

**THE USE OF THE STAY AND STRAY METHOD FOR  
TEACHING READING OF RECOUNT TEXTS TO EIGHTH  
GRADE STUDENTS OF SMP MUHAMMADIYAH 8  
TANGGULANGIN**

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*Abstract: This study aims to explore the implementation of the Stay and Stray method in teaching recount text reading to eighth graders at SMP Muhammadiyah 8 Tanggulangin. A descriptive qualitative research approach was utilized, incorporating observations, interviews, and questionnaires for data collection. Observation sheets were used to gather data on the method's implementation, while questionnaires and interview sheets were employed to capture students' responses to using the Stay and Stray method in reading lessons. The findings revealed that the teacher effectively applied the Stay and Stray method according to its procedural steps. These steps included forming groups, designating stayers and strayers within each group, discussing texts in groups, having strayers gather information from stayers in other groups, and then presenting the acquired information. Additionally, 75% of the students reported that this method significantly increased their engagement in reading classes. Their feedback also suggested that the method heightened their curiosity and improved their understanding of the texts they read. Furthermore, 75% of the students stated that the group activities facilitated by this method made it easier for them to comprehend the text.*

**Key words:** *Stay and Stray Method, Reading Activities, Text*

### ***INTRODUCTION***

Reading is a part of language skills that the students have to master. Due to the fact that it is receptive, it must be learned through comprehension. As Harmer (2002:207) states that, the key success of teaching receptive skill is giving students some comprehension tasks. To master an excellent reading skill, student must be able to achieve comprehension level of reading. This involves good understanding and good ability of acquiring important information from the text. In order to achieve those aspects, the students have also to master language components, namely vocabulary and grammar. Therefore, mastering those are compulsory for the students in order to support mastering reading comprehension skill.

According to Permendikbud no 37 year 2018, there are five genres text that junior high school students have to learn in reading skill i.e. narrative, procedure, descriptive, recount, and report,. In order to master those texts, the students have to be able to reach the junior high school student's competence for reading skill. According to English Basic Competence, the reading competence aims the students understand text in daily life context and access any knowledge from all texts mentioned. In the other words, the students should be able to acquire any knowledge from the text, they are the information, generic structure, and language feature.

In fact, there are problems in teaching reading. One of the main factors is that the students are lack of understanding towards certain texts in their class. It appears in reading activity because most students are lack of grammar understanding and vocabulary usage in context understanding. Sometimes, although the students have understood the meaning of a difficult word on passage, they possibly do not understand the passage because they are accustomed to understanding the meaning of a difficult word in isolation. Most students face this problem because

of their lack of grammar understanding. Finally, they have no choice but to ask another student in order to understand what the text about. In case a teacher asks the students to read and to understand the text individually, they do it in individual way first. But they work together with their friends. They get difficulties in understanding vocabularies, specific information, main idea and information from the text. Moreover, reading activity in a classroom being mess.

Secondly, the teacher's teaching way is another factor which causes teaching reading doesn't succeed. It often happens because the teacher applies a conventional way of teaching reading. The teacher can not create a lively classroom situation in reading activity because he applies a monotonous way in improving students' reading skill. After asking the students to read the text individually, the teacher discusses the text with all students by asking some students to read aloud and to translate sentences of the passage one by one. On the last section, the teacher asks the students to answer questions related to the passage together. Some students who have turn to do those teacher's command, pay attention to the text discussion, and directly understand the text by reading individually will understand the text well. Yet, others will not have it. Consequently, they will get bored and have less motivation in reading and understanding certain text in reading activity because of those factors. One of the special characteristics of language learners is they have less motivation because they don't have a clear understanding of why they are learning and what they are getting out of it (Harmer, 2014:40).

The third factor that causes the problems teaching reading is the text itself. Several texts that have the same topic are not always in same

level. They are different in term of the content of the text. In many cases, the material or the text that the teacher gives to the students is not appropriate to their level. Consequently, the students can not understand at all because the text is too difficult for them. Moreover, when it happens in reading activity, the objective of reading skill is difficult to reach. Thus, sometimes it is not easy to teach this text in reading class. The teacher must be able to apply appropriate technique in order to facilitate and encourage students reading and understanding certain text in reading class.

Recount text is one the texts that junior high school students have to master. This text is taught at eighth grade students. Recount text is a text that tells series of story or experience in the past. The generic structures of this text are Orientation, events, and reorientation. The orientation on this text describes the characters, place, and time of the story. The events explain the series of activities happen on the story. Reorientation describes writer's feeling or mood of the story. In writing recount text, the write must use simple past tense as the language feature. The events on the text must be explained using past form.

Based on the illustration above, there is a need of an appropriate technique which is applied by the teacher in teaching language that will create classroom circumstances lively and encourage students' motivation. Moreover, the students will not get bored easily when the teacher applies an appropriate and interesting technique in learning language, particularly reading activity. Eventually, when a teacher is able to apply to the students, they will easily understand the text that they read. As Abbot (1981:82) states that choosing appropriate teaching techniques is one of the ways that has the learners read efficiently the reading text. Cooperative Learning is a teaching technique which offers ways to organize group work to enhance learning and increase academic achievement (Kessler, 1992:1). This technique has each learner interact

with others and all learners are motivated to increase each other's learning. It will also avoid a disorganized classroom circumstance because the students will work cooperatively one another. Jigsaw, STAD, Think-Pair-Share, Inside-Outside Circles, and Stay-stray are some types of cooperative learning which involves each learner interacts with others by sharing a topic or information which each learner has got. According to those explanations above, stay and stray is one of cooperative learning techniques that is appropriate applied to teach reading, particularly teaching reading recount text.

Stay and stray involves students' cooperative activity during learning activity. In Stay and stray technique, the students' roles are finding some information by straying to other group and staying on their own group place giving any information to other group who is looking for it. As Steven (2006:193) states Stay and Stray technique gets groups share with other groups rather than with entire class and role the students as stayer and strayer. In the other words, the students are divided into groups. They have to cooperate discussing certain topic in which they can discuss and share any information of the text, grammar and vocabulary difficulties. After discussing the topic, they have to share it to other group and get information from other groups. Therefore, there must be students who are staying in their group's seat and students who are straying to other groups. Stay and stray technique will encourage students' motivation in learning certain material particularly discussing activity because it involves the students sharing and motivating each other in a group. It also has the students help each other in a group in order to complete each group member's lack of understanding a text in reading activity. Furthermore, it encourages students' interest because

they don't only stay on the table discussing the topic but also move around to other group finding any information. This teaching technique sometimes is appropriate to be applied in one type of reading texts but is impossible to other texts.

The writer selected one previous study from a thesis entitled "The Implementation of Student Team Achievement Division (STAD) Technique in Teaching Vocabulary of Descriptive Text to The Seventh Graders of SMP N 1 Taman" written by Galuh Wijayanti (2009). In that thesis, the writer aimed to know the implementation of STAD technique in teaching vocabulary of descriptive text to the seventh graders of SMP N 1 Taman and to know the students' response toward the implementation of STAD technique in learning vocabulary. From the result of that thesis, she concluded that the cooperative-STAD could improve students' vocabulary mastering in teamwork.

Based on the previous study, the writer wants to know whether another cooperative learning, stay and stray is also effective to teach or to improve another point in learning a language, which is reading. There is a similarity between this study and the previous study. Both of them use cooperative learning technique in teaching English, but in different point. The previous study dealt with vocabulary but in this thesis, the writer chooses reading skill of Recount text.

Based on the background description above, thus the researcher did research of the use of stay and stray technique in teaching reading recount text. This research is based on the following reasons. First, stay and stray technique has the students to cooperate each other discussing and understanding certain topic in a group. Second, straying activity could overcome students' boredom and motivate them in reading class. And the third, this technique can avoid disorganized classroom circumstances because the students work cooperatively in a group.

## **LITERATURE REVIEW**

### **The Definition of Reading**

Reading has complex definition. Many experts define reading based on their own point of view. Possibly, one expert will have different definition of reading with another expert. Nuttal (2005:3) defines reading as getting information or message from text. This definition describes the writer has a message which is written in form of text. He/she wants to share a message to the reader. And he expects the reader is able to understand the message. Reading has complex definition. Many experts define reading based on their own point of view. Possibly, one expert will have different definition of reading with another expert. Nuttal (2005:3) defines reading as getting information or message from text. This definition describes the writer has a message which is written in form of text. He/she wants to share a message to the reader. And he expects the reader is able to understand the message.

Cooper (2010:3) states that reading is a process of constructing and developing meaning of printed text. The readers must bring their prior knowledge while they are constructing meaning of the text. They have to have their prior knowledge connect to the information of the text. As Nunan (2003) states reading is a process to build meaning of a text by combining the information and their own background knowledge.

Reading is also defined getting information from a text in criticizing it. Budiharso (2004) defines reading as the ability to examine the tone and structure of the text critically, evaluate the message, remember the content and apply the acquired knowledge in a flexible and creative way.

Briefly, according to definition above, reading is an active activity. The reader should have prior knowledge in order to gain information from the text. Reader should be able to have his prior knowledge connect to the information of the text. Furthermore He also should able to get and to evaluate some message from the written text

### **Recount Text**

Recount text is one the texts that junior high school students have to master. This text is taught at eighth grade students. Recount text is a text that tells series of story or experience in the past. The generic structures of this text are Orientation, events, and reorientation. The orientation on this text describes the characters, place, and time of the story. The events explain the series of activities happen on the story. Reorientation describes writer's feeling or mood of the story. In writing recount text, the write must use simple past tense as the language feature. The events on the text must be explained using past form.

Stay and stray is one type of cooperative learning technique which emphasizes group of students share with other groups in a classroom Kagan in Steven (2006:193). A group of students have to share information to other group. The information is usually a result of problem solving. Kagan in Steven (2006:193) explains what the students have to do in Stay and Stray Teaching Technique. There will be some students' role in applying this technique. A brief explanation of applying Stay and Stray technique mechanisms and the role's of the students, they are:

1. Groups complete a task
2. Two or three group members leave the group and stray individually to other groups.
3. The remaining group member (s), the stayers, explain what their group has done to the visiting strayers, who ask questions and provide feed back.



4. Strayers return to their home group and report what they learned, while stayers report on the feedback they received.
5. Groups can revise their work, and another round of Stay-Stray can take place with new strayers.

### **METHODOLOGY**

In this study, the researcher chose to apply a descriptive qualitative research. The purpose of choosing this design in this study is to portray the phenomenon through interview, observing and documenting (Ary et al. 2010). The researcher described all the activities while conducting the research. The researcher wanted to know how to implement Stay and Stray in teaching reading. Moreover, the researcher used a descriptive qualitative approach to explore, analyze and describe all of them clearly.

The subjects of the study were English teacher and students in the eighth graders of SMP Muhammadiyah 8 Tanggulangin. The researcher chose the subjects since the teacher had much experience in teaching reading using stay and stray teaching methods. This study used observation, interview, and questionnaire as the data collection technique. The instrument of observation sheet was used to get the data of the implementation of stay and stray, while the instrument of questionnaire and interview sheet were used to get the data of students' responses toward the implementation of stay and stray in learning reading. In analysis the data, The researcher used Miles and Huberman (1994) data analysis model. The steps of data analysis were data collection, condensation, data display, and conclusion drawing/verification.

### **FINDING AND DISCUSSION**

#### **The Implementation of Stay and Stray in Teaching Reading**

The discussion was presented on this study in order to relate the findings of the research to the supporting theory. The data findings of the implementation of Stay and Stray showed that the teacher had applied stay and stray teaching method correctly based on proper steps. The teacher started implementing this method by dividing the students into a group of four. He then asked the group to determine two members became stayers, and two others were strayers. After each group had determined the roles, the teacher explained them the roles of each stayer and strayer and the rule of the activity. The teacher then shared a recount English passage to be discussed in each group. The teacher also gave a paper contained question in which the answer should be got from other groups. After discussing the text, each strayers had to move to other groups to get the information or the answer of the question. The stayers, on the other hand, stayed in each group to share information to strayers from other groups. The teaching steps above were appropriate to the syntaxes or principles of stay and stray written by Kagan in Steven (2019:193).

The finding of observation also showed that the classroom condition was very live. Most students were very active in learning reading using stay and stray. In discussing text activity, many students actively involved to discuss the content of the text. The students who did not understand the meaning of the words or the sentences enthusiastically asked to the students who knew it in a group. On the other hand, the good English student in a group was pleased helping others to understand the content of the text. The group discussion was really powerful in teaching activity (Johnson and Johnson, 2013). The students' activeness in learning activity could also be seen in staying and straying session. The strayers of each group looked excited when visiting other groups to get the information they needed. Some strayers looked relax in moving from one group to other groups, while others were hurry to visit other groups to get the information as soon possible. The students' confidence also emerged in learning reading using stay and stray. This situation was existing when the two representatives from each group had to present

their text and the information they got from other groups. All presenters looked very confidence delivering the content of the text to other students. Although their answers were not very accurate, they did not fell shy and under pressure. They could still smile deliver the answer to other students. One of the factors that made the confidence was from their group and teacher psychological support. And, it was related to the theory from Johnson and Jhonson (2013) that students' motivation can be encouraged by their friends or teacher in cooperative activity.

The data of observation also showed that the teacher successfully played his important role in teaching reading using stay and stray. The first, the teacher successfully explained every single step rule of stay and stray activity clearly. The students just needed once instruction, and then they could run the instruction properly. The second, the teacher was very good in monitoring each group when discussing the text. The teacher did not only keep silent when visiting particular group, but he also checked group understanding about the text. The teacher sometimes helped the group who got difficulty to understand the text by giving them the clue. The important of teacher role to be facilitator in group discussion is relate to the theory written by Harmer (2014). The third great role of the teacher could also be seen when the strayers were visiting stayers. Though the classroom looked little bit crowded, the teacher could still organize it well. Teacher must be able to organize the classroom effectively in order to create positive classroom atmosphere (Harmer, 2014).

### **Students' Response toward the Implementation of Stay and Stray in Learning Reading**

According to the finding from the data of questionnaire, we could take some discussions. Based on the data of questionnaire about students feeling taught by group discussion method, most students said that the atmosphere more life. The data from the interview also showed that one

of the students interviewed said that when he was taught by group discussion method, he felt curious and more active in comprehending the material reading during reading class. The data from the questionnaire also presented that most students were joyful to be taught by the teacher who usually implemented group discussion teaching method. Moreover, stay and stray became one of group discussion teaching method which could be implemented in reading class.

From the finding of data questionnaire, we could also have a discussion about students' feeling or response when learning reading using stay and stray teaching method. According to students' answer, most of students said that stay and stray was able to make them to become more active and curious during reading class. The data from interview also showed that one of the reasons why the student liked Stay and stray was caused by the method was not bored and made them curious and active in the classroom. Stay and stray was also able to encourage students' excitement in reading class. This statement was proven by the finding from the questionnaire; it was many students could enjoy reading class using stay and stray method. The data from the interview also showed that the student felt very enthusiastic to learn reading using stay and stray because they did many movements and team work for comprehend the text during reading class. They did not just sit on the chairs, but the teacher also asked them to do many movements in solved and answered the topic material discussed. Dealing with whether Stay and stray was able to improve students' reading ability, most students said that this method successfully helped them to improve reading. Furthermore, this method was successfully able to make most students feel joyful in reading class, but it had not successfully to improve all students' reading ability.

## **CONCLUSION**

The teacher had implemented stay and stray in teaching reading of recount text precisely based on the syntaxes of the method itself. The

steps which the teacher had used were asking the students to make a group and determining the stayers and strayers in each group, discussing a text in a group, asking strayers to get information from stayers of other groups, and presenting the information got. The implementation of stay and stray in teaching reading also helped the students to be more active to follow every single activity in reading class.

Students' responses toward the implementation of Stay and Stray showed that 75% students agreed that this method successfully helped them to be more active reading class. From their response, it could also be concluded that this method was able to make them more curious in understanding the text they read. 75% students also said that the group activity of this method help them to understand the text easily.

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