

## THE EFFECT OF TWO STAY TWO STRAY (TSTS) METHOD ON RECOUNT TEXT WRITING AT THE EIGHTH GRADE STUDENTS OF SMPN 2 SAWAHAN

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### Abstract

This research is conducted to explain about the Effect of Two Stay Two Stray (TSTS) Method on Recount text Writing. The objectives of this research are to describe the effect of two stay two stray (TSTS) method on recount text writing at eighth grade students of SMPN 2 Sawahan. The sample of this research are 8-A consisted of 21 students in the eighth grade of SMPN 2 Sawahan. 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 paired sample T-test that has pre-test and post-test. The result of this research shows that Two Stay Two Stray (TSTS) Method gives significant effect to the students' writing ability in recount text. It can be seen from the value of  $t$  is -8,840 with significant value 0,000. It shows that the probabilities value of students' writing ability is lower than 0,05 ( $0,000 < 0,05$ ) level of significant. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It can be stated that there is a significant different of students' writing ability before being taught using Two Stay Two Stray (TSTS) Method and after being taught using Two Stay Two Stray (TSTS) Method. The conclusion of this research is Two Stay Two Stray (TSTS) Method help the students to increase their achievement in writing recount text and this method also has possitive effect on students' writing ability especially on recount text.

*Key Terms: Writing, Recount Text, Two Stay Two Stray.*

### INTRODUCTION

Writing is one of the language skills that play an important role in human communication that needs to be studied by every students. 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. Writing is not only just copy the words and sentences, but also develops and pouring thoughts into a regular writing structure. It is supported by Richard and Renandya (2002: 303) state that "The students must plan and organize as well as possible for a spelling, word choice, and punctuatuion to make a good writing". This statement means that to make written language, the students should plan what will be written.

Teaching writing is a complex activity especially in writing recount text. Therefore, the teachers must have a great interests and strategies in writing activities. The students problem in writing recount text is partly because they are less practice. The students are difficult to express ideas in writing, then sometimes they are confused to write something. They felt that they cannot arrange and make a good text. So they use disorder structure,

ineffective sentences, incorrect punctuation and spellings, and they have difficulty in creating the idea, lack of vocabulary, lack of knowledge, lack of experience, and so on. In writing, students have to manage the structure, the voice of words, and the punctuation all at once. To be able to do those activities, the students need a lot of practice. Furthermore, students are not aware of the use of some grammatical aspects (tenses, article, preposition, pronoun, phrasal verb, etc). According to Harmer (2004:61) “The students are reluctant to write because they rarely write, even in their own language, the lack of writing practice makes students perform poorly in writing. Many of them can not transfer their ideas because they are confused. It made them think that they can not produce a written text”.

Dealing with those problems, the researcher in this research is interested in using Two Stay Two Stray as a method in teaching writing Recount text. By using Two Stay Two Stray in writing recount text, students will be active in discussions, ask questions, seek answers, and also share ideas in teaching learning process. So it makes them easy in understanding and implementing recount text in writing. According to Suprijono (2010:93) “Cooperative learning method Two Stay Two Stray (TSTS) is one part of the cooperative learning method that puts students in small groups of up to four until five people”. This method can help the students more enjoy and active during the teaching and learning process especially in writing class.

The resercher found some previous researches related to this research. First, A research was done by Wijayanti I.W, (2015) study entitled “*The Effectiveness of Two Stay Two Stray Technique in Teaching reading throungh procedure text for eleventh grade students of SMK Maospati in the schooling year of 2015/2016*”. Second, Desrina Elita. et.al (2013) study entitled “*Improving Students Reading Comprehension of Recount Text Through Two Stay Two Stray (TSTS) Technique at Grade VIII 1 of SMPN 2 Tilatang Kamang Agam*”. This study aimed to know the students reading comprehension after they are taught by using TSTS Technique toward teaching reading comprehension.

Furthemore, the purpose of this article is to know whether the students wo were taught writing recount text by using Two Stay Two Stray (TSTS) Method have better writing performance than the students who were taught writing recount text just by direct instruction.

## METHOD

This research is categorized as quantitative research with experimental study. The design of this study is a quasi-experimental research to know the effectiveness of using Two Stay Two Stray Method student's writing of recount text. The independent variable in this study is Two Stay Two Stray Method while the dependent variable is writing recount text.

In this research, pre-test and post-test were used for one class experiment. In pre-test the students did not receive the treatment its means the students will write recount text by using direct instruction. In post-test the students received treatment, it means that the students wrote recount text by using Two Stay Two Stray Method.

The research was carried out at SMP Negeri 2 Sawahan. The reason of choosing this school because the English teacher of the eighth grade have never applied Two Stay Two Stray method in teaching writing, especially teaching recount text. The second reason was both of Headmaster and English teacher giving permission to conduct this experimental research in that school. The researcher conducts the researcher is March until July 2017.

This research is carried in the academic year of 2016/2017. There are three steps in this research: preparation, implementation, analysis of the data, reporting writing.

The population of this research is the eighth grade students of SMP Negeri 2 Sawahan. The total number of the population 94 students who are divided into 4 classes, A, B, C, D, the sample of this research is A class. There are 21 students in A class and the sample is taken by purposive sampling. The researcher choosed one class as a sample for the research. The researcher choosed A class then gave a pre-test by using direct instruction in writing recount text, after that the researcher gave a treatment and doing post-test by using Two Stay Two Stray method in writing recount text.

The instrument in this research is writing test. Usually, a test is used as the instrument to measure the students' achievement in education. From certain kind of a test, the researcher would be able to collect the data in the form of scores which could be used to identify, clasify, or evaluate the test takers.

The Instrument for collecting data in this research the researcher used was test in form of imperative sentece "*Write about your holiday experience or your memorable moment in your life, minimum 3 paragraph*". The requirements students should have in writing by using Two Stay Two Stray Method were:

- a. Students should have minimum 3 paragraph about their holiday experience or their memorable moment in their life as recount generic structure (orientation, event, reorientation)
- b. Students should pay attention to the cohesive, unity, and clarity in their writing.

In collecting the data, the researcher used writing test. The students should make recount text writing based on their experience and should pay attention to the cohesive, unity, and clarity in their writing.

The researcher conducted the steps were as follows:

1. Choose one class experiment based on the English teacher's recommendation.
2. Gave pre-test to write their memorable moment or their experience in 3 paragraphs (for minimum)
3. Taught about recount text. Gave treatment for the class and taught write recount text by using Two Stay Two Stray Method.
4. Gave post-test to write their memorable moment or their experience in 3 paragraphs (for minimum).
5. The researcher calculated and compared the scores from pre-test and post-test to find the effect of using Two Stay Two Stray Method on students' writing of recount text.

To answer the research question, the data were analyzed used Paired sample t-test on SPSS 23. Paired sample t-test was used to know whether the students who taught using Two Stay Two Stray (TSTS) method could write better than the students who were taught just by direct instruction.

## FINDINGS AND DISCUSSION

In this part, the researcher indicates the description of pre-test and post-test data. The data were collect from students pre-test and post-test to one class experiment. It consist 21 students in the class. There are three tables in the data description. Table 4.1 is the data from students pre-test and post-test, table 4.2 is the data from mean score of pre-test and post-test, table 4.3 is the data from test of normality. The data obtained is described into tables as follows:

**Table 4.2 Mean score of pre TSTS and post TSTS**

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Paired Samples Statistics

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	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre TSTS	47,81	21	7,229	1,578
post TSTS	70,14	21	10,584	2,310

Based on the table above, it can be seen that the mean score before using Two Stay Two Stray (TSTS) and after using Two stay Two Stray (TSTS) are different. The mean score for pre TSTS has 47,81. Then, the mean score for post TSTS has 70,14. Based on score, it can be considered that both of the pre TSTS and post TSTS are significantly different.

### 1. Test of Normality

Normality test is the way to know whether the data had distribute normally or not. Noor (2011:174) mention that *Uji normalitas dilakukan untuk mengetahui apakah data yang diambil berasal dari populasi yang berdistribusi normal atau tidak*. The formula used to test the normality of the data is the Kolmogorov-Smirnov formula. The data tested are the pre-test and post-test data. *Jika nilai signifikansi (P) > 0.05 (α: 5%), maka dapat disimpulkan bahwa data dalam penelitian ini terdistribusi normal secara multivariate* (Sugiyono, 2013: 57). The data analysis are done by using SPSS version 23, The result can be seen in the Table 4.3.

**Table 4.3 One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test			
		pre TSTS	post TSTS
N		21	21
Normal Parameters <sup>a,b</sup>	Mean	47,81	70,14
	Std. Deviation	7,229	10,584
Most Extreme Differences	Absolute	,158	,170
	Positive	,141	,100
	Negative	-,158	-,170
Test Statistic		,158	,170
Asymp. Sig. (2-tailed)		,186 <sup>c</sup>	,115 <sup>c</sup>

Based on the table above, it can be seen that the value of .Sig of unstandardized residual is 0.115, while  $0.115 > 0.05$ , it can be stated that the data used in this study are normally distributed.

### 2. Hypothesis Testing

The alternative hypothesis ( $H_a$ ) proposed in this research is “There is a significance effect of using Two Stay Two Stray method on the eighth grade students’ writing ability in writing recount texts at SMPN 2 Sawahan”. For the purpose of testing, an alternative hypothesis is converted into null hypothesis ( $H_0$ ) so that “There is no significance effect of using Two Stay two Stray method on the eighth grade students’ writing ability in writing recount texts at SMPN 2 Sawahan”. If the significance (2-tailed) calculated is lower than 0.05, then  $H_0$  is rejected and  $H_a$  is accepted.

**Table 4.4**

Paired Samples Test									
Paired Differences									
		95% Confidence					Sig.		
		Std.	Std.	Interval of the		(2-			
		Deviat	Error	Difference		tailed			
		Mean	ion	Mean	Lower	Upper	t	Df	)
Pair	pre TSTS -	-22,333	11,577	2,526	-27,603	-17,063	-8,840	20	,000
1	post TSTS								

The result of  $t$  test using SPSS based on the table above, the value of  $t$  is -8,840 with significance value 0,000. It showed that the probabilities value of the students’ writing ability is lower than 0,05 ( $0,000 < 0,05$ ) level of significant. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. From the data above, it can be stated that, there is a significant different of students’ writing ability before being taught using Two Stay Two Stray (TSTS) Method and after being taught using Two Stay Two Stray (TSTS) Method. It means that this method has positive effect on students’ writing ability especially on recount text.

Based on the data above it can be concluded that, the students’ competence in writing recount text increases because of applying Two Stay Two Stray (TSTS) Method. After the treatment the students’ capability in writing recount text improve as well. The students are interested in writing, they can organize their ideas as well and they can understand the material easily, the students also can share their ideas with their friends or with their own groups. For example when they do not understand with the material they can ask or discuss the material with their own group. It is different before the treatment the students write a recount text only by the instruction and explanation of the teacher. The students are confused about what they must write first. It can be seen during the teaching and learning process most of the students

ask to the researcher about what they must write. Based on description above it can be concludes that Two Stay Two Stray (TSTS) Method helps students to write recount text more easily, the students are also more active in group discussion and enjoy during the teaching and learning process. So, this research is relevant to solve the problem of the background of the research.

## CONCLUSION

Based on the research finding above, the researcher concludes that the effect teaching English using Two Stay Two Stray (TSTS) Method can increase students' achievement especially in writing recount text. This also gives positive changes to the students attitude in learning. The use of Two Stay Two Stray (TSTS) Method makes students pay more attention, motivated and more active in learning English. The using of Two Stay two Stray can be combined with some learning activities for example, group work, matching activity and game. The students must ask to their friend or the member of their own group when they did not understand with the material. It is hoped that the result of the study could be useful as the additional reference to develop more explorative or experimental research on the potency of Two Stay two Stray (TSTS) Method in teaching English on other topics and levels.

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