for his life. "Please, mighty Leo, spare me! I promise I'll never bother you again. And someday, I might even be able to help you."

Leo found Squeak's plea amusing. He thought it was ridiculous that such a tiny creature could ever be of any use to him. But since Squeak was so small and harmless, Leo decided to let him go.

Weeks later, Leo was caught in a hunter's trap. He struggled and roared, but he couldn't break free. Just as he was about to give up hope, he heard a tiny squeak. It was Squeak! The mouse had returned and had gnawed through the ropes of the trap.

Leo was overjoyed. He thanked Squeak for saving his life. From that day on, Leo learned that even the smallest creatures can have a big impact. And he never forgot the lesson he learned from Squeak.

13. What is the main idea of the story...

- a. the importance of friendship between animals
- b. the power of kindness, even towards the smallest creatures
- c. the dangers of living in the jungle
- d. the bravery of a mouse

14. What does the lion plan to do the mouse...

- a. Feed him
- b. Play with him
- c. Crush him
- d. Ignore him

15. What did the mouse do while the lion was sleeping...

- a. Playing around the lion
- b. Tried to bite the lion
- c. Fell and stepped on the lion's foot
- d. Hide under the tree

16. Where does the story take place...

- a. in a city
- b. on a farm
- c. in a jungle
- d. in a zoo

17. Who are the main characters of the story...

- a. a lion and a tiger
- b. a lion and a mouse
- c. a mouse and a rabbit
- d. a lion and a deer

18. What is the main problem in the story...

- a. leo is lost in the jungle
- b. squeak is afraid of Leo
- c. leo is caught in a trap
- d. squeak cannot find food

19. How is the problem in the story resolved...

- a. leo finds a way to break the trap
- b. squeak helps Leo escape
- c. the hunter releases Leo
- d. leo gives up and accepts his fate

20. The part of the story where the hare stops to rest is the...

- a. orientation
- b. resolution
- c. climax
- d. complication

21. What does the lion say to the mouse after he is saved...

- a. "thank you for saving my life"
- b. "you are the best friend i ever had"
- c. "i will never forgive you"
- d. "you are a nuisance"

22. How does the story end...
- a. with Leo becoming friends with Squeak
 - b. with Squeak becoming the king of the jungle
 - c. with Leo getting caught in another trap
 - d. with Squeak moving away from the jungle
23. What is the main problem in the story...
- a. leo is lost in the jungle
 - b. squeak is afraid of Leo
 - c. leo is caught in a trap
 - d. squeak cannot find food
24. Where does the lion live...
- a. In a cave
 - b. In a tree
 - c. In a den
 - d. In a jungle
25. What did the mouse do to save the lion...
- a. Biting the rope
 - b. Call a friend for help
 - c. Leave him
 - d. Just look at it

APPENDIX 4 (Test yang Belum di Validasi)

INSTRUMENT

Control Class

Name :

Class :

Direction

Read the story in the box carefully, this story will answer the question from number 1-13

"The Lion and the Mouse"

Once upon a time, in a dense jungle, there lived a mighty lion named Leo. He was the king of the jungle, feared by all the animals. One day, as Leo was napping under a shady tree, a tiny mouse named Squeak accidentally tripped over his paw and woke him up.

Leo was furious. He grabbed Squeak with his powerful jaws and prepared to crush him. Squeak, terrified, pleaded for his life. "Please, mighty Leo, spare me! I promise I'll never bother you again. And someday, I might even be able to help you."

Leo found Squeak's plea amusing. He thought it was ridiculous that such a tiny creature could ever be of any use to him. But since Squeak was so small and harmless, Leo decided to let him go.

Weeks later, Leo was caught in a hunter's trap. He struggled and roared, but he couldn't break free. Just as he was about to give up hope, he heard a tiny squeak. It was Squeak! The mouse had returned and had gnawed through the ropes of the trap.

Leo was overjoyed. He thanked Squeak for saving his life. From that day on, Leo learned that even the smallest creatures can have a big impact. And he never forgot the lesson he learned from Squeak.

1. What is the main idea of the story...
 - a. the importance of friendship between animals
 - b. the power of kindness, even towards the smallest creatures
 - c. the dangers of living in the jungle
 - d. the bravery of a mouse

2. What's genre is the text...
 - a. Fairy tale
 - b. horror
 - c. fable
 - d. historical fiction
3. What did the mouse do while the lion was sleeping?
 - a. Playing around the lion
4. Tried to bite the lion
5. Fell and stepped on the lion's foot
6. Hide under the tree
4. Where does the story take place...
 - a. in a city
 - b. on a farm
 - c. in a jungle
 - d. in a zoo
5. Who Which of the following best describes the relationship between Leo and Squeak by the end of the story...
 - a. rivals
 - b. friends
 - c. enemies
 - d. strangers
6. How does the story use animals to teach a lesson to readers...
 - a. By showing that animals are smarter than humans
squeak is afraid of Leo
 - b. By using animal characters to reflect human values
 - c. By proving that lions can be trapped easily
 - d. By making animals talk for fun only
7. How is the problem in the story resolved...
 - a. leo finds a way to break the trap
 - b. squeak helps Leo escape
 - c. the hunter releases Leo
 - d. leo gives up and accepts his fate
8. The part of the story where the hare stops to rest is the...
 - e. orientation

- f. resolution
 - g. climax
 - h. complication
9. What does the lion say to the mouse after he is saved...
- a. “thank you for saving my life”
 - b. “you are the best friend i ever had”
 - c. “i will never forgive you”
 - d. “you are a nuisance”
10. How does the story end...
- a. with Leo becoming friends with Squeak
 - b. with Squeak becoming the king of the jungle
 - c. with Leo getting caught in another trap
 - d. with Squeak moving away from the jungle
11. What is the main problem in the story...
- a. leo is lost in the jungle
 - b. squeak is afraid of Leo
 - c. leo is caught in a trap
 - d. squeak cannot find food
12. Where does the lion live...
- a. In a cave
 - b. In a tree
 - c. In a den
 - d. In a jungle
13. What did the mouse do to save the lion...
- a. Biting the rope
 - b. Call a friend for help
 - c. Leave him
 - d. Just look at it

Direction

Read the story in the box carefully, this story will answer the question from number 14-25

"The Tortoise and the Hare"

One day, an arrogant rabbit challenged the turtle to a running race in the afternoon. The hare felt very confident of winning because he was much faster than the slow tortoise. Turtle, who was known to be patient and humble, accepted the challenge without hesitation.

When the race started, the hare immediately shot far ahead of the tortoise. Confident that he would win easily, the hare decided to stop for a while and sleep under a tree, thinking that it would take a long time for the tortoise to catch up with him.

Meanwhile, the turtle continued to walk slowly but without stopping. With his perseverance, the tortoise finally managed to get past the sleeping hare. When the hare woke up, he was surprised to see that the tortoise had almost reached the finish line. Even though the rabbit ran as fast as it could, it was too late. The tortoise ultimately wins the race.

14. What is the main idea of this story is...
 - a. The tortoise and hare are having a race
 - b. Rabbit is overconfident and careless
 - c. The victory of the diligent and persistent turtle
 - d. Friendship between a tortoise and a hare
15. Supporting details that show that the rabbit is overconfident are...
 - a. The rabbit ran quickly leaving the turtle
 - b. The hare converses with the tortoise
 - c. The rabbit fell asleep soundly after running
 - d. The hare and the tortoise agree to have a race
16. What does a rabbit do when it is running...
 - a. the rabbit kept running without stopping
 - b. the rabbit stopped to eat
 - c. the rabbit stopped to sleep
 - d. the rabbit stopped to drink
17. Who are the main characters in the story...
 - a. tortoise and lion
 - b. rabbit and lion

- c. turtles and birds
 - d. tortoise and the hare
18. If the hare hadn't fallen asleep, what might have happened....
- a. He might have won the race
 - b. He would lose anyway
 - c. He would refuse to race
 - d. He would help the tortoise
19. How does the hare feel about his chances of winning...
- a. confident
 - b. scared
 - c. doubtful
 - d. exited
20. When does the story take place?
- a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night
21. who won the race...
- a. the tortoise
 - b. the hare
 - c. they tied
 - d. neither won
22. Why is this story considered a fable...
- a. Because it uses real events
 - b. Because it has animals with human traits and teaches a lesson
 - c. Because it is based on history
 - d. Because it includes magic
23. What did the tortoise do while the hare was sleeping...
- a. the tortoise stopped the running
 - b. the tortoise continued to run slowly
 - c. the tortoise looked for a shortcut
 - d. the tortoise asked his friend for help
24. What kind of race did the rabbit and the tortoise have..

- a. a swimming race
 - b. a running race
 - c. a flying race
 - d. a eating race
25. What lesson did the hare learn from the race...
- a. it's always better to be fast
 - b. overconfidence can lead to failure
 - c. patience is a virtue
 - d. there's no point in trying if you're not the best

APPENDIX 5 (Test yang sudah Valid)

INSTRUMENT

Experimental Class

Name :

Class :

Direction

Read the story in the box carefully, this story will answer the question from number 1-10

"The Tortoise and the Hare"

One day, an arrogant rabbit challenged the turtle to a running race in the afternoon. The hare felt very confident of winning because he was much faster than the slow tortoise. Turtle, who was known to be patient and humble, accepted the challenge without hesitation.

When the race started, the hare immediately shot far ahead of the tortoise. Confident that he would win easily, the hare decided to stop for a while and sleep under a tree, thinking that it would take a long time for the

tortoise to catch up with him.

Meanwhile, the turtle continued to walk slowly but without stopping. With his perseverance, the tortoise finally managed to get past the sleeping hare. When the hare woke up, he was surprised to see that the tortoise had almost reached the finish line. Even though the rabbit ran as fast as it could, it was too late. The tortoise ultimately wins the race.

1. What is the main idea of this story is...
 - a. The tortoise and hare are having a race
 - b. Rabbit is overconfident and careless
 - c. The victory of the diligent and persistent turtle
 - d. Friendship between a tortoise and a hare
2. Supporting details show that the rabbit is overconfident are...
 - a. The rabbit ran quickly leaving the turtle
 - b. The hare converses with the tortoise
 - c. The rabbit fell asleep soundly after running
 - d. The hare and the tortoise agree to have a race
3. What does a rabbit do when it is running...
 - a. the rabbit kept running without stopping
 - b. the rabbit stopped to eat
 - c. the rabbit stopped to sleep
 - d. the rabbit stopped to drink
4. Who are the main characters in the story...
 - a. tortoise and lion
 - b. rabbit and lion
 - c. turtles and birds
 - d. tortoise and the hare
5. How does the hare feel about his chances of winning...
 - a. confident
 - b. scared
 - c. doubtful
 - d. exited
6. When does the story take place...
 - a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night
7. who won the race...
 - a. the tortoise
 - b. the hare
 - c. they tied
 - d. neither won
8. What did the tortoise do while the hare was sleeping...
 - a. the tortoise stopped the running
 - b. the tortoise continued to run slowly
 - c. the tortoise looked for a shortcut
 - d. the tortoise asked his friend for help

9. What kind of race did the rabbit and the tortoise have..
 - a. a swimming race
 - b. a running race
 - c. a flying race
 - d. a eating race
10. What lesson did the hare learn from the race...
 - a. it's always better to be fast
 - b. overconfidence can lead to failure
 - c. patience is a virtue
 - d. there's no point in trying if you're not the best

Direction

Read the story in the box carefully, this story will answer the question from number 11-20

"The Lion and the Mouse"

Once upon a time, in a dense jungle, there lived a mighty lion named Leo. He was the king of the jungle, feared by all the animals. One day, as Leo was napping under a shady tree, a tiny mouse named Squeak accidentally tripped over his paw and woke him up.

Leo was furious. He grabbed Squeak with his powerful jaws and prepared to crush him. Squeak, terrified, pleaded for his life. "Please, mighty Leo, spare me! I promise I'll never bother you again. And someday, I might even be able to help you."

Leo found Squeak's plea amusing. He thought it was ridiculous that such a tiny creature could ever be of any use to him. But since Squeak was so small and harmless, Leo decided to let him go.

Weeks later, Leo was caught in a hunter's trap. He struggled and roared, but he couldn't break free. Just as he was about to give up hope, he heard a tiny squeak. It was Squeak! The mouse had returned and had gnawed through the ropes of the trap.

Leo was overjoyed. He thanked Squeak for saving his life. From that day on, Leo learned that even the smallest creatures can have a big impact. And he never forgot the lesson he learned from Squeak.

1. What is the main idea of the story...
 - a. the importance of friendship between animals
 - b. the power of kindness, even towards the smallest creatures
 - c. the dangers of living in the jungle
 - d. the bravery of a mouse
2. What did the mouse do while the lion was sleeping...
 - a. Playing around the lion

- b. Tried to bite the lion
 - c. Fell and stepped on the lion's foot
 - d. Hide under the tree
- 3. Where does the story take place...
 - a. in a city
 - b. on a farm
 - c. in a jungle
 - d. in a zoo
- 4. Who are the main characters of the story...
 - a. a lion and a tiger
 - b. a lion and a mouse
 - c. a mouse and a rabbit
 - d. a lion and a deer
- 5. The part of the story where the hare stops to rest is the...
 - a. orientation
 - b. resolution
 - c. climax
 - d. complication
- 6. What does the lion say to the mouse after he is saved...
 - a. "thank you for saving my life"
 - b. "you are the best friend i ever had"
 - c. 'i will never forgive you"
 - d. "you are a nuisance"
- 7. How does the story end...
 - a. with Leo becoming friends with Squeak
 - b. with Squeak becoming the king of the jungle
 - c. with Leo getting caught in another trap
 - d. with Squeak moving away from the jungle
- 8. What is the main problem in the story...
 - a. leo is lost in the jungle
 - b. squeak is afraid of Leo
 - c. leo is caught in a trap
 - d. squeak cannot find food
- 9. Where does the lion live...
 - a. In a cave
 - b. In a tree
 - c. In a den
 - d. In a jungle
- 10. What did the mouse do to save the lion...
 - a. Bitting the rope
 - b. Call a friend for help
 - c. Leave him
 - d. Just look at it

APPENDIX 6 (Test yang sudah Valid)

INSTRUMENT

Control Class

Name :

Class :

Direction

Read the story in the box carefully, this story will answer the question from number 1-10

"The Lion and the Mouse"

Once upon a time, in a dense jungle, there lived a mighty lion named Leo. He was the king of the jungle, feared by all the animals. One day, as Leo was napping under a shady tree, a tiny mouse named Squeak accidentally tripped over his paw and woke him up.

Leo was furious. He grabbed Squeak with his powerful jaws and prepared to crush him. Squeak, terrified, pleaded for his life. "Please, mighty Leo, spare me! I promise I'll never bother you again. And someday, I might even be able to help you."

Leo found Squeak's plea amusing. He thought it was ridiculous that such a tiny creature could ever be of any use to him. But since Squeak was so small and harmless, Leo decided to let him go.

Weeks later, Leo was caught in a hunter's trap. He struggled and roared, but he couldn't break free. Just as he was about to give up hope, he heard a tiny squeak. It was Squeak! The mouse had returned and had gnawed through the ropes of the trap.

Leo was overjoyed. He thanked Squeak for saving his life. From that day on, Leo learned that even the smallest creatures can have a big impact. And he never forgot the lesson he learned from Squeak.

1. What is the main idea of the story...
 - a. the importance of friendship between animals
 - b. the power of kindness, even towards the smallest creatures
 - c. the dangers of living in the jungle
 - d. the bravery of a mouse
2. What did the mouse do while the lion was sleeping?
 - a. Playing around the lion

- b. Tried to bite the lion
 - c. Fell and stepped on the lion's foot
 - d. Hide under the tree
- 3. Where does the story take place...
 - a. in a city
 - b. on a farm
 - c. in a jungle
- 4. How is the problem in the story resolved...
 - a. leo finds a way to break the trap
 - b. squeak helps Leo escape
 - c. the hunter releases Leo
 - d. leo gives up and accepts his fate
- 5. The part of the story where the hare stops to rest is the...
 - a. Orientation
 - b. Resolution
 - c. Climax
 - d. complication
- 6. What does the lion say to the mouse after he is saved...
 - a. "thank you for saving my life"
 - b. "you are the best friend i ever had"
 - c. "i will never forgive you"
 - d. "you are a nuisance"
- 7. How does the story end...
 - a. with Leo becoming friends with Squeak
 - b. with Squeak becoming the king of the jungle
 - c. with Leo getting caught in another trap
 - d. with Squeak moving away from the jungle
- 8. What is the main problem in the story...
 - a. leo is lost in the jungle
 - b. squeak is afraid of Leo
 - c. leo is caught in a trap
 - d. squeak cannot find food
- 9. Where does the lion live...
 - a. In a cave
 - b. In a tree
 - c. In a den
 - d. In a jungle
- 10. What did the mouse do to save the lion...
 - a. Biting the rope
 - b. Call a friend for help
 - c. Leave him
 - d. Just look at it

Direction

Read the story in the box carefully, this story will answer the question from number 11-20

"The Tortoise and the Hare"

One day, an arrogant rabbit challenged the turtle to a running race in the afternoon. The hare felt very confident of winning because he was much faster than the slow tortoise. Turtle, who was known to be patient and humble, accepted the challenge without hesitation.

When the race started, the hare immediately shot far ahead of the tortoise. Confident that he would win easily, the hare decided to stop for a while and sleep under a tree, thinking that it would take a long time for the tortoise to catch up with him.

Meanwhile, the turtle continued to walk slowly but without stopping. With his perseverance, the tortoise finally managed to get past the sleeping hare. When the hare woke up, he was surprised to see that the tortoise had almost reached the finish line. Even though the rabbit ran as fast as it could, it was too late. The tortoise ultimately wins the race.

11. What is the main idea of this story is...
 - a. The tortoise and hare are having a race
 - b. Rabbit is overconfident and careless
 - c. The victory of the diligent and persistent turtle
 - d. Friendship between a tortoise and a hare
12. Supporting details show that the rabbit is overconfident are...
 - a. The rabbit ran quickly leaving the turtle
 - b. The hare converses with the tortoise
 - c. The rabbit fell asleep soundly after running
 - d. The hare and the tortoise agree to have a race
13. What does a rabbit do when it is running...
 - a. the rabbit kept running without stopping
 - b. the rabbit stopped to eat
 - c. the rabbit stopped to sleep
 - d. the rabbit stopped to drink
14. Who are the main characters in the story...
 - a. tortoise and lion
 - b. rabbit and lion
 - c. turtles and birds
 - d. tortoise and the hare
15. How does the hare feel about his chances of winning...
 - a. confident
 - b. scared
 - c. doubtful
 - d. exited
16. When does the story take place?

- a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night
17. who won the race...
- a. the tortoise
 - b. the hare
 - c. they tied
 - d. neither won
18. What did the tortoise do while the hare was sleeping...
- a. the tortoise stopped the running
 - b. the tortoise continued to run slowly
 - c. the tortoise looked for a shortcut
 - d. the tortoise asked his friend for help
19. What kind of race did the rabbit and the tortoise have..
- a. a swimming race
 - b. a running race
 - c. a flying race
 - d. a eating race
20. What lesson did the hare learn from the race...
- a. it's always better to be fast
 - b. overconfidence can lead to failure
 - c. patience is a virtue
 - d. there's no point in trying if you're not the best

APPENDIX 7

KEY ANSWER INSTRUMENTS EXPERIMENT AND CONTROL CLASS

- | | |
|------|------|
| 1. C | 1. B |
| 2. A | 2. C |
| 3. C | 3. C |

4. D	4. B
5. A	5. D
6. B	6. A
7. A	7. A
8. B	8. C
9. B	9. D
10. B	10. A
11. B	11. C
12. C	12. A
13. C	13. C
14. B	14. D
15. D	15. A
16. A	16. B
17. A	17. A
18. C	18. B
19. D	19. B
20. A	20. B

APPENDIX 8

Students' Score in Experimental Class

No	VIII-1	Experimental Clas	
	Name	Pre-Test	Post-Test
1	AAZ	35	85
2	ADS	30	75
3	AKP	40	85
4	AA	35	80
5	ATY	25	75
6	CAH	40	80
7	DSS	30	80
8	ES	45	85

9	FAAE	30	85
10	FR	55	90
11	GD	55	85
12	HYS	70	90
13	HA	15	70
14	IQP	20	65
15	MFR	15	80
16	NAP	15	65
17	NST	5	55
18	NJH	35	65
19	NP	30	60
20	OH	45	90
21	QA	50	75
22	RA	50	80
23	RA	45	70
24	RGH	25	80
25	SS	35	95
26	SN	15	60
27	SS	45	90
28	SAB	5	60
29	VAF	80	90
30	WHF	30	75
31	WD	10	70
32	ZAS	10	80
Jumlah		1070	2470

APPENDIX 9

Students' Score in Control Class

No	VIII-2	Control Clas	
	Name	Pre-Test	Post-Test
1	AS	30	55
2	ARAT	30	65
3	AM	35	50
4	AY	60	70
5	AFT	50	55
6	AA	35	60
7	ASS	35	40
8	AF	25	65
9	AMF	30	60
10	AS	50	60
11	A	15	60

12	DA	20	60
13	EL	65	75
14	FU	50	50
15	FR	30	40
16	F	20	40
17	FTA	20	60
18	HAH	25	40
19	IV	35	65
20	IPS	25	50
21	JAY	50	60
22	MLR	30	55
23	NMP	45	85
24	NO	15	55
25	NAA	30	40
26	RW	25	65
27	RS	25	45
28	RM	15	50
29	RL	10	45
30	SP	30	40
31	SS	25	60
32	WZ	65	80
Jumlah		1050	1800

APPENDIX 10

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai Pre-Test Kelas Experimental

Langkah-langkah menghitung distribusi Frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 32 \\
 &= 1 + 3.3 \cdot 1.505 \\
 &= 1 + 4.9665 \\
 &= 5.9665 \\
 &= 6
 \end{aligned}$$

b. Rentang Data

$$R = \text{Data terbesar} - \text{Data terkecil}$$

$$= 80 - 5$$

$$= 75$$

c. Menentukan Interval

$$I = R/K$$

$$= 75/6$$

$$= 12.5$$

$$= 13$$

Descriptive Statistic

Statistics Pre-Test Experimental

		Hasil	Kelas
N	Valid	32	32
	Missing	0	0
Mean		33.44	1.00
Std. Error of Mean		3.186	.000
Median		32.50	1.00
Mode		30	1
Std. Deviation		18.025	.000
Variance		324.899	.000
Skewness		.500	
Std. Error of Skewness		.414	.414
Kurtosis		.233	
Std. Error of Kurtosis		.809	.809
Range		75	0
Minimum		5	1
Maximum		80	1
Sum		1070	32

Hasil

Frequency	Percent	Valid Percent	Cumulative Percent
-----------	---------	---------------	--------------------

Valid	5	2	6.3	6.3	6.3
	10	2	6.3	6.3	12.5
	15	4	12.5	12.5	25.0
	20	1	3.1	3.1	28.1
	25	2	6.3	6.3	34.4
	30	5	15.6	15.6	50.0
	35	4	12.5	12.5	62.5
	40	2	6.3	6.3	68.8
	45	4	12.5	12.5	81.3
	50	2	6.3	6.3	87.5
	55	2	6.3	6.3	93.8
	70	1	3.1	3.1	96.9
	80	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Descriptive statistic

B. Perhitungan Distribusi Data Nilai Post-Test Kelas Experimental

Langkah-langkah menghitung distribusi Frekuensi

- a. Menentukan banyak kelas (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 32 \\
 &= 1 + 3.3 \cdot 1.505 \\
 &= 1 + 4.9665 \\
 &= 5.9665 \\
 &= 6
 \end{aligned}$$

- b. Rentang Data

$$\begin{aligned}
 R &= \text{Data terbesar} - \text{Data terkecil} \\
 &= 95 - 55 \\
 &= 40
 \end{aligned}$$

- c. Menentukan Interval

$$I = R/K$$

$$= 40/6$$

$$= 6.66$$

$$= 7$$

Statistics Post-Test Experimental

		Hasil	Kelas
N	Valid	32	32
	Missing	0	0
Mean		77.19	1.00
Std. Error of Mean		1.878	.000
Median		80.00	1.00
Mode		80	1
Std. Deviation		10.621	.000
Variance		112.802	.000
Skewness		-.403	
Std. Error of Skewness		.414	.414
Kurtosis		-.751	
Std. Error of Kurtosis		.809	.809
Range		40	0
Minimum		55	1
Maximum		95	1
Sum		2470	32

Hasil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.1	3.1	3.1
	60	3	9.4	9.4	12.5
	65	3	9.4	9.4	21.9
	70	3	9.4	9.4	31.3
	75	4	12.5	12.5	43.8
	80	7	21.9	21.9	65.6
	85	5	15.6	15.6	81.3
	90	5	15.6	15.6	96.9
	95	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

C. Perhitungan Distribusi Data Nilai Pre-Test Kelas Control

Langkah-langkah menghitung distribusi Frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 32 \\
 &= 1 + 3.3 \cdot 1.505 \\
 &= 1 + 4.9665 \\
 &= 5.9665 \\
 &= 6
 \end{aligned}$$

b. Rentang Data

$$\begin{aligned}
 R &= \text{Data terbesar} - \text{Data terkecil} \\
 &= 65 - 10 \\
 &= 55
 \end{aligned}$$

c. Menentukan Interval

$$\begin{aligned}
 I &= R/K \\
 &= 56/6 \\
 &= 9.16 \\
 &= 10
 \end{aligned}$$

Descriptive statistic

Statistics Pre-Test Control

		Hasil	Kelas
N	Valid	32	32
	Missing	0	0
Mean		32.81	1.00
Std. Error of Mean		2.569	.000
Median		30.00	1.00
Mode		30	1
Std. Deviation		14.532	.000
Variance		211.190	.000
Skewness		.794	
Std. Error of Skewness		.414	.414
Kurtosis		-.030	
Std. Error of Kurtosis		.809	.809
Range		55	0

Minimum	10	1
Maximum	65	1
Sum	1050	32

Hasil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	3.1	3.1	3.1
	15	3	9.4	9.4	12.5
	20	3	9.4	9.4	21.9
	25	6	18.8	18.8	40.6
	30	7	21.9	21.9	62.5
	35	4	12.5	12.5	75.0
	45	1	3.1	3.1	78.1
	50	4	12.5	12.5	90.6
	60	1	3.1	3.1	93.8
	65	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

D. Perhitungan Distribusi Data Nilai Post-Test Kelas Control

Langkah-langkah menghitung distribusi Frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 32 \\
 &= 1 + 3.3 \cdot 1.505 \\
 &= 1 + 4.9665 \\
 &= 5.9665 \\
 &= 6
 \end{aligned}$$

b. Rentang Data

$$\begin{aligned}
 R &= \text{Data terbesar} - \text{Data terkecil} \\
 &= 85 - 40 \\
 &= 45
 \end{aligned}$$

c. Menentukan Interval

$$\begin{aligned}
 I &= R/K \\
 &= 45/6
 \end{aligned}$$

= 7.5

= 8

Descriptive statistic

Statistics Post-Test Control

		Hasil	Kelas
N	Valid	32	32
	Missing	0	0
Mean		56.25	1.00
Std. Error of Mean		2.094	.000
Median		57.50	1.00
Mode		60	1
Std. Deviation		11.846	.000
Variance		140.323	.000
Skewness		.411	
Std. Error of Skewness		.414	.414
Kurtosis		-.048	
Std. Error of Kurtosis		.809	.809
Range		45	0
Minimum		40	1
Maximum		85	1
Sum		1800	32

Hasil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	18.8	18.8	18.8
	45	2	6.3	6.3	25.0
	50	4	12.5	12.5	37.5
	55	4	12.5	12.5	50.0
	60	8	25.0	25.0	75.0
	65	4	12.5	12.5	87.5
	70	1	3.1	3.1	90.6
	75	1	3.1	3.1	93.8
	80	1	3.1	3.1	96.9
	85	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

E. Normality Test

Class

Tests of Normality

Kolmogorov-Smirnov^a

Shapiro-Wilk

		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Reading Narrative Text	Pre-Test Experiment (TS-TS)	.097	32	.200*	.964	32	.346
	Post-Test Experiment (TS-TS)	.167	32	.024	.946	32	.112
	Pre-Test Control (Teacher Method)	.202	32	.002	.915	32	.015
	Post-Test Control (Teacher Method)	.126	32	.200*	.937	32	.061

F. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.133	1	62	.717
	Based on Median	.285	1	62	.595
	Based on Median and with adjusted df	.285	1	61.912	.595
	Based on trimmed mean	.145	1	62	.704

G. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Hasil Belajar siswa R. Narrative Text	Equal variances assumed	.133	.717	7.444	62	.000	20.93750	2.81250		15.31539	26.55961
	Equal variances not assumed			7.444	61.276	.000	20.93750	2.81250		15.31407	26.56093

APPENDIX 11

T-Table

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148

46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX 12

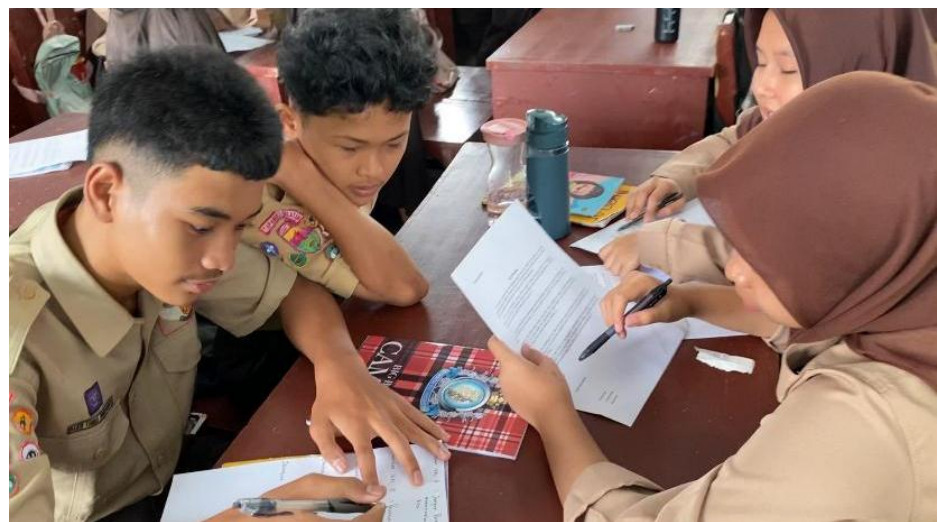
Documentations Students' Taking The Pre-Test in the Experimental Class



Students' Taking the Pre-Test in Control Class



**Treatment-Implementation of Two Stay-Two Stray
First Meeting**





Second Meeting





Students' Taking the Post-Test in the Experimental Class





Students' Taking the Post-Test in the Control Class





CURRICULUM VITAE



A. Identify

Name : Wanti Lestari Panggabeh
Nim : 2120300054
Place and Birthday : Sibabangun, 09 January 2003
Gender : Female
Religion : Islam
Address : Desa Aek Ngadol Sitinjak
Phone Number : 0822-7680-2599/0851-8453-3638
Email : wanti4005@gmail.com

B. Parents

Father Name : Firman Panggabean
Mother Name : Umami Sari Pasaribu

C. Educational Background

Elementary School : SD 153071 Sibabangun 1
Junior High School : MTS Bintang Sembilan Sibabangun
Senior High School : SMK N 1 Batang Toru
Collage : UIN Syahada Padangsidempuan

D. Organizations

Himpunan Mahasiswa Jurusan (HMJ) Tahun 2023
Tim Media Sosial UIN Syahada Tahun 2024