

The Two Stay Two Stray Learning Strategy and Its Effect on the Motivation and Ability of Arabic Reading Skills

Afifah Akmalia
State University of Malang

Moh. Ainin
State University of Malang

Irhamni
State University of Malang

The purpose of this study is to present the descriptive statistics results on the effect of the Two Stay Two Stray learning strategy on the motivation and ability of reading skills of 11th grade students of Hidayatul Mubtadiin Islamic Senior High School Malang. In this case, Two Stay Two Stray is a strategy that allows students more active and motivated in learning reading skills. Furthermore, the research method applied is the one-group pretest-post-tests design experimental method. Based on the results of the Paired Samples Test on the questionnaire and student learning outcomes, the sig (2-tailed) value obtained is 0.000 <0.05. It was then concluded that there is a significant mean difference between the motivation and ability of students' reading skills before and after the treatment. Therefore, the Two Stay Two Stray learning strategy can increase the motivation and ability of the Arabic Reading Skills of the 11th grade students of Hidayatul Mubtadiin Islamic Senior High School Malang.

Keywords: Arabic reading skills, two stay two stray, motivation

INTRODUCTION

Reading is one of the language skills including in Arabic, which is called *Al-Qira'ah*, or reading in English. Reading is defined as constructing meaning in the coordinates of numbers and words in a text (Silalahi, 2019). Meanwhile, an article entitled "The Impact of Trans languaging on Teaching Arabic Reading in A Multilingual Classroom," Bin-tahir et al. (2018) defines reading as a complex activity involving perception and thought. Reading consists of two processes: (1) word recognition, namely the process of perceiving how written symbols correspond to one's spoken language; and (2) word comprehension, namely the process of understanding words, sentences, and connected texts. Reading is not merely reading, but we must also understand what we read. Furthermore, (Bamford & Day, 1998) also explained that a reader usually utilizes background knowledge, vocabulary, grammar knowledge, experience with texts and other strategies to help them understand a written text. Learning reading skills is one of the four skills that students learn in learning Arabic. The purpose of learning reading skills is not

only for students to read Arabic texts fluently following the *nahwu sharaf* rules correctly but also to understand the text and take the essence and meaning of the primary thoughts in a text so that students can apply it in their lives (Ritonga et al., 2020). In addition, reading is not a mechanical and straightforward skill but a complex one because it includes the processes of thought, contemplation, analytical judgment, problem-solving, and decision-making (Effendy, 2017). In this case, a reader uses his mind and previous experiences to understand and find the essence of the message conveyed by the author, not just by solving the symbols.

Motivation and learning are two things that cannot be separated, in which motivation can promote learning, while learning can regenerate motivation. Motivation is an essential factor in the continuity and success of learning in the classroom. Someone who is motivated will be moved to do something (Ryan & Deci, 2000). A person who feels no drive or inspiration to act is thus characterized as unmotivated, while a person who is energized or activated toward a goal is considered motivated. If students are not motivated, it is difficult, if not impossible, to improve their academic performance, no matter how good their teacher, curriculum, or school is. Oxford and Shearin (1994) mentioned that motivation is crucial for second language learning because it provides the main impetus to start the learning process and persistence through mastering the language. Once learning motivation stimulates, students will enter the active learning stage, express a positive attitude toward language learning, and focus on mastering knowledge (Hong & Ganapathy, 2017).

Socio-functional validity is essential in the motivation to learn a second language (Ekiz & Kulmetov, 2016). From the student's point of view, learning a second language may or may not be beneficial depending on its social reality. It is because language learning has an important social function when the learner has reasons to use the knowledge and skills acquired to communicate with others who are essential in learning and their environment. In other words, when there is no validity outside the classroom, language learning loses its functional relevance, and a lack of motivation becomes a problem.

One effort to improve students' motivation in learning Arabic is the development of communicative and varied learning methods and strategies (Ainin, 2011). This learning strategy should also make learning reading skills in class more active and fun, and students can interact with their friends during learning. In addition, teachers should also use appropriate learning strategies, one of which is student-centered approach or student-centered learning. In this case, cooperative learning is one of the learning strategies that is categorized as the student-centered learning (Meuthia, n.d.). Cooperative learning is a suitable learning strategy to be applied in class so that students are not solely concerned with themselves in terms of learning success (Kövecses-Gösi, 2018). Through the use of this method, they are willing to work with their friends with full responsibility starting from the minor environment, such as classroom. In the future, they are also expected to be able to adapt the suitable method in other areas of life. He also explained that cooperative learning is a small group that works together to achieve various goals so that students in the class train to contribute skills that require collaboration actively. They also teach them to express their thoughts and emotions appropriately.

The Two Stay Two Stray strategy is a learning strategy that includes cooperative learning category. Spencer Kagan first developed this learning strategy in 1992 (Respati & Qohar, 2021). Applying the Two Stay Two Stray (TSTS) cooperative learning model can help create learning conditions by transferring information or knowledge from the teacher to the learning process, which emphasizes the construction of knowledge based on understanding. Experience gained both directly and indirectly by individuals or groups (Apriakanti et al., 2020).

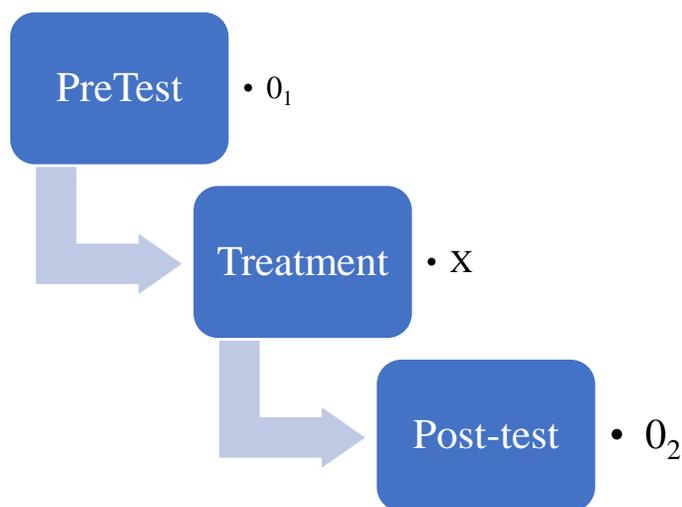
According to Mr. Saiful Arif, an Arabic subject teacher for 11th grade students of ISHS Hidayatul Mubtadiin, Arabic often becomes a subject students fear. Therefore, researchers conducted this experimental research to prove whether students' involvement in the Two Stay Two Stray learning strategy can help them develop abilities and increase their learning motivation so that learning outcomes increase.

METHODS

Researchers applied a quasi-experimental method in this study. A quasi-experiment is an experiment in which the minor experimental units are placed into the experimental and control groups, not randomly (Hastjarjo, 2019). In practice, this method does not use random assignment, yet the existing groups. The use of this research method also aims to implement this research learning occur naturally (Junaedi, 2013). As for this research, there are 2 variables: the independent variable and the dependent variable. In this case, the Two Stay Two Stray learning strategy is the independent variable (X), while the ability and motivation to read Arabic texts are the dependent variables (Y).

In this study, the authors applied a research type that is quite common in education: pre-experimental with a One Group Pretest-Posttest Design. This type of research is often applied in educational research by determining certain treatment in one of the groups that have formed, while the other group does not need to receive the treatment.

**FIGURE 1
RESEARCH DESIGN**



This study uses one class as the object of research. In this study, only one group served as the control group (before the introduction of the test treatment) and the experimental group (after the introduction of the test treatment). This type of research was chosen because it was impossible to obtain a control group. The data obtained before the treatment, either in the form of test results or other data, are classified as data from the control group. The data collected after the treatment is classified as data from the experimental group. Data from the control group is often called the pre-test, and data from the experimental group is called the post-test. During the learning process, the researcher observed student and teacher activities. After completing the lesson, a post-test is given at the end to know student progress (as an evaluation) after the treatment using the Two Stay Two Stray learning strategy.

RESULT AND DISCUSSION

Based on the results of observations and interviews with Arabic subject teachers at Hidayatul Mubtadiin Islamic Senior High School on October 28th, 2022, the learning strategy used is rote and tends to be classic. In addition, the teaching materials are only in the form of textbooks. Students are less active in learning because the learning only focuses on one direction. They lack of motivation to learn Arabic because the lessons tend to be less active, and the lesson schedule is in the last hour, which makes students want to go home quickly, so they are not serious about learning in the class. After conducting observations at school

and interviewing the Arabic language teacher at Hidayatul Mubtadiin Islamic Senior High School, the researcher prepared a Research Implementation Plan for the first and second meetings. The skill that the researchers examined is reading skills with the theme of public facilities. After making the Research Implementation Plan, the researcher completed pre-test questions, post-test questions, and questionnaires. Then, the researcher conducted validity, reliability, and normality tests on questions and questionnaires before being tested on students at the next meeting.

TABLE 1
PAIRED SAMPLES STATISTICS OF MOTIVATIONAL QUESTIONNAIRE

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	29.44	16	7.874	1.968
	Posttest	43.56	16	2.502	.626

Table above shows the results of descriptive statistical data processing from a motivational questionnaire before and after learning using the Two Stay Two Stray learning strategy. The mean value of the motivation questionnaire before the application of Two Stay Two Stray learning strategy is 29.44, while after the application of Two Stay Two Stray learning strategy is 43.56. The number of students who were involved in the research is 16 students. Based on these values, there is a mean difference in students' motivation between before and after learning using the Two Stay Two Stray learning strategy, namely $29.44 < 43.56$.

TABLE 2
PAIRED SAMPLES TEST OF MOTIVATIONAL QUESTIONNAIRE

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	PreTest	-	8.389	-18.595	-9.655	-6.735	15	.000
	Posttest	14.125	2.097					

Based on the "Paired Samples Test" results on the table above, the sig (2-tailed) value is $0.000 < 0.05$, indicating that H1 is accepted. It is further concluded that there is a significant mean difference between student motivation before and after learning using the Two Stay Two Stray learning strategy. Therefore, this strategy can increase the motivation of 11th grade students of Hidayatul Mubtadiin Islamic Senior High School Malang.

TABLE 3
PAIRED SAMPLES STATISTIC OF STUDENT LEARNING OUTCOMES

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	61.13	16	19.342	4.836
	PostTest	88.06	16	9.896	2.474

The table above processes descriptive statistical data from the pretest and posttest values. The mean value of the pretest is 61.13, while the mean value of the posttest is 88.06. The number of students who were involved in the research is 16 students. Based on these values, it is concluded that there is a difference in the mean value of learning outcomes between the pretest and posttest, namely $61.13 < 88.06$.

TABLE 4
PAIRED SAMPLE TEST OF STUDENT LEARNING OUTCOMES

Pair	PreTest	-	Paired Differences			t	df	Sig. (2-tailed)		
			Mean	Std. Deviation	Std. Error				95% Confidence Interval of the Difference	
	PostTest				Lower	Upper				
1			26.938	15.998	3.999	-35.462	-18.413	-6.735	15	.000

Based on the “Paired Samples Test” results above, the sig (2-tailed) value is 0.000 <0.05; indicating that H1 is accepted. It can be concluded that there is a significant mean difference on the learning outcomes before and after the treatment. Therefore, the Two Stay Two Stray learning strategy can improve the Arabic reading skills of 11th grade students of Hidayatul Mubtadiin Islamic Senior High School Malang.

Learning reading is one of the four skills students learn in learning Arabic. It is justifiable that reading is considered a key skill to be used in collaboration both in school and throughout social life in the future (Amin, 2019). Reading consists of two interrelated processes, namely word recognition, which refers to understanding how written symbols match spoken language, and the process of understanding connected words, sentences and texts (Yang, 2014).

Motivation and learning are two things that cannot be separated. With motivation, students have the passion for continuing to grow and learn. With students continuing to learn, students will get the inspiration to develop every day. The cause has a vital role and benefits in the continuity and success of learning carried out by each individual. The higher the individual learning motivation, the higher the achievement and learning outcomes (Dewi et al., 2020).

To make the learning process on reading skills more fun and students more motivated to learn, teachers should use appropriate learning strategies and focus on students (student-centered). One of the student-centered learning strategies is the Two Stay Two Stray learning strategy. Two Stay Two Stray is a cooperative learning model that prioritizes the cooperation of each group member to complete the assigned task and provides opportunities for its members to share information with other group members by following a specific pattern (Tae et al., 2019).

The results of this study are in line with the results of the previous research carried out by Yusri, Mantasiah R, and Jufri (2018) entitled “The Use of Two Stay Two Stray Models In English Teaching to Increase Student’s Learning Outcome”, in which they suggested that the use of the Two Stay Two Stray in the learning process, especially in English class XI MAN 1 Watampone, can improve student learning outcomes. In addition, it is also in accordance with the results of another study carried out by Sari, Fitriani, and Emafetery’s (2019) entitled “The Strategy of Two Stay Two Stray to Improve EFL Students’ Reading Skills”, that students in the experimental class using the Two Stay Two Stray achieved better improvement than before they were using the Two Stay Two Stray strategy.

CONCLUSSION

Motivation is an essential factor in the continuity and success of learning in the classroom. Motivation and learning are two things that cannot be separated, where motivation can encourage one’s education, and learning can awaken someone to be motivated again. One way to increase student motivation in class is to present fun learning strategies that focus on student activity.

Based on the results of the “Paired Samples Test” on the questionnaire and student learning outcomes, the sig (2-tailed) value of both is 0.000 <0.05. It is concluded that there is a significant mean difference between the motivation and ability of students’ reading skills before and after the treatment. Therefore, the Two Stay Two Stray learning strategy is proven to be able to increase the motivation and ability of Arabic Reading Skills of 11th grade students of Hidayatul Mubtadiin Islamic Senior High School Malang.

REFERENCES

- Agustianto, L., Soeparmi, S., & A,N.S. (2018). The Effectiveness of Cooperative Learning Models of Type Peer Tutor and Two Stay Two Stray in Junior High Schools Reviewed From Students Physics Learning Activities. *International Journal of Multicultural and Multireligious Understanding*, 5(4), 492. <https://doi.org/10.18415/ijmmu.v5i4.445>
- Ainin, M. (2011, April). Fenomena Demotivasi dalam Pembelajaran Bahasa Arab di Madrasah : Penyebab dan Alternatif Pemecahannya. *Naskah Pidato Pengukuhan Guru Besar Universitas Negeri Malang*, pp. 1–13.
- Amin, M.R. (2019). Developing Reading Skills through Effective Reading Approaches. *SSRN Electronic Journal*, 4(1), 35–40. <https://doi.org/10.2139/ssrn.3342538>
- Apriakanti, D., Kusuma, M., & Nurhayati, M. (2020). The Effectiveness of Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving Students 'Critical Thinking Skills. *Journal of Science Education Research*, 4(1), 40–43. <https://doi.org/10.21831/jser.v4i1.34240>
- Bamford, J., & Day, R.R. (1998). Teaching Reading. *Annual Review of Applied Linguistics*, 18, 124–141. <https://doi.org/10.1017/s0267190500003512>
- Bin-Tahir, S. Z., Bin-Tahir, S. Z., Mufidah, N., & Bugis, R. (2018). The impact of translanguaging approach on teaching arabic reading in a multilingual classroom. *Ijaz Arabi*.
- Dewi, A., Imam, W., Kusumaningrum, D. E., Djum, D., Benty, N., Bambang, R., Ahmad, S., & Handayani, L. (2020). *Motivasi Belajar Siswa : Makalah Konseptual*, 487(Paud), 275–278.
- Effendy, A.F. (2017). *Metodologi Pengajaran Bahasa Arab*. Penerbit Misykat.
- Ekiz, S., & Kulmetov, Z. (2016). The factors affecting learners' motivation in english language education. *Journal of Foreign Language Education and Technology*, 1(1), 18–38. Retrieved from <http://jflet.com/jflet/>
- Harahap, K.A., & Surya, E. (2017). Application of Cooperative Learning Model With Type of Two Stay Two Stray to Improve Results of Mathematics Teaching. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 33(2), 156–165.
- Hastjarjo, T.D. (2019). Rancangan Eksperimen-Kuasi. *Buletin Psikologi*, 27(2), 187. <https://doi.org/10.22146/buletinpsikologi.38619>
- Hong, Y.C., & Ganapathy, M. (2017). To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study. *English Language Teaching*, 10(9), 17. <https://doi.org/10.5539/elt.v10n9p17>
- Ismail, H., Syahrurah, J.K., & Basuki, B. (2017). Improving the Students' Reading Skill Through Translation Method. *Journal of English Education*, 2(2), 124–131. <https://doi.org/10.31327/jee.v2i2.405>
- Junaedi, E. (2013). *Pengaruh Modul Elektronik Berbasis Mobile Learning*.
- Kövecses-Gösi, V. (2018). Cooperative learning in VR environment. *Acta Polytechnica Hungarica*, 15(3), 205–224. <https://doi.org/10.12700/APH.15.3.2018.3.12>
- Legault, L. (2020). Encyclopedia of Personality and Individual Differences. *Encyclopedia of Personality and Individual Differences*. Springer. <https://doi.org/10.1007/978-3-319-28099-8>
- Mao, Z. (2011). A study on 12 motivation and applications in reading class in senior high school. *Theory and Practice in Language Studies*, 1(12), 1731–1739. <https://doi.org/10.4304/tpls.1.12.1731-1739>
- Meuthia, I.D. (n.d.). *Pengaruh Metode Belajar Jigsaw Terhadap K Hubungan Interpersonaldan Kerjasama Kel pada Mahasiswa Fakultas P*.
- N., G., & J., Á. (2009). Improving reading comprehension skills through reading strategies used by a group of foreign language learners. *How Journal*, 16, 55–70.
- Narulita, N. (2012). Pengaruh Penggunaan Film Pendek Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Inggris. *Repository.Upi.Edu*, pp. 55–73.
- Qrquez, M., & Rashid, R. (2017). Reading Comprehension Difficulties among EFL Learners: The Case of First and Second -Year Students at Yarmouk University in Jordan. *Arab World English Journal*, 8(3), 421–431. <https://doi.org/10.24093/awej/vol8no3.27>

- Respati, P., & Qohar, A. (2021). Implementation of two stay two stray (TSTS) learning model to improve college students' learning activities on geometry course. *Journal of Physics: Conference Series*, 1806(1). <https://doi.org/10.1088/1742-6596/1806/1/012112>
- Ritonga, A.W., Ritonga, M., Nurdianto, T., Kustati, M., Rehani, Lahmi, A., Yasmadi, & Pahari. (2020). E-learning process of maharah qira'ah in higher education during the COVID-19 pandemic. *International Journal of Higher Education*, 9(6), 227–235. <https://doi.org/10.5430/ijhe.v9n6p227>
- Ryan, R.M., & Deci, E.L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sari, D.F., Fitriani, S.S., & Emafetery, S. (2019). The strategy of Two Stay Two Stray to improve EFL students' reading skill. *Studies in English Language and Education*, 6(1), 171–184. <https://doi.org/10.24815/siele.v6i1.13057>
- Saville-Troike, M. (2012). Introducing Second Language Acquisition. In *Introducing Second Language Acquisition*. <https://doi.org/10.1017/cbo9780511808838.002>
- Silalahi, E.B. (2019). Jigsaw method in reading comprehension. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 4(1). <https://doi.org/10.26905/enjourme.v4i1.3184>
- Tae, L.F., Fakhrudin, F., Soko, I.P., & Prakoso, B.H. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Two Stay Two Stray Untuk Meningkatkan Prestasi Belajar Siswa Kelas X Sma Negeri 1 Kupang. *Indonesian Journal of Educational Assesment*, 2(2), 1. <https://doi.org/10.26499/ijea.v2i2.30>
- Yang, Z. (2014). Effective Methods to Improving Reading Skills in English Study. *Proceedings of the International Conference on Education, Language, Art and Intercultural Communication*, 3(Icelandic), 284–286. <https://doi.org/10.2991/icelaic-14.2014.72>