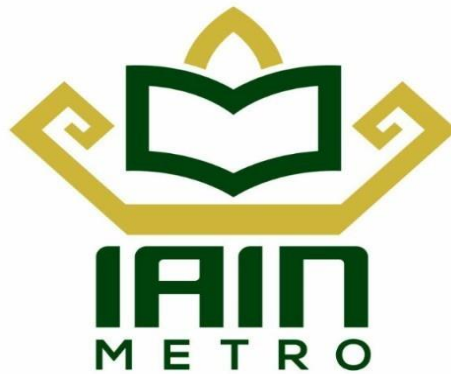


**AN UNDERGRADUATE THESIS**

**THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY  
TO IMPROVE STUDENTS READING SKILL  
OF RECOUNT TEXT AT THE EIGHTH GRADERS  
OF MTs AT-THOYYIBAH DEPOKREJO  
CENTRAL LAMPUNG**

**By:**

**DWI OKTIANINGRUM  
Student Number 2001050010**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H/ 2024 M**

**AN UNDERGRADUATE THESIS**

**THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY  
TO IMPROVE STUDENTS READING SKILL  
OF RECOUNT TEXT AT THE EIGHTH GRADERS  
OF MTS AT-THOYYIBAH DEPOKREJO  
CENTRAL LAMPUNG**

Presented as a Partial Fulfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

By:

Dwi Oktianingrum

Students Number 2001050010

Tarbiyah and Teacher Training Faculty  
English Education Department

Sponsor: Eka Yuniasih, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H/ 2024 M**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimil (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

*Assalaamu'alaikum Wr. Wb*

Title : THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO  
IMPROVE THE STUDENTS READING SKILL OF RECOUNT  
TEXT AT THE EIGHTH GRADERS OF MTs AT THOYYIBAH  
DEPOKREJO CENTRAL LAMPUNG

Name : Dwi Oktianingrum

Students Number : 2001050010

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED**

To be discussed in the examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of  
State Islamic Institute of Metro.

*Wassalaamu'alaikum Wr. Wb*

The Head of English Education Department

  
**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, May 12, 2024  
Sponsor

  
**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the examined  
Of Dwi Oktianingrum**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
Training  
State Islamic Institute of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Dwi Oktianingrum  
Students Number : 2001050010  
Title : THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO  
IMPROVE THE STUDENTS READING SKILL OF RECOUNT  
TEXT AT THE EIGHTH GRADERS OF MTs AT THOYYIBAH  
DEPOKREJO CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

The Head of English Education Department



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 193803082015031006

Metro, May 12, 2024  
Sponsor

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqsyahkan Skripsi  
Dwi Oktianingrum**

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Dwi Oktianingrum  
NPM : 2001050010  
Judul Skripsi : THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE THE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT THOYYIBAH DEPOKREJO CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris



Metro, 12 Mei 2024  
Sponsor

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

No. 6-2700/1n.28.1 / 0/PP.00 9/06/2024

An undergraduate thesis entitled: THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG, Written by Dwi Oktianingrum , student number 2001050010, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, May 31<sup>st</sup>, 2024 at 13.30 - 15.30.

**BOARD OF EXAMINERS:**

Chairperson : Eka Yuniasih, M.Pd

Examiner I : Dr. Ahmad Subhan Roza, M.Pd

Examiner II : Aisyah Sunarwan, M.Pd

Secretary : Yuniarti, M.Pd

(.....)  
(.....)  
(.....)  
(.....)

The Dean of Tarbiyah and Teachers Training Faculty



**Dr. Zuhairi, M.Pd**

NIP 19620612 198903 1 006

**THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY  
TO IMPROVE STUDENTS READING SKILL  
OF RECOUNT TEXT AT THE EIGHTH GRADERS  
OF MTS AT-THOYYIBAH DEPOKREJO  
CENTRAL LAMPUNG**

**ABSTRACT**

**BY:**

**DWI OKTIANINGRUM**

Reading is a crucial skill for the students. Many concepts, knowledge and information can be gained by reading. Reading helps students to understand written expressions. However in fact, the most of students have difficulty in reading English text, one of the reasons is the students are lack vocabulary. This is the background of the researcher conduct the research to improve students' reading skill at the eighth graders of MTs At-Thoyyibah Depokrejo Central Lampung by using Two Stay Two Stray (TSTS) strategy.

The method used in this research was Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation and reflection. The researcher collected data using tests, observations and documentation in collaboration with English teacher at the second grade of MTs At-thoyyibah Depokrejo Central Lampung.

Based on the results of the study, it can be concluded that there is an improvement in students' reading skill. Starting from the pre-test results with a percentage of 24%, then in post-test I it increased to 47% and in post-test II it increased again to 76%. In addition, the result of the students learning activities in cycle I is 58% and in cycle II is 84%. It means that the using Two Stay Two Stray (TSTS) strategy can improve the students' reading skill especially in recount text at the eighth graders of MTs At-Thoyyibah Depokrejo Central Lampung.

**Keywords:** *Two Stay Two Stray (TSTS) Strategy, Reading Skill, Classroom Action Research*

**PENGGUNAAN STRATEGI TWO STAY TWO STRAY (TSTS) UNTUK  
MENINGKATKAN KETERAMPILAN MEMBACA TEKS RECOUNT  
PADA SISWA KELAS VIII MTS AT-THOYYIBAH DEPOKREJO  
LAMPUNG TENGAH**

**ABSTRAK**

**OLEH:**

**DWI OKTIANINGRUM**

Membaca merupakan keterampilan yang sangat penting bagi siswa. Banyak konsep, pengetahuan, dan informasi yang dapat diperoleh dengan membaca. Membaca membantu siswa untuk memahami ekspresi tertulis. Namun pada kenyataannya, Sebagian besar siswa mengalami kesulitan dalam membaca teks Bahasa Inggris, salah satu penyebabnya adalah kurangnya kosakata. Hal inilah yang melatarbelakangi peneliti melakukan penelitian untuk meningkatkan kemampuan membaca siswa kelas VIII MTs At-Thoyyibah Depokrejo Lampung Tengah dengan menggunakan strategi Two Stay Two Stray (TSTS).

Metode yang digunakan dalam penelitian ini adalah penelitian Tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Peneliti mengumpulkan data dengan menggunakan tes, observasi dan dokumentasi yang berkolaborasi dengan guru Bahasa Inggris dikelas delapan MTs At-thoyyibah Depokrejo Lampung Tengah.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa terdapat peningkatan kemampuan membaca siswa. Dimulai dari hasil pre-test dengan persentase 24%, kemudian pada post-test I meningkat menjadi 47% dan pada post-test II meningkat lagi menjadi 76%. Selain itu, hasil aktivitas belajar siswa pada siklus I sebesar 58% dan pada siklus II sebesar 84%. Hal ini berarti bahwa penggunaan strategi Two Stay Two Stray (TSTS) dapat meningkatkan kemampuan membaca siswa khususnya dalam siswa khususnya dalam teks recount pada siswa kelas VIII MTs At-Thoyyibah Depokrejo Lampung Tengah.

**Kata kunci:** *Strategi Two Stay Two Stray (TSTS), Keterampilan Membaca, Penelitian Tindakan Kelas*



### STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Dwi Oktianingrum

NPM : 2001050010

Faculty : Tarbiyah and Teacher's Training

Department : English Education Department (TBI)

State the undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, May 2024

The writer



Dwi Oktianingrum

St. Number. 2001050010

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Dwi Oktianingrum

NPM : 2001050010

Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah data hasil penelitian penulis, kecuali bagian bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Mei 2024  
Penulis



Dwi Oktianingrum  
NPM. 2001050010

**MOTTO**

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣

Read, and your Lord is the Glorious One.

(Al-'Alaq, 3)

## **DEDICATION PAGE**

This undergraduate thesis is special dedicated to:

*My beloved family, especially my father (Mr. Romelan), my mother (Mrs. Saliyem, S.Pd.I) and my sister (Winda Wulandari) who always pray and support me endlessly*

*My lovely nephew and cousin who have given support me*

*My best friend, Reni Anggraini, Tatia May Hartanti and Emilia Fatma*

*My beloved friend of TBI 20 especially class B*

*My beloved Almamater of State Institute for Islamic Studies of Metro*

## ACKNOWLEDGEMENT

Thanks to Allah SWT. who has given loving and blessing so the researcher could to finish this an undergraduate thesis entitled “The Use of Two Stay Two Stray (TSTS) Strategy To Improve Students Reading Skill of Recount Text at the Eighth Graders of MTs At-Thoyyibah Depok Rejo Central Lampung “. Prayer and peace of Allah SWT may always be upon the prophet Muhammad SAW, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

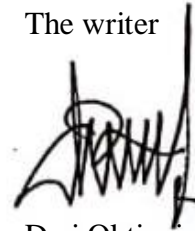
This undergraduate thesis was prepared to obtain an S-1 degree at the State Islamic Institute of Metro. This research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the an undergraduate thesis, the researcher offers big thanks for:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA as the Rector of State Islamic Institute of Metro
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty
3. Dr. Much Deiniatur, M.Pd.B.I. as the Head of English Education Study Program
4. Eka Yuniasih, M.Pd as the sponsor who given the researcher guidance, advice, suggestion and support
5. All lectures of English Education Study Program who have taught and educated for the researcher during her study at State Islamic Institute of Metro
6. Nawarsi, S.Pd.I as the Headmaster of MTs At-Thoyyibah Depokrejo Central Lampung
7. Nyla Felia Sari, S.Pd as the English Teacher of MTs At-Thoyyibah Depokrejo Central Lampung
8. All teachers of MTs At-Thoyyibah Depokrejo Central Lampung

Lastly, the researcher realizes that this an undergraduate thesis is still far from being perfect. The researcher hopes that the result of this research could provide an important contribution to teaching learning Department of English Education. May God always bless us in His right path. Aamiin.

Metro, May 31<sup>st</sup> 2024

The writer

A handwritten signature in black ink, appearing to read 'Dwi Oktianingrum', with a stylized, cursive script.

Dwi Oktianingrum

2001050010

## TABLE OF CONTENTS

|  |              |
|--|--------------|
| <b>COVER</b> .....   | <b>i</b>     |
| <b>TITLE PAGE</b> .....  | <b>ii</b>    |
| <b>APPROVAL PAGE</b> .....   | <b>iii</b>   |
| <b>NOTIFICATION LETTER</b> .....   | <b>iv</b>    |
| <b>NOTA DINAS</b> .....  | <b>v</b>     |
| <b>NOTIFICATION PAGE</b> .....   | <b>vi</b>    |
| <b>ABSTRACT</b> .....  | <b>vii</b>   |
| <b>ABSTRAK</b> .....   | <b>viii</b>  |
| <b>STATEMENT OF RESEARCH ORIGINALITY</b> .....                                     | <b>ix</b>    |
| <b>ORISINALITAS PENELITIAN</b> .....   | <b>x</b>     |
| <b>MOTTO</b> .....   | <b>xi</b>    |
| <b>DEDICATION PAGE</b> .....   | <b>xii</b>   |
| <b>ACKNOWLEDGEMENT</b> .....   | <b>xiii</b>  |
| <b>TABLE OF CONTENTS</b> .....   | <b>xv</b>    |
| <b>LIST OF TABLES</b> .....  | <b>xvii</b>  |
| <b>LIST OF FIGURES</b> .....   | <b>xviii</b> |
| <b>LIST OF APPENDIXES</b> .....  | <b>xix</b>   |
| <b>CHAPTER I INTRODUCTION</b> .....  | <b>1</b>     |
| A. Background of Study.....  | 1            |
| B. Problem Identification .....  | 5            |
| C. Problem Limitation .....  | 5            |
| D. Problem Formulation.....  | 5            |
| E. Objective and Benefit of the Study .....  | 6            |
| F. Prior Research.....   | 7            |
| <b>CHAPTER II THEORETICAL REVIEW</b> .....   | <b>11</b>    |
| A. Concept of Reading Skill.....   | 11           |
| 1. Definition of Reading Skill .....   | 11           |
| 2. The Importance of Reading Skill .....   | 13           |
| 3. The Types of Reading Skill .....  | 14           |
| 4. Indicators of Reading.....  | 16           |
| 5. Reading Skill Assessments .....   | 18           |
| B. Concept of Text.....  | 20           |
| C. Concept of Recount Text.....  | 23           |
| 1. Definition of Recount Text .....  | 23           |
| 2. Generic Structures of Recount Text .....  | 24           |
| D. Concept of Two Stay Two Stray (TSTS) Strategy.....                              | 25           |
| 1. Definition of Two Stay Two Stray (TSTS) Strategy .....                          | 25           |
| 2. The Advantages and Disadvantages of Two Stay Two Stray (TSTS)<br>Strategy ..... | 26           |

|  |           |
|--|-----------|
| E. The Procedures of Using Two Stay Two Stray (TSTS) Strategy in Reading Skill ..... | 27        |
| F. Action hypothesis .....   | 28        |
| <b>CHAPTER III RESEARCH METHOD .....</b>   | <b>29</b> |
| A. Variable and Operational Definition of Variables .....                            | 29        |
| 1. Variable .....  | 29        |
| 2. Operational Definition of Variables .....   | 29        |
| B. Research Location .....   | 30        |
| C. Subject and Object of Study .....   | 30        |
| 1. Subject of Study .....  | 30        |
| 2. Object of Study .....   | 30        |
| D. Action plan.....  | 31        |
| 1. Concept of Classroom Action Research (CAR) .....                                  | 31        |
| 2. Classroom Action Research (CAR) Cycles .....                                      | 33        |
| E. Data Collecting Technique .....   | 36        |
| F. Data Collecting Instrument.....   | 37        |
| G. Data Analysis Technique .....   | 39        |
| H. Indicator of Success.....   | 40        |
| <b>CHAPTER IV RESEARCH RESULT AND DISCUSSION.....</b>                                | <b>41</b> |
| A. Research Result.....  | 41        |
| 1. Description of Research Location .....  | 41        |
| 2. Description of Research Data.....   | 44        |
| B. Discussion.....   | 63        |
| <b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>                                     | <b>65</b> |
| A. Conclusion .....  | 65        |
| B. Suggestion.....   | 66        |
| <b>BIBLIOGRAPHY.....</b>   | <b>67</b> |
| <b>APPENDIXS</b>   |           |
| <b>CURRICULUM VITAE</b>  |           |



## LIST OF TABLES

|  |    |
|--|----|
| Table 1. The Pre-survey Data.....  | 3  |
| Table 2. The Passing Grade Criteria in MTs At-Thoyyibah .....                                    | 4  |
| Table 3. The Blueprint of Reading Skill .....  | 38 |
| Table 4. The Number of Students at MTs At-Thoyyibah Depokrejo in Academic<br>Year 2023/2024..... | 43 |
| Table 5. The Building of MTs At-Thoyyibah Depokrejo .....  | 44 |
| Table 6. The Result of Pre-test.....   | 45 |
| Table 7. The Frequency of the Students' Scores in Pre-test .....                                 | 46 |
| Table 8. The Result of Post-test I .....   | 49 |
| Table 9. The Frequency of the Students' Scores in Post-test I.....                               | 50 |
| Table 10. The Students' Activities in Cycle I .....  | 52 |
| Table 11. The Comparison of Students' Reading Score in Pre-test and Post-test I ....             | 53 |
| Table 12. The Result of Post-test II.....  | 57 |
| Table 13. The Frequency Students' Scores in Post-test II .....                                   | 58 |
| Table 14. The Students' Activities in Cycle II.....  | 59 |
| Table 15. The Comparison of Students' Reading Score in Post-test I and Post-test<br>II.....      | 60 |
| Table 16. The Comparison of Students' Activities in Cycle I and Cycle II .....                   | 62 |

## LIST OF FIGURES

|   |    |
|---|----|
| Figure 1. Jean McNiff Model .....   | 32 |
| Figure 2. The Percentage of the Result of Students' Reading in Pre-test.....                              | 46 |
| Figure 3. The Percentage of the Result Score Students' Reading in Post-test I.....                        | 50 |
| Figure 4. The Percentage of the Result Score of Students' Reading in Pre-test and<br>Post-test I.....     | 54 |
| Figure 5. The Percentage of the Result Score of Students' Reading in Post-test II ....                    | 58 |
| Figure 6. The Percentage of the Result Score of Students' Reading in Post-test I<br>and Post-test II..... | 61 |
| Figure 7. The Percentage of the Result of Students' Activities in Cycle I and<br>Cycle II.....            | 62 |

## LIST OF APPENDIXES

|  |     |
|--|-----|
| Appendix 1. Syllabus .....   | 70  |
| Appendix 2. Lesson Plan.....   | 73  |
| Appendix 3. Instrument of Pre-test.....                                | 75  |
| Appendix 4. Instrument of Post-test I.....                             | 80  |
| Appendix 5. Instrument of Post-test II.....                            | 86  |
| Appendix 6. Answer Sheets on Pre-test .....                            | 91  |
| Appendix 7. Answer sheets on Post-test I.....                          | 92  |
| Appendix 8. Answer Sheets on Post-test II.....                         | 93  |
| Appendix 9. Attendance List of Students .....                          | 94  |
| Appendix 10. Observation Sheet of Students' Activity in Cycle I.....   | 95  |
| Appendix 11. Observation Sheet of Students' Activity in Cycle II ..... | 96  |
| Appendix 12. Documentation.....  | 97  |
| Appendix 13. Field Note .....  | 102 |
| Appendix 14. Kartu Bimbingan Proposal .....                            | 103 |
| Appendix 15. Kartu Bimbingan APD .....                                 | 105 |
| Appendix 16. Kartu Bimbingan Skripsi.....                              | 106 |
| Appendix 17. SK Bimbingan Skripsi.....                                 | 107 |
| Appendix 18. Surat Izin Research .....                                 | 108 |
| Appendix 19. Surat Balasan Research .....                              | 109 |
| Appendix 20. Surat Tugas.....  | 110 |
| Appendix 21. Surat Bebas Pustaka.....                                  | 111 |
| Appendix 22. Surat Bebas Pustaka Jurusan .....                         | 112 |

|   |     |
|---|-----|
| Appendix 23. Surat Izin Pra-Survey .....    | 113 |
| Appendix 24. Surat Balasan Pra-Survey ..... | 114 |
| Appendix 25. Turnitin.....                  | 115 |
| Appendix 26. Curriculum Vitae .....         | 117 |

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of study**

Learning English includes developing the four skills of listening, speaking, reading and writing. One of the skills that students need to master in school is reading. Many concepts, knowledge and information can be gained by reading. As we know, there is a lot of information written in English. Because of that, reading is a crucial skill for the students. One of the main ways that we can increase our knowledge is by reading. Reading helps students to understand written expressions. One of the subjects in English is simple text and simple essay such as recount text.

Recount text is a sort of English text that recounts past occurrences. Before someone writes the words, the story can take the form of action or activity. Recount text is used to inform others about an event or experience from the past.

Students at MTs At-Thoyyibah have some difficulties in studying English especially recount text; they have problems with vocabulary deficiency and they are less interested and motivated to learn English, particularly recount text. The reason is students' inability to comprehend the recount text. And students felt bored and uninterested about their studies. It is caused the school does not have enough facility to support teaching and learning activities.

The researcher will attempt to use a two-stay two-stray (TSTS) strategy in learning reading. As a result, the students understand the recount text well. Two stay two stray (TSTS) is a cooperative learning strategy based on Kagan's one stay two stray. The co-operative learning strategy is so efficient at teaching reading skills that many students improved their reading skills in the text. This strategy helps students to improve their interdependency, individual responsibility, interpersonal ability, interactions in person and team processing while working in groups, it is particularly suitable for supporting students who are engaged in active learning. This strategy helps students in developing competence in acquiring knowledge from other groups and applying it in their own groups throughout the learning process.

The researcher has carried out the pre-survey of the eighth graders of MTs At-thoyyibah on August 31, 2023. Before the survey was conducted, the researcher shared question about recount text in the form of multiple choice for seventeen students of the eighth graders. Here are the result of the pre-survey of students' reading skill.

**Table 1:**

The pre-survey data of reading skill score of the eighth graders  
of MTs At-thoyyibah Depok Rejo:

| No | Name | Test of Recount Text |            |
|----|------|----------------------|------------|
|    |      | Score                | Category   |
| 1  | ABN  | 70                   | Incomplete |
| 2  | ASR  | 70                   | Incomplete |
| 3  | AJP  | 85                   | Complete   |
| 4  | AFN  | 20                   | Incomplete |
| 5  | DD   | 85                   | Complete   |
| 6  | EAS  | 70                   | Incomplete |
| 7  | FA   | 20                   | Incomplete |
| 8  | FN   | 55                   | Incomplete |
| 9  | KSJ  | 20                   | Incomplete |
| 10 | LS   | 70                   | Incomplete |
| 11 | MA   | 55                   | Incomplete |
| 12 | RA   | 70                   | Incomplete |
| 13 | RA   | 40                   | Incomplete |
| 14 | SA   | 40                   | Incomplete |
| 15 | TSO  | 85                   | Complete   |
| 16 | WUS  | 55                   | Incomplete |
| 17 | YP   | 20                   | Incomplete |

*Source: The result of pre-survey of the eighth Graders of MTs*

*At-Thoyyibah Depok Rejo on August 31, 2023*

**Table 2:**

Passing grade criteria in *MTs At-Thoyyibahh*

| No           | Score     | Explanation | Frequency | Percentage(%) |
|--------------|-----------|-------------|-----------|---------------|
| 1            | $\geq 72$ | Complete    | 3         | 17,6%         |
| 2            | $\leq 72$ | Incomplete  | 14        | 82,4%         |
| <b>Total</b> |           |             | 17        | 100%          |

From these results, it can be concluded that students' reading scores were still very low because of the minimum mastering criteria (MMC) of English subject in *MTs At-Thoyyibah Depok Rejo* was 72. It could be seen that only 3 students (17,6%) were able to pass the test and 14 students (82,4%) were failed because they didn't reach the minimum mastery criteria (MMC). The students couldn't read the recount text fluently. A lot of students feel difficult to understanding the text, especially when determining the main idea and detail information. In addition, there are some students have low vocabularies in reading. This caused students to be unfocussed and unenthusiastic in reading the text. The students had difficulties to solve the problem when they were learning individually.

Based on the situation described above, the researcher would carry out a research entitled:

"THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE THE STUDENTS' READING SKILL OF RECOUNT TEXT OF THE EIGHTH GRADERS OF *MTs AT-THOYYIBAH DEPOK REJO CENTRAL LAMPUNG*"



## **B. Problem Identification**

From the background of study above, the researcher can identify the following problems:

1. The students are lack vocabulary to read recount text
2. Some of students have difficulty in understanding recount text
3. The students are less focus when learning recount text
4. The students have low interest and motivation to learn English
5. Many students do not understand the content of the reading text

## **C. Problem Limitation**

From the problem identification above, the researcher focuses on the problem that some of students have difficulty in understanding recount text.

## **D. Problem Formulation**

From the background of study and the problems identification above, the problem is stated as follows by “Can the use of Two Stay Two Stray Strategy improve the students’ reading skill of recount text at the eighth graders of MTs At-Thoyyibah Depok Rejo?”

## **E. Objective and benefit of the study**

### **1. Objective of the study**

The objective of the study is to investigate two stay two stray strategy can improve the students' reading skill of recount text for the eighth graders of MTs At-Thoyyibah.

### **2. Benefits of the study**

#### a. For the students

- 1) For the students can improve reading skill of recount text.
- 2) For the students can make enjoyable in learning by using two stay two stray Strategy.

#### b. For the teachers

- 1) Researcher hopes that this research helps teachers to solving the problem of teaching recount text.
- 2) For the teacher can apply Two Stay Two Stray Strategy as a choice of teaching strategy for recount text.

#### c. For the headmaster

By this research, it can improve the quality of learning in school by introducing new strategy to teaching and learning process.

#### d. For the other researchers

The researcher hopes that this research can be helpful to learn more about applying of two stay two stray strategy to improve student's reading skills in learning English. This research

can also be used as a previous study for students who take similar fields in their research. In addition, this research is likely to be used as a reference source for future research.

#### **F. Prior Research**

The researcher understands that this is not the first study in the field of linguistics. Some writers have written about linguistics analysis. In this study, the researcher takes previous studies from other studies. Several researchers have conducted studies that relate to this study. The researcher has found three prior researches which are related to this research. The first is research conducted by EMA DAUYAH AND INTANIA PURNAMA. entitled "*THE USE OF TWO STAY TWO STRAY IN IMPROVING STUDENTS' READING COMPREHENSION*" The sample and population are the first grade of SMA N 1 Indrapuri Aceh. The purpose of this study is to investigate whether the use of two stay two stray technique can improve students' reading comprehension and also to know the students' reaction to the two stay two stray (TSTS) technique. This study was a quantitative research. Based on the results of this study, the researchers have found that teaching reading comprehension applying the two stay two stray (TSTS) technique gave better results to the experimental group compared to control group. This can be seen from difference in pre-test mean scores for two groups, where the experimental group had a slightly higher score (38.5 and 39.13) and also from the post-test mean scores which showed a similar thing, in the experimental group

having a higher pre-test score than the control group (79.13 and 68.83). in addition, the pre-test t-score for both groups was 0.21, while the post-test t-score was 3.04, showing a significant improvement. The results of the questionnaire also showed positive reaction for the teaching techniques used<sup>1</sup>.

The second prior research is conducted from MEIDA, ISKANDAR AND ATIKA. With the title: “*IMPROVING STUDENTS’ SPEAKING SKILL THROUGH TWO STAY TWO STRAY STRATEGY AT THE FIRST GRADE OF SMA TELADAN SEI RAMPAH*”. The objective of this study was to improve students’ speaking skills by applying two stay two stray (TSTS) strategy. This research involved subjects from class X MIA-1 SMA Teladan Sei Rampah has 32 students. This research was a classroom action research (CAR). The research was divided into two cycles, each with three meetings. The instruments used to collect data included a speaking test, sheet of observations, diary notes and a questionnaire. from the results of the speaking tests, students’ scores improved with each exam. The learning process was found to be successful from the sheet of observation, diary notes and questionnaire. The students are very active and excited about their studies. As a result, the two stay two stray Strategy can help students to improve their speaking skills<sup>2</sup>.

---

<sup>1</sup> Ema Dauyah and Intania Purnama, “*The Use of Two Stay Two Stray in Improving Students’ Reading Comprehension*” Aceh: Abulyatama Journal, Vol. 4, No. 2 (2017): 1.

<sup>2</sup> Meida Rabia et al, “*Improving Students’ Speaking Skill Through Two Stay Two Stray Strategy*” Medan: Jurnal Ilmiah Pendidikan, Vol. 7, No. 2 (2021): 1.

The third prior research is conducted from DIANA, SITI AND SEVTY. With the title : *"THE STRATEGY OF TWO STAY TWO STRAY TO IMPROVE EFL STUDENTS' READING SKILL"*. This study aims to evaluate whether the implementation of two stay two stray strategy could increase the reading skills of grade 8 students at a junior high school in Banda Aceh. In addition, the study aimed to explore the students' perceptions on the implementation of this strategy. The class taken as the sample was randomly selected and the study used an experimental quantitative research method. The data was collected from the conduct of tests and distribution of questionnaires. Statistical formulas were applied to process the data. The results of the analysis showed that the application of the two stay two stray (TSTS) strategy for teaching reading to eighth grade students was to be successful, as shown by the mean score of the experimental class which reached 84.70. in addition, the t-score of 6.81 was higher than the t-table of 2.021, indicating that the students in the experimental class who were taught applying two stay two stray (TSTS) strategy had significant improvement compared to the students who were taught applying other strategies. The results of the questionnaire also showed that students had positive reactions related to applying of the TSTS cause this strategy offers a positive teacher-student and student-student relationship, and furthermore increases their interests in studying. It makes learners improve their self-confidence, social interaction,

individual responsibility and team abilities. A greater comprehending of the material studied is also gained by learning together in a team<sup>3</sup>.

Based on the previous research above, there are many studies have been conducted on the use of two stay two stray (TSTS) strategy to improve students' skill to learn English. For this reason, researcher try to research the use of two stay two stray (TSTS) strategy to improve students' reading skill. The distinguishes this study from previous studies is in terms of research locations that have different characteristics.

---

<sup>3</sup> Diana Fauzia et al, "*The Strategy of Two Stay Two Stray to Improve EFL Students' Reading Skill*" Banda Aceh: Studies in English Language and Education Journal, Vol. 6, No.1 (2019): 1.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Reading Skill

##### 1. Definition of Reading Skill

There are several definitions of reading presented by several experts, the first definition by Grabe and Stoller, they define that “reading as the ability to draw meaning from the printed text and interpret this information appropriately”<sup>1</sup>. Addition, reading is the ability to identifying the main idea in the texts.

Brown states that “reading plays a role in overall second language proficiency, but its significance should be viewed within the context of interactive language instruction as a whole”<sup>2</sup>. It means that the readers engage with texts to extract meaningful detail information that aids their learning.

According to Patel and Praveen, they state that “reading skills are essential tool for academic success”<sup>3</sup> they emphasized that reading skills are the most important and should be developing the students to a high level so that they can read all the reference materials, make notes and use them for their purposes.

---

<sup>1</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Longman, 2002), 3.

<sup>2</sup> H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy second edition* (San Fransisco, California, 2000), 298.

<sup>3</sup> Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique* (Sunrise Publishers & Distributors, 2008), 113.

According to Linse, “reading is a process that encompasses understanding and extracting meaning from written text”<sup>4</sup>. To be able to read, the reader need to decipher the words (sound them out) and also understand the content they read. In addition, Geoffrey Broughton and Cristopher Brumfit et.al argue that “reading is a complex skill, that is to say that it involving a whole series of lower-skill”<sup>5</sup>. It is possible inferred that reading is a core skill that encompasses other skills, and reading activities can improve the student’s skill on various subjects and improve their knowledge. Reading involves not only reading the text, and moreover comprehend its meaning.

According to experts, researcher concluded that students must be competent in order to understanding the reading texts and also understand the meanings of the words, the sentence, the content and most crucially, to understanding or knowing the idea of the writer. Because of that, when students read, they must not only understand the meaning of each word, but also be able to understand the concepts and ideas conveyed by the writer in the text.

---

<sup>4</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (McGraw-Hill, 2005), 69.

<sup>5</sup> Geoffrey Broughton and Cristopher Brumfit et.al, *Teaching English as a Foreign Language* (University of London Institute of Education, 1980), 89.



## 2. The Importance of Reading Skill

Reading is the most useful and crucial skill to people<sup>6</sup>. Reading has many benefits and plays an important role in human life. In reading, individuals can access vast knowledge from various sources such as books, articles and online resources. This not only enhances critical thinking skills, but also broadens perspectives by introducing different ideas, cultures and perspectives. In addition, reading can improve vocabulary, language proficiency and communication skills, empowering individuals to speak effectively and clearly.

In the context of education, reading is a very important tool. It plays a crucial role in improving students' learning and understanding. By reading, students can expand their knowledge, develop critical thinking skills, and improve vocabulary and language skills. In addition, reading also introduces students to different viewpoints, ideas and cultures, which develops their knowledge and promotes empathy. Not only that, reading also stimulates students' imagination and creativity, allowing them to explore new worlds and ideas beyond their everyday environment.

---

<sup>6</sup> Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique* (Sunrise Publishers & Distributors, 2008), 113.

### 3. The Types of Reading Skills

Patel and Praveen propose four types of reading as follows<sup>7</sup>:

#### a. Intensive reading

Intensive reading is associated with continued progression in the process of language learning under the guidance of teachers. This intensive reading activity will have a strong foundation to overcoming challenges in language structure and also for expanding the understanding of vocabulary and expressions typical of the language. The materials chosen must be match the kind of reading materials that continued usually enjoy in their mother tongue, such as stories, novels, dramas, poems, articles about science discovery, artistical achievement, political developments and other aspect of contemporary society in the countries where the language is used. This is because these reading materials would be learned in detail.

#### b. Extensive reading

The materials used in extensive reading will have a lower level of difficulty compared to the materials used in intensive reading is to help learners improve their skill to read in the target language fluently and without the teacher's help. This reading could be the basic for an oral report presented to whole group or a

---

<sup>7</sup> Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching.*, 117

group discussion. In addition, it can also be a source of inspiration to a written composition where learners can review issues that arise of the content in the text. Extensive reading assignments can guide students to find interesting articles in foreign language magazines or newspapers.

c. Aloud reading

Reading aloud also plays a very important part in the English process of teaching. It is important for teachers to realize that training in reading aloud should start from primary level, as it is the foundation of being able to pronounce words correctly. If this is neglected, it will become more difficult when reaching the secondary school level.

d. Silent reading

Silent reading is an essential ability in English language learning. It must be applied to improve students' reading skill. This silent reading activity aims to gather a lot of data. The teachers need to encourage students to read silently while they can do so without difficulty.

From the explanations above, the researcher can conclude that a variety of reading techniques are used in learning to improve reading skills. One technique is intensive reading, which involves teacher guidance and focuses on structure, vocabulary and idioms to improve

language comprehension. Then there is also extensive reading technique, which aims to train students can read fluently in the target language without teacher assistance. Furthermore, in reading aloud technique, students are taught to read with pronunciation is right. Finally, reading silently teaching students to concentrate on the text and search for information in it.

#### **4. Indicators of Reading Skill**

According to Nisa, there are several indicators of reading skills which are closely related to one another. For example, the main idea, detail information, vocabulary, inference and reference<sup>8</sup>.

##### **a. Main idea**

Main idea of the reading text refers to the core idea or message contained in it. This is different from ‘topic’ which reflects the subject being discussed, whereas ‘main idea’ indicates the idea or point being conveyed.

##### **b. Detail information**

The fact, statement, and specific examples which help the reader to understand the text are referred to as support information for the skill of reading. This detail information aims to provide clarification, explanation, description, expansion and illustration of the main idea, thus helping the reader to understand the text better.

---

<sup>8</sup> Rahmatun Nisa et al, “*Students’ Ability in Mastering Reading Comprehension*” Aceh: Getsempena English Education Journal, Vol. 5, No. 1 (2018): 3.

c. Vocabulary

The knowledge of vocabulary closely related to the students' reading skill and general success in academics. It is a reasonable relationship because to understand the content of a reading passage, students need to combine their vocabulary knowledge with the ability to employ a variety of strategies for understanding the meanings of new words the encounter.

d. Inference

Inference is a skill in reading that involves the ability to interpret the implied meaning or derive the implications intended by the writer in the text. All so-called understanding involve inference. It requires students to identify clues in the text, use relevant prior knowledge and then based on that understanding, make predictions or inferences about the writer's intended meaning.

e. Reference

Reference can be used when readers make connections between the text they are reading and other information. This act of referencing helps in understanding and contextualizing new information. Understanding the context or specific sentence in which the term "reference" is used can provided further clarity on its meaning in the context of reading.

## 5. Reading Skill Assessments

Assessment is a classroom task that aims to gather information and provide feedback to enhance teaching and students' learning outcomes. It involves students' feedback, which helps the teacher understand their learning requirements and capabilities<sup>9</sup>. To evaluate reading skills, the assessments of reading is employed. Various question formats, such as:

### a. Yes-No Questions

Yes-No questions are a type of question that expects a yes or no response. However, in an educational context, it is advisable for educators to incorporate other types of questions when evaluating students' understanding of the text, as the correct answer to a Yes/No question may come by chance.

### b. True or False Questions

Assessment with True or False Questions is a common assessment that many students are familiar with for evaluating reading comprehension. Students are given a text and various statements for this assessment, and they must determine if each statement is true or false using the information in the text.

---

<sup>9</sup> Habib, M. "Assessment of Reading Comprehension" Algeria: Revista Romaneasca pentru Educatie Multidimensionala, Vol.8, No.1 (2016), 5.

c. Matching

Matching tasks is a perhaps lesser-known but increasingly used form of assessment. It involves selecting elements from a list of clues, such as statements or headings, to pair with their corresponding paragraphs or looking for matches between words and phrases and their meanings. Some reading comprehension tests may include some type of matching task like this.

d. WH Questions

WH questions are inquiries that start with Wh words like "where," "why," "who," "when," and "how." These types of questions are beneficial for learners as they aid in understanding the text's literal meaning, identifying information within the text, and facilitating evaluations and personal predictions.

e. Open-Ended Questions

Open-ended questions are often used in standardized assessments to assess the extent to which learners understand meanings from the text. The objective of these questions is to test learners' recall and comprehension. However, keep in mind that this assessment method has some drawbacks, such as learners are expected to provide oral or written answers, which may not fully reflect their comprehension ability due to language barriers.

#### f. Multiple-Choice Questions

Multiple choice questions are a common form used in reading assignments. Typically, they consist of a text and several answer options that can be statements, questions with answers, or incomplete statements with phrases or word options. Generally, there are three or four answer options provided, and only one correct answer. The answer options should fit the context of the paragraph or a particular section of the text, although some answer options may test understanding of the whole text.

### B. Concept of Text

Abdujabbarova states that, texts play a crucial roles for teaching the basic four skills of language such as listening, speaking, reading and writing<sup>10</sup>. Additionally, Budiyo argues that a text is a linguistic unit that is created to express a message in a specific context and can be communicated verbally or in writing<sup>11</sup>. From these statements, the researcher can add then summarize text as a written series of symbols or characters that form a message, information or written representation of an idea or concept. Text can appear in many forms, including handwritten, printed or digital formats. Its purpose is to convey information, explain something or express meaning. When students read or write text, they are

---

<sup>10</sup> Zamira Abdujabbarova, "Teaching English as A Foreign Language by Using Different Types of Texts: The Goals" Uzbekistan: Journal of English Teaching Adi Buana, Vol. 5, No. 1 (2020): 1.

<sup>11</sup> Sri Budiyo et al, "The Correlation of Text, Co-Text, And Context in The Solo Pos Daily Newspaper Edition 2021" Jawa Tengah: Journal of English Education, Vol. 10, No. 3 (2022): 3.



interacting with words and sentences designed to convey a particular message.

There are several types of texts studied at school, namely descriptive, narrative, expository, recount and procedure text<sup>12</sup>:

1. Descriptive text

Descriptive text is a kind of text which uses clear and detailed words to describe or define something. It contains descriptions of places, objects, places or events that can be felt, seen and heard. Descriptive text describes the condition of the object from the writer's point of view.

2. Narrative text

Narrative text is a kind of text which containing stories with events that are sequential. So, this text contains the chronology of the occurrence of an event. The elements that must be present in this text are events, characters, plot, and setting ranging from time, place or ambience. It is possible concluded that narrative text is a story that describes a conflict in an event experienced by the writer in sequence.

3. Expository text

Expository text is a kind of text containing information and knowledge briefly, concisely and accurately with the intention of increasing the reader's understanding. It consists of two main

---

<sup>12</sup> Rahmatun Nisa et al, "Students' Ability in Mastering Reading Comprehension" Aceh: Getsempena English Education Journal, Vol. 5, No. 1 (2018): 2.

elements, namely facts (events that actually happened) and ideas (the writer's opinion in response to those facts).

#### 4. Recount text

Recount text is a type of text which is use to recount personal experiences or events that have happened of the past. Recount texts are typically written in chronological sequence, which means that the events are arranged in order of time, starting from beginning to the end.

#### 5. Procedure text

Procedure text are part English that contain steps or ways of doing or making something correctly.

From the explanation above, the researcher focuses on recount text because recount text is one of the text types studied by eighth grade students at MTs At-thoyyibah, the main reason is that recount text is a type of narrative text that focuses on telling experiences or past events. This helps students to develop their reading skills, improve their understanding of text structure and expand their vocabulary. In addition, research on eighth grade at MTs At-thoyyibah can provide additional insights into effective teaching this type of text which is two stay two stray (TSTS) strategy. It can help teacher and students in developing better teaching and learning strategies, so that students can be more successful in understanding recount text well.

## C. Concept of Recount Text

### 1. Definition of Recount Text

Text in English is categorized into several types, like as narrative text, procedure text, recount text, report text and the others. In this research, the researcher will only discuss about recount text. Utami et al. state that a recount is a type of social genre which narrates an incident with the intention to entertaining and telling the people. The past tense is employed in recount texts<sup>13</sup>. In addition, Cakrawati said that recount is a kind of text studied at the junior and senior high school level. At school, students typically study recount texts in the forms of personal recounts and biographies<sup>14</sup>. From these statements, researcher can summarize that the recount text is a type of text that retells anything that has already happened. The goal of writing recount text is for inform, motivate, and entertains. Then studied by students.

---

<sup>13</sup> Nindy astari resta utami et al, "Analysis of Generic Structure and Recount Text Understanding in Eighth Grade Students" Jakarta: Jurnal Studi Guru dan Pembelajaran, Vol. 5, No. 1 (2022): 2.

<sup>14</sup> Laxmi Mustika Cakrawati, "Recount Text in SFL Perspective: Pedagogical Implication based on Student's Writing Analysis" Salatiga: Register Journal, Vol. 11, No. 2 (2018): 3.

## 2. Generic Structures of Recount Text

There are three generic structures of recount text, such as: orientation, series of events, and re-orientation<sup>15</sup>.

### a. Orientation

In recount texts, orientation acts as an opener that provides important background information and sets the scene for the time and place of events in the story. Typically, this section includes details such as time, location, individuals involved, and relevant context to help the reader understand the text's context.

### b. Series of events

The series of events in a recount text refers to the core part of the narrative where the actual sequence of events is described. This series of events may include various actions, interactions, dialogues, and other important details that play a role in building the story as a whole. The recount section aims to engage the reader and provide a clear understanding of the events being described.

### c. Re-orientation

Re-orientation in recount text refers to the concluding part of the story where the writer can conclude the events that have

---

<sup>15</sup> Anggi Eka et al, “*analyzing the generic structure of recount text written by the tenth graders*” Semarang: English Language & Literature International Conference journal, Vol. 5, No. 1 (2021): 4.

happened, give personal views or thoughts, and make conclusions based on the experience that has been told.

#### **D. Concept of Two Stay Two Stray (TSTS) Strategy**

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

Spencer Kagan developed the two stay two stray (TSTS) as one of the co-operative learning strategies. Kagan state that Two stay two stray (TSTS) is a cooperative learning strategy that is an adapted kind of cooperative learning strategy called one stay three stray. Through this strategy, students can gather information and share reports with their team member. In addition, two stay two stray (TSTS) strategy is essentially a discussion group model<sup>16</sup>.

This strategy of cooperative learning encourages individual and group discussions with individual and group accountability<sup>17</sup>. Two stay two stray (TSTS) strategy encourages active student participation by promoting group co-operation, sharing knowledge and developing critical thinking skills. However, the role of the individual remains important in a successful English learning process. It provides students with opportunities to contribute to discussions, improve reading skills and encourages students to assume ownership of their learning.

In addition, two stay two stray (TSTS) strategy is also effective in supporting active learning by facilitating dependency between

---

<sup>16</sup> Dr. Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* (Kagan Publishing, 2009), 360.

<sup>17</sup> Ahadi Saputra, "Use Of Two Stay Two Stray Strategy In Teaching Reading" Banda Aceh: English education journal, Vol. 7, No. 2 (2016): 5.

students, maintaining individual responsibility, developing interpersonal communication abilities, face-to-face interaction and creating group dynamics as students work together. This strategy also allows students to gather information by getting out of their own groups, sharing ideas with classmates, and then bringing back the knowledge they gained into their home groups.

## **2. The Advantages and Disadvantages of Two Stay Two Stray (TSTS) Strategy**

According to Sari, there are some advantages and disadvantages to using two stay two stray (TSTS) strategy in classroom<sup>18</sup>.

### a. The advantages of two stay two stray strategy:

- 1) It is applicable to all grades/levels.
- 2) It has the potential to be more impactful for students learning.
- 3) It is more orientated towards activities in classroom.
- 4) It is expected to encourage students to share their thought.
- 5) Increase students' teamwork and self-confidence.
- 6) Improves students' ability to understand and communicate.
- 7) It helps improve interest and learning achievement.

### b. The disadvantages of two stay two stray strategy:

- 1) This strategy needs more time to discuss.

---

<sup>18</sup> Diana Fauzia Sari et al, "The Strategy of Two Stay Two Stray to Improve EFL Students' Reading Skill" Banda Aceh: Studies in English Language and Education Journal, Vol. 6, No.1 (2019): 5.

- 2) Some students find working in groups uncomfortable and unwelcome.
- 3) For teachers, classroom management becomes difficult because group activity can make the classroom become noisy and students become active all the time.

#### **E. The Procedures of Using Two Stay Two Stray (TSTS) Strategy in Reading Skill**

The two stay two stray (TSTS) strategy divides students into four-person groups, the teacher then gives reading material for group discussion and specifies how long the discussion will end. Each group gets different reading materials to discuss. After the time is up, two of the four people in the group are leaving then visiting other groups to find information. While the others are staying in the group to explain their material to the other visiting groups. This teaching and learning process provides opportunities to students to express their ideas and ideas related to the material discussed. This strategy will give students the opportunity to discuss with their group and other friends.

In a real situation, the researcher would like to conduct about the applying two stay two stray (TSTS) strategy in the classroom, as follows:

- a) The researcher gives a general explanation of the recount text

- b) The students are organized into groups consisting four people and given the material to discuss
- c) The researcher provides the students opportunity for discussion the material
- d) The two students from each group would leave their group and two students would stray to another group after they get information from the group, they continue to the next group
- e) The two staying students are responsible for sharing information with their guests and continue with the next guests
- f) The guests excusing for themselves and return to their group and share the results from other groups with them
- g) The group compares and discusses about the information
- h) The researcher will evaluate the students by giving question about the material.

#### **F. Action Hypothesis**

Based on the theoretical framework above, the researcher proposes the action hypothesis of this research is “Using Two Stay Two Stray (TSTS) Strategy Can Improve The Reading Skill of Recount Text at The Eighth Grades of MTs At-Thoyyibah Depok Rejo Trimurjo Central Lampung”.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Operational Definition of Variables**

##### **1. Variable**

Variables are attributes of an object that differ from one object to another. In this study, variables could be categorized as dependent and independent variables. Independent variables are active variables that are changed in value to investigate their impact on other variables. So, the variable that is affected by the independent variable is called to as the dependent variable<sup>1</sup>.

##### **2. Operational Definition of Variables**

###### **a. Independent variable**

The independents variable in this research includes the implementation of two stay two stray (TSTS) strategy. In this research involves the use of observation to get information on the students' condition, particularly with the scores of English subject the material is recount text and also to understand the strategies applied the teacher in the teaching process reading. Additionally, the data of the pre-survey was analyzed by the researcher, who then wrote the results in the list of observations.

---

<sup>1</sup> Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research* (SAGE Publication inc, London, 2001), 46.

b. Dependent variable

Dependent variable in this research is the reading skill of students (variable Y). Variable Y or the dependent variable was assessed using a test.

**B. Research Location**

This research will be conducted in MTs At-Thoyyibah which is located in Depok Rejo, Trimurjo, Central Lampung. The school has 5 classes. The school has two English teachers. This research study was conducted at class VIII Al-Malik of MTs At-Thoyyibah.

**C. Subject and Object of Study**

**1. Subject of Study**

The research subject is students of class VIII Al-Malik at MTs At-Thoyyibah Depok Rejo. There are 17 students in this class, the researcher choose this class due to the fact that most students have low ability to learning English particularly in reading skill. They also lack interest and motivate in studying English.

**2. Object of the Study**

The research object is students' reading skill. As the object is the English subject especially reading skill of recount text because the syllabus includes it. The students will get practice in knowing and comprehend text. After applying two stay two stray (TSTS) strategy in learning English, it is hoped that the use of this strategy can improve activity and achievement in the learning process.

## **D. Action Plan**

### **1. Concept of Classroom Action Research (CAR)**

The research used the classroom action research (CAR) method with the aim of encouraging students' active participation in learning activities and improving their reading skill of recount text by applying two stay two stray (TSTS) strategy.

Donald Ary stated that one method in action research is classroom action research. Classroom action research (CAR) will include the teachers in their classroom and may include groups of teachers researching usual problem.<sup>2</sup>

Gay et al. stated that action research in education is a systematic investigation conducted in learning environment by teachers, administrators, school counselors or other stakeholders. It entails obtaining data regarding how school operations, how teachers' teaching and how students process of learning.<sup>3</sup>

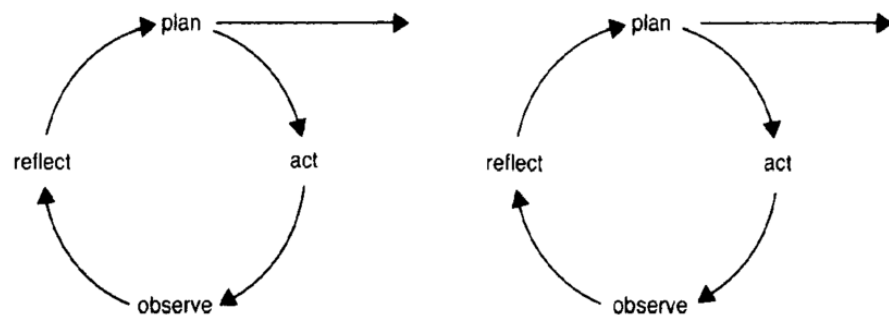
From the previous explanation, the researcher concludes that classroom action research is a type of research conducted in the context of teaching and learning with the goal of improving or solving problems.

---

<sup>2</sup> Donald Ary, Introduction to Reasearch in Education. Eight edition (USA. Wadsworth. 2010), 515.

<sup>3</sup> Gay, Mills, And Airasian, Educational Reasearch: Competencies For Analysis And Applications. Tenth Edition (New York: Pearson, 2012), 508.

In this research, the researcher adopted the classroom action research (CAR) method guided by the model developed by Jean McNiff. The model consists of four phases there are planning, acting, observing and reflecting. Problem solving in this research was conducted through series of cycles. The following is a visual representation of the model:<sup>4</sup>



**Figure 1:** Action Research Spiral, model by Jean McNiff

These steps are structured within cyclical framework. In other word, these steps can be reapplied in the next cycle if needed. Although there may be 2, 3 or more cycles in a research. Every cycle consists of four steps, such as: planning, acting, observation, and reflection.

---

<sup>4</sup> Jean McNiff & Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), 41.

## 2. Classroom Action Research (CAR) Cycles

According to Jean McNiff and Jack Whitehead research design, the cycles of the research consist of four steps in each cycle. They are as follows:

### a. Cycle 1

Each meeting in the cycle 1 involved four steps namely planning, acting, observation and reflection.

#### 1) Planning

Planning is the first step in every activity. Without planning, the activities which the author does will not be focused. Planning will be a reference in taking action. In this research, researcher did some planning, namely:

- a) Prepare lesson plans for English subject
- b) Prepare material and strategy of teaching
- c) Prepare sheets of observations and list of student's name
- d) Make work and answer sheets for students to use for learning
- e) Make test that will be used in pre-test and post-test

#### 2) Acting

At this step, researches conducted pre-test, treatment and post-test for the students. This step was carried out in several meetings. During the process, researcher followed the

schedule of English subjects of the classroom and additional classes. The researcher acts as the teacher in the classroom and carries out a series of activities as follow:

- a) Greetings, praying together and checking the list of attendance
  - b) The researcher tested students understanding of the recount text by applying the two stay two stray (TSTS) strategy
  - c) The researcher conducted the concept of recount text and explained about two stay two stray (TSTS) strategy and how to apply it to the material
  - d) The researcher applied the two stay two stray (TSTS) strategy in treatment
  - e) The researcher guidance and help to students during the process of learning
  - f) The researcher provided worksheets for the students
  - g) The researcher asks the students for discussion the worksheet containing the recount text applying two stay two stray (TSTS) strategy.
- 3) Observation

When conducting observations, the researcher needs observing all activities that happen throughout the research process. The researcher observes a situation in the classroom for the learning process, students' responses and attitudes when

given explanations, doing assignments and knowing the difficulties experienced by students.

#### 4) Reflection

In this phase, the researcher observes how the impact of the actions that have been taken, what things should be improved and what things are of concern in the next action. Then, the results of the reflection to be employed as a guidance to create a new plan for the following cycle.

#### b. Cycle 2

By analyzing the evaluation results of the first cycle and identifying the weaknesses, the steps for the second cycle were developed and implemented. The success of the cycle will be achieved when the indicators of success have been met. If from cycle 1 there are some students who have not been successful, then the author must do cycle 2. The results in cycle 1 are for evaluation and reflection into the second study. In classroom action research, at least two cycles are needed. If by the second cycle all students have achieved success, then the research can be ended after the second cycle.

## **E. Data Collecting Technique**

The researcher will collect data for this research through tests, observations and documentation.

### **1. Test**

The researcher tested students' reading skill by giving tests in the form of recount text. In this study, there were two kinds of tests used, such as: pre-test and post-test.

#### **a. Pre-test**

Before implementing treatment, the researcher gave a pre-test to the students, instructing them for answer the questions related to recount text. The researcher uses the multiple choice questions for an assessment tool to students' reading skill.

#### **b. Post-test**

The post-test was given following the treatment. The purpose was for evaluate students' reading skill. This test had similarity with the pre-test, where students were required to respond to multiple-choice questions about the recount text. However, the tested topics in the post-test were different from the pre-test.

### **2. Observation**

In this study, researcher observes the behaviour of students and activities during the process of learning to understand how the process of learning will be implemented. In making observations, the



researcher will make an observation sheet containing a list of activities for students.

### 3. Documentation

During the research process, the researcher used the documents containing school data, including information on the total number of students, teachers and school conditions of MTs At-thoyyibah.

## **F. Data collecting instrument**

Instruments are measuring tools used to collect and record data to assessment, making decisions and finally understanding<sup>5</sup>. For this researcher, the researcher used four types of instruments namely observation, documentation, test and field note. Moreover, the four kind of instruments could be described as follows:

### 1. Observation

In this study, observation would be applied to investigating the student's participation and teacher's performance in the classroom activity.

### 2. Documentation

The researcher will use documents collected from school data like the condition of students, teachers or official employee, organization structure and school condition.

---

<sup>5</sup> David Colton and Robert W.Covert, *Designing and Constructing Instrument For Social Research and Evaluation*. (San Frasko: Jossey, Bass, 2007), 5.

### 3. Test

In this research, the researcher used the achievement test as one of the research instruments to evaluate students' reading skill. The researcher will use both pre-test and post-test to evaluate students' reading skill. The kind of test applied is multiple-choice test, in which students are asked to respond to the reading text which is 20 items.

**Table 3:**

**The Blueprint of Reading Skill Test**

| No | Indicators  | Number of items |
|----|---|-----------------|
| 1  | Students can identify main idea of the recount text               | 1,6,11,16,21    |
| 2  | Students can analyze the specific details from recount text       | 2,7,12,17,22    |
| 3  | Students can identify reference of the word included recount text | 3,8,13,18,23    |
| 4  | Students can identify the vocabulary from recount text            | 4,9,14,19,24    |
| 5  | Students can identify inference of recount text                   | 5,10,15,20,25   |

### 4. Field note

Field notes are an observation instrument applied in classroom action research (CAR) to record events that happened during the observation, including descriptions of locations, individuals, objects, actions, activities, events, times and feelings.<sup>6</sup> In this study, the

---

<sup>6</sup> Donald Ary, Introduction to Reasearch in Education. Eight edition (USA. Wadsworth. 2010), 435.

researcher used field note to identify the students' involvement for the learning process.

### G. Data analysis technique

The researcher collected and analyzed all data with taking the mean scores between the pre-test and post-test of students' reading text results in each cycle. The formula used to calculate the mean scores between the pre-test and post-test is as follows:

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

Notes:

X = Mean

$\sum X$  = Total score of students

N = Total of students

Then, to find out the results of the improvement, the researcher compares the scores obtained between the pre-test and post-test by comparing with the minimal mastering criteria (MMC) at the English subject, which is 72. If in the first cycle students have not passed the MMC, the next step is for continue to the second cycle. If the second cycle, 72% of students passed the MMC, the researcher will not continue to the next cycle. The researcher will use the formula of percentage for this evaluation as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\Sigma X$  = Total score of students

N = Total of students

#### **H. Indicator of success**

Classroom action research (CAR) was regarded to be successful if it passes the minimum mastery criteria (MMC), which is 72. The indicators of the research successful are follows:

1. The students show increased activity and enthusiasm in learning English at least 72% of the total student in class VIII Al-Malik
2. Two stay two stray (TSTS) strategy can improve students' skill in reading recount text
3. The students' recount text mastery score of 72 reached the minimum mastery criteria (MMC) of at least 72%, which was adapted from the passing score of MTs At-thoyyibah school in English subject.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

###### a. The History of MTs At-Thoyyibah Depokrejo

MTs At-Thoyyibah Depokrejo was founded on May 01, 1983 with the support of the Depokrejo Village Head and to manage the MTs it was handed over to the men who were community leaders, especially Mr. Herman Bahdin who was assisted by clerics and teachers in the surrounding environment.

MTs At-Thoyyibah Depokrejo has experienced the replacement principal, as follows:

- 1) Herman Bahdin, S.Ag from 1983 to 1986
- 2) Umar Hasan TR from 1986 to 1988
- 3) Suparno, A.Md from 1988 to 1990
- 4) Abdul Muid, S.Ag from 1990 to 2017
- 5) Nurul Halimah, S.Pd.I from 2017 to 2019
- 6) Suparno, S.Pd.I from 2019 to 2022
- 7) Nawarsi, S.Pd.I from 2022 until now

At-Thoyyibah Education foundation is located at the sinuwun street, At-Thoyyibah Depokrejo Mosque, has a land area of 1800 M<sup>2</sup> and 450 M<sup>2</sup>, strengthened by notarial deed Number 11 of 1984 with registered accreditation. Furthermore, a Decree of the

ministry of Religious Affairs Number Wh/SK/834/2002 was issued with the right to organize its own examinations. In 1992, it received assistance to build the At-Thoyyibah mosque and bring in state teachers for more rapid progress and development. MTs At-Thoyyibah increased the size of the study location and expanded the land.

In 2001, MTs At-Thoyyibah Depokrejo has gained status from recognized to accredited, so that it can hold its own National Examination. Various extracurricular activities continue to be improved to improve the quality of education both in terms of cognitive, psychomotor and affective. The trust and achievements that have been achieved are a collaboration between teachers, students and the role of parents or guardians to make a better and religious generation.

b. Vision and Mission of MTs At-Thoyyibah Depokrejo

1) Vision

The realization of an Islamic generation with achievements, character and global insight

2) Mission

- a) Creating learning that is interesting, fun, and able to facilitate students according to their interests and talents
- b) Improving adaptive education unit management

- c) Creating a madrasa environment as a place of spiritual development, intellectual, social, emotional, skills and development of local culture in global diversity
- d) Creating a profile of students who are noble, independent, critical and creative reasoning so that they are able to create innovative ideas and skills
- e) Providing information technology-based learning with a global insight

c. The Number of Student's MTs At-Thoyyibah Depokrejo

The number of students in MTs At-Thoyyibah Depokrejo at each level is different. For class VII and class VIII each consists of 2 (two classes), while for class IX consist only 1 (one class).

**Table 4:**

**The number of students at MTs At-Thoyyibah Depokrejo in academic year 2023/2024**

| No           | Class | Sex       |           | Total      |
|--------------|-------|-----------|-----------|------------|
|              |       | Male      | Female    |            |
| 1            | VII   | 20        | 19        | 39         |
| 2            | VIII  | 19        | 18        | 37         |
| 3            | IX    | 14        | 16        | 30         |
| <b>Total</b> |       | <b>53</b> | <b>53</b> | <b>106</b> |

d. The building condition of MTs At-Thoyyibah Depokrejo

The MTs At-Thoyyibah building is located in Depokrejo Village with a land area of 2250 M<sup>2</sup> and permanent building construction and is sufficient to carry out the learning process.

**Table 5:**

**List of building in MTs At-Thoyyibah Depokrejo**

| No | Name                  | Number | Size (m) |
|----|-----------------------|--------|----------|
| 1  | Study room            | 5      | 7 x 7    |
| 2  | Teacher's room        | 1      | 7 x 7    |
| 3  | Principal's room      | 1      | 4 x 7    |
| 4  | Library               | 1      | 3 x 7    |
| 5  | Physical, health room | 1      | 4 x 4    |
| 6  | Mosque                | 1      | 11 x 11  |
| 7  | Toilet                | 5      | 3 x 3    |
| 8  | Parking lot           | 2      | 7 x 3    |
| 9  | Storage room          | 1      | 7 x 5    |
| 10 | Administrations room  | 1      | 5 x 4    |
| 11 | Canteen               | 1      | 5 x 2    |
| 12 | Kitchen               | 1      | 5 x 4    |

*Source: documentation of the building conditions of MTs At-Thoyyibah Depokrejo*

## 2. Description of Research Data

In this research, the researcher as an English teacher and Mrs. Nyla Feria Sari, S.Pd as the collaborator. This research used Classroom Action Research (CAR). This research conducted in 2 cycles. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting.



a. Pre-test

The first meeting was pre-test. Pre-test was done on Wednesday, February 28<sup>th</sup>, 2024. It was open by praying, greeting, checking attendance list and introducing the researcher as a teacher for the students. The researcher conducted pre-test to know the students' ability in reading comprehension ability before giving treatment and it used as the comparison score with post-test.

The students were given 25 question about recount text. After students finished the pre-test, the researcher asked them to submit the answer sheet. The result of pre-test could be seen on the table below:

**Table 6:**  
**The result of pre-test**

| <b>NO</b> | <b>NAME</b> | <b>PRE-TEST</b> | <b>CATEGORY</b> |
|-----------|-------------|-----------------|-----------------|
| 1         | ABN         | 48              | Incomplete      |
| 2         | ASR         | 44              | Incomplete      |
| 3         | AJP         | 76              | Complete        |
| 4         | AFN         | 52              | Incomplete      |
| 5         | DD          | 80              | Complete        |
| 6         | EAS         | 40              | Incomplete      |
| 7         | FA          | 40              | Incomplete      |
| 8         | FN          | 48              | Incomplete      |
| 9         | KSJ         | 48              | Incomplete      |
| 10        | LS          | 52              | Incomplete      |
| 11        | MA          | 40              | Incomplete      |
| 12        | RA          | 48              | Incomplete      |

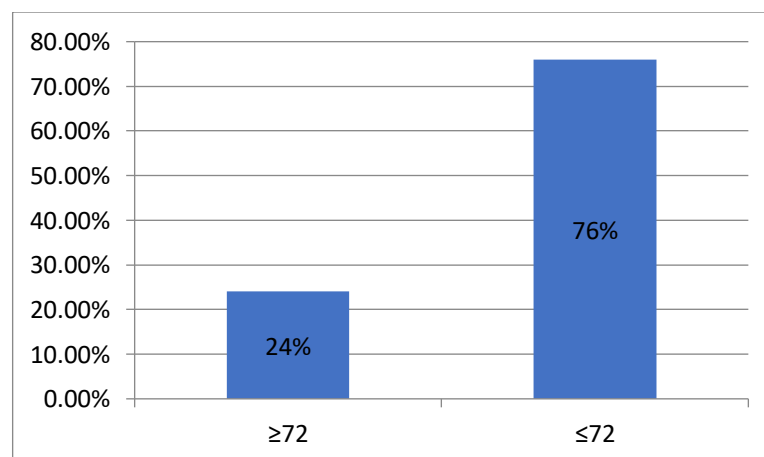
|                      |     |              |            |
|----------------------|-----|--------------|------------|
| 13                   | RA  | 76           | Complete   |
| 14                   | SA  | 64           | Incomplete |
| 15                   | TSO | 72           | Complete   |
| 16                   | WUS | 52           | Incomplete |
| 17                   | YP  | 44           | Incomplete |
| <b>Total Score</b>   |     | <b>924</b>   |            |
| <b>Average</b>       |     | <b>54.35</b> |            |
| <b>Highest Score</b> |     | <b>80</b>    |            |
| <b>Lowest Score</b>  |     | <b>40</b>    |            |

**Table 7:**  
**The Frequency of the Students' Scores in Pre-Test**

| No                    | Scores    | Percentage  | Frequency | Category   |
|-----------------------|-----------|-------------|-----------|------------|
| 1                     | $\geq 72$ | 24%         | 4         | Complete   |
| 2                     | $\leq 72$ | 76%         | 13        | Incomplete |
| <b>Total students</b> |           | <b>100%</b> | <b>17</b> |            |

Then, the graph of percentage students' reading pre-test score could be seen as follow:

**Figure 2:**  
**Percentage of the Result Score of Students' Reading in Pre-test**



Based on the table, it could be analyzed that were 4 students (24%) whose the scores completed the minimum mastery criteria (MMC) and 13 students (76%) whose the scores did not complete of minimum mastery criteria (MMC). The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfil the minimum standard at MTs At-Thoyyibah Depokrejo and the students reading skill was low. Besides, from the result of pre-test, the researcher got the average 54.35. So, it was the reason why the researcher used Two Stay Two Stray (TSTS) Strategy to improve the students' reading skill.

b. Cycle 1

To improve students' reading comprehension skill, the researcher implemented Two Stay Two Stray (TSTS) strategy in cycle one first. Cycle 1 consist of planning, acting, observing and reflecting.

1) Planning

The process of planning was conducted before the process of acting. The process of planning was conducted based on the problem that the researcher found, the researcher and the collaborator prepared several things related to teaching and learning process such as the syllabus, lesson plan, material, learning strategy, work sheet, observation sheet that contains about list of students' names and activity.

## 2) Acting

The second meeting was conducted on Thursday, February 29<sup>th</sup> 2024. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

The researcher gives a general explanation about definition of recount text, structures of recount text and indicators of reading text such as main idea, detail information, vocabulary, inference and reference. The teacher explained about two stay two stray (TSTS) strategy and how apply it to the material. Then, the students are organized into some groups consisting four people and each group was given a different recount text to discuss.

Afterwards, the researcher provides the students opportunity for discussion the material. After students have discussed the material, two students from each group would leave their group and two students would stray to another group after they get information from the group, they continue to the next group. The two staying students are responsible for sharing information with their guests and continue with the next guests.

Next, the guests excusing for themselves and return to their group and share the results from other groups with them.

The group discusses about the information. The researcher guidance and help to students during the process of learning. The researcher evaluated the students by giving question about the material. And researcher gave feedback and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did the treatment, the researcher gave the first post-test to the students. The post test was conducted on Wednesday, March 6<sup>th</sup> 2024. The post-test was done to know how the students' reading comprehension skill after giving the treatment. The researcher gave 25 questions in multiple choice. The result of post-test in cycle I could be seen on the table, as follow:

**Table 8:**  
**The Result of Post -test 1**

| <b>NO</b> | <b>NAME</b> | <b>POST-TEST</b> | <b>CATEGORY</b> |
|-----------|-------------|------------------|-----------------|
| 1         | ABN         | 72               | Complete        |
| 2         | ASR         | 44               | Incomplete      |
| 3         | AJP         | 88               | Complete        |
| 4         | AFN         | 80               | Complete        |
| 5         | DD          | 92               | Complete        |
| 6         | EAS         | 40               | Incomplete      |
| 7         | FA          | 64               | Incomplete      |
| 8         | FN          | 60               | Incomplete      |
| 9         | KSJ         | 80               | Complete        |

|                      |     |              |            |
|----------------------|-----|--------------|------------|
| 10                   | LS  | 52           | Incomplete |
| 11                   | MA  | 40           | Incomplete |
| 12                   | RA  | 48           | Incomplete |
| 13                   | RA  | 80           | Complete   |
| 14                   | SA  | 64           | Incomplete |
| 15                   | TSO | 72           | Complete   |
| 16                   | WUS | 88           | Complete   |
| 17                   | YP  | 44           | Incomplete |
| <b>Total score</b>   |     | <b>1,108</b> |            |
| <b>Average</b>       |     | <b>65.18</b> |            |
| <b>Highest score</b> |     | <b>92</b>    |            |
| <b>Lowest score</b>  |     | <b>40</b>    |            |

**Table 9:**

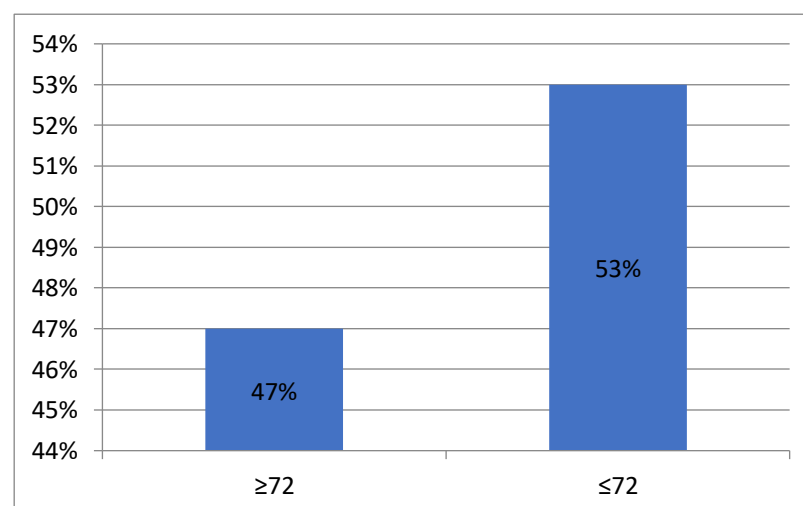
**The Frequency of the Students' Scores in Post-Test 1**

| No                    | Scores    | Percentage  | Frequency | Category   |
|-----------------------|-----------|-------------|-----------|------------|
| 1                     | $\geq 72$ | 47%         | 8         | Complete   |
| 2                     | $\leq 72$ | 53%         | 9         | Incomplete |
| <b>Total Students</b> |           | <b>100%</b> | <b>17</b> |            |

Then, the graph of percentage students' reading post-test I score could be seen as follow:

**Figure 3:**

**Percentage of the Result Score Students' Reading in Post-test I**



based on the table, it could be analyzed that the students' average score was 65.18. The highest score was 92 and the lowest score was 44. Based on the minimum mastery criteria (MMC), there were 8 students whose the scores completed of minimum mastery criteria (MMC) on post-test 1 or got score  $\geq 72$ . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

### 3) Observing

The researcher and the collaborator observed the students' activities. The researcher as a teacher who gave the material about reading text especially recount text by using two stay two stray (TSTS) strategy.

In the learning process, there were four activities that used to know the students' activity in the class. Every student who was active in learning process got a tick in their observation sheet. And the students were not active in learning process in learning process let their observation sheet empty.

The indicators of the students' activities were:

- a) The students pay attention of teacher's explanation
- b) The students are understanding the material
- c) The students are active in group and class
- d) The students are able to do the task

The result of the students' learning activities could be seen as follow:

**Table 10:**  
**The Students' Activities in Cycle I**

| No             | Students Activities                                 | Frequency   | Percentage  |
|----------------|---|-------------|-------------|
| 1              | The students pay attention of teacher's explanation | 12          | 71%         |
| 2              | The students are understanding the material         | 8           | 47%         |
| 3              | The students are active in group and class          | 10          | 59%         |
| 4              | The students are able to do the task                | 9           | 53%         |
| <b>Total</b>   |   | <b>39</b>   | <b>230%</b> |
| <b>Average</b> |   | <b>9.75</b> | <b>58%</b>  |

Based on the table above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 72%.

#### 4) Reflecting

Based on the result of cycle I, it could be seen that most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the results of pre-test and post-test I score. However, some of students' score had improved although the condition of learning process was uncontrolled enough. Furthermore, the result of the learning process in cycle I before and after doing the treatment could be analyzed in the following table:

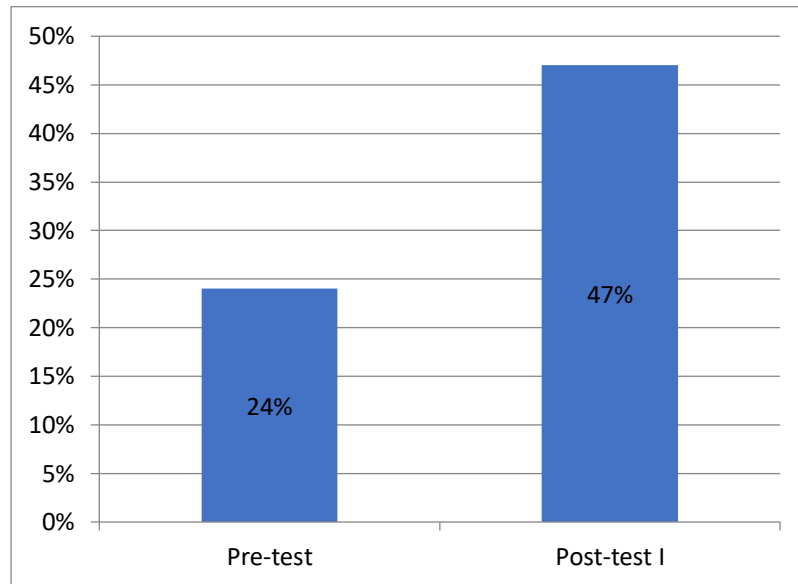


**Table 11:**  
**The Comparison of Students' Reading Score in Pre-test and**  
**Post-test I**

| No                 | Name | Pre-test     | Post-test 1  | Criteria  |
|--------------------|------|--------------|--------------|-----------|
| 1                  | ABN  | 48           | 72           | Increased |
| 2                  | ASR  | 44           | 44           | Constant  |
| 3                  | AJP  | 76           | 88           | Increased |
| 4                  | AFN  | 52           | 80           | Increased |
| 5                  | DD   | 80           | 92           | Increased |
| 6                  | EAS  | 40           | 40           | Constant  |
| 7                  | FA   | 40           | 64           | Increased |
| 8                  | FN   | 48           | 60           | Increased |
| 9                  | KSJ  | 48           | 80           | Increased |
| 10                 | LS   | 52           | 52           | Constant  |
| 11                 | MA   | 40           | 40           | Constant  |
| 12                 | RA   | 48           | 48           | Constant  |
| 13                 | RA   | 76           | 80           | Increased |
| 14                 | SA   | 64           | 64           | Constant  |
| 15                 | TSO  | 72           | 72           | Constant  |
| 16                 | WUS  | 52           | 88           | Increased |
| 17                 | YP   | 44           | 44           | Constant  |
| <b>Total score</b> |      | <b>924</b>   | <b>1,108</b> |           |
| <b>Average</b>     |      | <b>54.35</b> | <b>65.18</b> |           |

Then, the graph of percentage students' reading comprehension score in pre-test and post-test I could be seen as follow:

**Figure 4:**  
**Percentage of the Result Score of Students' Reading in**  
**Pre-test and Post-test I**



In this research, pre-test had done individually. It was aimed to know the students' reading comprehension before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improving from the students' result scores. It could be seen from the average in pre-test 54.35 and post-test 1 65.18. Although there was improving of the students' achievement, cycle 1 was not successful yet because only 8 students (47%) whose the scores post-test 1 completed of minimum mastery criteria (MMC). It can be concluded that cycle 1 was not successful yet because indicator of success was not reached yet and this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not successfully yet. The researcher and the collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle 2. The researcher and the collaborator prepared the lesson plan, material, learning strategy, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle II was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Thursday, March 7<sup>th</sup> 2024. It was started by praying, checking attendance list and asking about the students' condition. The researcher as a teacher explained the material about recount text, structures of recount text and indicators of reading text such as main idea, detail information, vocabulary, inference and reference. Then,

the teacher gave more explanation about two stay two stray (TSTS) Strategy and how to apply this strategy in the material.

Moreover, the teacher divided students into four-person group, the teacher gave recount text for group discussion and specific how long the discussion will end. Each group gets different reading material to discuss. After the time is up, two of the four people in group is leaving then visiting other groups to find information. While, the other are staying in the group to explain their material to other visiting groups. The teacher guided and help the students during the process of learning.

In the end of meeting, the teacher closed the meeting and gave informed to the students about the activities in the next meeting. Then, the teacher closed the class by praying together.

After giving the treatment in cycle II, the researcher conducted post-test II on Wednesday, March 13<sup>th</sup> 2024. The test is multiple-choices, there was 25 questions. It was same type with the first cycle but different questions. After the students' finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on table as follow:

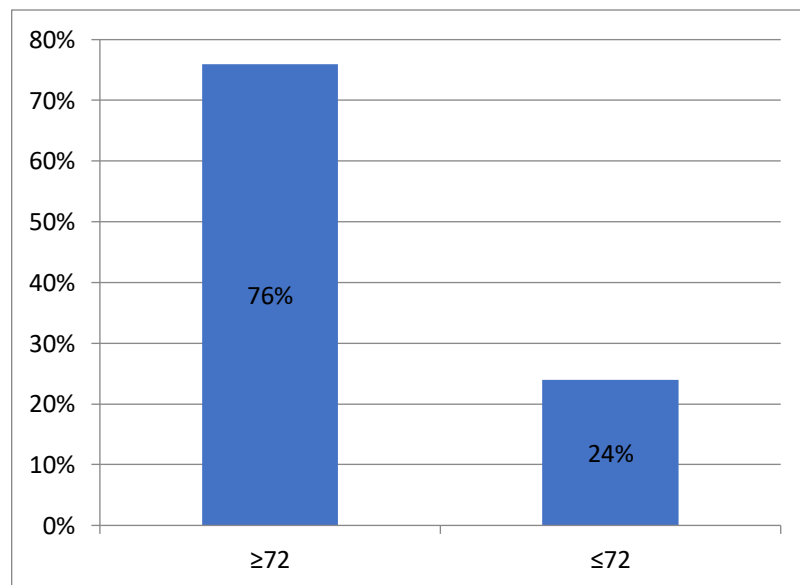
**Table 12:**  
**The Result of Post-test II**

| <b>NO</b>            | <b>NAME</b> | <b>POST-TEST II</b> | <b>CRITERIA</b> |
|----------------------|-------------|---------------------|-----------------|
| 1                    | ABN         | 72                  | Complete        |
| 2                    | ASR         | 64                  | Incomplete      |
| 3                    | AJP         | 88                  | Complete        |
| 4                    | AFN         | 88                  | Complete        |
| 5                    | DD          | 92                  | Complete        |
| 6                    | EAS         | 60                  | Incomplete      |
| 7                    | FA          | 76                  | Complete        |
| 8                    | FN          | 72                  | Complete        |
| 9                    | KSJ         | 80                  | Complete        |
| 10                   | LS          | 76                  | Complete        |
| 11                   | MA          | 68                  | Incomplete      |
| 12                   | RA          | 72                  | Complete        |
| 13                   | RA          | 80                  | Complete        |
| 14                   | SA          | 76                  | Complete        |
| 15                   | TSO         | 84                  | Complete        |
| 16                   | WUS         | 88                  | Complete        |
| 17                   | YP          | 52                  | Incomplete      |
| <b>Total score</b>   |             | <b>1,288</b>        |                 |
| <b>Average</b>       |             | <b>75.76</b>        |                 |
| <b>Highest score</b> |             | <b>92</b>           |                 |
| <b>Lowest score</b>  |             | <b>52</b>           |                 |

**Table 13:****The Frequency Students' Scores in Post-Test II**

| No                    | Scores    | Percentage  | Frequency | Category   |
|-----------------------|-----------|-------------|-----------|------------|
| 1                     | $\geq 72$ | 76%         | 13        | Complete   |
| 2                     | $\leq 72$ | 24%         | 4         | Incomplete |
| <b>Total students</b> |           | <b>100%</b> | <b>17</b> |            |

Then, the graph of percentage students' reading post-test II score could be seen as follow:

**Figure 5:****Percentage of the Result Score of Students' Reading in Post-test II**

Based on the table and graph above, it could be seen that the students' average score in post-test II was 75.76. The highest score was 92 and the lowest score was 52. According to minimum mastery criteria (MMC). There were 13 students (76%) whose the scores of post-test completed the minimum mastery criteria

(MMC). Most of students could improve their reading comprehension skill. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by using two stay two stray (TSTS) strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 14:**

#### **The Students' Activities in Cycle II**

| <b>No</b>      | <b>Students activities</b>                          | <b>Frequency</b> | <b>Percentage</b> |
|----------------|---|------------------|-------------------|
| 1              | The students pay attention of teacher's explanation | 16               | 94%               |
| 2              | The students are understanding the material         | 13               | 77%               |
| 3              | The students are active in group and class          | 13               | 77%               |
| 4              | The students are able to do task                    | 15               | 88%               |
| <b>Total</b>   |   | <b>57</b>        | <b>336%</b>       |
| <b>Average</b> |   | <b>14.25</b>     | <b>84%</b>        |

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were  $\geq 72\%$  of students passed the test and active in learning process.

#### 4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test I and post-test II that could be seen on the following table:

**Table 15:**  
**The Comparison of Students' Reading Score in Post-Test I and Post-Test II**

| No | Name | Post-test I | Post-test II | Category  |
|----|------|-------------|--------------|-----------|
| 1  | ABN  | 72          | 72           | Constant  |
| 2  | ASR  | 44          | 64           | Increased |
| 3  | AJP  | 88          | 88           | Constant  |
| 4  | AFN  | 80          | 88           | Increased |
| 5  | DD   | 92          | 92           | Constant  |
| 6  | EAS  | 40          | 60           | Increased |
| 7  | FA   | 64          | 76           | Increased |
| 8  | FN   | 60          | 72           | Increased |
| 9  | KSJ  | 80          | 80           | Constant  |
| 10 | LS   | 52          | 76           | Increased |
| 11 | MA   | 40          | 68           | Increased |
| 12 | RA   | 48          | 72           | Increased |
| 13 | RA   | 80          | 80           | Constant  |
| 14 | SA   | 64          | 76           | Increased |
| 15 | TSO  | 72          | 84           | Increased |

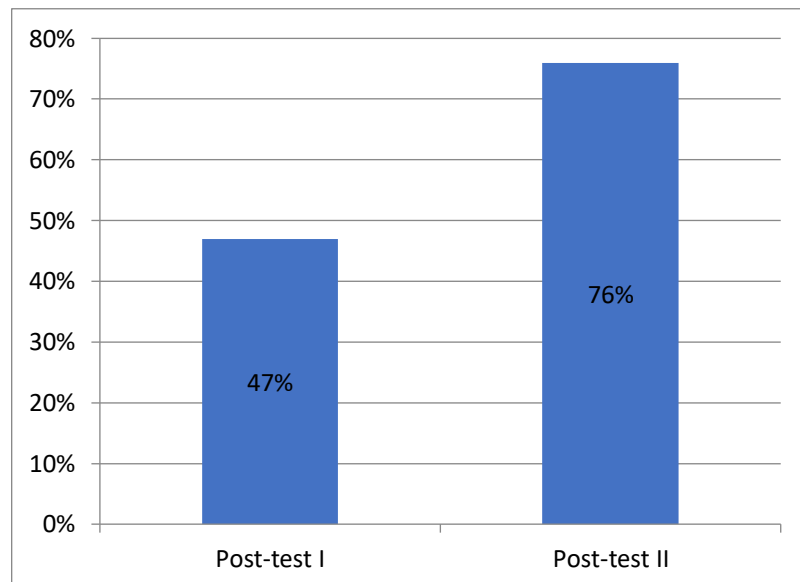


|                    |     |              |              |           |
|--------------------|-----|--------------|--------------|-----------|
| 16                 | WUS | 88           | 88           | Constant  |
| 17                 | YP  | 44           | 52           | Increased |
| <b>Total score</b> |     | <b>1,108</b> | <b>1,288</b> |           |
| <b>Average</b>     |     | <b>65.18</b> | <b>75.76</b> |           |

Then, the graph of percentage students' reading score in post-test I and post-test II could be seen as follow:

**Figure 6:**

**Percentage of the Result Score of Students' Reading in Post-test I and Post-test II**

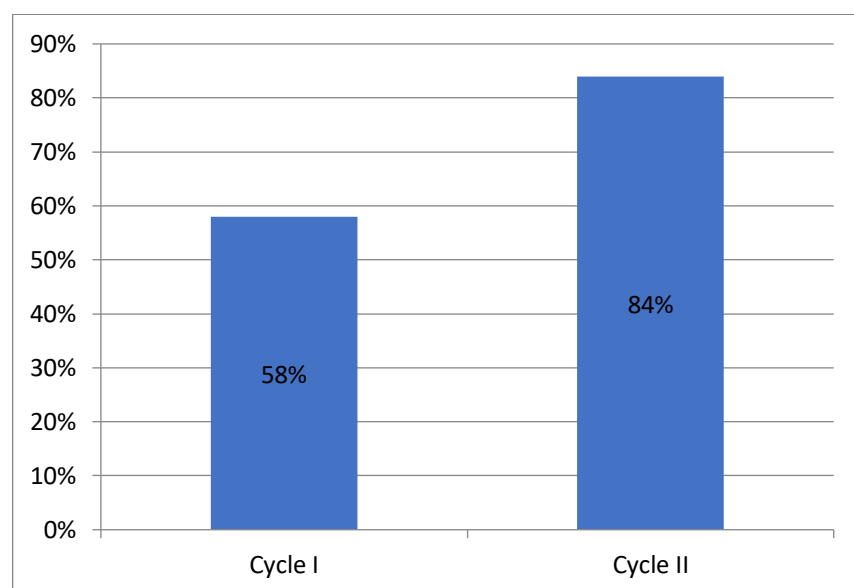


The result score of cycle II was better than cycle I. There was improvement in this cycle from post-test I 47% to post-test II 76%. The average score in the post-test I was increased as well from 65.18 became 75.76 in the post-test II.

**Table 16:**  
**The Comparison of Students Activities in Cycle I and Cycle II**

| No             | Students' Activities                                | Cycle I     |             | Cycle II     |             | Category  |
|----------------|---|-------------|-------------|--------------|-------------|-----------|
|                |   | f           | Percentage  | F            | Percentage  |           |
| 1              | The students pay attention of teacher's explanation | 12          | 71%         | 16           | 94%         | Increased |
| 2              | The students are understanding the material         | 8           | 47%         | 13           | 77%         | Increased |
| 3              | The students are active in group and class          | 10          | 59%         | 13           | 77%         | Increased |
| 4              | The students are able to do the task                | 9           | 53%         | 15           | 88%         | Increased |
| <b>Total</b>   |   | <b>39</b>   | <b>230%</b> | <b>57</b>    | <b>336%</b> |           |
| <b>Average</b> |   | <b>9.75</b> | <b>58%</b>  | <b>14.25</b> | <b>84%</b>  |           |

**Figure 7:**  
**Percentage of the Result of Students' Activities in Cycle I and Cycle II**



From the table 16 and figure 7, it could be seen that there was an improving frequency and percentage of the students' activities from the cycle I and cycle II. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process.

## **B. Discussion**

In teaching reading to MTs At-Thoyyibah Depokrejo especially in students of class eight, based on the pre-survey there are some problems like some of students are lack vocabulary, so the students find difficulty to understand the contents of the English text and students can not understand important information from the text. The researcher chooses two stay two stray (TSTS) strategy to improve the students ability in reading skill.

The researcher uses this strategy so that this strategy helps students to improve interactions in person and team and make students more active and feel confident in reading skill in English. The researcher chose the two stay two stray (TSTS) strategy to be used in learning English reading skill. This has been proven by the data that researcher have presented, that two stay two stray (TSTS) strategy can improve student learning activities in reading skills. Therefore, this strategy may be useful in learning English activities especially in reading text.

Based on the explanation of cycle I and cycle II, it can be show that use two stay two stray (TSTS) strategy could improve the students' ability in reading skill. There is progress from the students gets scores  $\geq 72$  from pre-test 24% or 4 students, post-test I 47% or 8 students and post-test II become 76% or 13 students. It can be seeing that is an improving on the students complete score and total of students' score who passed the least from pre-test, post-test I and post-test II.

Moreover, the minimum mastery criteria (MMC) were 72 in this research, in the post-test I there is 8 students or 47% passed the test with average 65.18 and post-test II is 13 students or 76% who passed the test with average 75.76. From the explanation, the researcher concludes that the research is successful and it can be stopped in cycle II because the indicator of success 72% of students got score 72 are reached.

Based on the discussion above, it can be concluded that comparison the students' learning activity in cycle I and cycle II, there was an increase on students' score where cycle I and cycle II. It can be seen the students score between cycle I and cycle II had significance different.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher would like to describe the conclusion that the eighth-grade students' of MTs At-Thoyyibah Depokrejo Central Lampung in reading skill ability could be increased by applying two stay two stray (TSTS) strategy based on the results of the learning process on two cycles. Based on the previous explanation of cycle I and cycle II, it could be inferred that the use of two stay two stray (TSTS) strategy could improve the students' reading skill ability. There was progress average score from pre-test 54.35, post-test I was 65.18, and become 75.76 in post-test II. It could be seen that there was an improvement on the average score and the total of the students who passed the minimum score from pre-test: 4 students, post-test 1: 8 students and post-test II: 13 students.

In improving the students' ability in reading skill, the researcher used two stay two stray (TSTS) as a leaning strategy to train the students' ability in reading skill and made the students more understand recount text in reading also interested in learning English. The students' score improved because the students had trained with two stay two stray (TSTS) as a learning strategy.

In addition, two stay two stray (TSTS) strategy can improve learning activity at the eighth graders of MTs At-Thoyyibah Depokrejo Central Lampung. Besides that, this strategy can increase the students'

activities in the learning process. The teaching reading skill by using two stay two stray (TSTS) as a learning strategy could make the students interested in learning process and felt enjoyed.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in reading English.
2. The English teachers are suggested to use two stay to stray (TSTS) strategy as a learning strategy to improve the students' reading skill in learning process.
3. The headmaster is suggested to give more motivation to the English teacher to make the students more excite in English learning.

## BIBLIOGRAPHY

- Abdujabbarova, Zamira. "Teaching English as a Foreign Language by Using Different Types of Texts: The Goals". Uzbekistan: Journal of English Teaching Adi Buana 5, no.1 (2020): 1.
- Ary, Donald. *Introduction to Research in Education, Eight edition*. USA: Wadsworth, 2010.
- Balnaves, Mark and Peter Caputi. *Introduction to Qualitative Research*. London: SAGE Publication inc, 2001.
- Broughton, Geoffrey, Cristoppher Brumfit, Roger Flavell, Peter Hill and Anita Pincas. *Teaching English as a Foreign Language*. London: University of London Institute of Education, 1980.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. California: San Fransisco, 2000.
- Budiyono, Sri, Erry Pranawa and Gunawan Budi. "The Correlation of Text, Co-Text, and Context in The Solo Pos Daily Newspaper Edition 2021". Jawa Tengah: Journal of English Education 10, no. 3 (2022): 3.
- Cakrawati, Laxmi Mustika. "Recount Text in SFL Perspective: Pedagogical Implication Based on Students Writing Analysis". Salatiga: Register Journal 11, no.2 (2018): 3.
- Colton, David and Robert W. Covert. *Designing and Constructing Instrument for Social Research and Evaluation*. San frasisko: Jossey, Bass, 2007.
- Dauyah, Ema and Intania Purnama. "The Use of Two Stay Two Stray in Improving Students' Reading Comprehension". Aceh: Abulyatama Journal 4, no. 2 (2017): 1.
- Eka, Anggi, Meiga Ratih and Puput Suriyah. "Analyzing the Generic Structure of Recount Text Written by the Tenth Graders". Semarang: English Language & Literature Conference Journal 5, no. 1 (2021): 4.
- Gay, L.R., Geoffrey E. Mills and Peter W. Airasian. *Educational research: Competencies for Analysis and Applications, Tenth Edition*. New York: Pearson, 2012.

- Grabe, William, and Fredricka L. Stoller. *Teaching and Researching Reading*. New York: Longman, 2002.
- Habib, M. "Assessment of Reading Comprehension". Algeria: Revista Romaneasca Pentru Educatie Multidimensionala 8, no. 1 (2016): 5.
- Kagan, Spencer and Miguel Kagan. *Kagan Cooperative Learning*. Kagan Publishing, 2009.
- Linse, Caroline T. *Practical English Language Teaching: Young Learners*. America: McGraw-Hill, 2005.
- McNiff, Jean and Jack Whitehead. *Action Research: Principles and Practice*. New York: RoutledgeFalmer, 2002.
- Nisa, Rahmatun, Siti Safura and Deni Fajar. "Students' Ability in Mastering Reading Comprehension". Aceh: Getsempena English Education Journal 5, no. 1 (2018): 3.
- Patel, M.F., and Praveen M. Jain. *English Language Teaching: Methods, Tools, and Technique*. Jaipur: Sunrise Publishers & Distributors, 2008.
- Rabia, Meida, Iskandar and Atika. "Improving Students' Speaking Skill Through Two Stay Two Stray Strategy". Medan: Education Science Journal 7, no. 2(2021): 1.
- Saputra, Ahadi. "Use of Two Stay Two Stray Strategy in Teaching Reading". Banda Aceh: English Education Journal 7, no.2 (2016): 5.
- Sari, Diana Fauziah, Siti Sarah and Sevty Emafetery. "The Strategy of Two Stay Two Stray to Improve EFL Students' Reading Skill". Banda Aceh: Studies in English Language and Education Journal 6, no. 1 (2019): 5.
- Utami, Nindy, M. Sofian Hadi and Aswir. "Analysis of Generic Structure and Recount Text Understanding in Eighth Grade Students". Jakarta: Teacher and Learning Studies Journal 5, no.1 (2022): 2.



# **APPENDIXES**

## SILABUS

Satuan Pendidikan : MTs At-Thoyyibah  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII / 2 (Genap)  
 Tahun Pelajaran : 2023/2024

### Standar Kompetensi (KI)

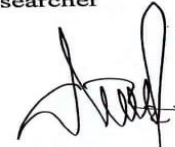
- KI-1 dan KI-2** : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian  |
|--|---|--|--|---|---------------|--|--|
| 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek | <ul style="list-style-type: none"> <li>Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>Struktur teks Dapat mencakup               <ul style="list-style-type: none"> <li>orientasi</li> <li>urutan kejadian/kegiatan</li> <li>orientasi ulang</li> </ul> </li> <li>Unsur kebahasaan               <ul style="list-style-type: none"> <li>Kalimat deklaratif dan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi teks recount tentang pengalaman pribadi seseorang</li> <li>Menceritakan kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>Melengkapi ringkasan pengalaman dengan</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>Didiktekan guru,</li> </ul> | 20 JP         | ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar  | Penilaian |
|---|--|---|--|--|---------------|---|-----------|
| dan sederhana, sesuai dengan konteks penggunaannya  | interogatif dalam <i>Simple Past tense</i><br>- Adverbia dan frasa   | kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar   |  | menuliskan teks-teks pendek tersebut dengan tulisan tangan.<br>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar   |               | English Rings The Bell, Kelas VIII, Kemandikbud, Revisi Tahun 2017  |           |
| 4.11. Teks recount<br>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )<br>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal</i> ) | preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i> , dan sebagainya.<br>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i> , dan sebagainya.<br>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb.<br>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan<br>• Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang | <ul style="list-style-type: none"> <li>• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang ditekankan oleh guru</li> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau</li> <li>• Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |               | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul><br><ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul> |           |

| Kompetensi Dasar   | Materi Pembelajaran                           | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi Waktu | Sumber Belajar | Penilaian |
|--|---|-----------|----------------|-----------------------|---------------|----------------|-----------|
| <i>recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | dapat menumbuhkan perilaku yang termuat di KI |           |                |                       |               |                |           |

English Teacher


Nyla Feria Sari, S.PdDepokRejo, Maret 2024  
Researcher

Dwi Oktianingrum  
NPM 2001050010

Kepala Madrasah MTs At-Thoyyibah

Nawarsi, S.Pd.I

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|  |                                    |
|--|------------------------------------|
| Sekolah : Mts At-Thoyyibah   | Kelas/ Semester : VIII / 2 (Genap) |
| Mata Pelajaran : Bahasa Inggris  | Alokasi Waktu : 2×45 Menit         |
| Materi Pokok : Teks Recount; Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/ Kejadian Yang Dilakukan/Terjadi, Rutin Maupun Tidak Rutin, Menjadi Kebenaran Umum Di Waktu Lampau |                                    |

### A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana
- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar
- Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami

#### Media Pembelajaran & Sumber Belajar

|   |                  |   |
|---|------------------|---|
| ❖ | Media            | : Worksheet atau lembar kerja (siswa), Lembar penilaian       |
| ❖ | Alat/Bahan       | : Penggaris, spidol, papan tulis, Laptop & infocus            |
| ❖ | Sumber Belajar   | : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris |
| ❖ | Strategi Belajar | : Two Stay Two Stray Strategy                                 |

### B. KEGIATAN PEMBELAJARAN

#### Pendahuluan (10 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: ***Fungsi Sosial Dalam Melaporkan, Menceritakan, Menjelaskankejadian Yang Dilakukan/Terjadi, Di Waktu Lampau.***
4. Menjelaskan hal-hal yang akan dipelajari, tujuan pembelajaran, serta strategi belajar yang akan ditempuh,

|                                 |  |
|---------------------------------|--|
| <b>Kegiatan Inti (70 Menit)</b> | <b>KEGIATAN LITERASI</b>   |
|                                 | <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>Fungsi Sosial Dalam Melaporkan, Menceritakan, Menjelaskankejadian Yang Dilakukan/Terjadi, Di Waktu Lampau.</i></b></li> </ul> |
|                                 | <b>EKSPLORASI</b>  |
|                                 | <ul style="list-style-type: none"> <li>• Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang tema/topik yang akan dipelajari.</li> <li>• Guru mengenalkan strategi pembelajaran two stay two stray (TSTS) yang menarik untuk peserta didik</li> </ul>  |
|                                 | <b>COLLABORATION (KERJASAMA)</b>   |
|                                 | <ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai <b><i>Fungsi Sosial Dalam Melaporkan, Menceritakan, Menjelaskankejadian Yang Dilakukan/Terjadi, Di Waktu Lampau.</i></b></li> </ul>                             |

| <b>Pendahuluan (10 menit)</b> |   |
|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li>• Peserta didik dibagi menjadi beberapa kelompok yang terdiri dari empat orang dan diberikan materi untuk didiskusikan, guru memberikan kesempatan kepada peserta didik untuk mendiskusikan materi tersebut</li> <li>• Dua peserta didik dari masing-masing kelompok meninggalkan kelompoknya dan dua peserta didik bertamu ke kelompok lain setelah mendapatkan informasi dari kelompoknya, mereka melanjutkan ke kelompok berikutnya</li> <li>• Dua peserta didik yang tinggal bertanggung jawab untuk membagikan informasi kepada tamu mereka dan melanjutkan ke tamu berikutnya, Tamu mohon diri dan kembali ke kelompoknya dan membagikan hasil dari kelompok lain kepada mereka lalu Kelompok membandingkan dan mendiskusikan informasi tersebut.</li> </ul> |
|                               | <b>COMMUNICATION (BERKOMUNIKASI)</b>  |
|                               | <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>   |
|                               | <b>CREATIVITY (KREATIVITAS)</b>   |
|                               | <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi Sosial Dalam Melaporkan, Menceritakan, Menjelaskan kejadian Yang Dilakukan/Terjadi, Di Waktu Lampau</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>  |
| <b>Penutup (10 menit)</b>     |   |
| 1.                            | Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.   |
| 2.                            | Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.  |
| 3.                            | Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.   |

### C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis.
- **Instrument;** 25 soal pilihan ganda

## INSTRUMENT PRE-TEST FOR READING SKILL

*Read the following text to answer the question 1-5*

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 1) What is the main idea of the text?...
  - a. The family's visit to the national zoo and aquarium
  - b. Dad's barbecue cooking skills
  - c. The disappointment of not getting ice cream
  - d. The family's tiredness after a day out
- 2) What animal was the brother excited to see in the aquarium?...
  - a. Snow cubs
  - b. Sharks and tropical fish
  - c. Lions
  - d. penguins
- 3) The word "enclosure" in the second paragraph refers to...
  - a. A waiting line
  - b. A cooking area
  - c. A home for snow cubs
  - d. A aquarium
- 4) What is a synonym for "decided" as used in the text?...
  - a. Agreed
  - b. Ate
  - c. Drove
  - d. forgot
- 5) What can be inferred about the snow cubs from the second paragraph?...
  - a. They were aggressive and dangerous
  - b. The family did not find them interesting
  - c. They were small and quiet
  - d. The family found them cute and playful

**Read the following text to answer the question 6-10**

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because I woke up late.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that.

I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to the school by public transportation. It took me a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late. It was my bad experience and I hoped I would not do that again.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 6) What is the main idea of the first paragraph?...
  - a. The consequences of not having breakfast
  - b. Playing playstation late at night
  - c. Coming late to school due to waking up late.
  - d. School routines
- 7) What time did the person arrive at school?...
  - a. 7.00 am
  - b. 7.15 am
  - c. 7.30 am
  - d. 8.00 am
- 8) But on that day I did not do that, the underlined word refers to...
  - a. Last Sunday
  - b. Last Tuesday
  - c. Last Wednesday
  - d. Last Thursday
- 9) What is a synonym for “late” as used in the text?...
  - a. Delayed
  - b. Early
  - c. Prompt
  - d. On time
- 10) What can be inferred about the writer’s morning routine on that day?...
  - a. The writer skipped breakfast
  - b. The writer had breakfast before taking a bath
  - c. The writer never had breakfast
  - d. The writer breakfast after going to school

**Read the following text to answer the question 11-15**

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I



lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 11) What is the main idea of the first paragraph?...
  - a. Living alone for the first time...
  - b. The procedures of checking in at the train station
  - c. Travelling by train to Yogyakarta
  - d. Enjoying music on the train
- 12) What was the main reason for the writer to go to Yogyakarta?...
  - a. To visit family
  - b. To start a new job
  - c. To continue education
  - d. To explore the city
- 13) The phrase “new city” in the text refers to...
  - a. Cirebon
  - b. Yogyakarta
  - c. The train station
  - d. Senior high school
- 14) What is a synonym for “excited” in the last paragraph?
  - a. Bored
  - b. Enthusiastic
  - c. Displeased
  - d. Sad
- 15) What can be inferred about the writer’s journey on the train?...
  - a. It was a boring experience
  - b. The writer slept for the entire duration
  - c. The writer enjoyed listening to music
  - d. The writer is scared

***Read the following text to answer the question 16-20***

Two weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there.

It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough

sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long.

Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and uploaded them to youtube.

By doing this, we could kill our boredom of staying at home because of the rain and make a creative activity instead.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 16) What is the main idea of the second paragraph?...
  - a. The family's annual holiday tradition
  - b. The impact of rain on holiday plans
  - c. The family's choice of indoor activity
  - d. The decision to upload videos to YouTube
- 17) What indoor activity did the family decide to overcome boredom?...
  - a. Cooking
  - b. Watching TV
  - c. Making funny videos
  - d. Reading books
- 18) The word "agenda" in the first paragraph refers to...
  - a. Tourist places
  - b. Holiday schedule
  - c. Rainy season
  - d. Sunlight
- 19) The word "condition" in paragraph 3 has the closest meaning with...
  - a. Situation
  - b. Disease
  - c. Weather
  - d. Place
- 20) From the first paragraph it can be inferred that...
  - a. The family's annual holiday agenda
  - b. Staying at home due to the rain
  - c. Making funny videos as an indoor activity
  - d. Challenges faced during the rainy season

***Read the following text to answer the question 21-25***

Last week, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list. After arriving at the market, I started searching for the things I needed one by one.

While I was bargaining the price of some fruits, I saw a crowded situation where there was a thief beaten by a lot of people. It was so terrible. I didn't want to see the condition get worse so I called the police.

A few minutes later, police came and calmed down the situation. Asking the fruit seller, I knew that the thief tried to steal someone's wallet but someone saw him and shouted loudly.

After that, suddenly many people roughed him up. It was a scary moment I experienced last week and I hoped that it would never happen again in the future.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 21) What is the main idea of the first paragraph?...
- The writer went to a traditional market to buy some daily needs alone
  - The writer called the police to help in a crowded situation
  - The writer bargained for the price of fruits at the market
  - The writer experienced a scary moment
- 22) Why did the writer call the police at the market?...
- To report a thief
  - To bargain for the price of fruits
  - To witness a crowded situation
  - To calm down the situation
- 23) As usual, I go there alone and bring a shopping list, the underlined word refers to...
- Police station
  - Market
  - Store
  - Mall
- 24) What is a synonym for “bargaining” in the second paragraph?...
- Selling
  - Shopping
  - Negotiating
  - Buying
- 25) From the last paragraph it can be inferred that...
- The writer is grateful for the help from the police
  - The writer had a scary experience at the market last week
  - The writer hopes for a better market experience in the future
  - The writer will never visit the market again

## INSTRUMENT POST-TEST I FOR READING SKILL

*Read the following text to answer the question 1-5*

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Taken from:

<https://englishadmin.com/2013/10/vacation-to-london-the-clear-example-of-recount-text.html>

- 1) What is the main idea of the first paragraph?...
  - a. Mr. Richard's family vacation in London
  - b. The services provided by the cabin crews on the flight
  - c. Mr. Richard and his family's arrival at Heathrow Airport
  - d. The features of the hotel room
- 2) How long was the flight to London for Mr. Richard's family?...
  - a. Nearly fourteen days
  - b. Nearly fourteen hours
  - c. Fourteen weeks
  - d. Fourteen minutes
- 3) In the sentence "They gave them food and drink", the word 'them' refers to...
  - a. Mr. Richard and his family
  - b. Cabin crews
  - c. Newspaper and magazine
  - d. Heathrow Airport officers
- 4) What is a synonym for "pleasant" in the second paragraph?...
  - a. Unpleasant
  - b. Enjoyable
  - c. Difficult

- d. Boring
- 5) What can be inferred about the hotel room Mr. Richard's family stayed in?...
  - a. It had no bathroom or toilet
  - b. It had a perfect view of the park
  - c. The door was opened with traditional key
  - d. The room was on the first floor

***Read the following text to answer the question 6-10***

Last year, Liona and her family went on a really strange holiday. They stayed in an ice hotel in Sweden. They flew to Stockholm, after that they went by train to Jukkasjärvi, in the north. They watched some people building the hotel with blocks of ice.

They stayed for two nights at this unusual hotel. The temperature was minus five degrees centigrade in their bedroom, but they didn't feel cold. The hotel gave them really warm sleeping bags. In the morning, a waiter brought them a hot drink.

It was snowing when they left, and the hotel looked beautiful. They loved their holiday. It was really unusual

Taken from:

<https://brainly.co.id/tugas/27647062>

- 6) What is the main idea of the last paragraph?...
  - a. Liona's family had a terrible holiday
  - b. The hotel in Sweden was disappointing
  - c. Liona's family loved their unusual holiday.
  - d. Liona and her family faced challenges during the holiday
- 7) What did the waiter bring to Liona's family in the morning?...
  - a. Cold drink
  - b. Hot drink.
  - c. Breakfast
  - d. Ice cream
- 8) In the sentence "It was really unusual", the word 'it' refers to...
  - a. The hotel
  - b. The holiday.
  - c. The temperature
  - d. The snow
- 9) The word "strange" in paragraph 1 has the closest meaning with...
  - a. Unusual
  - b. Common
  - c. Typical
  - d. Boring

- 10) What can be inferred about the temperature in Liona's bedroom at the ice hotel?...
- It was extremely hot
  - It was freezing cold
  - It was comfortable
  - It was above zero degrees

***Read the following text to answer the question 11-15***

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening together with my father.

Taken from:

[https://roboguru.ruangguru.com/question/last-sunday-i-was-gardening-with-my-father-it-was-half-past\\_QU-ROBOGURU-16570](https://roboguru.ruangguru.com/question/last-sunday-i-was-gardening-with-my-father-it-was-half-past_QU-ROBOGURU-16570)

- 11) What is the main idea of the first paragraph?...
- The writer had breakfast with his parents
  - The writer moved to new house
  - The writer and his father were gardening with banana trees
  - The writer picked ripe guava
- 12) What did the writer and his father do last Sunday morning?...
- Went for a walk
  - Had breakfast
  - Gardened together
  - Watched TV
- 13) In the sentence "I saw some of them are already yellow", the word 'them' refers to...
- The bananas
  - The guavas
  - The old leaves
  - The wild grass
- 14) From the text, the writer mentions "banana trees". What is a synonym for "trees" in this context?...

- a. Flowers
  - b. Plants
  - c. Shrubs
  - d. Wild grass
- 15) What can be inferred about the writer's opinion on the yard after gardening activities?...
- a. The yard looked messier
  - b. The yard looked nicer and cleaner
  - c. The writer did not find any change in the yard
  - d. The writer did not care about the yard's appearance

***Read the following text to answer the question 16-20***

My sister really wanted to go to the beach after having her final semester test. So as soon as the test finished. I took her to Maron beach in Semarang.

Early in the morning, we prepared everything. Since we wanted to have a picnic, we brought some food and drink and we brought swimming suits and beach ball, too. When everything was ready, we went to the beach by motorcycle. It took about 25 minutes to get there.

Arriving at the beach, we bought tickets and went into the beach through the entrance gate. There were a lot of people at the beach. We changed our clothes and joined some people playing in the water. We screamed whenever the wave hit our body. It was really exciting. After that, we had a picnic lunch while enjoying the wide sea in front of us. In the middle of the day, it was getting hot. We decided to take a rest under a coconut tree, enjoying the beach scenery.

In the afternoon, we played beach volleyball with other visitors. When it was getting dark, we decided to go home. It was really a wonderful day. We spent all day long at the beach. We felt tired but happy

Taken from:

[https://roboguru.ruangguru.com/question/my-sister-really-wanted-to-go-to-the-beach-after-having-her\\_QU-ROBOGURU-16573](https://roboguru.ruangguru.com/question/my-sister-really-wanted-to-go-to-the-beach-after-having-her_QU-ROBOGURU-16573)

- 16) What is the main idea of the text?...
- a. The writer and her sister had a picnic at Maron beach
  - b. The writer and her sister went to the beach after the final semester test
  - c. The writer and her sister played beach volleyball in the afternoon
  - d. The writer and her sister felt tired after spending the whole day at the beach
- 17) How did the writer and her sister go to Maron beach?...
- a. By walking
  - b. By car
  - c. By motorcycle
  - d. By bicycle

- 18) In the sentence “In the afternoon, we played beach volleyball with other visitors”, the word “visitors” refers to...
- The writer and her sister
  - The people at the beach
  - The tickets
  - The beach
- 19) What is the synonym for “decided” in the sentence “we decided to take a rest under a coconut tree”?...
- Chose
  - Hesitated
  - Refused
  - Ignored
- 20) What can be inferred about their overall feelings at the end of the day?...
- They regretted spending the day at the beach
  - They were disappointed with the beach experience
  - They were both tired and happy
  - They wished to stay longer at the beach

***Read the following text to answer the question 21-25***

Let me remind you of my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lurched to one side; to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw many rocks tumbling across the road; I trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but, left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot damage to my town. Although nothing left, I thanked God that nobody was seriously injured

Taken from: [https://roboguru.ruangguru.com/forum/let-me-remind-you-of-my-experience-during-an-earthquake-last-week\\_FRM-MWZ5C9IK](https://roboguru.ruangguru.com/forum/let-me-remind-you-of-my-experience-during-an-earthquake-last-week_FRM-MWZ5C9IK)

- 21) What is the main idea of the second paragraph?...
- The writer got trapped by rocks on the road
  - The writer left the car and walked to the town
  - The writer couldn't move the car due to a flat tire
  - The writer saw falling matchsticks on the road



- 22) What was the condition of the town when the writer reached it?...
- Everything was intact
  - Almost nothing was left
  - The town was celebrating
  - The damage was minimal
- 23) What does the word “damage” in the last paragraph refers to?...
- Rocks everywhere
  - The earthquake
  - Almost nothing left in town
  - The car trapped by rocks
- 24) What is a synonym for “surprised” in the text?...
- Expected
  - Shocked
  - Unhappy
  - Bored
- 25) What can be inferred from the first paragraph about the writer’s experience during the earthquake?...
- The car was in good condition
  - The earthquake caused the car to lurch
  - The writer was on vacation in Bali
  - The writer knew about the earthquake beforehand

## INSTRUMENT POST-TEST II FOR READING SKILL

*Read the following text to answer the question 1-5*

Two weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there.

It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long.

Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and uploaded them to youtube.

By doing this, we could kill our boredom of staying at home because of the rain and make a creative activity instead.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 1) What is the main idea of the second paragraph?...
  - a. The family's annual holiday tradition
  - b. The impact of rain on holiday plans
  - c. The family's choice of indoor activity
  - d. The decision to upload videos to YouTube
- 2) What indoor activity did the family decide to overcome boredom?...
  - a. Cooking
  - b. Watching TV
  - c. Making funny videos
  - d. Reading books
- 3) The word "agenda" in the first paragraph refers to...
  - a. Tourist places
  - b. Holiday schedule
  - c. Rainy season
  - d. Sunlight
- 4) The word "condition" in paragraph 3 has the closest meaning with...
  - a. Situation
  - b. Disease
  - c. Weather
  - d. Place
- 5) From the first paragraph it can be inferred that...
  - a. The family's annual holiday agenda
  - b. Staying at home due to the rain
  - c. Making funny videos as an indoor activity
  - d. Challenges faced during the rainy season

**Read the following text to answer the question 6-10**

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because I woke up late.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that.

I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to the school by public transportation. It took me a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late. It was my bad experience and I hoped I would not do that again.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 6) What is the main idea of the first paragraph?...
  - a. The consequences of not having breakfast
  - b. Playing playstation late at night
  - c. Coming late to school due to waking up late.
  - d. School routines
- 7) What time did the person arrive at school?...
  - a. 7.00 am
  - b. 7.15 am
  - c. 7.30 am
  - d. 8.00 am
- 8) But on that day I did not do that, the underlined word refers to...
  - a. Last Sunday
  - b. Last Tuesday
  - c. Last Wednesday
  - d. Last Thursday
- 9) What is a synonym for “late” as used in the text?...
  - a. Delayed
  - b. Early
  - c. Prompt
  - d. On time
- 10) What can be inferred about the writer’s morning routine on that day?...
  - a. The writer skipped breakfast
  - b. The writer had breakfast before taking a bath
  - c. The writer never had breakfast
  - d. The writer breakfast after going to school

**Read the following text to answer the question 11-15**

Let me remind you of my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lurched to one side; to the left. I thought I got

flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw many rocks tumbling across the road; I trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but, left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot damage to my town. Although nothing left, I thanked God that nobody was seriously injured

Taken from: [https://roboguru.ruangguru.com/forum/let-me-remind-you-of-my-experience-during-an-earthquake-last-week\\_FRM-MWZ5C9IK](https://roboguru.ruangguru.com/forum/let-me-remind-you-of-my-experience-during-an-earthquake-last-week_FRM-MWZ5C9IK)

- 11) What is the main idea of the second paragraph?...
  - a. The writer got trapped by rocks on the road
  - b. The writer left the car and walked to the town
  - c. The writer couldn't move the car due to a flat tire
  - d. The writer saw falling matchsticks on the road
- 12) What was the condition of the town when the writer reached it?...
  - a. Everything was intact
  - b. Almost nothing was left
  - c. The town was celebrating
  - d. The damage was minimal
- 13) What does the word "damage" in the last paragraph refers to?...
  - a. Rocks everywhere
  - b. The earthquake
  - c. Almost nothing left in town
  - d. The car trapped by rocks
- 14) What is a synonym for "surprised" in the text?...
  - a. Expected
  - b. Shocked
  - c. Unhappy
  - d. Bored
- 15) What can be inferred from the first paragraph about the writer's experience during the earthquake?...
  - a. The car was in good condition
  - b. The earthquake caused the car to lurch
  - c. The writer was on vacation in Bali
  - d. The writer knew about the earthquake beforehand

***Read the following text to answer the question 16-20***

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

Taken From: <https://www.detik.com/edu/detikpedia/d-6684414/7-contoh-recount-text-singkat-bahasa-inggris-dengan-terjemahannya>

- 16) What is the main idea of the first paragraph?...
  - a. Living alone for the first time...
  - b. The procedures of checking in at the train station
  - c. Travelling by train to Yogyakarta
  - d. Enjoying music on the train
- 17) What was the main reason for the writer to go to Yogyakarta?...
  - a. To visit family
  - b. To start a new job
  - c. To continue education
  - d. To explore the city
- 18) The phrase “new city” in the text refers to...
  - a. Cirebon
  - b. Yogyakarta
  - c. The train station
  - d. Senior high school
- 19) What is a synonym for “excited” in the last paragraph?
  - a. Bored
  - b. Enthusiastic
  - c. Displeased
  - d. Sad
- 20) What can be inferred about the writer’s journey on the train?...
  - a. It was a boring experience
  - b. The writer slept for the entire duration
  - c. The writer enjoyed listening to music
  - d. The writer is scared

***Read the following text to answer the question 21-25***

Last year, Liona and her family went on a really strange holiday. They stayed in an ice hotel in Sweden. They flew to Stockholm, after that they went by train to Jukkasjärvi, in the north. They watched some people building the hotel with blocks of ice.

They stayed for two nights at this unusual hotel. The temperature was minus five degrees centigrade in their bedroom, but they didn't feel cold. The hotel gave them really warm sleeping bags. In the morning, a waiter brought them a hot drink.

It was snowing when they left, and the hotel looked beautiful. They loved their holiday. It was really unusual

Taken from:

<https://brainly.co.id/tugas/27647062>

- 21) What is the main idea of the last paragraph?...
- Liona's family had a terrible holiday
  - The hotel in Sweden was disappointing
  - Liona's family loved their unusual holiday.
  - Liona and her family faced challenges during the holiday
- 22) What did the waiter bring to Liona's family in the morning?...
- Cold drink
  - Hot drink.
  - Breakfast
  - Ice cream
- 23) In the sentence "It was really unusual", the word 'it' refers to...
- The hotel
  - The holiday.
  - The temperature
  - The snow
- 24) The word "strange" in paragraph 1 has the closest meaning with...
- Unusual
  - Common
  - Typical
  - Boring
- 25) What can be inferred about the temperature in Liona's bedroom at the ice hotel?...
- It was extremely hot
  - It was freezing cold
  - It was comfortable
  - It was above zero degrees

## ANSWER SHEETS ON PRE-TEST

ANSWER SHEET

Name : Daniel Derrisa  
Class : III (AL-MALIK)

Please give the cross (X) to the right answer!

|    |                                     |   |   |   |   |
|----|-------------------------------------|---|---|---|---|
| 1  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 2  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 3  | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 4  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 5  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 6  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 7  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 8  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 9  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 10 | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 11 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 12 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 13 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 14 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 15 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 16 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 17 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 18 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 19 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 20 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 21 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 22 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 23 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 24 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 25 | <input checked="" type="checkbox"/> | A | B | C | ✓ |

B=20  
S=5

80

ANSWER SHEET

Name : M. AFDAL  
Class : III (AL-MALIK)

Please give the cross (X) to the right answer!

|    |                                     |   |   |   |   |
|----|-------------------------------------|---|---|---|---|
| 1  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 2  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 3  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 4  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 5  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 6  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 7  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 8  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 9  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 10 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 11 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 12 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 13 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 14 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 15 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 16 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 17 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 18 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 19 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 20 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 21 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 22 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 23 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 24 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 25 | <input checked="" type="checkbox"/> | A | B | C | ✓ |

B=10  
S=15

40

## ANSWER SHEETS ON POST-TEST I

ANSWER SHEET

Name : Fiki Nurhman  
Class : VIII (A1-MAK)

Please give the cross (X) to the right answer!

|    |                                     |   |   |   |   |
|----|-------------------------------------|---|---|---|---|
| 1  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 2  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 3  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 4  | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 5  | <input checked="" type="checkbox"/> | A | C | D | ✓ |
| 6  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 7  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 8  | <input checked="" type="checkbox"/> | A | C | D | ✓ |
| 9  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 10 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 11 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 12 | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 13 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 14 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 15 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 16 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 17 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 18 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 19 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 20 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 21 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 22 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 23 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 24 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 25 | <input checked="" type="checkbox"/> | A | B | C | ✓ |

$B = 15$   
 $S = 10$

60

ANSWER SHEET

Name : Wina uzda Cahani  
Class : VIII \*A1-MAK

Please give the cross (X) to the right answer!

|    |                                     |   |   |   |   |
|----|-------------------------------------|---|---|---|---|
| 1  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 2  | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 3  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 4  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 5  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 6  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 7  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 8  | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 9  | <input checked="" type="checkbox"/> | B | C | D | ✓ |
| 10 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 11 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 12 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 13 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 14 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 15 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 16 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 17 | <input checked="" type="checkbox"/> | A | B | D | ✓ |
| 18 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 19 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 20 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 21 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 22 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 23 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 24 | <input checked="" type="checkbox"/> | A | B | C | ✓ |
| 25 | <input checked="" type="checkbox"/> | A | B | C | ✓ |

$B = 22$   
 $S = 3$

88



## ANSWER SHEETS ON POST-TEST II

ANSWER SHEET

Name : Adnan binadin riaga  
Class : VIII Al-Ma'arif

Please give the cross (X) to the right answer!

|    |                                     |                                     |                                     |                                     |   |
|----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 1  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 2  | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 3  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 4  | A                                   | B                                   | C                                   | <input checked="" type="checkbox"/> | ✓ |
| 5  | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 6  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 7  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 8  | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 9  | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 10 | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 11 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 12 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 13 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 14 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 15 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 16 | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 17 | A                                   | B                                   | C                                   | <input checked="" type="checkbox"/> | ✓ |
| 18 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 19 | A                                   | B                                   | C                                   | <input checked="" type="checkbox"/> | ✓ |
| 20 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 21 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 22 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 23 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 24 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 25 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |

$B = 18$   
 $S = 7$  (72)

ANSWER SHEET

Name : Kelsa Sulein Tulus  
Class : VIII (Al-Ma'arif)

Please give the cross (X) to the right answer!

|    |                                     |                                     |                                     |                                     |   |
|----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 1  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 2  | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 3  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 4  | A                                   | B                                   | C                                   | <input checked="" type="checkbox"/> | ✓ |
| 5  | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 6  | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 7  | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 8  | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 9  | A                                   | B                                   | C                                   | <input checked="" type="checkbox"/> | ✓ |
| 10 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 11 | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 12 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 13 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 14 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 15 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 16 | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 17 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 18 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 19 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 20 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 21 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |
| 22 | A                                   | <input checked="" type="checkbox"/> | C                                   | D                                   | ✓ |
| 23 | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 24 | <input checked="" type="checkbox"/> | B                                   | C                                   | D                                   | ✓ |
| 25 | A                                   | B                                   | <input checked="" type="checkbox"/> | D                                   | ✓ |

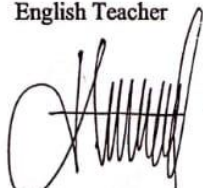
$B = 20$   
 $S = 5$  (80)

**THE TABLE OF ATTENDANCE LIST**

**Class : VIII Al-Malik**

| NO  | NAME                  | Pre-test | Cycle 1  |                | Cycle 2  |                |
|-----|-----------------------|----------|----------|----------------|----------|----------------|
|     |                       |          | 1        | Post-test<br>1 | 2        | Post-test<br>2 |
| 1.  | Adnan Baladin Nuri    | Adn      | Adn      | Adn            | Adn      | Adn            |
| 2.  | Agil Septian Ramadhan | Agil     | Agil     | Agil           | Agil     | Agil           |
| 3.  | Aira Juwita Pratiwi   | Aira     | Aira     | Aira           | Aira     | Aira           |
| 4.  | Arga Fernand N        | Arga     | Arga     | Arga           | Arga     | Arga           |
| 5.  | Danela Desfrilia      | Danela   | Danela   | Danela         | Danela   | Danela         |
| 6.  | Erlangga Aji Saputra  | Erlangga | Erlangga | Erlangga       | Erlangga | Erlangga       |
| 7.  | Farit Ar-Rofi'i       | Farit    | Farit    | Farit          | Farit    | Farit          |
| 8.  | Fiki Nurohman         | Fiki     | Fiki     | Fiki           | Fiki     | Fiki           |
| 9.  | Kelisa Salsa Julia    | Kelisa   | Kelisa   | Kelisa         | Kelisa   | Kelisa         |
| 10. | Lyvia Safitri         | Lyvia    | Lyvia    | Lyvia          | Lyvia    | Lyvia          |
| 11. | Muhammad Afdal        | Muhammad | Muhammad | Muhammad       | Muhammad | Muhammad       |
| 12. | Rendi Aprianto        | Rendi    | Rendi    | Rendi          | Rendi    | Rendi          |
| 13. | Resty Anggraeny       | Resty    | Resty    | Resty          | Resty    | Resty          |
| 14. | Sintya Anastasya      | Sintya   | Sintya   | Sintya         | Sintya   | Sintya         |
| 15. | Talita Safa Oktaviani | Talita   | Talita   | Talita         | Talita   | Talita         |
| 16. | Wina Unzila Setiani   | Wina     | Wina     | Wina           | Wina     | Wina           |
| 17. | Yudha Prambudi        | Yudha    | Yudha    | Yudha          | Yudha    | Yudha          |

English Teacher



**Nvla Feria Sari, S.Pd**

Depokrejo, March 2024  
Researcher



**Dwi Oktianingrum**  
NPM 2001050010

### OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE I

School : MTs At-Thoyyibah Depokrejo

Subject : English

Class : VIII Al-Malik

Note: (✓) thick for each positive activity

| No                | Name | Indicator   |   |  |                                      |
|-------------------|------|---|---|--|--------------------------------------|
|                   |      | The students pay attention of teacher's explanation | The students are understanding the material | The students are active in group and class | The students are able to do the task |
| 1                 | ABN  | ✓   | ✓   | ✓  | ✓                                    |
| 2                 | ASR  | ✓   | -   | ✓  | -                                    |
| 3                 | AJP  | ✓   | ✓   | ✓  | ✓                                    |
| 4                 | AFN  | ✓   | ✓   | ✓  | ✓                                    |
| 5                 | DD   | ✓   | ✓   | ✓  | ✓                                    |
| 6                 | EAS  | -   | -   | -  | -                                    |
| 7                 | FA   | ✓   | -   | -  | -                                    |
| 8                 | FN   | -   | -   | -  | -                                    |
| 9                 | KSJ  | ✓   | ✓   | ✓  | ✓                                    |
| 10                | LS   | ✓   | ✓   | ✓  | -                                    |
| 11                | MA   | -   | -   | -  | -                                    |
| 12                | RA   | -   | -   | -  | ✓                                    |
| 13                | RA   | ✓   | -   | ✓  | ✓                                    |
| 14                | SA   | -   | -   | -  | -                                    |
| 15                | TSO  | ✓   | ✓   | ✓  | ✓                                    |
| 16                | WUS  | ✓   | ✓   | ✓  | ✓                                    |
| 17                | YP   | -   | -   | -  | -                                    |
| <b>Frequency</b>  |      | <b>12</b>   | <b>8</b>                                    | <b>10</b>                                  | <b>9</b>                             |
| <b>Percentage</b> |      | <b>71%</b>  | <b>47%</b>                                  | <b>59%</b>                                 | <b>53%</b>                           |

### OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE II

School : MTs At-Thoyyibah Depokrejo

Subject : English

Class : VIII Al-Malik

Note: (✓) thick for each positive activity

| No                | Name | Indicator   |   |  |                                      |
|-------------------|------|---|---|--|--------------------------------------|
|                   |      | The students pay attention of teacher's explanation | The students are understanding the material | The students are active in group and class | The students are able to do the task |
| 1                 | ABN  | ✓   | ✓   | ✓  | ✓                                    |
| 2                 | ASR  | ✓   | ✓   | -  | ✓                                    |
| 3                 | AJP  | ✓   | ✓   | ✓  | ✓                                    |
| 4                 | AFN  | ✓   | ✓   | ✓  | ✓                                    |
| 5                 | DD   | ✓   | ✓   | ✓  | ✓                                    |
| 6                 | EAS  | ✓   | -   | ✓  | ✓                                    |
| 7                 | FA   | ✓   | ✓   | ✓  | ✓                                    |
| 8                 | FN   | ✓   | ✓   | -  | ✓                                    |
| 9                 | KSJ  | ✓   | ✓   | ✓  | ✓                                    |
| 10                | LS   | ✓   | ✓   | ✓  | ✓                                    |
| 11                | MA   | ✓   | -   | ✓  | ✓                                    |
| 12                | RA   | ✓   | -   | -  | -                                    |
| 13                | RA   | ✓   | ✓   | ✓  | ✓                                    |
| 14                | SA   | ✓   | ✓   | ✓  | ✓                                    |
| 15                | TSO  | ✓   | ✓   | ✓  | ✓                                    |
| 16                | WUS  | ✓   | ✓   | ✓  | ✓                                    |
| 17                | YP   | -   | -   | -  | -                                    |
| <b>Frequency</b>  |      | <b>16</b>   | <b>13</b>                                   | <b>13</b>                                  | <b>15</b>                            |
| <b>Percentage</b> |      | <b>94%</b>  | <b>77%</b>                                  | <b>77%</b>                                 | <b>88%</b>                           |

## DOCUMENTATION



*Profile MT s At-Thoyyibah Depokrejo Central Lampung*



*The students do the question of Pre-test*

### Treatment in cycle I



*The teacher explains how to apply two stay two stray (TSTS) strategy*



*The students discuss about the reading text by two stay two stray (TSTS) strategy*

The students do the question Post-test I



### Treatment in cycle II



*The teacher explains more about recount text and how to apply two stay two stray (TSTS) strategy*



*The students discuss about the reading text by two stay two stray (TSTS) strategy*



The students do the question Post-test II



### THE FIELD NOTE

|              |                                |   |
|--------------|--------------------------------|---|
| PRE-TEST     | February 28 <sup>th</sup> 2024 | Most of students did not excited and still confused in doing the pre-test.  |
| CYCLE I      | February 29 <sup>th</sup> 2024 | <ol style="list-style-type: none"> <li>1. The most of students did not pay much attention to teacher explanation</li> <li>2. The most of students were not active in the learning process</li> <li>3. The most of students still did not fully understanding the teacher explanation</li> </ol> |
| POST-TEST I  | March 6 <sup>th</sup> 2024     | Some of student can do the post-test I easily   |
| CYCLE II     | March 7 <sup>th</sup> 2024     | <ol style="list-style-type: none"> <li>1. The most of student were interested in following the lesson</li> <li>2. The most of students were active during teaching learning process</li> <li>3. The most of students were understanding the material</li> </ol>                                 |
| POST-TEST II | March 13 <sup>th</sup> 2024    | Most of students can do the post-test II easily   |



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Dwi Oktianingrum  
 NPM : 2001050010

Program Studi : TBI  
 Semester :

| No | Hari/Tanggal            | Dosen Pembimbing | Materi yang dikonsultasikan  | Tanda Tangan Mahasiswa |
|----|-------------------------|------------------|--|------------------------|
|    | Senin<br>9/2023<br>/8   |                  | <ul style="list-style-type: none"> <li>- Revisi chapter I</li> <li>- grammar</li> <li>- Revisi objective</li> <li>- Revisi prior research minimal 3. tuliskan sumbernya (jurnal).</li> </ul>   |                        |
|    | Kamis<br>7/2023<br>/9   |                  | <ul style="list-style-type: none"> <li>- Perbaiki penulisan footnote sesuai dengan pedoman</li> <li>- gunakan mendeley/zotero untuk penulisan referensi</li> <li>- tambahkan indikator</li> <li>- Concept test</li> <li>- Continue to chapter III</li> </ul> |                        |
|    | Selasa<br>12/2023<br>/9 |                  | <ul style="list-style-type: none"> <li>- Add. Instrument blueprint, field note.</li> </ul>   |                        |
|    | Kamis<br>14/2023<br>/9  |                  |  |                        |

Mengetahui,  
 Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing

**Eka Yuniasih, M.Pd.**  
 NIDN. 210078702



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Dwi Oktianingrum  
 NPM : 2001050010

Program Studi : TBI  
 Semester :

| No | Hari/Tanggal              | Dosen Pembimbing | Materi yang dikonsultasikan   | Tanda Tangan Mahasiswa |
|----|---------------------------|------------------|---|------------------------|
|    | Kamis<br>16/02/2023<br>11 |                  | Complete all  |                        |
|    | Jumat<br>12/02/2023<br>11 |                  | Revisi Daftar pustaka.<br>Acc for seminar<br>Acc Ch 1, 11, 111<br><u>21</u> |                        |

Mengetahui,  
 Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing

**Eka Yuniasih, M.Pd**  
 NIDN. 210078702





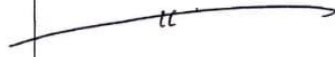
**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id


**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Dwi Oktianingrum  
 NPM : 2001050010


Program Studi : TBI  
 Semester : 8

| No | Hari/Tanggal         | Dosen Pembimbing | Materi yang dikonsultasikan  | Tanda Tangan Mahasiswa  |
|----|----------------------|------------------|--|---|
|    | Senin 12/2024<br>2   |                  | <ul style="list-style-type: none"> <li>- Sevisi dan soal di website</li> <li>- Jabatan profesor strategy</li> <li>Rasa PPP.</li> <li>- Buat soal untuk pretest dan post test.</li> <li>AzC APD.</li> </ul> | <br><br> |
|    | Selasa, 13/2024<br>2 |                  |    |   |

Mengetahui,  
 Ketua Program Studi TBI

  
**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing

  
**Eka Yuniasih, M.Pd**  
 NIDN. 210078702



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Dwi Oktianingrum  
 NPM : 2001050010

Program Studi : TBI  
 Semester : VII

| No | Hari/Tanggal          | Dosen Pembimbing | Materi yang dikonsultasikan   | Tanda Tangan Mahasiswa |
|----|-----------------------|------------------|---|------------------------|
|    | Kamis<br>2/2024<br>5  |                  | Revisi Chapter IV<br>Continue to Chapter V                                |                        |
|    | Senin<br>6/2024<br>5  |                  | Acc Chapter <u>1 II III IV V</u><br>- Revisi abstract<br>- CV<br>- motto. |                        |
|    | Selasa<br>7/2024<br>5 |                  | Acc For Munagoryah  |                        |

Mengetahui,  
 Ketua Program Studi TBI

**Dr. Much Deinitatur, M.Pd.B.I.**  
 NIDN. 210078702

Dosen Pembimbing

**Eka Yuniasih, M.Pd**  
 NIDN. 210078702

27/02/2024, 08:07

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-1289/In.28.1/J/TL.00/02/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
EKA YUNIASIH (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DWI OKTIANINGRUM**  
NPM : 2001050010  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Februari 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-1364/In.28/D.1/TL.00/02/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTs AT-THOYYIBAH  
DEPOKREJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1363/In.28/D.1/TL.01/02/2024, tanggal 27 Februari 2024 atas nama saudara:

Nama : **DWI OKTIANINGRUM**  
NPM : 2001050010  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTs AT-THOYYIBAH DEPOKREJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs AT-THOYYIBAH DEPOKREJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Februari 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





**YAYASAN PENDIDIKAN AT-THOYYIBAH LAMPUNG TENGAH  
MADRASAH TsANAWIYAH (MTs) AT-THOYYIBAH DEPOKREJO  
KECAMATAN TRIMURJO KABUPATEN LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

*Alamat : Jalan Sinuwun Depokrejo Kecamatan Trimurjo Kabupaten Lampung Tengah KodePos 34172*

**SURAT KETERANGAN**

**Nomor : B-106/ MTs-At/D/III/ Ket/ 2024**

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1364/In.28/D.1/TL.00/02/2024, Tanggal 27 Februari 2024 Tentang Keterangan Research dengan ini kepala Madrasah Tsanawiyah At-Thoyyibah Depokrejo menerangkan bahwa :

Nama : DWI OKTIANINGRUM  
NPM : 2001050010  
Perguruan Tinggi : IAIN Metro  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Telah selesai melaksanakan Research di MTs At-Thoyyibah Depokrejo Selama 21 (Dua Puluh Satu) hari dari tanggal 27 Februari - 16 Maret 2024 dengan judul Skripsi **“THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG”**.

Demikian surat keterangan *research* ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Depokrejo, 06 Maret 2024  
Kepala Madrasah,



05/03/2024, 12:28

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1363/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DWI OKTIANINGRUM**  
NPM : 2001050010  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs AT-THOYYIBAH DEPOKREJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 27 Februari 2024

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-237/ln.28/S/U.1/OT.01/04/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DWI OKTIANINGRUM  
NPM : 2001050010  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050010

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Mei 2024

Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

### **SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dwi Oktianingrum  
 NPM : 2001050010  
 Prodi : Tadris Bahasa Inggris  
 Judul Skripsi : THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS READING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 12 Mei 2024

Ketua Prodi TBI

  
Dr. Much Deiniatur, M.Pd.B.I.  
 198803082015031006

21/08/2023, 10:52

IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : /In.28/J/TL.01/00/2023  
 Lampiran : -  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
 Kepala Madrasah MTS AT-  
 THOYYIBAH DEPOK REJO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DWI OKTIANINGRUM**  
 NPM : 2001050010  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 THE USE OF TWO STAY TWO STRAY (TSTS)  
 STRATEGY TO IMPROVE STUDENTS' READING SKILL  
 AT THE EIGHTH GRADES OF MTS AT-THOYYIBAH  
 DEPOK REJO

untuk melakukan prasurvey di MTS AT-THOYYIBAH DEPOK REJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 00 0000  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004



**YAYASAN PENDIDIKAN AT-THOYYIBAH LAMPUNG TENGAH  
MADRASAH TsANAWIYAH (MTs) AT-THOYYIBAH DEPOKREJO  
KECAMATAN TRIMURJO KABUPATEN LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

*Alamat :Jalan Sinnun Depokrejo KecamatanTrimurjo Kabupaten Lampung Tengah Kode Pos 34172*

**SURAT KETERANGAN**

**Nomor : 089/ YP-At/IX/ Ket/ 2023**

Berdasarkan surat nomor /In.28/J/TL.01/00/2023 perihal izin *pra-survey*, kami pihak sekolah mengijinkan mahasiswa atas nama:

|                  |                              |
|------------------|------------------------------|
| Nama             | : Dwi Oktianingrum           |
| NPM              | : 2001050010                 |
| Perguruan Tinggi | : IAIN Metro                 |
| Semester         | : 8 (Delapan)                |
| Fakultas         | : Tarbiyah dan Ilmu Keguruan |
| Jurusan          | : Tadris Bahasa Inggris      |

Untuk dapat melaksanakan *pra-survey* di MTs At-Thoyyibah Depokrejo, dengan judul Skripsi **“THE USE OF TWO STAY TWO STRAY (TSTS) STRATEGY TO IMPROVE STUDENTS’ READING SKILL AT THE EIGHTH GRADES OF MTS AT-THOYYIBAH DEPOKREJO”**.

Demikian surat keterangan ini dibuat untuk diketahui dan kami akan memberikan fasilitas serta bantuan dalam melaksanakan *pra-survey* tersebut.

Depokrejo, 01 September 2023  
Kepala Madrasah,

**Nawarsi, S.Pd.I**

# Cek Turnitin SKRIPSIIII DWI OKTIA.docx

by Cek Turnitin

**Submission date:** 03-May-2024 12:26PM (UTC+0530)  
**Submission ID:** 2369016281  
**File name:** SKRIPSIIII\_DWI\_OKTIA.docx (188K)  
**Word count:** 11921  
**Character count:** 61841



## Cek Turnitin SKRIPSIIII DWI OKTIA.docx

### ORIGINALITY REPORT

|                                |                                |                            |                             |
|--------------------------------|--------------------------------|----------------------------|-----------------------------|
| <b>20%</b><br>SIMILARITY INDEX | <b>20%</b><br>INTERNET SOURCES | <b>12%</b><br>PUBLICATIONS | <b>1%</b><br>STUDENT PAPERS |
|--------------------------------|--------------------------------|----------------------------|-----------------------------|

### PRIMARY SOURCES

|          |   |            |
|----------|---|------------|
| <b>1</b> | <a href="http://repository.metrouniv.ac.id">repository.metrouniv.ac.id</a><br>Internet Source       | <b>16%</b> |
| <b>2</b> | <a href="http://repositori.uin-alauddin.ac.id">repositori.uin-alauddin.ac.id</a><br>Internet Source | <b>1%</b>  |
| <b>3</b> | <a href="http://repository.umsu.ac.id">repository.umsu.ac.id</a><br>Internet Source                 | <b>1%</b>  |
| <b>4</b> | <a href="http://www.jurnal.unsyiah.ac.id">www.jurnal.unsyiah.ac.id</a><br>Internet Source           | <b>1%</b>  |
| <b>5</b> | <a href="http://repository.iainpalopo.ac.id">repository.iainpalopo.ac.id</a><br>Internet Source     | <b>1%</b>  |
| <b>6</b> | <a href="http://core.ac.uk">core.ac.uk</a><br>Internet Source                                       | <b>1%</b>  |

Exclude quotes  On

Exclude bibliography  On

Exclude matches  < 1%



## CURRICULUM VITAE



The name of the researcher is Dwi Oktianingrum. She was born in Tulang Bawang, on October 02<sup>nd</sup>, 2002. She is the second daughter of Mr. Romelan and Mrs. Saliyem, S.Pd.I. She has one older sister, her name is Winda Wulandari. She is the youngest children. Her parents lives in Batanghari, Jambi. She was enrolled her study at SDN 151/1 Ampelu Mudo in 2008 until 2012, in 2012 until 2014 she continued her elementary school at SDN 85/1 Sumber Rejo. Then, she continued her study at MTs 02 Batanghari, Jambi in 2014 and graduated in 2017. She decided to continue her studies at MAN 3 Batanghari, Jambi in 2017 and graduated in 2020. At the same year, she registered as S-1 student of English Education Study Program of State Institute of Islamic Studies (IAIN) of Metro.