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THE IMPACT OF USING TWO STAY-TWO STRAY (TSTS) TECHNIQUE ON THE EIGHTH GRADE STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL 3 KEDIRI IN ACADEMIC YEAR 2016/2017



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ABSTRACT

Writing ability can build the fluency and confidence for students and provide the variety of technique and opportunity to apply it. The purpose of this research is to find out whether there is an impact of using two stay-two stray (TSTS) technique on the eighth grade students' writing ability of descriptive text. The sample of this research are 8-D consisted of 34 students in the second grade of SMP Negeri 3 Kediri. The research approach that is used in this study is quantitative. The research was conducted by using experiment. The technique that is used in this research is pre-experimental design that has pre-test and post-test. The result of this research shows that two stay-two stray technique give impact to the students' writing ability in descriptive text. It can be seen from T-score (13,45) is higher than T-table (2,042) at the level of significance 5%. The data analysis is T-score higher than T-table, it means that differences score is very significant, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that there is an impact difference of study before and after the students being taught using two stay-two stray technique. The conclusion of this research is two stay-two stray technique help the students to increase their achievement in writing descriptive text. Two stay-two stray technique is proved give a very significant impact to the students' writing ability.

KEY WORDS : Writing Ability, Descriptive Text, Two Stay-Two Stray

I. INTRODUCTION

Writing is one of the language skills that play an important role in human communication that needs to be studied by every student. Writing for all students are the ways to communicate in written form and to fulfill their learning ability. People can communicate with others by writing what they are intended to say. People use

writing as a means of recording what people want to store in the form of written language. Writing is not merely copy the words and sentences, but also develops and pouring thoughts into a regular writing structure. This statement is supported by Richard and Renandya (2002: 303) who state that the students must plan and organize as well as possible for the

spelling, word choice and punctuation to make a good writing. Thus, to make written language, the students should plan what will be written and pay attention to spelling, word choice and sentence structure.

Writing is the one of English skills which the students must understand and comprehend. By doing writing, the students can explore what they have in their mind if it is meanings, opinion, feeling, ideas, thought, or others in written form to the reader. To be able to make the reader understand what is delivered, the students should have a good writing ability. To build the students writing ability, the teacher can familiarize the way to write well to students by to practice writing regularly. According to Harmer (2004: 68) we need to spend some time building the writing habit that is making students feel comfortable as writers in English and so gaining their willing participation in more creative or extended activities. So, in this way, the students can improve the writing ability.

Among the four language skills taught in schools, writing is one of the difficult skills to learn. Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-

motor processes. According to Sturm and Koppenhaver (2000) in Peter Westwood (2008: 65) the difficulties of writing i.e: That composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Furthermore, writing skill is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skill. (Murcia, 2000: 161). That is why writing ability is considered as an ability to be mastered.

The problem in writing faced so far is that most of students have no motivation to write in the writing class. The other reason because of limited idea, make some mistakes in grammar, sentence structure, punctuation, and word choice. Writing needs a long time to think, so the students become limited to thinking. So far, in the practice of writing subject in the classroom, the teacher just gave a theme that will be written and describes the outline of the type of text to be written without explaining in detail how the correct way of writing techniques in order to become a good and coherent paragraph. The kind of problem that occurs in Junior High School is there are still many passive learners that they need a long time to make

a good paragraph in writing. Moreover, Nunan (2003) says that, writing is the mental framework of inventing ideas, thinking about how to express them, and organizing the paragraph in order to be clear to the reader. Based on the statement above, it is clear that writing is one way to express one's ideas, by writing down their ideas into a sentence or text form.

While in Indonesia, in teaching writing in almost Junior High School, the teacher usually used traditional techniques. The teacher usually explains the material without explaining or giving an example about the way to make a good paragraph in writing. Harmer (2004: 11) said that for many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to *what* rather than *how* of text construction. Thus, the students consider that writing is difficult to learn because they have to think about the idea, grammatical structure, sentence structure problem, punctuation, and word choice in short time. It means that the teacher should find the technique to make their teaching more successful and to make them able to express their idea in writing ability.

To make the students good at writing, the teacher must have the appropriate technique to teach writing.

Because the technique needed, the researcher use Two Stay-Two Stray (TSTS) technique requires students to work in group, in which they share their ideas to others and exchange them with other groups, to obtain the best understanding of the text. Two Stay-Two Stray (TSTS) technique is one of learning model, which belongs to cooperative learning. Two Stay-Two Stray (TSTS) technique is adapted from Spencer Kagan (1992). To meet the students' need in preparing their English in real communication, one of the simple ways that can be done is by conducting two stay-two stray technique in teaching writing. According to Huda (2011: 207): Two Stay-Two Stray method (TSTS) is the learning systems group with the aim of keeping the students cooperate, responsibilities, help each other to solve the problems and mutually encourage each other to more excellent. This method can try the students to socialize well. So, the use of two stay-two stray technique in cooperative learning can make the students more active in group discussion, question-answer to find the answer to explain, and attention to explain the materials given by the other students in group discussions.

According to Febriyanti (2013) in her research from the title, "Using 'The Two Stay-Two Stray' Technique to Find

Ideas for Writing a Hortatory Exposition Text to the Senior High School Students”, two stay-two stray technique can help the students to find the ideas that will be developed in the writing ability especially in writing hortatory exposition text. This technique is kind of cooperative learning that can be used to help the students to generate ideas and organize them in a good writing.

Referring to the statement above, the author intends to conduct the research entitled “The Impact of Using Two Stay-Two Stray (TSTS) Technique On The Eighth Grade Students’ Writing Ability of Descriptive Text At Junior High School 3 Kediri In Academic Year 2016/2017” to acknowledge and encourage the improvements of students’ writing ability are good and through the process of writing. So, using two stay-two stray technique gives on opportunity to the students to build their creativity and to communicate with their friends in group and students can also pour their ideas with their friends. Two stay-two stray technique can make the students interact with their friends, so students can write correctly and get the high score.

II. METHODOLOGY

The research approach that is used in this study is quantitative. According to Ary (2010: 22) state that quantitative

research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.

In addition, this research uses quantitative approach for analyzing the data, and it is numeric data. Creswell (2009: 4) quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The reason of choosing this approach, because according to the researcher’s objective, the researcher want to know the impact of students’ writing ability by using two stay-two stray technique.

In this research, the writer uses experimental design. Ary (2010: 265) stated that an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). It means that in this research, the writer would like to know the strength of using two stay-two stray to the students’ writing ability. In this research, the writer use pre-experimental design that has pre-

test and post-test. So, in this research, the writer will give pre and post test to the students to know their writing ability and between them, it will be treatment.

III. RESULT AND CONCLUSION

A. RESULT

The writer reports the result from the score that was analyzed using T-test. The data was collected from the result of pre-test and post-test from the eighth grade students of SMP Negeri 3 Kediri in academic year 2016/2017.

The total score of pre-test is 2379. In the pre-test, the highest score is 80 and the lowest score is 56. The data of pre-test score, the students who fail the test are 26 students and the students who succeed in the test are 8 students. The score gained from pre-test score shows that there are 4 students got score 56-61 and also in 62-67 there are 4 students. Then, there are 16 students got score 68-73. There are 8 students got score 74-79, and students who got score 80-85 are 2 students. It can be concluded that the students who cannot pass the test are higher than the students who pass the test. The mean of pre-test can be counted from the total score of pre-test divided by the number of sample. So, from the pre-test, the writer found 69,97 as the number of mean in pre-test.

The total score of post-test from 34 students is 2754. In this post-test the writer

can obtain the information that the students who get success the test are 33 students and 1 student fail the test. The data showed in the post-test is the highest score was 86 and the lowest score was 70. There is 1 student got score 70-73, 20 students got score 78-81, 12 students got score 82-85, and 1 student got score 86-89. The writer found 81,00, and it is the number of mean in post-test. So, the mean score of post-test is higher than the mean of pre-test. Besides, it can be conclude from the total score of pre-test 2379 and post-test 2754 that the score of post-test is higher than pre-test.

According to the analysis score of pre-test (2379) and post-test (2754), The minimum of D (total scoring of pre-test and post-test) is 0, and the maximum D is 16. The total of D is 375 and the final result of D^2 is 4889.

The result of db is 33, T-table at the degree of significance $1\% = 2,750$ and the degree of significance $5\% = 2,042$. It can be concluded that the appropriate option is $t\text{-score } (13,45) \geq t\text{-table degree of significance } 5\% (2,042)$. Based on the statement above, it can be concluded that the result is significance, H_a is accepted and H_o is rejected.

The result shows that there is very significant impact using two stay-two stray technique to the students' writing ability. It

is proven by the result of T-score (13,45) is higher than T-table in the level of significant 5% (2,042). Because t-score is higher than t-table, it means that the differences are very significant, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This study has shown that two stay-two stray give impact to the students' writing ability. It engaged students directly to involve in the teaching learning process by having groups discussion and class discussion.

Two stay-two stray technique helps the students to write more easily. Among them, the students can determine the topic to write a text, determine the main idea, developed a draft and make descriptive text based on generic structure and language features. From the explanation above, it can be concluded that two stay-two stray technique can impact the students' writing ability especially in writing descriptive text.

This opinion is supported by Kagan (2009: 192) that Stay and Stray is one types of cooperative learning technique which emphasizes group of students share with other groups in a classroom. Another opinion is from Lie (2002: 60) that Two Stay-Two Stray allows the group members to share and inform the other group members about the

result of their group discussion. In here the students work in a team or groups. They are allowed to ask and argue with their friends that bring their social life by having interaction with other instead of working individually.

B. CONCLUSION

From the description of the previous chapter, the writer could write a conclusion that writing is the way to communicate with other people in the form of written language. From the data analysis being mentioned in previous chapter, the writer concludes that two stay-two stray technique give impact to the students. This technique should be applied in teaching writing especially in descriptive text or the other text. So, the students will be more interested in writing and they can understand the material easily. From this research, the writer can conclude that two stay-two stray technique is very helpful in teaching writing and it can make the students more active in group discussion, ask question and also share ideas for other students. Thus, two stay-two stray technique give impact to the students' writing ability toward writing descriptive text.

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