USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMPN 7 BUKITTINGGI

A PROPOSAL

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ABSTRACT

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This research aimed to improve students' reading comprehension of narrative texts through the implementation of the Two Stay Two Stray (TSTS) technique at the ninth grade of SMP Negeri 7 Bukittinggi. The study was motivated by students' low reading comprehension achievement, particularly in identifying the main idea, specific information, vocabulary in context, references, and inferences. In addition, students showed limited participation during the learning process, and the teaching strategy used in the classroom was still predominantly teacher-centered.

This research employed Classroom Action Research (CAR) based on the model proposed by Kemmis and McTaggart, consisting of planning, acting, observing, and reflecting. The research was conducted in two cycles involving 30 students of Class IX.3 at SMP Negeri 7 Bukittinggi. The data were collected through reading comprehension tests, classroom observation, field notes, and documentation. The data were analyzed using descriptive quantitative and qualitative analysis.

The findings revealed that the implementation of the Two Stay Two Stray (TSTS) technique successfully improved the students' reading comprehension. The students' mean score increased from 52.73 in the preliminary study with 13% learning mastery to 65.50 in the pre-test with 37% learning mastery. It further increased to 75.00 in Cycle I with 57% learning mastery and reached 83.50 in Cycle II with 100% learning mastery. Furthermore, the implementation of the TSTS technique enhanced students' participation, cooperation, classroom interaction, and engagement throughout the teaching and learning process. Therefore, it can be concluded that the Two Stay Two Stray (TSTS) technique effectively improved the reading comprehension of the ninth-grade students of SMP Negeri 7 Bukittinggi in learning narrative texts.

Keywords: Two Stay Two Stray (TSTS), Reading Comprehension, Narrative Text, Classroom Action Research.

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CHAPTER I

INTRODUCTION

A. Background of Problem

There are several skills in learning English, namely speaking, writing, reading, and listening, and one of the most essential among them is reading. Reading is considered an important skill that students should master, as David Nunan (2003) states that reading is a fluent process in which readers combine information from the text with their background knowledge to construct meaning; therefore, reading can be understood as a process of building comprehension by integrating textual information with prior knowledge. Consequently, ideas and useful information for real-life contexts can be obtained through reading, and the more reading is practiced, the more information is gained, which in turn influences language acquisition. In this context, both teachers and students are encouraged to engage in reading comprehension practice from an early stage or as soon as possible, and in summary, reading stands as a crucial skill that significantly contributes to language acquisition and the development of knowledge.

Reading comprehension is a complex process that requires students to construct meaning from a text by identifying the main idea, locating specific information, understanding vocabulary in context, recognizing references, and making inferences. These skills are essential for understanding narrative texts and achieving the learning objectives in

English classes. According to Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction with written language. She emphasizes that comprehension is not merely taking information from a text, but also actively building meaning based on the reader's abilities, knowledge, and purpose for reading.Therefore, English teachers need to employ appropriate instructional techniques that not only facilitate students' comprehension but also encourage active participation and collaborative learning. Through interactive classroom activities, students are expected to discuss the text, exchange ideas, and support one another in developing a deeper understanding of the reading materials.

One of the text types that junior high school students are expected to comprehend is narrative text. Narrative texts are introduced to help students understand the organization of stories, identify the sequence of events, recognize language features, and interpret the moral values conveyed by the author. Learning narrative texts also encourages students to develop critical thinking by analyzing characters, events, conflicts, and resolutions presented in the story. Therefore, students are expected not only to understand the literal meaning of narrative texts but also to interpret implied information and construct a comprehensive understanding of the text. Achieving these competencies requires appropriate instructional techniques that actively engage students in the reading process and encourage them to participate meaningfully in

classroom learning activities.

Despite the importance of reading comprehension, many junior high school students still encounter various difficulties in understanding English texts, particularly narrative texts. Reading narrative texts requires students to comprehend the sequence of events, identify important information, understand unfamiliar vocabulary, recognize references, and infer meanings that are not explicitly stated in the text. These reading processes demand active engagement and higher-order thinking skills. Consequently, students need learning experiences that not only help them understand the content of a text but also encourage them to discuss, exchange ideas, and construct meaning collaboratively with their peers.

Preliminary classroom observations conducted on August 12th , 2025 at class IX.3 in SMPN 7 Bukittinggi indicated that learning activities were mainly conducted through teacher guided instruction. During reading activities, several problems related to students' reading comprehension were identified. During reading activities, some students experienced difficulty identifying the main idea and supporting information in narrative texts. Several students also encountered unfamiliar vocabulary that affected their understanding of the text. Instead of discussing the meaning with their peers, some students tended to wait for the teacher's explanation before completing the reading tasks. In addition, classroom observation indicated that not all students actively participated in group discussions, resulting in limited opportunities for them to exchange ideas and develop

their understanding of the reading materials collaboratively.

The results of the preliminary reading comprehension test further supported these classroom findings. Only a small proportion of students achieved the school's Minimum Mastery Criterion (KKM), while the majority of students obtained scores below the expected standard. These findings indicate that many students still experienced difficulties in comprehending narrative texts and had not yet achieved the expected level of reading comprehension. Therefore, an instructional technique that promotes active participation, collaborative learning, and meaningful interaction among students is needed to support the improvement of their reading comprehension.

Classroom problems is the Two Stay Two Stray (TSTS) technique. TSTS is a cooperative learning technique that provides students with opportunities to work collaboratively in small groups, exchange information, discuss ideas, and learn from one another. Through this technique, students are encouraged to actively participate in the learning process by discussing the reading material within their groups before sharing the results of their discussion with members of other groups. This learning process enables students to compare their understanding, clarify misconceptions, and obtain additional information from different perspectives. Consequently, students are expected to develop a deeper understanding of narrative texts while simultaneously improving their communication and collaborative skills.

Several previous studies have reported that the implementation of the Two Stay Two Stray (TSTS) technique contributed positively to students' reading comprehension. However, most of these studies employed experimental research designs to measure the effectiveness of the technique. Meanwhile, only a limited number of studies have implemented the TSTS technique through Classroom Action Research (CAR), particularly in teaching narrative texts to ninth-grade students in the context of the Merdeka Curriculum. In addition, classroom conditions, students' characteristics, and learning needs vary across schools, indicating that further investigation is necessary to determine how the implementation of the TSTS technique can improve students' reading comprehension in different educational contexts. Therefore, this study seeks to provide empirical evidence regarding the implementation of the TSTS technique through Classroom Action Research to improve students' reading comprehension of narrative texts at the ninth grade of SMP N 7 Bukittinggi.

Based on the problems identified during the preliminary research and the potential benefits offered by the Two Stay Two Stray (TSTS) technique, the researcher is interested in conducting a Classroom Action Research entitled **"Using the Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi."** The researcher expects that the implementation of the TSTS technique will

create a more interactive and collaborative learning environment, encourage students to participate actively in reading activities, and improve their reading comprehension of narrative texts.

B. Identification Of Problem

Based on the background of the study, there are several problems found in the teaching and learning process of narrative texts of delivering narrative texts at the ninth grade of SMP N 7 Bukittinggi are as follows:

1. Some students had difficulty finding specific information.
2. Some students were passive during reading activities.
3. The learning activities provided limited opportunities for students.

C. Research Problems

Based on the background and identification of the problem, the research problems of this study are formulated as follows:

1. Does the implementation of the Two Stay Two Stray (TSTS) technique improve students' reading comprehension of narrative texts at the ninth grade of SMPN 7 Bukittinggi?

D. Research Objective

Related to the research problems above, the researcher presents the purpose of the study as follows :

1. To improve students' reading comprehension of narrative text through the implementation of the Two Stay Two Stray (TSTS) technique at the ninth grade of smpn 7 Bukittinggi.

E. Significance of the Problem

This research is expected to provide both theoretical and practical significance as follows :

1. Theoretical Significance

This study is expected to enrich the existing literature on the implementation of cooperative learning strategies, particularly the Two Stay Two Stray (TSTS) technique, in improving students' reading comprehension in narrative text learning. It may also serve as a reference for further research related to speaking instruction at the junior secondary level.

2. Practical Significance

Practically, the results of this study are expected to give benefits to several parties :

a. For Students

This research is expected to help students improve their reading comprehension, especially in understanding narrative texts. Through the implementation of the Two Stay Two Stray (TSTS) technique, students can actively participate in discussions, exchange ideas, and construct meaning collaboratively. It is also expected to increase their motivation and confidence in learning English.

b. For EnglishTeachers

This research is expected to provide teachers with an alternative and interactive teaching technique to improve students' reading comprehension. The findings of this research may help teachers create a more engaging and collaborative classroom atmosphere and reduce students' dependence on translation-based learning.

F. Definition of the Key Terms

1. Two Stay Two Stray (TSTS)

Two Stay Two Stray (TSTS) is a cooperative learning technique in which students work in groups of four. Two members stay in their group to explain the discussion results, while the other two members visit other groups to gather and share information. In this study, TSTS is used as a teaching strategy to improve students' reading comprehension in learning narrative texts.

2. Reading Comprehension

Reading comprehension in this research refers to students' ability to understand, interpret, and construct meaning from written texts. It includes identifying the main idea, finding specific information, understanding vocabulary in context, recognizing the sequence of events, and making simple inferences in narrative texts.

3. Narrative Text

Refers to a type of text that tells a story or recounts events in chronological order with the purpose of entertaining or informing the

reader. The narrative texts used in this study focus on understanding the generic structure (orientation, complication, and resolution) and comprehending the content of the story.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theory

1. Reading

a. Definition of Reading

Reading is one of the essential receptive skills in English language learning because it enables students to obtain information, construct meaning, and develop language proficiency. Through reading, individuals can acquire various forms of information and expand their knowledge. It enables readers to gain new ideas and deepen their understanding of different topics. Therefore, reading plays a significant role in broadening one's perspective and enriching both knowledge and comprehension.

According to David Nunan (2003), reading is a fluent process of combining information from a text and the reader's background knowledge to build meaning. This definition highlights that reading is not merely recognizing written words, but also connecting them with prior knowledge to create understanding. From this explanation, researcher understand that reading requires active thinking because students must relate the text to what they already know in order to comprehend it effectively.

Similarly, Grabe & Stoller (2013) states that reading is a complex process that involves rapid and efficient comprehension

of written language. He explains that reading requires the coordination of various cognitive skills such as vocabulary knowledge, grammar understanding, and inferencing ability. Based on this view, researcher believe that reading is not a simple activity, since students must use multiple skills at the same time to fully understand a text.

Harmer (2008) explains that reading is beneficial for language acquisition because it exposes learners to vocabulary, sentence structures, and discourse patterns. Through reading, students can improve their language competence indirectly. From this perspective, researcher assume that reading activities in the classroom should be designed effectively so that students not only read the text but also gain meaningful language input.

Roza and Khairani (2019) described reading as a purposeful cognitive process that requires readers to actively concentrate in order to construct meaning from written texts. They further explained that reading serves as a fundamental language skill, enabling learners to expand their knowledge and vocabulary, which in turn contributes to the development of overall language proficiency, especially speaking ability. In addition, Sya'ban and Reflinda (2021) argued that reading comprehension is an inferential process in which readers integrate the information presented in a text with their existing background knowledge to

develop a meaningful understanding.

Based on the explanations above, the researcher conclude that reading is an interactive and complex process in which readers actively construct meaning by integrating textual information with their background knowledge and cognitive abilities.

b. Reading Comprehension

According to Richards & Renady (2002), reading means perceiving a written text in order to understand its context while the result, understanding, is called reading comprehension. As mentioned in the previous chapter, comprehension is the essence of reading When the reader comprehends the text from reading, they can express the words. Reading comprehension also requires readers to build coherent mental representations of the text by connecting new information with prior knowledge stored in long-term memory. In addition, successful comprehension involves strategic and purposeful reading, where readers adjust their reading behavior based on their goals and evaluate whether the text makes sense. Therefore, reading comprehension is not merely the ability to decode written words, but a dynamic, interactive, and meaning-construction process that demands both lower-level linguistic skills and higher-level cognitive abilities.

Duffy (2009) stated the reading comprehension is an active process in which readers construct meaning from a text. Readers do

not only rely on the words written in the text, but they also use their background knowledge and experiences to understand the message of the text. Reading comprehension as the following:

1) Proactive, the reader must be actively thinking and constantly monitoring the meaning.
2) Tentative, the predictions made in one moment may change in the next moment.
3) Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by his or her prior knowledge.
4) Transitive, the reader's background interacts with the author's intention.
5) Thoughtful, you must always analyze the clues the author provides.
6) Imagistic, you use the author's descriptive language to create a picture in your mind of what is happening.
7) Inferential, the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.
8) Reflective, in that good readers evaluate what they have read and determine its significance and/or how it can be used after finishing reading.

In summary, reading comprehension refers to the process in which readers actively think about and monitor their understanding while

reading a text. By using their prior knowledge, readers are able to interpret the information in the text and understand the message conveyed by the author.

c. Purpose of Reading

In today's digital era, students have easy access to a wide range of reading materials that can be read anytime and anywhere. Nevertheless, each learner approaches reading with different intentions and goals. Grabe and Stoller (2011) identified several primary purposes of reading, which include:

1) Reading to locate specific information, which typically involves scanning to find particular words or details.
2) Reading to skim rapidly, where readers quickly go through the text to grasp its general idea.
3) Reading to acquire knowledge from texts, in which readers extract key information and connect it to their existing knowledge.
4) Reading to synthesize information, allowing readers to evaluate and select relevant content from various sources.
5) Reading to support writing, which, similar to reading for integration, involves gathering textual information to develop written work.
6) Reading to evaluate texts, requiring readers to analyze, critique, and organize the text's content.

7) Reading for overall comprehension, a complex process that enables readers to read fluently and construct broad meaning by processing information rapidly and forming mental representations of ideas.

Mullis et al. (2006) identifies two primary reading purposes: (1) reading for literary experience, and (2) reading to acquire and use information.

1) The first is reading for literary experience, in which readers engage with fictional texts by imagining characters, settings, events, emotions, and ideas while appreciating the author's language and literary style. This type of reading is commonly associated with novels, short stories, folktales, and other literary works.
2) The second purpose is reading to acquire and use information, which focuses on obtaining knowledge and understanding factual information about the world. Readers use informational texts to learn new concepts, understand how things function, and apply the knowledge they gain in academic or real-life contexts. These texts may be organized either chronologically or non-chronologically.

The purposes of reading are diverse, reflecting the various reasons why individuals engage with written texts. In general, reading provides access to knowledge by allowing readers to

discover new ideas, broaden their understanding of different cultures, and gain new perspectives. For students, reading involves not only recognizing written words but also constructing meaning and connecting new information with their prior knowledge. The purpose for reading also influences the strategies that readers employ. For instance, students preparing for an examination are more likely to read critically and analytically to understand key concepts, whereas those reading for pleasure tend to focus on enjoying the storyline, characters, and overall reading experience.

Based on the explanations above, it can be concluded that reading serves various purposes depending on the readers' needs, objectives, and the type of text they encounter. Readers may engage in reading to locate specific information, gain knowledge, evaluate ideas, support writing, or simply enjoy literary works. Regardless of the purpose, successful reading requires readers to actively construct meaning, integrate new information with their prior knowledge, and apply appropriate reading strategies. In the context of this study, students are expected to read narrative texts not only for literary enjoyment but also to develop their reading comprehension by identifying important information, interpreting ideas, and understanding the overall meaning of the text.

d. Types of Reading

According to Harmer, (2001) there are two kinds of reading namely extensive reading and intensive reading. To get maximum benefit for reading, the students need to be involved both kinds of reading. They are:

1) Extensive Reading

The term of extensive reading refers to reading which students do often (but not exclusively) away from the classroom. The may read newspaper, pages, magazine, novels and others reference material. Extensive reading should involve "reading for pleasure" what Richard day calls "joyful reading". This is enchanted if students have chance to choose what they want to read, if they are encourage to read by the teacher, and if some opportunity to give for them to share their reading experiences. Although not all students are quickly seen on this kind of reading, teacher can say with certainly that ones who read most progress fastest.

2) Intensive Reading

Intensive reading refers to reading short text in though and with clear goals, such as to answer reading comprehension questions or to identify how sentences are liked. Students should be allowed to choose their own. reading texts, following their own likes and interest, they will not all be reading the

same texts at once. For this reason and because we want to prompt students to keep reading we should encourage them to expert back on their reading in a number of ways.

According to M. F. Patel and Praveen M. Jain (2008), reading can be classified into four types: intensive reading, extensive reading, reading aloud, and silent reading, which are explained as follows:

3) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge and material for developing language. There are few characteristics of intensive reading:

a) This reading helps learner to develop active vocabulary
b) Teacher play main role in this Reading
c) Linguistic items are developed.
d) This reading aims at active use of language.
e) Intensive reading is reading aloud.

In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

4) Extensive Reading

The aim of extensive reading is to help students read directly and fluently in the target language for enjoyment

without depending on the teacher. In this type of reading, the reader is interested in learning about a topic but does not focus on specific or detailed information after finishing the text. In other words, extensive reading is mainly done for pleasure.

Few Characteristics of Extensive Reading are:

a) It helps learner to develop to active vocabulary.

b) Extensive reading is silent reading.

c) In extensive reading the subject matter is emphasized.

d) In the extensive reading the learners play main role because they have to ask for measures.

e) In extensive reading the idea can be developed.

f) The aim of extensive reading is to enrich learners' knowledge.

5) Reading Aloud

Reading aloud is the activity of reading a text by pronouncing the words so that others can hear what is being read. It plays an important role in teaching English because not all students know how to pronounce words correctly. Reading aloud also has both advantages and disadvantages, which are explained as follows:

a) Advantages: It enables learner to develop the skill of reading very well by speaking or expressing ideas; It enables learner to develop the skill of pronounce very well;

It makes reading very enjoyable while teacher uses reinforcement during reading, Language learning is a kind of imitation.

b) Disadvantages: over crowed class is very big problem; time consuming, may lead students to passive learner.

6) Silent Reading

Silent reading is done to acquire a lot of information. It is kind of habit in which learner are enabled to read without any audible whisper. There are several advantages and disadvantages of silent reading:

a) Advantages: makes students very active and accurate; It saves time because this activity is done at a time; useful to develop the skill of reading fast; plays main role to increase the knowledge.

b) Disadvantages: this technique is not useful at earlier stage of language learning, through this skill one can learn the pronunciation; leaner can cheat the teacher if subject matter is not interested; average students learn it hardly.

In summary, there are four types of reading and each has its advantages and disadvantages. Whoever they are, student or teacher should choose their reading types carefully for their purpose.

e. Principle in Teaching Reading

According to Harmer (2001) there are some principles behind teaching reading:

a. Reading is not a passive skill. Reading is an incredibly active occupation. To do is successfully, we have to understand what the words mean.
b. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with reading text, actively, not interested in what they are doing, are less likely to benefit.
c. Students should be encouraged to respond to the content of a reading text, not just the language. It is important to study reading texts for the way use language, the number of paragraph they contain and how many times they use relative clause.
d. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the context before we actually read.
e. Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading taks, the right kind of questions, engaging and useful puzzle etc.
f. Good teacher exploit reading text to the full. They integrate the reading text into interesting class sequences, using the topic for

discuss and further tasks, using the language for study and later activation.

In summary, to become success in teaching reading the teacher should aware the eight principles above. If the teacher has master these principles, the comprehension will be achieved. Moreover, the teacher can control and monitor the reading class. As a result the students will love reading and learning material.

2. Two Stay Two Stray (TSTS) Technique

a. Definition of Two Stay Two Stray (TSTS) Technique

In the progress of reading, a reader cannot be always run smoothly. There may be a potential where they cannot understand the material, there is a possibility where the reader may face difficulty to find meaning and the meaning of what they are reading. As a response to these conditions, the reader should find a technique to overcome this. When teaching reading, a teacher should also find a way to help students, one of which is introducing the technique called Two Stay Two Stray (TSTS).

Two Stay Two Stray (TSTS) is one of the cooperative learning techniques that encourages students to interact and share information with other groups during the learning process. According to Spencer Kagan (1994), Two Stay Two Stray is a cooperative learning structure in which students work in groups of four members. In this activity, two members stay in their group to

explain the results of their discussion, while the other two members visit other groups to gather information and ideas. Through this interaction, students have the opportunity to exchange knowledge and gain different perspectives from other groups.

Similarly, Robert E. Slavin (1995) explains that cooperative learning activities such as Two Stay Two Stray encourage students to work collaboratively, share responsibility, and support each other in understanding the learning material. In this process, students are actively involved in discussion and explanation, which helps them develop deeper comprehension of the topic being learned.

In addition, Roger T. Johnson (1999) states that cooperative learning structures allow students to interact directly with their peers, exchange ideas, and learn from one another in small groups. Through these collaborative interactions, students can improve both their academic understanding and social skills.

Based on the explanations above, it can be concluded that Two Stay Two Stray (TSTS) is a cooperative learning technique that allows students to collaborate, exchange information, and discuss ideas with other groups in order to develop better understanding of the learning material.

b. Essential Characteristics of the Two Stay Two Stray (TSTS) Technique

Although Kagan (1992) primarily explains the procedures of the Two Stay Two Stray (TSTS) technique, its implementation reflects several fundamental characteristics of cooperative learning. These characteristics distinguish TSTS from conventional learning because students actively interact, exchange information, and construct knowledge collaboratively. According to Kagan (1992), Johnson and Johnson (1999), and Slavin (2015), the main characteristics of the TSTS technique can be described as follows.

1) Positive Interdependence is one of the essential characteristics of the TSTS technique is positive interdependence. Johnson and Johnson (1999) state that students perceive that they can achieve their learning goals only if other group members also achieve theirs. In the TSTS technique, each group member is responsible for understanding the discussion material because they must either explain it to visiting members or collect information from other groups. Consequently, students depend on one another to complete the learning task successfully.
2) Another characteristic of TSTS is individual accountability. Although students work collaboratively in groups, each

member remains individually responsible for contributing to the discussion and understanding the learning material. Students who stay in their groups must explain the discussion results clearly, while those who visit other groups must gather accurate information and report it to their original groups. Therefore, every student has an active role during the learning process.

3) Face-to-face interaction is another important characteristic reflected in the TSTS technique. Students communicate directly with their peers through discussion, explanation, questioning, and clarification. Such interactions encourage learners to exchange ideas, negotiate meaning, and deepen their understanding of the learning material. This collaborative interaction is particularly beneficial in reading activities because students can clarify difficult vocabulary, identify important information, and confirm their comprehension together.
4) A distinctive characteristic of the TSTS technique is information sharing among different groups. During the "stray" activity, students visit other groups to exchange discussion results and obtain additional information. After returning to their original groups, they integrate the newly acquired information into their group's understanding. This

process broadens students' perspectives and enriches their comprehension of the learning material.

5) TSTS promotes equal participation because each student is assigned a specific role during the learning activity. Unlike conventional classroom discussions, where only a few students actively participate, TSTS ensures that every member contributes either by explaining information or by collecting information from other groups. Consequently, all students are actively involved throughout the learning process.
6) The TSTS technique also promotes active learning. Rather than passively receiving information from the teacher, students actively engage in discussing, questioning, explaining, and synthesizing information with their peers. Such active engagement encourages meaningful learning and supports the development of reading comprehension, particularly in understanding narrative texts.

Based on the characteristics above, the Two Stay Two Stray technique creates an interactive, collaborative, and student-centered learning environment. Through positive interdependence, individual accountability, active participation, and information sharing, students are encouraged to construct meaning collaboratively. Therefore, the TSTS technique is considered

appropriate for improving students' reading comprehension, particularly in comprehending narrative texts.

c. Procedure For Implementing Two Stay Two Stray (TSTS) Technique

The successful implementation of the Two Stay Two Stray (TSTS) technique depends on a systematic sequence of learning activities that encourages students to participate actively in cooperative learning. Through structured interaction and information sharing, students are expected to construct knowledge collaboratively while developing their understanding of the learning material. Therefore, understanding the procedures of TSTS is essential to ensure that the learning objectives can be achieved effectively.The teacher divides the students into small groups consisting of four members in each group.

According to Kagan (1992), the Two Stay Two Stray (TSTS) technique is implemented through cooperative group activities involving four students in each group. Initially, students work together to discuss and solve the assigned task. After completing the discussion, two members remain in their original group to explain the group's work, while the other two members visit another group to gather additional information. Once the visiting members return to their original groups, all members discuss the information obtained from other groups before formulating the

final conclusion. This structured interaction enables students to exchange ideas, compare different perspectives, and construct knowledge collaboratively.

Similarly, Lie (2008) explains that the implementation of the TSTS technique begins by organizing students into heterogeneous groups consisting of four members. Each group is given a learning task to discuss cooperatively until all members understand the material. Subsequently, two members stay in their group to explain the discussion results, whereas the remaining two members visit another group to observe, ask questions, and collect information. After completing the visit, the visiting students return to their original groups to report the information they have obtained. Finally, each group evaluates and refines its discussion results based on the information exchange.

Furthermore, Huda (2014) states that the TSTS technique emphasizes cooperative interaction through structured information sharing among groups. During the implementation process, every student is assigned a specific responsibility, either as a host or as a visitor. Such role distribution encourages equal participation and active communication among students. Huda further argues that the exchange of information enables students to broaden their understanding of the learning material because they are exposed to various ideas and viewpoints from different groups.

From the explanations provided by Kagan (1992), Lie (2008), and Huda (2014), it can be concluded that although each scholar describes the procedures differently, they share the same fundamental stages. All emphasize group discussion, information exchange, collaborative interaction, and reflection as the core components of the TSTS technique. Therefore, the implementation of TSTS is not merely an activity of moving from one group to another, but rather a structured cooperative learning process that encourages students to actively construct knowledge through communication and collaboration.

Table 2.1 The Procedures of the Two Stay Two Stray (TSTS) Technique

No	**Procedure**	**Learning Activities**	**Expected Outcomes**
1.	Forming Groups	The teacher divides students into heterogeneous groups consisting of four members and distributes the learning materials.	Students are organized into cooperative learning groups and understand their responsibilities.
2.	Group Discussion	Each group reads the narrative text collaboratively, discusses the assigned questions, identifies the main idea, specific information, vocabulary, references, and inference, and	Students develop an initial understanding of the narrative text through collaborative discussion.

		prepares the discussion results.	
3.	Two Students Stay	Two members remain in their original group to explain the group's discussion results to visiting students.	Students practice explaining ideas clearly while reinforcing their own understanding of the text.
4.	Two Students Stray	The other two members visit another group to observe, ask questions, compare answers, and collect additional information.	Students obtain new information and different perspectives from other groups.
5.	Sharing Information	The visiting members return to their original group and report all information they have gathered from the visited groups.	Students exchange information and broaden their understanding through peer learning.
6.	Group Reflection and Revision	Each group discusses the newly obtained information, evaluates their previous answers, and revises them if necessary.	Students clarify misconceptions and improve the accuracy of their understanding collaboratively.
7.	Presentation and Teacher's Feedback	Each group presents its final discussion results, followed by clarification, feedback, and reinforcement from the teacher.	Students strengthen their reading comprehension and receive confirmation of the correct concepts.

Based on the procedures presented in Table 2.1, the implementation of the TSTS technique begins with organizing students into heterogeneous groups to encourage cooperation among learners with different abilities. Students then work collaboratively to discuss the assigned narrative text by identifying important information, such as the main idea, specific information, vocabulary, references, and inference. After completing the discussion, two members remain in their original groups to explain the discussion results, while the other two members visit another group to obtain additional information and compare different viewpoints. The visiting members subsequently return to their original groups and share the information they have collected. Finally, each group revises its discussion results before presenting the final answers to the class, followed by clarification and feedback from the teacher.

Based on the procedures described above, the researcher concludes that the Two Stay Two Stray (TSTS) technique provides a systematic cooperative learning process that actively involves students in constructing knowledge through discussion and information exchange. Each stage of the technique encourages students to communicate, collaborate, verify their understanding, and learn from their peers. In the context of this research, these procedures are highly relevant to improving students' reading

comprehension because they provide opportunities for students to discuss the content of narrative texts, clarify unfamiliar vocabulary, identify important information, and draw conclusions collaboratively. Consequently, the TSTS technique is considered an appropriate instructional technique for enhancing students' reading comprehension of narrative texts.

D. The Role of Two Stay Two Stray (TSTS) Technique to Improving Reading Comprehension

Reading comprehension is not merely the ability to read written words but also the ability to construct meaning, identify important information, interpret ideas, and draw conclusions from a text. Therefore, students require learning activities that encourage active participation, collaborative discussion, and meaningful interaction during the reading process. One cooperative learning technique that facilitates these activities is the Two Stay Two Stray (TSTS) technique.

According to Kagan (1992), the TSTS technique encourages students to exchange information and learn collaboratively through structured group interaction. During the learning process, students are required to discuss ideas, explain concepts, ask questions, and compare their understanding with other groups. Such collaborative interaction enables students to construct knowledge actively rather than merely receiving information from the teacher.

Similarly, Johnson and Johnson (1999) argue that cooperative learning promotes higher academic achievement because students work together to solve problems, explain concepts, and support one another in achieving shared learning goals. Through positive interdependence and face-to-face interaction, students are encouraged to clarify misunderstandings and strengthen their comprehension of the learning material.

Furthermore, Slavin (2015) states that TSTS technique contributes to students' academic success because discussion among peers allows them to elaborate ideas, organize information, and develop deeper conceptual understanding. Students who explain learning materials to others are more likely to understand the content better because teaching peers requires them to process information more actively and meaningfully.

Based on these theories, the researcher believes that the TSTS technique is highly relevant to the teaching of reading comprehension. Through group discussion and information exchange, students have opportunities to negotiate meaning, verify their understanding, identify important information, and learn from different perspectives. These collaborative activities support students in constructing a deeper understanding of narrative texts while simultaneously encouraging active participation throughout the learning process.

e. Advantage and Disadvantage of Two Stay Two Stray (TSTS) Technique

Two Stay Two Stray (TSTS) Technique is not a perfect technique the applicant of this technique may influenced by some factors and conditions. So, there may some advantages and disadvantages from this technique, there some advantages of the Two Stay Two Stray (TSTS) Technique according to Spencer Kagan (1994) and Robert E. Slavin (1995) as follow:

1) One of the major advantages of the TSTS technique is that it encourages active participation among students. Every group member has a specific responsibility, either as a host who explains the discussion results or as a visitor who gathers information from other groups. Consequently, all students are actively involved in the learning process rather than becoming passive recipients of information.
2) TSTS encourages students to work cooperatively by sharing responsibilities, exchanging ideas, and solving learning tasks together. Johnson and Johnson (1999) argue that cooperative learning enables students to achieve learning goals through positive interdependence and mutual support.
3) Another advantage of the TSTS technique is that students are encouraged to communicate and exchange information with peers from different groups. This interaction broadens students'

perspectives because they are exposed to various ideas and explanations.

4) During group discussions, students are encouraged to analyze information, compare ideas, evaluate different opinions, and formulate conclusions. These activities help students develop critical thinking skills while solving learning problems collaboratively.
5) One of the most significant advantages of the TSTS technique is its contribution to improving students' reading comprehension. Through discussion, explanation, and information exchange, students actively construct meaning from the text instead of relying solely on the teacher's explanation.Collaborative interaction also provides opportunities for students to clarify unfamiliar vocabulary, identify the main idea, locate specific information, recognize references, and make inferences.

Opposite the advantages, there are some disadvantages of this technique as follow :

1) The activity requires more time because students need to discuss and visit other groups.
2) The classroom may become noisy when students move between groups.
3) Some students may rely on their group members instead of

actively participating.

4) Teachers may find it challenging to monitor all groups simultaneously, especially in large classes.

In conclusion, the Two Stay Two Stray technique offers many advantages in promoting collaborative learning and improving students' engagement in the classroom. However, teachers need to manage the classroom effectively to overcome the potential challenges during its implementation.

3. Narrative Text

a. Definition of Narrative Text

To make students feel enjoyment and pleasure in reading, teachers should select interesting materials or stories that can amuse, entertain, and maintain students' interest while reading. One type of text that can fulfill these requirements is narrative text. According to Watkins, (2005), narrative texts are generally intended to entertain readers. They also explain that narratives have a strong social function beyond entertainment. Therefore, the main purpose of narrative text is to entertain the reader.

According to Anderson and Anderson (1997), a narrative text is a text that tells a story with the purpose of entertaining or informing the readers. It presents a sequence of events involving characters and conflicts that lead to a resolution.

According to Telaumbanua (2020), a narrative text is a

story that is organized chronologically, recounting past events and aiming to entertain the reader. It usually presents a problematic situation that leads to a crisis or change, which is eventually resolved, and describes real or related sequences of events. The narrative is structured through a series of events that are carefully selected and arranged in a logical order. Similarly, Prasetia et al.,(2022) state that ‘’narrative text is a type of text used to tell a story consisting of interconnected’’.

According to Rina Listia, Nasrullah. Rizky Amelia, (2024) Narrative text is a type of text that tells a story or recounts events in either spoken or written form, and its main social function is to entertain the readers. It may include various forms of stories such as legends, fables, stories of humans and animals, love stories, or other folktales. Narrative texts are often written based on life experiences and present events in an engaging and interesting way in order to provide an aesthetic literary experience for the readers. In literary terms, experience refers to what people do, feel, hear, read, and even what they dream.

In conclusion narrative text is story that consist series of events, chronologically arranged and purposed to amuse or entertain readers.

b. Social Function

The primary purpose of narrative text is to tell a story that entertains, informs, or conveys moral values to the readers. Through a sequence of events involving characters, conflicts, and resolutions, narrative texts allow readers to experience imaginative or real-life situations while gaining meaningful lessons from the story. According to Anderson and Anderson (1997), the social function of narrative text is to entertain readers by presenting a story that is interesting and engaging. Similarly, Knapp and Watkins (2005) state that narrative texts not only entertain readers but also communicate experiences, cultural values, and life lessons through a well-organized sequence of events. Furthermore, Derewianka (2003) explains that narrative texts aim to engage readers emotionally while helping them understand the meaning and message conveyed by the story.

Based on the explanations above, the social functions of narrative text can be summarized as follows:

1) To entertain the readers by presenting interesting and enjoyable stories.
2) To inform readers about experiences, events, or situations through storytelling.
3) To convey moral values or life lessons that readers can apply in their daily lives.

4) To stimulate readers' imagination and emotional engagement through characters and plot development.

Based on the explanations above, the researcher concludes that the social function of narrative text extends beyond entertainment. Narrative texts also provide meaningful learning experiences by conveying moral values, cultural knowledge, and life lessons through stories. In English language learning, understanding the social function of narrative text enables students to interpret the purpose of the text and comprehend its message more effectively.

c. Generic Structure of Narrative Text

To help readers understand a story systematically, narrative texts are organized into several structural components. According to Anderson and Anderson (1997), a narrative text generally consists of orientation, complication, and resolution. Likewise, Gerot and Wignell (1994) explain that some narrative texts may include an additional stage called re-orientation or coda, which provides the ending or moral lesson of the story.

The generic structure of narrative text consists of the following components:

1) Orientation

Orientation introduces the readers to the story by providing background information, such as the characters, setting, and

time of the events. This section helps readers understand who is involved in the story, where it takes place, and when the events occur.

2) Complication

Complication presents the problem or conflict experienced by the characters. This section becomes the central part of the story because it develops the plot and creates curiosity among readers regarding how the problem will be resolved.

3) Resolution

Resolution explains how the conflict is solved. The ending may be happy, sad, or unexpected depending on the purpose of the story. This section provides closure to the narrative and completes the sequence of events.

4) Re-Orientation

Some narrative texts include a re-orientation or coda that presents the writer's concluding remarks or moral message. Although optional, this part helps readers understand the values or lessons that can be learned from the story.

Based on the explanations above, the researcher concludes that understanding the generic structure of narrative text is essential for improving students' reading comprehension. By recognizing the orientation, complication, resolution, and optional re-orientation, students can follow the sequence of events logically and understand

how each part contributes to the overall meaning of the story.

d. Language Feature of Narrative Text

Narrative texts possess distinctive linguistic characteristics that differentiate them from other text types. According to Gerot and Wignell (1994), narrative texts commonly use specific grammatical and lexical features to present events in a logical sequence and make the story more engaging for readers. These language features help readers understand the flow of the story and interpret its meaning effectively.

The language features of narrative text include the following:

1) Simple Past Tense

   Narrative texts generally use the simple past tense because they describe events that happened in the past.

2) Action Verbs

   Action verbs are used to describe the actions performed by the characters throughout the story.

3) Temporal Conjunctions

   Temporal conjunctions, such as *once upon a time, then, after that, finally,* and *suddenly*, are used to show the chronological order of events.

4) Direct and Inderect Speech

   Dialogue between characters is often presented using direct or

indirect speech to make the story more realistic and engaging.

5) Descriptive Words

Adjectives and adverbs are used to describe characters, settings, and events in greater detail, helping readers visualize the story.

6) Specific Participants

Narrative texts usually focus on specific participants, such as people, animals, or mythical creatures, who become the main characters in the story.

Based on the explanations above, the researcher concludes that the language features of narrative text play a significant role in helping students understand the content of a story. Familiarity with grammatical patterns, vocabulary, and textual signals enables students to identify important information, follow the sequence of events, and interpret the meaning of narrative texts more accurately.

e. Types of Narrative Text

Narrative texts can be classified into several types based on their content and purpose. According to Anderson and Anderson (1997), narrative texts consist of various forms of stories that entertain readers while conveying different cultural backgrounds and moral values. Understanding these types helps students recognize the characteristics of the stories they read and facilitates

their reading comprehension. he common types of narrative text include:

1) Folktale

Folktales are traditional stories that are passed down orally from generation to generation. These stories often include magical elements, talking animals, and moral lessons that reflect cultural values. Folktales are deeply rooted in cultural traditions and are commonly used to entertain as well as to teach important life lessons to readers or listeners.

2) Fables

Fables are short narrative stories that usually feature animals as the main characters and convey moral lessons. In many fables, the animals are portrayed with human-like characteristics such as speaking and thinking. These stories aim to teach readers or listeners about virtues, values, and appropriate behavior in society.

3) Myths

Myths are stories that explain the origins of natural phenomena, traditions, or cultural practices. They often involve gods, goddesses, or other supernatural beings and are closely related to religious or cultural beliefs. Myths serve to provide explanations about the world and human existence within a particular culture.

4) Legend

Legends are narrative stories that are based on real or historical events but often contain exaggerated or mythical elements. These stories commonly focus on heroic figures or extraordinary events and are usually passed down through oral tradition. Legends aim to preserve cultural heritage while entertaining the audience.

5) Science Fiction

Science fiction is a narrative that combines imaginative storytelling with scientific or technological concepts, often depicting future societies, space exploration, or advanced technology.

In conclusion, narrative texts can be presented in various forms depending on the theme and purpose of the story. These include fables, myths, legends, folktales, love stories, science fiction. Each type of narrative text has its own characteristics, but they all aim to tell a story that entertains, conveys messages, or reflects certain values and experiences. Through these different kinds of narrative texts, readers can explore various themes, cultures, and life lessons presented through storytelling.

f. Example of Narrative Text

The following is an example of a narrative text:

Table 2. 2 Example of narrative text

The smartest Parrot	
Orientation	Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.
Complication (events that lead to climax)	The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not saying the word of Catano.One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. "There were four old chickens for next dinner, you are as stupid as the chickens. Just stay with them", said the man angrily. Then he continued to mumble "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.
Resolution	The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you". (From www.englishdirection.com.)

Based on the table example of narrative text the researcher

conclude that, Each example of narrative text in the story consists of orientation, complication and resolution.

g. Indicators of Reading Comprehension on Narrative Text

According to Nurdiana & Amelia (2017), there are indicators to asses reading which described as follows:

1) Finding factual information: requires readers to scan specific details such as person, place, time, etc.
2) Finding main idea: the main idea is an important idea developed by the author contained in a text. Finding the main idea helps reader to comprehend the text and to remember the content of the text.
3) Finding the meaning of vocabulary context: reader could develop his or their ability in guessing the words which is familiar or not.
4) Identifying reference: we use reference words most often, the reference expression will refer to a preceding word or phrase.
5) Making inference: Inference is an idea which is implied or not directly stated in the text. The important thing needed in reading understands. The reader can make a conclusion after reading the text. Readers are required to make guesses based on your own thoughts.

In conclusion, through this assessment, the teacher can identify and evaluate the development of students' ability to

understand the text.

h. The Importance of Narrative Text in Teaching Reading Comprehension

Reading comprehension is one of the essential language skills that enables students to understand, interpret, and evaluate written texts. Among various text types taught in English language learning, narrative text plays a significant role in developing students' reading comprehension because it presents meaningful stories that require readers to understand both explicit and implicit information. Through narrative texts, students are encouraged not only to identify factual information but also to analyze characters, events, conflicts, and moral values presented in the story.

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This process requires readers to activate their background knowledge, interpret textual information, and make logical inferences. Likewise, Grabe and Stoller (2011) argue that successful reading comprehension involves various cognitive processes, including identifying the main idea, locating specific information, understanding vocabulary in context, recognizing references, and making inferences. These reading skills are frequently practiced through narrative texts because stories naturally encourage readers

to follow the sequence of events and interpret the meaning behind them.

Furthermore, Anderson and Anderson (1997) explain that narrative texts provide meaningful contexts for readers to understand language through stories. The sequence of events, the interaction among characters, and the resolution of conflicts encourage readers to think critically while interpreting the story. Similarly, Knapp and Watkins (2005) emphasize that narrative texts help learners develop comprehension skills because they require readers to recognize the relationship between events, understand character development, and identify the underlying message conveyed by the author.

Based on the explanations above, narrative texts provide opportunities for students to develop various reading comprehension skills that are essential in English language learning. These skills include:

1) Identifying the Main Idea

   Students learn to determine the central idea of the story by understanding the overall sequence of events and the main conflict presented in the narrative.

2) Identifying Specific Information

   Students locate important details related to characters, settings, events, and supporting information that contribute

to the development of the story.

3) Understanding Vocabulary in Context

   Narrative texts expose students to new vocabulary that can be interpreted through contextual clues, helping them improve both vocabulary knowledge and reading comprehension.

4) Identifying References

   Students learn to recognize the referents of pronouns and other cohesive devices, enabling them to understand the relationships between sentences and events within the story.

5) Making Inferences

   Students are encouraged to draw logical conclusions, interpret implied meanings, predict events, and identify the moral values conveyed in the narrative text.

Based on the explanations above, the researcher concludes that narrative text is an effective instructional material for developing students' reading comprehension because it engages students in meaningful reading activities while encouraging them to interpret, analyze, and evaluate the content of a story. Through narrative texts, students are able to practice essential reading comprehension skills, including identifying the main idea, locating specific information, understanding vocabulary in context, recognizing references, and making inferences. These skills are consistent with the reading comprehension

indicators employed in this research. Therefore, narrative text is considered an appropriate learning material for improving students' reading comprehension through the implementation of the Two Stay Two Stray (TSTS) technique, which promotes collaborative discussion and active knowledge construction among students.

B. Relevant Studies

In supporting this research, these are several previous studies which are similar or in line with to the use of two stay two stray (TSTS) technique and students' reading comprehension.

The first relevant study was conducted by Destiyawarni, Susilawati, and Wardah (2015) entitled "The Use of Two Stay Two Stray in Teaching Reading Comprehension on Narrative Text." The purpose of this research was to find out the effectiveness of using the Two Stay Two Stray technique in teaching reading comprehension of narrative text. The research used a quasi-experimental design with pre-test and post-test. The result of the study showed that the effect size of the treatment was 1.19, which is categorized as a strong effect. It means that the use of Two Stay Two Stray technique was effective in teaching reading comprehension on narrative text. From this study, it can be seen that the Two Stay Two Stray technique can significantly improve students' ability in understanding narrative text.

The second relevant study was conducted by Moh. Jamaludin Iqbal (2022) entitled "The Effectiveness of Using Two Stay Two Stray in

Teaching Reading of Narrative Text at the First Grade Students of SMAN 1 Srono." This study used an experimental research design. The data were collected through observation, pre-test, and post-test. The result showed that the students' mean score increased from 76.76 in the pre-test to 87.74 in the post-test. The researcher concluded that the Two Stay Two Stray technique was effective in improving students' reading ability in narrative text. This research shows that cooperative learning strategies such as TSTS can help students actively discuss and share information in learning reading.

The third relevant study was conducted by Mardawi and Rohimajaya (2019) entitled "The Effect of Two Stay Two Stray Technique toward Students' Reading Mastery on Narrative Text." This study used an experimental method involving two classes as the experimental and control groups. The result of the statistical calculation showed that the t-observation value (5.60) was higher than the t-table value (1.67). It means that the alternative hypothesis was accepted. Therefore, the research concluded that the Two Stay Two Stray technique had a significant effect on students' reading mastery of narrative text. This study indicates that the TSTS technique can improve students' understanding of narrative reading texts.

The fourth relevant study was conducted by Silalahi and Sary (2020) entitled "The Using of Two Stay Two Stray (TSTS) Strategy on Students' Reading Comprehension." This research used a true-

experimental design. The results showed that students' mean score increased from 51.94 in the pre-test to 78.00 in the post-test in the experimental class. The statistical analysis showed that the t-count was higher than the t-table, which indicates that the use of the TSTS strategy significantly affected students' reading comprehension. This study proves that the implementation of TSTS can improve students' comprehension in reading activities.

The fifth relevant study was conducted by Asdar (2021) entitled "Enhancing Students' Reading Comprehension Through Two Stay Two Stray (TSTS) Technique." This study used a classroom action research design consisting of two cycles. The result showed that students' mean score improved from 59.68 in the first cycle to 75.31 in the second cycle. The findings indicated that the Two Stay Two Stray technique successfully improved students' reading comprehension. This research demonstrates that cooperative learning techniques such as TSTS can increase students' participation and understanding in reading activities.

Based on the explanations above, the differences among the previous studies and this research lie in several aspects. First, the previous studies mostly examined cooperative learning in general or applied the Two Stay Two Stray (TSTS) technique in different learning contexts, while this research specifically focuses on the use of the TSTS technique in teaching narrative text. Second, some of the previous studies used experimental research designs, whereas this study applies Classroom

Action Research (CAR) to improve students' reading comprehension through cycles of planning, acting, observing, and reflecting. Third, the participants and research setting are different, because this research is conducted with ninth grade students at SMP N 7 Bukittinggi. Therefore, this study provides a more specific focus on improving students' reading comprehension of narrative text by using the TSTS technique in a classroom action research context.

C. Conceptual Framework

The conceptual framework of this research can be presented as the figure below :

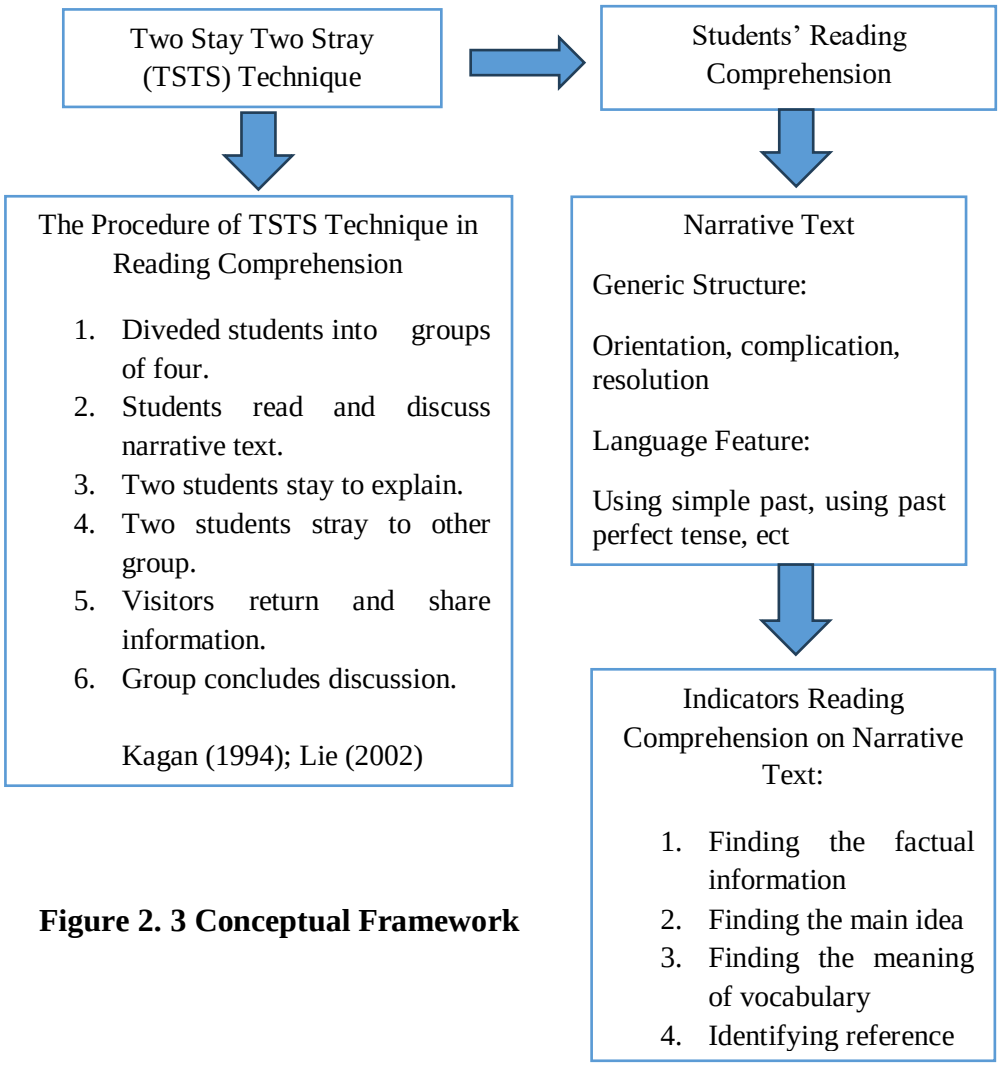


Figure 2. 3 Conceptual Framework

Based on the figure 2.3 conceptual framework, this research focuses on improving students' reading comprehension through the use of the Two Stay Two Stray (TSTS) technique in learning narrative text. In the teaching and learning process, the teacher applies the TSTS technique as a cooperative learning strategy where students work in small groups consisting of four members. Each group reads and discusses the narrative text given by the teacher. After the discussion, two students stay in their group to explain the results of their discussion, while the other two students visit other groups to gather additional information. Then, the visiting students return to their original group and share the information they obtained. Through this process, students actively exchange ideas and deepen their understanding of the text. The focus of reading comprehension in this research includes several indicators such as finding factual information, identifying the main idea, determining the meaning of vocabulary, identifying references, and making inferences in narrative text. Therefore, the implementation of the TSTS technique is expected to help students better understand narrative texts and improve their reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed Classroom Action Research (CAR) as the research design. Classroom Action Research is a systematic inquiry conducted by teachers or researchers to improve classroom practices and solve problems encountered during the teaching and learning process.According to Kemmis and McTaggart (1988) define Classroom Action Research as a cyclical process consisting of planning, acting, observing, and reflecting. These stages are implemented repeatedly until the expected improvement in students' learning outcomes is achieved.

In this research the researcher implemented the Two Stay Two Stray (TSTS) technique as an instructional action to improve students' reading comprehension of narrative texts of SMPN 7 Bukittinggi. The implementation of CAR enabled the researcher to evaluate the effectiveness of the technique continuously through cycles of planning, action, observation, and reflection until the predetermined success criteria were achieved.

This research adopted the Classroom Action Research model proposed by Kemmis and McTaggart (1988). Their model consists of four interrelated stages, namely planning, acting, observing, and reflecting. These stages form a continuous cycle in which the results of one cycle become the basis for planning subsequent actions if the expected

improvement has not yet been achieved.

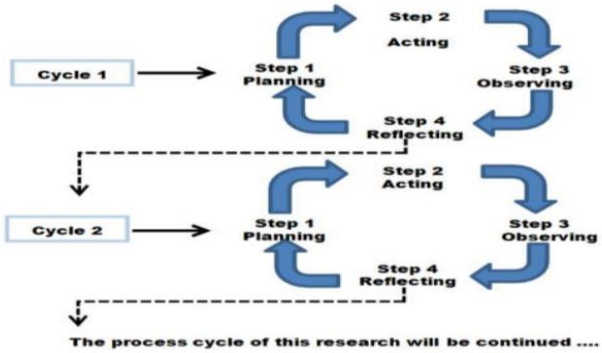


Figure 3. 1 Kemmis, S.,McTaggert. R (1998)

1) Planning

   Planning was the initial stage of the Classroom Action Research. At this stage, the researcher prepared all materials and instruments required for conducting the research. These preparations included designing lesson ,selecting narrative texts, preparing students' worksheets, developing reading comprehension tests, preparing observation sheets, and determining the success criteria of the research.

2) Acting

   The acting stage referred to the implementation of the planned instructional activities. During this stage, the researcher implemented the Two Stay Two Stray (TSTS) technique in teaching narrative texts to improve students' reading comprehension. The learning activities were conducted according to the lesson plans prepared in the planning stage.

3) Observation

Observation was conducted simultaneously with the implementation of the action. During this stage, the collaborator observed students' participation, interaction, cooperation, and engagement throughout the teaching and learning process by using the observation sheet prepared by the researcher.

4) Reflecting

Reflection was the final stage in each cycle. The researcher and the collaborator analyzed the results of the observation and students' reading comprehension tests to evaluate the effectiveness of the implemented action. The findings obtained during this stage became the basis for determining whether the next cycle was necessary and for improving the instructional strategy in the subsequent cycle.

In this research, two cycles were conducted. Each cycle consisted of two meetings involving the four stages proposed by Kemmis and McTaggart (1988). If the results of the first cycle had not met the predetermined criteria of success, improvements were implemented in the second cycle based on the reflection results obtained from the previous cycle.

B. Research Setting and Subject

1. Research Setting

This research was conducted at SMP Negeri 7 Bukittinggi, which is located in Bukittinggi, West Sumatra, Indonesia. The research was carried out during the second semester of the 2025/2026 academic year.

SMP Negeri 7 Bukittinggi was selected as the research setting because the preliminary observation conducted by the researcher identified problems related to students' reading comprehension of narrative texts. Therefore, the researcher implemented the Two Stay Two Stray (TSTS) technique to improve students' reading comprehension.

2. Research Subject

The research participants of this study are the students of class IX.3,consisted of 30 students and the research is conducted in collaboration with the English teacher as a collaborator.

Class IX.3 was selected based on the results of the preliminary observation with the English teacher. The observation indicated that the students experienced difficulties in comprehending narrative texts, as reflected in their low reading comprehension achievement and limited participation during classroom activities. Therefore, this class was considered appropriate for the implementation of the Two Stay Two Stray (TSTS) technique to improve students' reading

comprehension.

Table 3. 1 Total of the Subject

No	Class	Students
1	IX-1	32
2	IX-2	30
3	IX-3	30
4	IX-4	30
5	IX-5	28
6	IX-6	29
7	IX-7	30
Total		209

Source: English Teacher of SMP N 7 Bukittinggi

English Teacher



Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

In conclusion, class IX.3 is selected as the research subject, and SMPN 7 Bukittinggi is chosen as the research setting, as both are considered appropriate to support the objectives of this study.

C. Instrumentation

To collect the research data, the researcher used three research instruments: a reading comprehension test, an observation sheet, and documents. These instruments were employed to obtain both quantitative and qualitative data throughout the implementation of the Classroom Action

Research (CAR). The reading comprehension test was used to measure students' achievement before and after the implementation of the Two Stay Two Stray (TSTS) technique, while the observation sheet and documentation were used to record the teaching and learning process and support the research findings.

1) Reading Comprehension Test

The reading comprehension test was the primary instrument used to measure students' reading comprehension achievement. It was administered before the implementation of the action as a pre-test and at the end of each cycle as Post-test I and Post-test II. The test aimed to determine students' improvement in reading comprehension after the implementation of the Two Stay Two Stray (TSTS) technique.

The test consisted of 20 multiple-choice questions based on narrative texts. Each question had four answer options with only one correct answer. The items were developed based on the learning objectives and reading comprehension indicators taught in the ninth grade English curriculum.

Table 3.1

Blueprint of Reading Comprehension Test

Reading Comprehension Indicators	Item Numbers	Number of Items
Identifying the Main Idea	1,6,11,16	4
Identifying Specific Information	2,7,12,17	4
Understanding Vocabulary	3,8,13,18	4
Identifying References	4,9,14,19	4
Making Inferences	5,10,15,20	4
Total		20

The students' reading comprehension was assessed using an objective multiple-choice test. Each correct answer was scored **1**, while each incorrect answer was scored **0**. The total score was then converted into a scale of 100 using the following formula:

$$\text{Score} = \frac{\text{Number of Correct Answers}}{20} \times 100$$

The students' scores were then compared with the Minimum Mastery Criterion (KKM) of 75 to determine whether they had achieved the expected learning outcomes.

2) Observation Sheet

The observation sheet was used to collect qualitative data regarding students' participation and the implementation of the Two Stay Two Stray (TSTS) technique during the teaching and learning process. The observation was conducted by the collaborator in every meeting throughout the research.

The observation focused on students' learning behaviors during the implementation of the TSTS technique.

Table 3.2

Observation Indicators

No	TSTS Procedure	Observation Indicators
1.	Group Discussion	Students actively discuss the narrative text with their group members.
2.	Students Two Stay	Students explain the group's discussion results clearly to visiting members.
3.	Students Two Stray	Students visit another group and collect relevant information.
4.	Sharing Information	Students share the information obtained from other groups with their original group members.
5.	Reflection	Students participate in drawing conclusions

		about the narrative text collaboratively.

Table 3.3

Observation Rubric

Score	Criteria
4	Very good
3	Good
2	Fair
1	Poor

The observation results were used to evaluate students' participation and the effectiveness of the implementation of the Two Stay Two Stray (TSTS) technique during each research cycle.

3) Documents

Documents was used to support and strengthen the research findings. The researcher collected several documents during the research, including lesson plans, students' attendance lists, observation sheets, students' worksheets, reading comprehension test results, and photographs of classroom activities.

The documents served as supporting evidence of the implementation of the Two Stay Two Stray (TSTS) technique and was

used to verify the qualitative and quantitative data obtained throughout the research process.

D. Technique of Data Collection

The data in this research are collected through several stages during the implementation of Classroom Action Research based on the model proposed by Kemmis & McTaggart (1998). The data are gathered in each cycle through observation.

1. Preliminary Observation

According to Jack R. Fraenkel, Norman E. Wallen (2011) observation is a technique used to collect data by observing participants' behavior and activities during the research process. Before implementing the research, the researcher conducted a preliminary observation to identify the students' problems in reading comprehension and to obtain information about the classroom learning process. During this stage, the researcher observed the teaching and learning activities and discussed the students' learning conditions with the English teacher. The findings from the preliminary observation served as the basis for planning the instructional action.

2. Pre-Test

After the preliminary observation, the researcher administered a pre-test to measure the students' initial reading comprehension achievement before implementing the Two Stay Two Stray (TSTS) technique. The pre-test consisted of multiple-choice questions based

on narrative texts and was designed according to the reading comprehension indicators used in this research. The results of the pre-test were used as baseline data for comparison with the students' achievement after the implementation of the action.

3. Cycle I

The Cycle I consisted of four stages: planning, acting, observing, and reflecting. During the acting stage, the researcher implemented the Two Stay Two Stray (TSTS) technique in teaching narrative texts. The collaborator observed the teaching and learning process using the observation sheet, while the researcher documented classroom activities. At the end of Cycle I, the researcher administered Post-test I to evaluate the students' reading comprehension achievement after the implementation of the action.

4. Cycle II

Based on the reflection results obtained from Cycle I, the researcher revised several aspects of the instructional activities to improve the effectiveness of the implementation. Similar to Cycle I, Cycle II consisted of planning, acting, observing, and reflecting. The researcher implemented the revised instructional activities using the Two Stay Two Stray (TSTS) technique, while the collaborator continued to observe the students' participation throughout the learning process. At the end of Cycle II, Post-test II was administered to measure the students' improvement in reading comprehension after the

revised action had been implemented.

5. Documents

Throughout the research, the researcher collected supporting documents, including lesson plans, observation sheets, students' attendance lists, students' worksheets, photographs of classroom activities, and students' reading test results. These documents were used to support the qualitative and quantitative findings of the research.

E. Technique of Data Analysis

The data will be analyzed to obtain valid and accurate results. The analysis will be conducted using two techniques. These techniques will be:

1. Quantitative Data (Reading test score)

The quantitative data were obtained from the students' scores on the pre-test, Post-test I, and Post-test II. The data were analyzed by calculating the mean score of the class and the percentage of students who achieved the Minimum Mastery Criterion (KKM) of 75. The analysis was conducted to determine the improvement in students' reading comprehension after the implementation of the Two Stay Two Stray (TSTS) technique.

a. Mean Score

The mean score was calculated to determine the average achievement of the students in each test using the following formula:

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

Where:

- $\bar{X}$ = Mean score
- ΣX = Total score of all students
- N = Total number of students

Source Arikunto (2013)

The results of the pre-test, Post-test I, and Post-test II were then compared to determine the improvement in students' reading comprehension throughout the research cycles.

2. Qualitative Data (Observation Data of the Teaching and Learning Process)

The qualitative data in this research were obtained from the observation sheets and documentation during the implementation of the Classroom Action Research (CAR). The data were analyzed descriptively by following the reflection process proposed by Kemmis and McTaggart (1988). The qualitative analysis was conducted to evaluate the implementation of the Two Stay Two Stray (TSTS) technique and to identify changes in students' participation and classroom learning activities throughout each research cycle.

During the observation stage, the collaborator observed and recorded the students' participation, interaction, cooperation, and

responses during the teaching and learning process by using the observation sheet. The researcher also collected supporting documentation, including lesson plans, students' worksheets, attendance lists, and photographs of classroom activities.

During the reflection stage, the researcher and the collaborator analyzed and discussed the observation results together with the students' reading comprehension test results. The strengths and weaknesses identified during each cycle were used as the basis for evaluating the effectiveness of the implemented action and determining the necessary improvements for the subsequent cycle. The qualitative findings from each cycle were then compared to describe the development of students' participation and the effectiveness of the Two Stay Two Stray (TSTS) technique in improving students' reading comprehension of narrative texts.

The observation results will be used to describe students' participation, collaboration, engagement, and the teacher's instructional activities during each cycle of the research.

F. Criteria of Success

The criteria of success serve as the benchmarks for determining whether the implementation of the *Two Stay Two Stray* (TSTS) technique successfully improves students' reading comprehension. The classroom action research will be considered successful if the following criteria are achieved:

1. At least 80% of the students obtain a score equal to or higher than the Minimum Mastery Criterion (KKM) of 75 in the post-test.
2. The students' mean score in reading comprehension shows continuous improvement from the pre-test to Post-test I and from Post-test I to Post-test II.
3. The observation checklist indicates that the majority of students actively participate in classroom activities, collaborate effectively with their group members, exchange information during the implementation of the TSTS technique, and engage actively throughout the teaching and learning process. In addition, the teacher implements the instructional procedures of the Two Stay Two Stray (TSTS) technique appropriately.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Each Cycle Implementation

1. Preliminary Observation

Before conducting the Classroom Action Research (CAR), the researcher carried out a preliminary observation in Class IX.3 of SMP Negeri 7 Bukittinggi. The observation was conducted during the teaching practicum (PPL) and was continued prior to the implementation of the research. The purpose of the preliminary observation was to identify the students' problems in reading comprehension, observe the teaching and learning process, and determine an appropriate instructional technique to address the identified problems.

During the observation, the researcher observed the classroom learning activities and discussed the students' learning conditions with the English teacher. The observation revealed that many students experienced difficulties in comprehending narrative texts. Several students had difficulty identifying the main idea, locating specific information, understanding unfamiliar vocabulary, recognizing references, and making inferences from the reading passages. In addition, many students tended to participate passively during reading activities and relied heavily on the teacher's explanations rather than actively discussing the text with their peers.

The observation also indicated that the learning process provided limited opportunities for students to interact and collaborate while constructing their understanding of the reading texts. As a result, students' participation during reading lessons was relatively low, and many of them encountered difficulties in comprehending narrative texts independently.

Based on these findings, the researcher concluded that an instructional improvement was necessary to address the identified classroom problems. Therefore, the researcher implemented the Two Stay Two Stray (TSTS) technique as the instructional action to promote collaborative learning and improve the students' reading comprehension of narrative texts.

2. Pre-Test

Before implementing the Classroom Action Research (CAR), the researcher administered a pre-test to the students of Class IX.3 at SMP Negeri 7 Bukittinggi. The pre-test was conducted to determine the students' initial reading comprehension ability before the implementation of the Two Stay Two Stray (TSTS) technique. In addition, the results of the pre-test served as baseline data for measuring students' progress throughout the research.

The pre-test was conducted individually during one class meeting. The test consisted of 20 multiple-choice questions based on narrative

texts. The questions were developed according to the reading comprehension indicators used in this research, namely identifying the main idea, identifying specific information, understanding vocabulary in context, identifying references, and making inferences. Each student completed the test independently within the allocated time under the researcher's supervision.

3. Cycle I

Cycle I was conducted to implement the instructional action planned by the researcher through the use of the Two Stay Two Stray (TSTS) technique in teaching narrative texts. This cycle consisted of four stages based on the Classroom Action Research model proposed by Kemmis and McTaggart (1988), namely planning, acting, observing, and reflecting.

a. Planning

At the planning stage, the researcher prepared all instructional materials and research instruments required for the implementation of Cycle I. These preparations included designing the lesson plans based on the Merdeka Curriculum, selecting narrative texts appropriate for the ninth-grade students, preparing students' worksheets, preparing the observation sheet, preparing the post-test, and determining the learning procedures based on the Two Stay Two Stray (TSTS) technique. In addition, the researcher discussed the implementation procedures with the English teacher,

who acted as the collaborator during the research.

b. Acting

The acting stage was carried out in two meetings. During this stage, the researcher implemented the learning activities according to the lesson plans that had been prepared by applying the Two Stay Two Stray (TSTS) technique.

a) Meeting 1

In the first meeting, the researcher began the lesson by greeting the students, checking their attendance, and motivating them to participate actively in the learning process. The researcher then introduced the learning objectives and reviewed students' prior knowledge related to narrative texts.

During the main activity, the students were divided into several heterogeneous groups. Each group received a narrative text to discuss collaboratively. The students identified the main idea, specific information, vocabulary, references, and inferences from the text. After the group discussion, the researcher implemented the Two Stay Two Stray (TSTS) technique, in which two students remained in their group to explain the discussion results, while the other two students visited another group to obtain additional information. After completing the information exchange, the visiting students returned to their original groups and shared the information they had gathered. Finally, each group discussed the

combined information before presenting the results of their discussion. At the end of the lesson, the researcher and the students reviewed the learning material together and concluded the discussion.

b) Meeting 2

In the second meeting, the researcher reviewed the material discussed in the previous meeting and provided another narrative text for group discussion. The students carried out the learning activities using the same procedures of the Two Stay Two Stray (TSTS) technique. They discussed the text collaboratively, exchanged information with other groups, and shared the results of their discussions with their original groups.

At the end of the meeting, the researcher guided the students in drawing conclusions about the lesson. After completing all learning activities in Cycle I, the researcher administered Post-test I to evaluate the students' reading comprehension after the implementation of the instructional action. The results of the test are presented and analyzed in the Data Analysis section.

c. Observing

During the implementation of Cycle I, the English teacher acted as the collaborator and observed the teaching and learning process by using the observation sheet prepared by the researcher. The observation focused on students' participation, cooperation,

interaction, and engagement during the implementation of the Two Stay Two Stray (TSTS) technique. Meanwhile, the researcher documented the learning activities through photographs and collected the students' worksheets as supporting documentation. The observation findings were used as the basis for the reflection stage and are further presented in the Data Analysis section.

d. Reflecting

After completing the implementation of Cycle I, the researcher and the collaborator conducted a reflection based on the classroom observation and the students' learning process. The reflection aimed to evaluate the implementation of the instructional activities and identify aspects that needed improvement for the next cycle. Based on the reflection, several improvements were planned for Cycle II, including encouraging less active students to participate more actively in group discussions, providing clearer instructions during the implementation of the Two Stay Two Stray (TSTS) technique, improving classroom time management, and selecting more engaging narrative texts to increase students' participation during the learning process.

4. Cycle II

Cycle II was conducted as a follow-up action based on the reflection results obtained from Cycle I. The weaknesses identified during the first cycle were used as the basis for revising and improving

the instructional activities. Similar to Cycle I, Cycle II consisted of four stages: planning, acting, observing, and reflecting, following the Classroom Action Research model proposed by Kemmis and McTaggart (1988).

a. Planning

Based on the reflection results of Cycle I, the researcher revised several aspects of the instructional activities to improve the effectiveness of the teaching and learning process. The researcher prepared revised lesson plans, selected different narrative texts that were appropriate for the students' proficiency level, prepared students' worksheets, observation sheets, and the post-test for Cycle II.

In addition, the researcher discussed the revised learning procedures with the collaborator to ensure that the implementation of the Two Stay Two Stray (TSTS) technique would be carried out more effectively. The improvements planned for Cycle II included encouraging less active students to participate more actively in group discussions, providing clearer instructions during the learning activities, improving classroom time management, and giving more guidance to students throughout the discussion process.

b. Acting

The acting stage of Cycle II was conducted in two meetings by

implementing the revised instructional activities using the Two Stay Two Stray (TSTS) technique.

a) Meeting 1

The researcher began the lesson by greeting the students, checking their attendance, and reviewing the material discussed in the previous cycle. The researcher then explained the learning objectives and motivated the students to participate actively in the learning activities.

During the main activity, the students were divided into heterogeneous groups and were given a different narrative text for discussion. They worked collaboratively to identify the main idea, specific information, vocabulary, references, and inferences contained in the text. The researcher then implemented the Two Stay Two Stray (TSTS) technique, in which two students stayed in their groups to explain their discussion results, while the other two students visited another group to exchange information. After returning to their original groups, the visiting students shared the information they had obtained, and each group discussed and refined their answers before presenting the results to the class.

At the end of the meeting, the researcher provided feedback on the students' performance and guided them in drawing conclusions about the lesson.

b) Meeting 2

In the second meeting, the researcher continued the implementation of the revised instructional activities using another narrative text. The students carried out the learning activities through the same procedures of the Two Stay Two Stray (TSTS) technique. Throughout the lesson, the researcher provided more intensive guidance, monitored each group's discussion, and encouraged all students to participate actively in exchanging ideas and information.

After the discussion activities had been completed, the researcher guided the students in reviewing the learning materials and summarizing the key points of the lesson. At the end of the meeting, the researcher administered Post-test II to evaluate the students' reading comprehension after the implementation of Cycle II. The results of Post-test II are presented and analyzed in the Data Analysis section.

c. Observing

During the implementation of Cycle II, the collaborator continued to observe the teaching and learning process using the observation sheet prepared by the researcher. The observation focused on the students' participation, cooperation, interaction, and engagement during the implementation of the revised instructional activities. The researcher also documented the classroom activities and collected the students' worksheets as supporting evidence. The

observation findings were later used as the basis for evaluating the implementation of Cycle II and are presented in the Data Analysis section.

d. Reflecting

After the implementation of Cycle II, the researcher and the collaborator reflected on the teaching and learning process based on the classroom observation and the students' participation throughout the cycle. The reflection indicated that the improvements implemented in Cycle II contributed to a more effective learning process. The students showed greater participation during group discussions and were more actively involved in exchanging information through the Two Stay Two Stray (TSTS) technique.

Since the implementation of Cycle II had achieved the predetermined success criteria of the research, no further cycle was conducted. The Classroom Action Research was therefore concluded at the end of Cycle II.

Based on the implementation of the preliminary observation, pre-test, Cycle I, and Cycle II, the researcher successfully carried out all stages of the Classroom Action Research in accordance with the model proposed by Kemmis and McTaggart (1988). The implementation of the Two Stay Two Stray (TSTS) technique was conducted systematically through the stages

of planning, acting, observing, and reflecting. The data collected during each stage were subsequently analyzed to evaluate the effectiveness of the implemented action. The analysis of the research data is presented in the following section.

B. Data Analysis

1. Analysis of Students' Reading Comprehension Achievement

To identify the improvement in students' reading comprehension throughout the implementation of the Classroom Action Research, the researcher compared the students' achievement during the preliminary observation, pre-test, Post-test I, and Post-test II. The comparison was based on the students' individual scores, the highest score, the lowest score, the mean score, and the percentage of students who achieved the Minimum Mastery Criterion (KKM). The complete results are presented in Table 4.1.

Table 4. 1

Students' Reading Comprehension Achievement from Preliminary Observation to Post-test II

No	Description	Preliminary Observation	Pre-Test	Post-Test I	Post-Test II
1.	Highest Score	92	100	100	100
2.	Lowest Score	20	30	50	75
3.	Mean Score	52.73	65,5	75	83.50
4.	Students Achieving MMC	4	11	17	30
5.	Percentage	13%	37%	57%	100%

Based on Table 4.1, the students' reading comprehension achievement improved progressively from the preliminary observation to Post-test II. The improvement can be seen from the increase in the students' highest score, lowest score, mean score, and the percentage of students who achieved the Minimum Mastery Criterion (MMC).

During the preliminary observation, the students' reading comprehension achievement was relatively low. The mean score was 52.73, with the highest score of 92 and the lowest score of 20. Only 4 out of 30 students (13%) achieved the MMC of 75, indicating that most students had not yet met the expected learning outcome.

The results of the pre-test showed an improvement compared to the preliminary observation. The mean score increased to 65.50, while the number of students who achieved the MMC increased to 11 students (37%). However, the majority of the students still did not meet the required criterion.

Following the implementation of the Two Stay Two Stray (TSTS) technique in Cycle I, the students' reading comprehension achievement continued to improve. The mean score increased to 75.00, with 17 students (57%) achieving the MMC. Although the students' achievement improved, the predetermined success criterion had not yet been achieved; therefore, the researcher continued the research to Cycle II.

After the improvements implemented in **Cycle II**, the students' reading comprehension achievement reached the expected success criterion. The mean score increased to **83.50**, and all **30 students (100%)** successfully achieved the MMC. These findings indicate that the implementation of the Two Stay Two Stray (TSTS) technique effectively improved the students' reading comprehension of narrative texts.

2. Analysis of Observation Results

The classroom observation was conducted during the implementation of Cycle I and Cycle II to examine the students' participation and engagement throughout the teaching and learning process. The observation focused on the students' learning activities while the Two Stay Two Stray (TSTS) technique was implemented. The summary of the observation results is presented in Table 4.2.

Table 4.2

Summary of Classroom Observation Results

Aspect	Cycle I (Mean)	Category	Cycle II(Mean)	Category
Participation	2.8	Good	3.7	Very Good
Cooperation	3.0	Good	3.8	Very Good
Asking Questions	2.5	Fair	3.5	Good
Sharing Ideas	2.7	Good	3.6	Very Good

Based on Table 4.2, the classroom observation results showed that the students' participation and engagement improved from Cycle I to Cycle II during the implementation of the Two Stay Two Stray (TSTS) technique. In Cycle I, most students demonstrated good participation in the learning process. However, some students were still less confident in asking and answering questions, expressing their ideas, and presenting the results of group discussions.

After the improvements implemented in Cycle II, the students showed better participation in all observed aspects. They paid greater attention to the teacher's explanation, participated more actively in group discussions, exchanged information confidently with other groups, and demonstrated better cooperation with their group members. In addition, more students were willing to ask and answer questions and present the results of their discussions.

Overall, the observation results indicate that the implementation of the Two Stay Two Stray (TSTS) technique created a more active, collaborative, and student-centered learning environment, which supported the improvement of the students' reading comprehension.

C. Discussion

The findings of this Classroom Action Research demonstrated that the implementation of the Two Stay Two Stray (TSTS) technique effectively improved the reading comprehension of the ninth-grade students at SMP Negeri 7 Bukittinggi. The improvement was evident

from the students' overall achievement throughout the research, as well as from the classroom observation results, which showed increased participation and collaboration during the learning process. These findings indicate that the implementation of the TSTS technique successfully addressed the research problem concerning the students' low reading comprehension of narrative texts.

The improvement in the students' reading comprehension can be explained by the characteristics of the Two Stay Two Stray (TSTS) technique. During the learning process, students worked collaboratively in heterogeneous groups to discuss narrative texts, exchange information with other groups, and clarify their understanding before presenting the discussion results. These activities encouraged students to actively construct meaning from the text rather than relying solely on the teacher's explanation. This finding supports the theory proposed by Kagan (1992), who states that TSTS promotes cooperative learning through structured interaction and information sharing among students.

Furthermore, the implementation of the TSTS technique enabled students to improve several aspects of reading comprehension assessed in this research, including identifying the main idea, finding specific information, understanding vocabulary in context, identifying references, and making inferences. Through collaborative discussion, students were able to exchange ideas, solve comprehension problems together, and confirm their understanding of the narrative texts. This

finding is consistent with Snow (2002), who explains that reading comprehension is a process of constructing meaning through interaction between the reader and the text. Likewise, Grabe (2009) emphasizes that reading comprehension involves various cognitive processes that can be enhanced through meaningful learning activities and active engagement.

The classroom observation also showed that students became more active and confident during the learning process. Compared with the initial condition, students participated more actively in group discussions, shared ideas with their peers, asked and answered questions, and presented the results of their discussions. These findings indicate that the implementation of the TSTS technique not only improved students' reading comprehension but also promoted active participation and collaborative learning in the classroom. This supports the view of Johnson and Johnson (1999), who argue that cooperative learning encourages positive interdependence, individual accountability, and active participation among learners.

The findings of this research are also consistent with previous studies that reported the effectiveness of the Two Stay Two Stray (TSTS) technique in improving students' reading comprehension. Previous researchers found that collaborative learning through TSTS provides students with greater opportunities to exchange ideas, clarify misunderstandings, and construct knowledge together. Therefore, the

results of the present research strengthen the existing evidence that the TSTS technique is an effective instructional strategy for teaching reading comprehension, particularly in narrative texts.

Based on the discussion above, it can be concluded that the implementation of the Two Stay Two Stray (TSTS) technique successfully improved the students' reading comprehension and created a more active, collaborative, and meaningful learning environment. Therefore, the findings of this research answer the research question and support the use of the TSTS technique as an effective instructional strategy for teaching reading comprehension of narrative texts.

In addition to improving students' reading comprehension, this research demonstrates that the Two Stay Two Stray (TSTS) technique can be effectively implemented in teaching narrative te. The structured interaction provided by the technique encouraged students to become more actively involved in the learning process, allowing them to construct meaning collaboratively and develop their reading comprehension through peer discussion. Therefore, this research provides practical evidence that cooperative learning, particularly the TSTS technique, can serve as an effective alternative strategy for English teachers in teaching reading comprehension at the junior high school level.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the implementation of the Two Stay Two Stray (TSTS) technique improved the students' reading comprehension of narrative texts at the ninth grade of SMP Negeri 7 Bukittinggi.

The improvement was demonstrated by the students' continuous progress throughout the Classroom Action Research, as indicated by the increase in their reading comprehension achievement from the preliminary observation to the end of Cycle II. In addition, the classroom observation showed that the students became more active in participating in group discussions, exchanging information, cooperating with their peers, and constructing meaning collaboratively during the implementation of the Two Stay Two Stray (TSTS) technique.

Based on these findings, it can be concluded that the research objective was successfully achieved. Therefore, the Two Stay Two Stray (TSTS) technique can be considered an effective instructional technique for improving students' reading comprehension of narrative texts, particularly for ninth-grade students at SMP Negeri 7 Bukittinggi.

B. Suggestion

Based on the findings and conclusions of this research, the implementation of the Two Stay Two Stray (TSTS) technique has been proven to improve the reading comprehension of the ninth-grade students at SMP Negeri 7 Bukittinggi. Therefore, the researcher would like to propose the following suggestions:

1. English teachers are encouraged to select instructional techniques that are appropriate to the learning objectives, students' characteristics, and the instructional materials being taught. The findings of this study demonstrate that the implementation of the Two Stay Two Stray (TSTS) technique can promote students' active participation, collaborative learning, and reading comprehension, particularly in learning narrative texts. Therefore, this technique is recommended as an alternative instructional strategy for teaching reading.
2. The implementation of the Two Stay Two Stray (TSTS) technique should be carried out consistently in English language classrooms, especially in teaching reading comprehension. The collaborative learning activities incorporated in the TSTS technique provide students with opportunities to exchange ideas, discuss the content of reading texts, and construct their understanding through interaction with their peers. As a result, students become more actively engaged in the learning process, and their reading comprehension achievement improves significantly.

3. Teachers are encouraged to continuously evaluate and improve their instructional practices by incorporating interactive and student-centered learning techniques. Moving beyond teacher-centered instruction can create a more meaningful learning environment in which students are encouraged to participate actively, communicate effectively, collaborate with their classmates, and develop critical thinking skills while comprehending reading materials.
4. Future researchers are recommended to conduct further studies on the implementation of the Two Stay Two Stray (TSTS) technique by involving different educational levels, larger samples, various text genres, or other English language skills such as speaking, writing, listening, or vocabulary mastery. Furthermore, future studies may combine the TSTS technique with digital learning media or other innovative instructional approaches to enrich English language teaching and learning.

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APPENDICES

APPENDIX 1 Students' Reading Score

This score is from the students' reading comprehension

Table Appendix 1

No	Nama Siswa	KKM	Nilai
1.	Adinda Mutiara Hafis	75	86
2.	Adithya Alexander Sihaholo		28
3.	Alifi Sri Andini		63
4.	Andika Pratama		63
5.	Aqilla Fitria		92
6.	Asyifa Oktavia Putri		56
7.	Beby Syakira Ayumi		58
8.	Dika Septia Gunawan		58
9.	Fahmi Idris		20
10.	Faiza Elwan		46
11.	Farhan Arjuna Putra		46
12.	Fauzi Akram		71
13.	Ghany Prata Saputra		38
14.	Grecetians Narasky Hia		40
15.	Hasbi Ramadhan		40
16.	Haykal Rafael Betri		20
17.	Jihan Fadhila		60
18.	Keyla Putri Marsyaillahi		39
19.	La Qesya Kimiko		68
20.	Langit Fikar Saputra		37

21.	Mutiara Tul Husna		45
22.	Noval Yuga Pratama		30
23.	Padli Rahman		72
24.	Rabbil Ngizarianto		47
25.	Rehan Saputra		87
26.	Sabrina Aprili Naldi		28
27.	Syaqila Nur Yasmin		76
28.	Umra Okta Laila		47
29.	Vania Yulinalci		63
30.	Zidane Alfahri		58
	Rata-rata		**52.73**
	Nilai Tertinggi		**92**
	Nilai Terendah		**20**
	Siswa tuntas %		**13%**
	Siswa belum tuntas %		**87%**

Bukittinggi, 26 Agustus 2025

English Teacher



Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

APPENDIX 2 Students' Pre-test Score

This score is from the pre-test on April 14,2026

No	Nama Siswa	KKM	Nilai
1.	Adinda Mutiara Hafis	75	60
2.	Adithya Alexander Sihaholo		60
3.	Alifi Sri Andini		80
4.	Andika Pratama		80
5.	Aqilla Fitria		100
6.	Asyifa Oktavia Putri		75
7.	Beby Syakira Ayumi		85
8.	Dika Septia Gunawan		70
9.	Fahmi Idris		30
10.	Faiza Elwan		60
11.	Farhan Arjuna Putra		90
12.	Fauzi Akram		75
13.	Ghany Prata Saputra		55
14.	Grecetians Narasky Hia		70
15.	Hasbi Ramadhan		55
16.	Haykal Rafael Betri		40
17.	Jihan Fadhila		80
18.	Keyla Putri Marsyaillahi		60
19.	La Qesya Kimiko		65
20.	Langit Fikar Saputra		30
21.	Mutiara Tul Husna		60
22.	Noval Yuga Pratama		30
23.	Padli Rahman		70
24.	Rabbil Ngizarianto		75

25.	Rehan Saputra		95
26.	Sabrina Aprili Naldi		60
27.	Syaqila Nur Yasmin		85
28.	Umra Okta Laila		45
29.	Vania Yulinalci		70
30.	Zidane Alfahri		55
	Rata-rata		**65,5**
	Nilai Tertinggi		**100**
	Nilai Terendah		**30**
	Siswa tuntas %		**37%**
	Siswa belum tuntas %		**63%**

Bukittinggi, 18 April 2026

English Teacher

Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

APPENDIX 3 Students' Post-test I Score

This score is from the post-test I on April 16,2026

No	Nama Siswa	KKM	Nilai
1.	Adinda Mutiara Hafis	75	70
2.	Adithya Alexander Sihaholo		75
3.	Alifi Sri Andini		80
4.	Andika Pratama		85
5.	Aqilla Fitria		100
6.	Asyifa Oktavia Putri		60
7.	Beby Syakira Ayumi		100
8.	Dika Septia Gunawan		70
9.	Fahmi Idris		60
10.	Faiza Elwan		70
11.	Farhan Arjuna Putra		85
12.	Fauzi Akram		80
13.	Ghany Prata Saputra		60
14.	Grecetians Narasky Hia		75
15.	Hasbi Ramadhan		65
16.	Haykal Rafael Betri		70
17.	Jihan Fadhila		100
18.	Keyla Putri Marsyaillahi		65
19.	La Qesya Kimiko		80
20.	Langit Fikar Saputra		50
21.	Mutiara Tul Husna		80
22.	Noval Yuga Pratama		65
23.	Padli Rahman		80
24.	Rabbil Ngizarianto		80

25.	Rehan Saputra		100
26.	Sabrina Aprili Naldi		75
27.	Syaqila Nur Yasmin		75
28.	Umra Okta Laila		65
29.	Vania Yulinalci		80
30.	Zidane Alfahri		55
	Rata-rata		**75**
	Nilai Tertinggi		**100**
	Nilai Terendah		**50**
	Siswa tuntas %		**57%**
	Siswa belum tuntas %		**43%**

Bukittinggi, 18 April 2026

English Teacher

Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

APPENDIX 4 Students' Post-test II Score

This score is from the post-test II on April 22,2026

No	Nama Siswa	KKM	Nilai
1.	Adinda Mutiara Hafis	75	85
2.	Adithya Alexander Sihaholo		75
3.	Alifi Sri Andini		75
4.	Andika Pratama		85
5.	Aqilla Fitria		100
6.	Asyifa Oktavia Putri		90
7.	Beby Syakira Ayumi		80
8.	Dika Septia Gunawan		85
9.	Fahmi Idris		80
10.	Faiza Elwan		85
11.	Farhan Arjuna Putra		85
12.	Fauzi Akram		85
13.	Ghany Prata Saputra		80
14.	Grecetians Narasky Hia		80
15.	Hasbi Ramadhan		75
16.	Haykal Rafael Betri		75
17.	Jihan Fadhila		95
18.	Keyla Putri Marsyaillahi		80
19.	La Qesya Kimiko		80
20.	Langit Fikar Saputra		75
21.	Mutiara Tul Husna		80
22.	Noval Yuga Pratama		75
23.	Padli Rahman		85

24.	Rabbil Ngizarianto		90
25.	Rehan Saputra		100
26.	Sabrina Aprili Naldi		85
27.	Syaqila Nur Yasmin		100
28.	Umra Okta Laila		75
29.	Vania Yulinalci		90
30.	Zidane Alfahri		75
	Rata-rata		**83,5**
	Nilai Tertinggi		**100**
	Nilai Terendah		**75**
	Siswa tuntas %		**100**
	Siswa belum tuntas %		**0%**

Bukittinggi, 29 April 2026

English Teacher

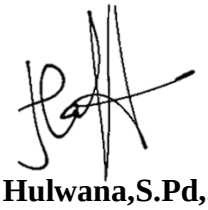
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NIP.197602132002122005

APPENDIX 5 Comparison of Students' Mean Scores and Percentage of Students Achieving the Minimum Mastery Criterion (MMC) Across the Pre-Cycle, Cycle I, and Cycle II

No	Cycle	Average score	Percentage Minimum Mastery Criterion (MMC)
1.	Reading Comprehension Score	52,73	13%
2.	Pra-Cycle	65,5	37%
3.	Cycle I	75	57%
4.	Cycle II	83,5	100%

Bukittinggi, 29 April 2026

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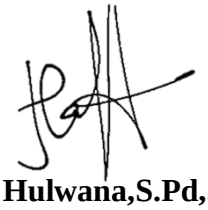
APPENDIX 6 Observation checklist cycle-1

No	Aspect Observed	Indicator	Score				
			0	1	2	3	4
1.	Participation	Students pay attention to the teacher's explanation, follow the learning instructions, and actively participate during the learning activities.					✓
2.	Discussion	Students actively express opinions, share ideas, and respond to group members during discussion.				✓	
3.	Cooperation	Students help group members, share responsibilities, and cooperate in completing the reading tasks.					✓
4.	Interaction	Students exchange information, listen to other groups' explanations, and provide appropriate responses during the Two Stay Two Stray activity.				✓	
5.	Reading Comprehension	Students answer questions related to the text, identify important information, and demonstrate comprehension of the reading passage.				✓	
6.	Vocabulary	Students attempt to understand unfamiliar vocabulary through discussion, contextual clues, or by asking the teacher or peers.				✓	
7.	Activeness	Students ask questions when encountering difficulties and confidently answer the teacher's questions.				✓	
8.	TSTS Activity	Students correctly perform each step of the Two Stay Two Stray technique (staying, visiting, sharing information, and returning to their original group).					✓
9.	Enthusiasm	Students show enthusiasm, remain focused, and actively engage throughout the lesson.				✓	
10.	Summarizing	Students are able to restate the main ideas and summarize the text using their own words.				✓	
	Total Score		**33**				

	Average		**3,3**
	Percentage		**82,5%**
	Criteria		**Excellent**

Bukittinggi, 18 April 2026

English Teacher



Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

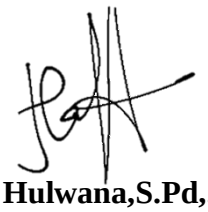
APPENDIX 7 Observation checklist cycle-II

No	Aspect Observed	Indicator	Score				
			0	1	2	3	4
1.	Participation	Students pay attention to the teacher's explanation, follow the learning instructions, and actively participate during the learning activities.					✓
2.	Discussion	Students actively express opinions, share ideas, and respond to group members during discussion.				✓	
3.	Cooperation	Students help group members, share responsibilities, and cooperate in completing the reading tasks.					✓
4.	Interaction	Students exchange information, listen to other groups' explanations, and provide appropriate responses during the Two Stay Two Stray activity.				✓	
5.	Reading Comprehension	Students answer questions related to the text, identify important information, and demonstrate comprehension of the reading passage.				✓	
6.	Vocabulary	Students attempt to understand unfamiliar vocabulary through discussion, contextual clues, or by asking the teacher or peers.				✓	
7.	Activeness	Students ask questions when encountering difficulties and confidently answer the teacher's questions.				✓	
8.	TSTS Activity	Students correctly perform each step of the Two Stay Two Stray technique (staying, visiting, sharing information, and returning to their original group).					✓
9.	Enthusiasm	Students show enthusiasm, remain focused, and actively engage throughout the lesson.				✓	
10.	Summarizing	Students are able to restate the main ideas and summarize the text using their own words.				✓	
	Total Score		**33**				

	Average		**3,3**
	Percentage		**82,5%**
	Criteria		**Excellent**

Bukittinggi, 29 April 2026

English Teacher



Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

APPENDIX 8 Research Guideline

RESEARCH INSTRUMENT GUIDELINE
USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMPN 7 BUKITTINGGI

Research Question	Indicator	Sub-Indicator	Description	Data Collection
How is the implementation of Two Stay Two Stray (TSTS) technique in teaching reading comprehension at the ninth grade of SMP N 7 Bukittinggi?	Students' Participation	Active participation during discussion; involvement in TSTS activity	Students' participation during the implementation of TSTS.	Observation Checklist
	Students' Interaction	Exchanging information; communication among groups	Students' interaction during group discussion activities.	Observation Checklist
	Students' Cooperation	Working collaboratively; helping group members	Students' cooperation during TSTS implementation.	Observation Checklist
How can the Two Stay Two Stray (TSTS) technique improve students' reading comprehension at the ninth grade of SMP N 7 Bukittinggi?	Reading Comprehension Improvement	Understanding main idea; specific information; vocabulary; reference; conclusion	Students' improvement in reading comprehension after the implementation of TSTS.	Pre-test and Post-test
	Students' Reading Comprehension	Ability to comprehend narrative text	Students' cooperation during TSTS implementation.	Observation Checklist

APPENDIX 9 Test Blueprint

Kisi-kisi Soal Teks Narrative

Kelas/Semester :IX/Genap

Jumlah Soal :20butir soal

Mata Pelajaran :Bahasa Inggris

Jenjang Pendidikan :SMP

Lingkup Materi	**Indikator Pencapaian Tujuan**	**Materi**	**Indikator**	**No. Soal**
Teks Narrative	Mengindentifikasi konteks teks naratif dengan mengidentifikasi ide utama, menemukan informasi spesifik, menentukan makna kosakata dalam konteks, mengidentifikasi kata-kata rujukan, dan membuat kesimpulan berdasarkan informasi yang disajikan dalam teks.	Teks Narrative • Pengertian teks narrative • Tujuan teks narrative • Struktur teks narrative	Siswa mengidentifikasi ide utama dari paragraf-paragraf dalam teks naratif.	1,6,11,16
			Siswa menentukan informasi spesifik yang tercantum dalam teks naratif.	2,7,12.17
			Siswa menentukan makna kata-kata berdasarkan konteks teks naratif.	3,8,13,18
			Siswa mengidentifikasi rujukan kata ganti yang digunakan dalam teks naratif.	4,9,14,19
			Siswa menarik kesimpulan atau informasi tersirat dari teks naratif.	5,10,15,20

Bukittinggi, March 2026

Researcher



Enjelita

NIM 2322071

APPENDIX 10 Instrument

Instrument (Pre – Test & Post-test)

RESEARCH INSTRUMENT

Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi

Petunjuk Pengisian :

1. Instrument penelitian ini adalah alat yang digunakan untuk mengetahui kemampuan pemahaman Peserta didik sebelum penerapan Two Stay Two Stray (TSTS) Technique .
2. Hasil test ini tidak akan mempengaruhi nilai peserta didik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Isilah identitas peserta didik sesuai dengan daftar yang disediakan.
4. Peserta didik diberikan waktu selama 40 menit untuk mengerjakan tes ini. 20 butir soal dalam bentuk pilihan ganda.
5. Mulailah dengan membaca '' Basmallah''.
6. Lingkarilah atau berilah tanda silang pada salah satu opsi A/B/C/D sebagai penunjuk pilihan yang peserta didik pilih!
7. Atas partisipasi, dukungan dan kerjasamanya peneliti mengucapkan terima kasih.

-GOOD LUCK-

APPENDIX 11 Pre-test

Name :

Class :

Date :

Reading Pre-Test

Read the following text to answer questions number 1-5!

The Dragon of Mount Pilatus

Long ago in Switzerland, there was a mysterious mountain called Mount Pilatus. The villagers believed that a powerful dragon lived there. Strange things often happened animals disappeared, and people heard loud roars at night. The villagers were very afraid and said, "We must send knights to kill the dragon!" However, an old wise woman named Liana warned them, "The dragon may not be our enemy. We must be careful." But most people ignored her words and continued to live in fear.

One day, a brave knight named Einar came to the village. When he heard the story, he said, "If the dragon is suffering, I will try to help it." Liana told him that the dragon was once a guardian of knowledge, but something had changed it. Einar decided to find the truth. Although the journey was dangerous, he climbed Mount Pilatus with courage. After a long and difficult journey, he finally arrived at a dark cave. Suddenly, a huge dragon appeared and roared, "Why have you come here?"

Einar stood bravely and answered, "I want to end your suffering." At first, they began to fight, but Einar soon realized that his strength could not defeat the dragon. Then he understood something important and said, "The real problem is not you, but human greed." The dragon became quiet and looked at him carefully. "Perhaps you understand," the dragon said. Instead of fighting, Einar chose to trust the dragon. The dragon then breathed golden fire, but it did not hurt him. Instead, it gave him wisdom and a clear mind.

1. What is the main idea of the story?

a. The villagers wanted to kill the dragon
b. A knight tried to find gold in the mountain
c. A brave knight helped a dragon and brought wisdom
d. The dragon destroyed the village

2. Why were the villagers afraid?
   a. The dragon attacked them every day
   b. Animals disappeared and strange sounds were heard
   c. The mountain was too high
   d. The knight forced them to leave

3. What does the word "courage" mean in the text (paragraph 2) ?
   a. Fear
   b. Bravery
   c. Anger
   d. Weakness
4. The word "it" in "help it" (p.2, sentence 2) refers to …
   a. The village
   b. The dragon
   c. The mountain
   d. The people

5. What can we learn from the story?
   a. Gold is the most important thing
   b. Fighting is always the best solution
   c. Wisdom is more valuable than treasure
   d. Dragon are dangerous animals

Read the text below carefully. Answer questions number 6 to 10 based on the information stated in the text. Choose the correct answer (A, B, C, or D)!

The Boy Who Borrowed a Cassowary Name

Long ago, in a forest village, names were very important. A name showed a person's identity and their connection to nature. One day, a young boy felt that his own name was too ordinary. He wanted a stronger and more respected name. Then he saw a cassowary, a powerful bird in the forest, and thought, *"I want to have a name like that."* So he began to call himself by the cassowary's name.

At first, the boy felt proud. When people asked his name, he answered confidently, "I am Cassowary." People were surprised, but some of them believed him. However, one day, an elder in the village looked at him seriously and said, "A name is not just a word. It must be earned." The boy did not listen. He continued to use the cassowary's name, thinking it would make him strong and respected.

Not long after that, strange things began to happen. The boy started to feel confused and uncomfortable. It was as if the name did not truly belong to him. Then, in

the forest, he heard a voice as if the cassowary itself was speaking. “Why are you using my name?” the voice asked. The boy became afraid and replied, “I only wanted to be strong like you.” The voice answered, “Strength does not come from a name, but from your actions.”

The boy finally understood his mistake. He returned to the village and said, “I will use my own name again.” The elder smiled and said, “Now you have learned. Your true strength comes from who you are.” From that day on, the boy no longer borrowed names. Instead, he worked hard to become strong and respected in his own way.

6. Which statement best describes the story?

a. A boy wanted a better name but learned a lesson
b. A cassowary attacked a boy
c. A village changed its traditions
d. A boy became a bird

7. Why did the boy call himself “Cassowary”?

a. He hated his family
b. He wanted to be stronger and respected
c. He was forced by the villagers
d. He found the name in the forest

8. The word “earned” in paragraph 2 is closest in meaning to?

a. Given freely
b. Taken easily
c. Gained through effort
d. Lost quickly

9. The word “it” in paragraph 3, sentence 2 (“it did not truly belong to him”) refers to…

a. The forest
b. The voice
c. The name
d. The village

10. What did the boy finally realize at the end of the story?

a. Names are not important
b. Strength comes from identity and actions
c. Birds are powerful animals
d. People must change their names

Read the following passage. Then, answer questions number 11 to 15. Pay

attention to the meaning of words and context. Choose the best answer (A, B, C, or D).

The Story of the Dayak Batng Garing (Three of Life)

Long ago, in a village near a great river, the Dayak people believed in a special tree called Batang Garing, the Tree of Life. The tree was not just an ordinary tree. It connected three worlds: the underworld, the human world, and the sky. The roots reached deep into the earth, the trunk stood in the human world, and the branches touched the sky. The villagers believed that this tree helped them communicate with their ancestors and the spirits.

One day, according to the elders, there lived a child named Garing. He was different from others because he could understand nature and hear the voices of the forest. He noticed that the world was separated the sky and the earth did not connect well. Then he said, "There must be something that can unite them." So he planted his staff into the ground and hoped for a miracle.

The next morning, something amazing happened. A tree had grown from the place where he planted his staff. The tree grew very fast, reaching both the sky and the deep earth. The villagers were surprised and said, "This is the Tree of Life!" The tree became a bridge between the worlds. People brought offerings like food and cloth and prayed near the tree. They believed the tree could carry their prayers to the sky and bring blessings to their lives.

From that day on, Batang Garing became very important to the Dayak people. They used the tree as a guide for life. It taught them to respect nature, to give back what they take, and to live in harmony with the world. Even today, the story of Batang Garing reminds people that life is connected, and humans must take care of nature and each other.

11. What is the story mainly about ?

a. A magical tree connects different worlds
b. A boy cut down a tree
c. A village moved to another place
d. A tree was destroyed

12. According to the text, why was Batang Garing important to the villagers?

a. To produce food
b. To connect humans with spirits and ancestors
c. To give shelter
d. To decorate the village

13. The word “offerings” in paragraph 3 refers to ?

a. Gifts given to show respect
b. Food for animals
c. Clothes for villagers
d. Money for trade

14. The pronoun “they” in paragraph 3 (“they believed the tree could carry their prayers”) refers to ……

a. The elders
b. The villagers
c. The children
d. The spirits

15. Which value is emphasized in the story??

a. Trees are not important
b. Humans must live in harmony with nature
c. Nature should be controlled
d. Villagers should leave the forest

Read the text carefully. Answer questions number 16 to 20 by selecting the correct answer (A, B, C, or D). Pay attention to reference words and the conclusion of the story!

Mullah in the Turkish Bath

Long ago in Persia, there lived a man named Mullah Farid. He was known as a clever man, but also very stingy. He always tried to spend as little money as possible. One day, he heard about a famous Turkish bath in the city of Yazd. People said that the bath was very comfortable and relaxing. Mullah became interested, but he did not want to spend too much money. “I will go there,” he said to himself, “but I will only pay a small amount.’’

When Mullah arrived at the bath, he met an attendant at the entrance. The place looked clean and beautiful, with warm steam rising in the air. Mullah said confidently, “I want to enjoy this bath, but I will only pay six coins.” The attendant looked at him and smiled politely. He replied, “Very well, Mullah. You will receive what you deserve.” Mullah felt proud of himself. He believed that he had made a clever deal. Then he entered the bath and sat down, waiting for a relaxing experience.

However, things did not go as he expected. The attendants began to scrub his body very roughly using hard brushes. Then they used small branches to hit

his body. Mullah felt shocked and uncomfortable. He shouted loudly, “Hey! Why are you treating me like this? I came here to relax!” The attendant calmly answered, “You asked for what you deserve.” Mullah became angry, but he could not do anything. He stayed in the bath and tried to endure the treatment. After some time, although it was painful, he started to feel his body becoming cleaner and lighter than before.

When the bath was finished, Mullah checked his money. He realized that some of his coins were missing. Before he could complain, a group of scholars entered the bath. They saw Mullah and started talking to him. One of them asked jokingly, “Mullah, you don’t look very happy. What happened?” Mullah replied, “I lost some of my coins, and the treatment was not gentle at all.” The scholars laughed and said, “Maybe you learned something today.” Mullah thought for a moment, then smiled and said, “Yes, I think I did. I came here to save money, but I learned that good service has its value.”

After that, they shared food and spent time together. Mullah began to enjoy their company and forgot about his anger. He felt happier than before.

16. What is the central message of the story?

a. What is the main idea of the story?
b. Mullah learned that good service has value
c. The bath was very dirty
d. Mullah became rich

17. Why did Mullah offer only six coins to the attendant?

a. He had no money
b. He wanted to save money
c. He forgot his wallet
d. The bath was cheap

18. The word “attendant” in paragraph 2 refers to a person who?

a. A visitors
b. A worker who serves people
c. A teacher
d. A friend

19. The word “they” in paragraph 3 (“they treated him roughly”) refers to …

a. The scholars
b. The villagers
c. The attendants

d. The Friends

20. Based on the story, what can be concluded about Mullah at the end?

a. Saving money is always good
b. Cheap service gives the best result
c. Good service is worth paying for
d. Baths are not important

-GOOD LUCK -

APPENDIX 12 Key Answer of Pre-test

Key Answer

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

APPENDIX 13 Post-test I

Name :

Class :

Date :

READING POST- TEST

Read the following text to answer questions number 1-5!

The Legend of King Midas (Greece)

Long ago in ancient Greece, there was a king named Midas who loved gold more than anything. One day, he helped a magical creature, and as a reward, he was granted a wish. Without thinking carefully, Midas said, "I want everything I touch to turn into gold."

At first, he was very happy. Flowers, chairs, and even his palace turned into gold. However, when he tried to eat, his food also became gold. Soon, he realized that his wish was a curse.

One day, his beloved daughter ran to him, and when he touched her, she turned into a golden statue. Midas was shocked and full of regret. He begged for help. Finally, the magic was taken away, and everything returned to normal.

After that, Midas learned an important lesson and no longer valued gold above everything else.

1. Which statement best summarizes the story?

a. A king built a palace
b. A king learned that greed brings problems
c. A girl turned into gold forever
d. A magical creature disappeared

2. What magical power did King Midas ask for?

a. To be rich
b. To have a big palace
c. A girl turn everything into gold
d. To live forever

3. The word "reward" in paragraph 1 is closest in meaning to?

a. Punishment

b. Gift for good action
c. Problem
d. Danger

4. The pronoun “he” in paragraph 3, sentence 3 (“He begged for help”) refers to…

a. The creature
b. The king
c. The servant
d. The daughter

5. What important lesson did King Midas learn at the end of the story?

a. Gold is the most important
b. Greed can bring suffering
c. Magic is dangerous
d. Kings are powerful

Read the text below carefully. Answer questions number 6 to 10 based on the information stated in the text. Choose the correct answer (A, B, C, or D)!

Anansi and the Pot of Wisdom (West Africa)

Long ago in West Africa, there lived a clever spider named Anansi. One day, the Sky God gave him a pot that contained all the wisdom in the world. Anansi was very happy but also greedy. He wanted to keep all the wisdom for himself.

He decided to hide the pot at the top of a tall tree. He tied the pot to his chest and tried to climb the tree. However, it was very difficult, and he kept falling. His young son watched him and said, “Father, it would be easier if you tied the pot to your back.”

Anansi stopped and realized that his son was right. He became angry because even a child could have good ideas. In his frustration, he threw the pot down. The pot broke, and wisdom spread everywhere.

Since that day, people believe that wisdom belongs to everyone, not just one person.

6. What is the main conflict faced by Anansi in the story?

a. A spider climbed a tree
b. Wisdom should be shared with everyone

c. A pot was broken
d. A boy helped his father

7. Why did Anansi climb the tree?

a. He was afraid
b. He wanted to keep wisdom for himself
c. He wanted to give it away
d. He wanted to sell it

8. The word “greedy” in paragraph 1 describes someone who?

a. Kind
b. Selfish
c. Brave
d. Honest

9. The word “it” in paragraph 2 (“it was very difficult”) refers to …

a. The pot
b. The tree
c. Climbing the tree
d. The son

10. What can readers infer from the ending of the story?

a. Wisdom is only for adults
b. Everyone can have wisdom
c. Children are always wrong
d. Trees are dangerous

Read the following passage. Then, answer questions number 11 to 15. Pay attention to the meaning of words and context. Choose the best answer (A, B, C, or D).

The Legend of Momotaro (Japan)

Long ago in Japan, an old couple lived in a quiet village. One day, the old woman found a giant peach floating down the river. She brought it home, and when they cut it open, a baby boy came out. They named him Momotaro, which means “Peach Boy.”

Momotaro grew into a strong and brave young man. One day, he heard that a group of demons on a distant island had been stealing from villages. He decided to defeat them. Before leaving, the old woman gave him special

dumplings.

On his journey, Momotaro met a dog, a monkey, and a pheasant. He shared his dumplings with them, and they agreed to help him. Together, they went to the island and fought the demons. Because of teamwork and courage, they won the battle.

Momotaro returned home as a hero, bringing back treasures to the village. The villagers were happy, and peace returned to the land.

11. What made Momotaro become a hero?

    a. A boy found a peach
    b. A hero defeated demons with teamwork
    c. A village was destroyed
    d. Animals lived together

12. Where did the old woman find Momotaro?

    a. A forest
    b. A river peach
    c. A mountain
    d. A cave

13. The word “defeat” in paragraph 2 is closest in meaning to?

    a. To help
    b. To lose
    c. To win against
    d. To follow

14. The pronoun “they” in paragraph 3 refers to …

    a. The villagers
    b. The demons
    c. The animals
    d. The elders

15. Which value is highlighted in Momotaro’s journey?

    a. Strength is enough
    b. Teamwork leads to success
    c. Food is important
    d. Traveling is fun

Read the text carefully. Answer questions number 16 to 20 by selecting the correct answer (A, B, C, or D). Pay attention to reference words and the conclusion of the story!

The Legend of Tangkuban Perahu

Long ago, in West Java, there lived a beautiful woman named Dayang Sumbi. One day, while she was weaving cloth, her tool fell to the ground. She was too tired to pick it up, so she said, "Whoever helps me pick up this tool, if he is a woman, I will treat her as my sister. If he is a man, I will marry him."

Suddenly, a dog named Tumang brought the tool back to her. Dayang Sumbi was shocked because Tumang was not an ordinary dog ,he was actually a cursed man. Because of her promise, she married him. Later, they had a son named Sangkuriang.

Sangkuriang grew into a strong but careless boy. One day, his mother asked him to hunt in the forest. Without knowing the truth, Sangkuriang killed Tumang, his own father, and brought the meat home. When Dayang Sumbi realized what had happened, she became very angry and hit Sangkuriang. Feeling hurt and ashamed, Sangkuriang left home.

Many years later, Sangkuriang returned as a handsome man. He met Dayang Sumbi again, but he did not recognize her as his mother. Instead, he fell in love with her and wanted to marry her. Dayang Sumbi was shocked when she realized that the man was her son. To stop him, she gave him an impossible task. She said, "You must build a large boat and a lake in one night."

Sangkuriang tried his best. With the help of magical spirits, he almost finished the task before dawn. Seeing this, Dayang Sumbi quickly spread white cloths in the east to make it look like morning had come. The spirits disappeared, and Sangkuriang failed to complete the boat.

In anger, Sangkuriang kicked the unfinished boat, and it turned upside down. It is believed that this boat became Mount Tangkuban Perahu, which still exists today.

16. Which statement best describes the story of Sangkuriang?

a. woman made a promise to a dog
b. A man built a mountain
c. A son tried to marry his mother and failed
d. A village was destroyed

17. Why did Sangkuriang leave his home?

    a. He wanted to travel
    b. He was asked to build a boat
    c. He felt ashamed after being scolded by his mother
    d. He wanted to find his father

18. The word “impossible” in paragraph 4 means?

    a. Easy to do
    b. Very difficult or cannot be done
    c. Interesting
    d. Important

19. The pronoun “he” in paragraph 5 (“he almost finished the task”) refers to …

    a. Tumang
    b. The spirit
    c. Sangkuriang
    d. The villager

20. What lesson can readers learn from the story?

    a. Promises are not important
    b. Anger can lead to bad consequences
    c. Magic is always helpful
    d. Mountains are dangerous

-GOOD LUCK-

APPENDIX 14 Key Answer of Post-test I

Key Answer

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

APPENDIX 15 Post-test II

Name :

Class :

Date :

READING POST- TEST II

CHOOSE EITHER A,B,C,OR,D AS THE CORRECT ANSWER!

The following text is for question 1 to 5.

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spolited.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sargkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. We returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He pro posed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she

thought impossible to meet. Sangkuriang had to make a lake that filled the whole valpley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(taken from All Around Bandung- Gottfrid Roelcke, Gary Crabb)

1. What is the main idea of the text ?

a. The life of Dayang Sumbi as the princess of the Sunda Kingdom.
b. The story of Sangkuriang's adventures during his journey around the world.
c. The legend explaining how Mount Tangkuban Perahu was formed through the story of Sangkuriang and Dayang Sumbi.
d. The magical powers possessed by Tumang and Sangkuriang.

2. According to p.4, why did Sangkuriang kill Tumang while hunting?

a. Because Tumang refused to help him hunt for a deer.
b. Because he was afraid of returning home without bringing any game.
c. Because his mother ordered him to bring Tumang's meat instead of venison.
d. Because Tumang accidentally frightened away all the animals.

3. "Desperate to avoid the marriage, she set conditions she thought impossible to meet. (p.5)"

The word **"desperate"** in the sentence is closest in meaning to...

a. hopeless and willing to do anything
b. excited about the future
c. uncertain about her decision
d. confident in solving the problem

4. In the sentence, "She named him Sangkuriang.(p.3)"

The pronoun **"She"** refers to...

a. the Queen of Sunda
b. Dayang Sumbi
c. Tumang
d. The old king

5. What moral lesson can readers learn from the story?

a. People should rely on magical powers to solve difficult problems.
b. People should keep every promise, even if it leads to harm.
c. People should think carefully before making promises and control their emotions.
d. People should never trust anyone they meet for the first time.

Read the text below carefully. Answer questions number 6 to 10 based on the information stated in the text. Choose the correct answer (A, B, C, or D)!

The Legend of Aji Saka : Java, Indonesia

In the Kingdom of Medang Kamulan, in Java, came a young when man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom/Pusoko. No one except Aji Saka himself not a allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: "I'm the son Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if the could kll the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King. expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it

was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

6. Read the entire text carefully. Which statement best expresses the main idea of the story?

a. The story of a village boy who survived a natural disaster.
b. The legend of Aji Saka, his victory over Dewata Cengkar, and the story of Jaka Linglung.
c. The story of the people who lived peacefully in Medang Kamulan.
d. The adventure of nine boys in the Jungle of Pesanga.

7. According to Paragraph 2, why did Aji Saka leave Dara and Sembodo behind?

a. To protect the palace from Dewata Cengkar.
b. To accompany the villagers in Dadapan.
c. To guard his heirloom while he was away.
d. To search for Jaka Linglung in the jungle.

8. Look at the sentence in Paragraph 6: "Jaka Linglung greedily ate domestic pets of the palace." The word "greedily" is closest in meaning to...

a. Politely
b. Hungrily and selfishly
c. Carefully
d. Patiently

9. Read the following sentence from Paragraph 4.

"He was given a name Jaka Linglung." The pronoun "He" refers to...

a. Dewata Cengkar
b. Aji Saka
c. The Snake
d. Dara

10. After reading the story, what is the best lesson that can be learned from it?

a. People should use violence to solve every problem.
b. People should always judge others by their appearance.
c. Courage, loyalty, and keeping promises are important values in life.
d. Wild animals should never be trusted.

Read the following passage. Then, answer questions number 11 to 15. Pay attention to the meaning of words and context. Choose the best answer (A, B, C, or D).

Blue- Tongue Lizard

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away", he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

"We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

11. Which of the following statements best summarizes the story?

a. Blue-Tongue Lizard searched for food in the swamp every day.
b. Taipan the Snake became the strongest animal in the forest.
c. Black Bird helped Blue-Tongue Lizard hunt an emu.
d. The story tells how Blue-Tongue Lizard rescued his wife after Taipan kidnapped her.

12. Read Paragraph 2. What did Black Bird do after seeing Taipan take Blue-Tongue Lizard's wife?

a. He followed Taipan into the forest.
b. He attacked Taipan with his sharp beak.
c. He warned Blue-Tongue Lizard by calling out to him.
d. He hid in a tree until Taipan disappeared.

13. In Paragraph 3, the word "freshly" in the sentence "a freshly killed emu" is closest in meaning to...

a. Recently
b. Carelessly
c. Completely
d. Suddenly

14. Read the sentence from Paragraph 3.

"He found they had all been broken by Taipan."

The word "they" refers to...

a. The tracks
b. The bags of food
c. The spears
d. The trees

15. What can readers learn from the story of Blue-Tongue Lizard?

a. Anger is the best way to solve every conflict.
b. Loyalty, courage, and determination can help people overcome difficulties.
c. People should avoid helping others in dangerous situations.
d. Physical strength is more important than intelligence.

Read the text carefully. Answer questions number 16 to 20 by selecting the correct answer (A, B, C, or D). Pay attention to reference words and the conclusion of the story!

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

16. Why did Badang become a strong man alive?

a. Because He was a poor fisherman.

b. Because a Genie granted Badang's wish.

c. Because Rajah of Singapura gave the power to him.

d. Because Badang could beat Wadi Wijaya by lifting a huge rock.

17. What is the main idea of the second paragraph?

a. The Rajah of Singapura was impressed with Badang's strength.

b. The Rajah of Singapura appointed Wadi to fight with Badang.

c. Badang could beat his enemy by lifting a huge rock.

d. British colonial government blasted Badang.

18. Read the sentence in Paragraph 2: "Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior." The word "enormous" is closest in meaning to...

a. Ordinary
b. Great
c. Unusual
d. Limited

19. Read the sentence below from Paragraph 2.

"Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him."

The pronoun "him" refers to...

a. Wadi Bijaya
b. The Rajah of Singapura
c. Badang
d. The king of India

20. Which of the following best reflects the lesson of the story?

a. True strength should be used to serve and protect others.
b. Physical strength is the only key to becoming a leader.
c. Every challenge should be solved through fighting.
d. People should avoid helping strangers because it may be dangerous.

-GOOD LUCK-

APPENDIX 16 Key Answer of Post-test II

Key Answer

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

APPENDIX 17 Validity

PERMOHONAN VALIDASI

Kepada Yth.

Bapak/ Ibu

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini :

Nama	: Enjelita
Nim	: 2322071
Fakultas/ Prodi	: FTIK/ PBI
Judul Skripsi	: Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi
Pembimbing	: Dr. Veni Roza,S.S, M.Pd

Dengan ini mengajukan permohonan kepada Bapak/ Ibu, sekiranya Bapak/Ibu berkenan melakukan validasi angket yang saya susun.

Demikian permohonan ini diajukan kepada Bapak/Ibu, Sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Bukittinggi. 7 April 2026

Mengetahui,

Ketua Prodi

Dr. WIDYA SYAFITRI, M.Pd

NIP. 198007262015032002

Pemohon,

ENJELITA

NIM.2322071

8.	Soal 8					✓	
9.	Soal 9					✓	
10.	Soal 10					✓	
11.	Soal 11				✓		
12.	Soal 12					✓	
13.	Soal 13				✓		
14.	Soal 14				✓		
15.	Soal 15				✓		
16.	Soal 16					✓	
17.	Soal 17					✓	
18.	Soal 18				✓		
19.	Soal 19					✓	
20.	Soal 20					✓	

B. Komentar/ Saran

1. Variasikan bentuk pertanyaan disetiap indikator
2. Determine specifically the location of the words in text to help responden in answering the test quickly.
3. Perbaiki format tabel

Bukittinggi, 7 April 2026

Validator

(Muthio Rahman, M.Pd

NIDN. 2104058502

LEMBAR VALIDASI OBSERVATION CHECKLIST INSTRUMENT

USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMP N 7 BUKITTINGGI

Nama/ Nim : Enjelita/ 2322071

Judul : Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukitinggi

Fakultas/ Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument " Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukitinggi". Bapak/ Ibu cukup memberikan tanda ceklis (✓) pada kolom yang disediakan.
2. Angka- angka yang terdapat pada kolom yang dimaksud berarti :
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. Aspek Penilaian

No	Butir	Soal/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Indikator 1					✓	
2.	Indikator 2					✓	
3.	Indikator 3				✓		
4.	Indikator 4					✓	
5.	Indikator 5					✓	
6.	Indikator 6					✓	
7.	Indikator 7					✓	

8.	Indikator 8					✓	
9.	Indikator 9				✓		
10.	Indikator 10					✓	

B. Komentar/ Saran

indikator terlalu umum, coba spesifikkan setiap indikator

Bukittinggi, 7 April 2026

Validator

(Muthio Rahman, M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Mathia Rahman, M Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang Bernama ENJELITA dengan nim 2322071 dengan judul penelitian "Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk pengolaban data dalam pengolahan skripsi

Demikian surat keterangan ini saya uat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 7 April 2026

Validator

Mathio Rahman, M.Pd

NIDN. 2104058502

LEMBAR VALIDASI INSTRUMENT

USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMP N 7 BUKITTINGGI

Nama/ Nim : Enjelita/ 2022071

Judul : Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi

Fakultas/ Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk

1 Untuk memberikan penilaian terhadap instrument " Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi" Bapak/ Ibu cukup memberikan tanda coklis (✓) pada kolom yang disediakan.

2 Angka- angka yang terdapat pada kolom yang dimaksud berarti :

0 : Tidak dapat digunakan

1 : Dapat digunakan dengan banyak revisi

2 : Dapat digunakan dengan revisi sedang

3 : Dapat digunakan dengan sedikit revisi

4 : Dapat digunakan tanpa revisi

A. Aspek Penilaian

No	Butir	Soal/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Soal 1				✓		
2.	Soal 2					✓	
3.	Soal 3					✓	
4.	Soal 4					✓	
5.	Soal 5				✓		
6.	Soal 6					✓	
7	Soal 7					✓	

8.	Soal 8					✓	
9.	Soal 9					✓	
10.	Soal 10					✓	
11.	Soal 11				✓		
12.	Soal 12					✓	
13.	Soal 13				✓		
14	Soal 14				✓		
15	Soal 15				✓		
16	Soal 16					✓	
17	Soal 17					✓	
18.	Soal 18				✓		
19	Soal 19					✓	
20.	Soal 20					✓	

B. Komentar/ Saran

1. Variasikan bentuk pertanyaan disetiap indicator.
2. Determine specifically the location of the words in text to help respondent in answering the test quickly.

Bukittinggi, 10 April 2026

Validator

([illegible] M.Pd

NIP. 19800201 2009122002

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Febria Sri Artika, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang Bernama **ENJELITA** dengan nim 2322071 dengan judul penelitian "Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk pengolahan data dalam pengolahan skripsi

Demikian surat keterangan ini saya uat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 10 April 2026

Validator

Febria Sri Artika, M.Pd

NIP. 198003012009122002

LEMBAR VALIDASI INSTRUMENT

USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMP N 7 BUKITTINGGI

Nama/ Nim : Enjelita/ 2322071

Judul : Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukitinggi

Fakultas/ Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk

1. Untuk memberikan penilaian terhadap instrument " Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukitinggi". Bapak/ Ibu cukup memberikan tanda ceklis (✓) pada kolom yang disediakan.
2. Angka- angka yang terdapat pada kolom yang dimaksud berarti :
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. Aspek Penilaian

No	Butir	Soal/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Soal 1					✓	
2.	Soal 2				✓		
3.	Soal 3					✓	
4.	Soal 4				✓		
5.	Soal 5					✓	
6.	Soal 6				✓		
7.	Soal 7					✓	

8.	Soal 8				✓		
9.	Soal 9					✓	
10.	Soal 10				✓		
11.	Soal 11					✓	
12.	Soal 12				✓		
13.	Soal 13					✓	
14.	Soal 14				✓		
15.	Soal 15					✓	
16.	Soal 16				✓		
17.	Soal 17					✓	
18.	Soal 18				✓		
19.	Soal 19					✓	
20.	Soal 20				✓		

B. Komentar/ Saran

1) Variasikan setiap instruksi soal
2) lebih mempersempit soal, misalnya (terletak di paragraf berapa/ di line berapa)
3) Sajikan teks cerita yang belum pernah dibahas sebelumnya.

Bukittinggi, 8 April 2026

Validator

Halad Hulwana, S.Pd,. M.Pd

NIP. 197602132002122005

LEMBAR VALIDASI OBSERVATION CHECKLIST INSTRUMENT

USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMP N 7 BUKITTINGGI

Nama/ Nim : Enjelita/ 2322071

Judul : Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukitinggi

Fakultas/ Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument " Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukitinggi". Bapak/ Ibu cukup memberikan tanda ceklis (✓) pada kolom yang disediakan.
2. Angka- angka yang terdapat pada kolom yang dimaksud berarti :
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. Aspek Penilaian

No	Butir	Soal/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Indikator 1				✓		
2.	Indikator 2					✓	
3.	Indikator 3				✓		
4.	Indikator 4					✓	
5.	Indikator 5				✓		
6.	Indikator 6					✓	
7.	Indikator 7				✓		

8.	Indikator 8					✓	
9.	Indikator 9				✓		
10.	Indikator 10					✓	

B. Komentar/ Saran

The Indicators can be used for Assesing Observation Checklist in the classroom.

Bukittinggi, 8 April 2026

Validator

Hallad Hulwana, S.Pd., M.Pd

Nip. 19760213 2002 12 2005

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Halad Hulwana

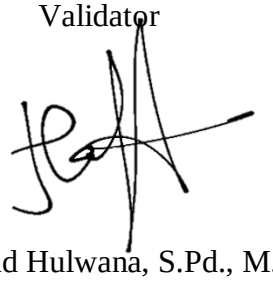
Jabatan : Guru

Dengan ini menyatakan bahwa mahasiswa yang Bernama **ENJELITA** dengan nim 2322071 dengan judul penelitian "Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk pengolahan data dalam pengolahan skripsi

Demikian surat keterangan ini saya uat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 8 April 2026

Validator



Halad Hulwana, S.Pd., M.Pd

NIP. 197602132002122005

APPENDIX 18 Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax. (0752) 22075
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor B-0278/Un 26.1/PP.07/04/2026 Bukittinggi, 09 April 2026
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu Kepala Sekolah SMPN 7 Bukittinggi

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ENJELITA**
NIM	:	**2322071**
Semester	:	8
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Using Two Stay Two Stray (TSTS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at the Ninth Grade of SMP N 7 Bukittinggi***
Lokasi Penelitian	:	SMP Negen 7 Bukittinggi
Waktu	:	April 2026 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP. 197708162003121003

PEMERINTAH KOTA BUKITTINGGI

BADAN KESATUAN BANGSA DAN POLITIK

Jl. Jend. Sudirman No. 27 – 29 Bukittinggi Telp. (0752) 23976

SURAT KETERANGAN PENELITIAN

Nomor : 070.1/330/KB-BKPoV2026

Dasar :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Republik Indonesia Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementerian Dalam Negeri dan Pemerintahan Daerah;
4. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.

Menimbang :

a. Bahwa sesuai surat dari Dekan FTIK Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi , Nomor: B-0278/Un.26.1/PP.07/04/2026, Tanggal 9 April 2026, Perihal Mohon Penerbitan Surat Rekomendasi Penelitian Skripsi di SMPN 7 Bukittinggi ;
b. Bahwa untuk tertib administrasi dan pengendalian pelaksanaan penelitian serta pengembangan perlu diterbitkan Surat Keterangan Penelitian;
c. Bahwa sesuai konsideran huruf a dan b serta hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kota Bukittinggi, berkas persyaratan administrasi Surat Keterangan Penelitian telah memenuhi syarat.

Kepala Badan Kesatuan Bangsa dan Politik Kota Bukittinggi, memberikan surat keterangan penelitian kepada :

Nama	:	**ENJELITA**
Tempat/Tanggal Lahir	:	Albion / 7 Januari 2004
Pekerjaan	:	Mahasiswa
Alamat	:	LINGKUNGAN II,Sihaporas Nauli, kab. Tapanuli Tengah,Prov. Sumatera Utara
Nomor Identitas	:	1273014701040001
Judul Penelitian	:	"Penggunaan teknik Two Stay Two Stray (TSTS) dalam pembelajaran teks naratif untuk meningkatkan pemahaman membaca siswa kelas IX di SMP Negeri 7 Bukittinggi."
Jadwal Penelitian	:	April 2026 s/d Selesai
Anggota Penelitian	:	-
Tempat Penelitian	:	SMPN 7 BUKITTINGGI

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan seperlunya.

Bukittinggi, 13 April 2026

a.n. Kepala Badan Kesatuan Bangsa dan Politik

Kepala Bidang Kesatuan Bangsa,

FITRIYOL, S.Sos, M.M

Pembina Tk.I - IV/b

NIP. 19810803 200501 1 006

Tembusan :

1. Wali Kota Bukittinggi (Sebagai Laporan);
2. Dekan FTIK Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi ;
3. Kepala Dinas Pendidikan Dan Kebudayaan Kota Bukittinggi;
4. Kepala Sekolah SMPN 7 Bukittinggi.

APPENDIX 19 Letter of Research Completion

APPENDIX 20 SK Letter of Thesis Advisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-1257/Un.26.1/HK.00.5/10/2025

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djamil Djambek Bukittinggi an. **Enjelita, NIM 2322071** tanggal 17 Oktober 2025 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"Improving Students' Confidence in Delivering Narrative Text through Two Stay Two Stray (TSTS) Cooperative Learning Based on Deep Learning Principles at 9th Grade of SMPN 7 Bukittinggi"***

KEDUA : Menunjuk Saudara :

Nama	: **Dr. Veni Roza, M.Pd**
NIP	: **198401052009122003**
Pangkat/Gol.Ruang	: **Pembina Tk.I/IV/b**
Jabatan	: Lektor Kepala
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 17 Oktober 2025
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. JUNAIDI, S. Ag, M. Pd
NIP.197706162003121003

APPENDIX 21 Absensi Peserta Didik

DAFTAR HADIR SISWA SMP NEGERI 7 BUKITTINGGI

TAHUN PELAJARAN 2025/2026

TGL 14 April 2026 s/d selesai

Kelas : IX.3

No	Nama	L/P	NIS/NISN	Selasa	Kamis	Selasa	Rabu
				14-4-26	16-4-26	21-4-26	22-4-26
1.	Adinda Mutiara Hafis	P	23-7667/ 010734896	✓	✓	✓	✓
2.	Adithya Alexander Sihaholo	L	23-7636/ 011466798	✓	✓	✓	✓
3.	Alifi Sri Andini	P	23-7606/ 010609711	✓	✓	✓	✓
4.	Andika Pratama	L	23-7733/ 011654170	✓	✓	✓	✓
5.	Aqilla Fitria	P	23-7608/ 011987689	✓	✓	✓	✓
6.	Asyifa Oktavia Putri	P	23-7704/ 010898736	✓	✓	✓	✓
7.	Beby Syakira Ayumi	P	23-7577/ 01089	✓	✓	✓	✓
8.	Dika Septiadi Gunawan	L	23-7547/ 01072	✓	✓	✓	✓
9.	Fahmi Idris	L	23- 7582/ 010348984	✓	✓	✓	✓
10.	Faiza Elwan	P	23-7613/ 010991	✓	✓	✓	✓

11.	Farhan Arjuna Putra	L	23-7738/ 010269324	✓	✓	✓	✓
12.	Fauzi Akram	L	23-7550/ 01116	✓	✓	✓	✓
13.	Ghany Prata Saputra	L	24-7982/ 0107926141	✓	✓	✓	✓
14.	Grecetians Narasky Hia	L	23-7617/ 010904052	✓	✓	✓	✓
15.	Hasbi Ramadhan	L	23-7743/ 010351366	✓	✓	✓	✓
16.	Haykal Rafael Betri	L	23-7586/ 011750425	✓	✓	✓	✓
17.	Jihan Fadhila	P	23-7714/ 01088	✓	✓	✓	✓
18.	Keyla Putri Marsyaillahi	P	23-7716/ 011277498	✓	✓	✓	✓
19.	La Qeshya Kimiko	P	23-7621/ 010977127	✓	✓	✓	✓
20.	Langit Fikar Saputra	L	- / 010759588	✓	✓	✓	✓
21.	Mutiara Tul Husna	P	23-7768/ 010421019	✓	✓	✓	✓
22.	Noval Yuga Pratama	L	23- 7755/ 010896288	✓	✓	✓	✓
23.	Padli Rahman	L	23-7721/ 010998425	✓	✓	✓	✓
24.	Rabbil Ngizarianto	L	23-7658/ 010343980	✓	✓	✓	✓

25.	Rehan Saputra	L	23-7725/ 010561606	✓	✓	✓	✓
26.	Sabrina Aprili Naldi	P	23-7726/ 010967539	✓	✓	✓	✓
27.	Syaqila Nur Yasmin	P	23-7633/ 011748860	✓	✓	✓	✓
28.	Umra Okta Laila	P	23-7761/ 010497990	✓	✓	✓	✓
29.	Vania Yulianci	P	-	✓	✓	✓	✓
30.	Zidane Alfahri	L	23-7729/ 010420194	✓	✓	✓	✓

Bukittinggi, 29 April 2026

Researcher

ENJELITA
NIM.2322071

English Teacher

Halad Hulwana,S.Pd,. M.Pd
NIP.197602132002122005

APPENDIX 22 Lesson Plan

LESSON PLAN

SEKOLAH	: SMP NEGERI 7 BUKITTINGGI
NAMA MAHASISWA	: ENJELITA
MATA PELAJARAN	: BAHASA INGGRIS
KELAS / SEMESTER	: IX / Genap
ALOKASI WAKTU	: 2 Pertemuan (4 x 40 menit)

	Murid	Kesiapan belajar peserta didik untuk materi Narrative (Folktale) kelas IX di SMPN 7 Bukittinggi bergantung pada penguasaan konsep dasar Simple Past tense, Past Continuous Tense pemahaman tentang cerita narasi atau fiksi yang pernah di pelajari pada mata pelajaran Bahasa Indonesia serta minat terhadap bahasa Inggris dan cerita fiksi. Selain itu, keterampilan berpikir kritis untuk menganalisis cerita, kemampuan kolaborasi dalam diskusi kelompok, dan karakteristik pribadi seperti pemahaman terhadap kosa kata dan minat murid pada sastra menjadi faktor penting dalam memahami cerita
	Materi Pelajaran	Materi Narrative (Folktale) mencakup pengetahuan faktual, konseptual, prosedural, dan metakognitif. Materi ini relevan dengan kehidupan nyata dimana siswa akan memiliki sikap moral yang diharapkan , belajar dari cerita yang mereka baca, meningkatkan kesadaran tentang perilaku

IDENTIFIKASI		baik dan buruk	
	Dimensi Profil Lulusan (DPL)		
		• DPL 1 Keimanan dan ketakwaan terhadap Tuhan Yang Maha Esa • DPL 2 Kewargaan • DPL 4 Kreativitas	• DPL 5 Kolaborasi • DPL 6 Kemandirian • DPL 8 Komunikasi

	Capaian Pembelajaran	Murid mampu memahami alur cerita narrative folktale, mengerti kosa kata yang di pakai pada teks serta mengetahui pesan moral cerita
	Lintas Disiplin Ilmu	
	Tujuan Pembelajaran	Peserta didik mampu: 1. Mengidentifikasi struktur teks narrative (orientation,complication,resolution) 2. Menemukan ide pokok dalam teks 3. Menemukan informasi spesifik dalam teks 4. Menentukan makna kata-kata berdasarkan teks

DESAIN PEMBELAJARAN		5. Menarik informasi tersirat dari teks naratif 6. Berpartisipasi aktif dalam diskusi kelompok menggunakan teknik TSTS
	Topik Pembelajaran	
	Praktik Pedagogis	***Metode Diskusi dan Presentasi:*** **Strategi Pembelajaran cooperative learning:** ● Murid mendiskusikan cerita yang mereka baca di dalam kelompoknya ● **Berkesadaran**: Membangun kesadaran tentang perilaku baik dan buruk ● **Bermakna**: Memberikan kesempatan untuk berbagi pengetahuan dan perspektif. ● **Menggembirakan**: Menciptakan suasana belajar yang interaktif dan partisipatif. diskusi dan presentasi melatih berkomunikasi
	Kemitraan Pembelajaran	

<table>
<tr><td rowspan="2"></td><td>Lingkungan Pembelajaran</td><td>Ruang Fisik:
● Ruang Kelas
Budaya Belajar:
● Penalaran Kritis: Menganalisis cerita, memahami kosa kata
● Kreativitas: Merancang gambar/slide cerita
● Komunikasi: Menyampaikan cerita ke temannya di kelompok ataupun di depan kelas</td></tr>
<tr><td>Pemanfaatan Digital</td><td>Laptop : untuk mencari sumber teks bacaan</td></tr>
<tr><td rowspan="2"></td><td colspan="2">AWAL (berkesan, berkesadaran, bermakna)</td></tr>
<tr><td colspan="2">Guru membuka pelajaran dengan salam, doa bersama, dan sapaan ramah untuk menciptakan suasana positif

Orientasi Bermakna:

● Ajukan pertanyaan pemantik: "Do you like stories?’’ What story have you read?’’
● Hubungkan dengan kehidupan sehari-hari: “ What other folktale did you ever heard "?

Apersepsi Kontekstual:</td></tr>
</table>

PENGALAMAN BELAJAR	● Penjelasan singkat guru untuk menggali kembali pengetahuan murid tentang Simple Past tense dan Past Continuous Tense ● Tunjukkan demonstrasi sederhana: bagaimana cara menceritakan kembali sebuah cerita . **Motivasi Menggembirakan**: ● Menyampaikan tujuan pembelajaran: kita akan memahami dongeng cerita rakyat yang berisi pesan moral , akan kita lihat bagaimana sikap baik dan buruk yang akan kita temui dalam kehidupan sehari-hari ● Tunjukkan manfaat membaca cerita ● Berikan tantangan: "Siapa yang mampu menemukan informasi penting pada cerita tersebut, itu luar biasa"
	Guru membuka pelajaran dengan salam, doa bersama, dan sapaan ramah untuk menciptakan suasana positif **Orientasi Bermakna:** ● **Ajukan pertanyaan pemantik: "Do you like stories?'' What story have you read?''** ● **Hubungkan dengan kehidupan sehari-hari: '' What other folktale did you ever heard "?** **Apersepsi Kontekstual:** ● **Penjelasan singkat guru untuk menggali kembali pengetahuan murid tentang Simple Past tense dan Past Continuous Tense** ● **Tunjukkan demonstrasi sederhana: bagaimana cara menceritakan kembali sebuah cerita** **.**

	Motivasi Menggembirakan: ● **Menyampaikan tujuan pembelajaran: kita akan memahami dongeng cerita rakyat yang berisi pesan moral , akan kita lihat bagaimana sikap baik dan buruk yang akan kita temui dalam kehidupan sehari-hari** ● **Tunjukkan manfaat membaca cerita** ● **Berikan tantangan: "Siapa yang mampu menemukan informasi penting pada cerita tersebut, itu luar biasa"**
	INTI
	Pada tahap ini, siswa aktif terlibat dalam pengalaman belajar memahami, mengaplikasi, dan merefleksi. Guru menerapkan prinsip pembelajaran menggnakan teknik Two Stay Two Stray (TSTS) untuk mencapai tujuan pembelajaran.
	Memahami (berkesadaran, bermakna) 80 menit
	● **Pendahuluan: (10 menit)** ○ **Guru memberi salam dan mengecek kehadiran** ○ **Guru mengajukan pertanyaan pemantik : "Pada semester sebelumnya kita telah mempelajari teks naratif. Ada yang masih kalian ingat tentang teks naratif?", "Apa saja unsur penting yang harus dipahami ketika membaca sebuah cerita rakyat (folktale)?"** ○ **Guru menyampaikan tujuan pembelajaran** ● **Inti: Analisis (30 menit)** **Pemahaman Awal** ○ **Guru menjelaskan narrative text dan strukturnya** ○ **Guru memberi contoh sederhana**

	Kegiatan Inti (TSTS Technique) ○ **Siswa dibagi ke dalam kelompok kecil.** ○ **Siswa dibagi menjadi kelompok beranggotakan 4 orang** ○ **Setiap kelompok di berikan teks dan menganalisis teks tersebut dengan mendiskusikan:** **1. Struktur teks** **2. Ide pokok** **3. Kosakata sulit** ○ **Setelah siswa mendiskusikan tersebut, siswa ertukar informasi antar kelompok** ○ **2 siswa tetap di kelompok dan 2 siswa lainnya berkunjung ke kelompok lain** ○ **Siswa bertukar informasi antar kelompok** ○ **Siswa kembali ke kelompok semula dan menyampaikan hasil kunjungan** ○ **Guru berperan sebagai fasilitator, memberikan bimbingan dan dukungan serta meluruskan pemahaman siswa** ○ **Bermakna (menemukan sendiri konsep teks narrative), Penalaran Kritis** ● **Penutup: Analisis dan Kesimpulan (20 menit)** ○ **Siswa melakukan pertukaran informasi sesuai teknik (TSTS)** ○ **Guru bersama siswa menyimpulkan pembelajaran** ○ **Guru memberikan evaluasi singkat** ○ **Prinsip: Bermakna (menganalisis data), Komunikatif, Penalaran Kritis**

ASESMEN PEMBELAJARAN	Asesmen pada Proses Pembelajaran	Tujuan Asesmen: ● Meningkatkan pemahaman membaca siswa tentang Narrative text ● Mengidentifikasi kemampuan memahami alur cerita dan kosa kata Jenis dan Bentuk Instrumen: ● Test Tertulis. ● Bentuk: Pilihan ganda Tujuan Asesmen: ● Memantau pemahaman pada alur cerita narasi ● Memantau kemampuan membaca dan bercerita. Jenis dan Bentuk Instrumen: ● Jenis: Asesmen formatif kognitif dan keterampilan. ● Bentuk: ○ Test (pilihan ganda). ○ Lembar observasi Instrumen Asesmen (Contoh): 1. Test (Pilihan Ganda): 2. Diskusi Kelas (Pertanyaan Terbuka):

		3. Lembar Observasi Partisipasi: ○ Mengamati partisipasi peserta didik dalam diskusi dan aktivitas kelompok (misalnya, keaktifan bertanya, memberikan jawaban, bekerja sama).
Asesmen pada Akhir Pembelajaran	Tujuan Asesmen: ● Mengukur pemahaman peserta didik tentang konsep ● Menilai kemampuan peserta didik dalam menerapkan konsep ● Mengevaluasi kemampuan peserta didik dalam membaca teks narasi Jenis dan Bentuk Instrumen: ● Jenis: Asesmen sumatif kognitif dan aplikasi. ● Bentuk: ○ Soal pilihan ganda Instrumen Asesmen 1. Pilihan Ganda	

	Langkah-langkah Pelaksanaan: 1. Persiapan: ○ Susun soal asesmen dengan tingkat kesulitan yang sesuai. ○ Siapkan lembar jawaban dan alat tulis. 2. Pelaksanaan: ○ Berikan instruksi yang jelas kepada peserta didik. ○ Alokasikan waktu yang cukup untuk pengerjaan. ○ Awasi peserta didik selama pengerjaan. 3. Penilaian: ○ Gunakan rubrik penilaian untuk soal pilihan ganda ○ Berikan umpan balik tertulis kepada peserta didik. ○ Analisis hasil asesmen untuk mengidentifikasi area yang memerlukan perbaikan.

Rubrik Penilaian Diskusi Kelas: Narrative text

Tujuan Pembelajaran:Memahami alur cerita narrative, memahami simple past dan penggunaannya, mampu bercerita ke temannya cerita yang pernah dibaca atau cerita yang dibuat sendiri

Indikator	Baru Memulai	Berkembang	Cakap	Mahir

Keaktifan Bertanya	Jarang mengajukan pertanyaan atau tidak bertanya sama sekali.	Mengajukan pertanyaan yang relevan sesekali, tetapi masih perlu dorongan.	Mengajukan pertanyaan yang relevan secara aktif, menunjukkan rasa ingin tahu.	Mengajukan pertanyaan yang mendalam dan kritis, memicu diskusi lebih lanjut.
Kerja Sama	Tidak berpartisipasi dalam diskusi kelompok atau mengganggu anggota lain.	Berpartisipasi dalam diskusi kelompok, tetapi masih perlu diarahkan.	Berkontribusi secara aktif dalam diskusi kelompok, mendengarkan dan menghargai pendapat orang lain.	Memimpin diskusi kelompok, memfasilitasi kolaborasi, dan menyelesaikan konflik dengan baik.
Kreativitas	Tidak memberikan ide atau solusi baru.	Memberikan ide atau solusi yang umum, tetapi masih perlu dikembangkan.	Memberikan ide atau solusi yang inovatif dan relevan dengan topik.	Memberikan ide atau solusi yang sangat kreatif dan aplikatif, menunjukkan pemahaman yang mendalam.
Kemampuan Komunikasi	Sulit menyampaikan ide atau menggunakan bahasa yang tidak jelas.	Menyampaikan ide dengan cukup jelas, tetapi masih perlu perbaikan dalam penggunaan bahasa.	Menyampaikan ide dengan jelas dan terstruktur, menggunakan bahasa yang tepat.	Menyampaikan ide dengan sangat efektif, menggunakan bahasa yang persuasif dan mudah dipahami.

Keterangan:

- Baru Memulai: Peserta didik menunjukkan pemahaman dan keterampilan yang sangat dasar.
- Berkembang: Peserta didik menunjukkan pemahaman dan keterampilan yang sedang berkembang, tetapi masih perlu perbaikan.
- Cakap: Peserta didik menunjukkan pemahaman dan keterampilan yang baik, sesuai dengan harapan.
- Mahir: Peserta didik menunjukkan pemahaman dan eterampilan yang sangat baik, melebihi harapan.

APPENDIX 23 Documentation

Classroom Action Research



















