



The Effect of Using Two Stay Two Stray Technique on Students Writing Skill of Recount Text at Eighth Grade SMPN 37 Medan

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ABSTRACT

This research aimed to find out the effect on students' writing skills by using Two Stay- Two Stray Technique. The research design of this study was experimental quantitative. The eight grade students in Smpn 37 Medan were chosen as the sample of this study with a total number of 46 students. The experimental and control classes employed pre-tests and post-tests. These tests proved in the form of writing test. The data on the tests were calculated by using the t-test formula. The result showed that the post-test score was higher than the pre-test. The finding showed that there was an effect significantly on the students' writing skills after treatment. There was enchantment of the student's number score. The mean score of the experimental class range from the pre-test was 58,5 and the post-test 79,5 and for the control class the mean score pre-test was 59,2 and from the post-test was 71,6. Thus Two Stay Two Stray Technique could be used as one of the alternatives to teaching writing recount text for Eight Grade of SMPN 37 Medan.

Two Stay Two Stray Technique, Writing Skill, Recount Text.

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INTRODUCTION

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts, and feelings in written form. Harmer (2004:31) says that writing is a way to produce language and express ideas, feelings, and opinions. According to Harmer (2004:31), Writing is a way of producing language and expressing ideas, feelings, and opinions. Also, Abbas (2006:125), writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. According to Harmer (2004:13), the writing process is a way of looking at what people do when they compose written text. Harmer also (2004: 4) adds that the writing process is the stage a writer goes through to produce something in its final written form. Jacobs (2014), states that five aspects must be considered in writing which consist of content, organization, vocabulary, use of language, and mechanisms.

Researcher has conducted observations at schools. Based on observations that researcher conducted on students in eighth grade at SMPN37 Medan, students at this school experienced difficulties in writing, one of which was writing recount text. This is caused by several factors such as lack of knowledge and understanding in writing, not having ideas for writing, students often make mistakes when writing due to lack of vocabulary knowledge and not paying attention to the grammar used when writing. Researchers assume that this problem arises because of methods or techniques in teaching writing. It is important to solve these problems so that students better understand the writing material. The teacher's role must also be competent in teaching to improve students' understanding of writing, not just providing material to write without explanation, there is no approach to students to find out whether students can understand or not, and lack of appropriate methods or techniques. This makes students lack understanding, lack interest, and motivation and makes students bored. So they cannot extract more knowledge from the texts they write.

To help students solve these problems, interesting techniques are needed in teaching writing. Many techniques or methods can be used for writing. For this reason, the author proposes a "Two Stay Two Stray" technique. According to Suprijono (2010:93), "Cooperative learning Two Stay Two Stray is one part of the cooperative learning that puts students in small groups of up to four until five people". This Technique can help the students enjoy and be active during the teaching and learning process, especially in writing. By using Two Stay Two Stray in writing recount text, students were active in discussions, asked questions, sought answers, and also shared ideas in teaching teaching teaching-learning process. So it makes it easy to understand and implement recount text in writing.

Anderson, M., & Anderson, K. (1997) define a recount as a text that recounts historical events, typically in the chronological order that they happened. Kagan (1992, p. 63) states that "this technique is very effective because it can be used in all subjects and for all levels of learners age. According to Suprijono (2010:93), "Cooperative learning Two Stay Two Stray is one part of the cooperative learning that puts students in small groups of up to four until five people". According to Knapp (2005) basically, recount text is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people.

From the explanation above, the researcher argues that the two stay two stray technique is a learning model that functions to solve problems together with group members and two students from the group exchange information with other group members, with students are more active and enjoy participating in learning, especially in writing.

RESEARCH METHODE

This research used a quantitative method. According to Creswell (2014), quantitative research is method for evaluating objective theories by evaluating the relationship between variables. Researcher employe experimental design. In this study, the experiment was carried out in two groups. Where the experimental class uses the two stay two stray technique and the control class uses conventional techniques. In this study, the data used were pre-test and post-test to find out whether there was an effect of using the two stay two stray technique on students' writing comprehension skills in recount texts at SMPN 37 Medan.

Sugiono (2010:117) population is a spatial generalization and the existence of certain qualities and characteristics of a topic or subject that researchers want to find before making a decision. the entire research topic (Arikunto, 1990:115). The population of this study was all students eighth grade at SMPN 37 Medan. Sugiyono (2010:118) said the sample is part of the number and characteristics owned by the population. That is a small group or subject of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. So, the sample is a portion of a population taken using a certain method that has the same properties and characteristics and can represent the entire population studied. Research results that are successfully obtained from a sample produce conclusions later.

The sampling technique was carried out by researchers using random sampling. Samples were taken from eight grade class A, totaling 23 students were the experimental class, and eighth grade C, totaling 23 students in the control class.

1. Research Instrument

The instrument used by the researcher is a writing test.

a) validity Content

A test's validity is determined by how well it allows its results to be translated into relevant and practical conclusions. According to Best and Kahn (2006:289), validity refers to an instrument's or procedure's ability to measure what it is intended to measure.

b) Normality Test

Normality test used to know whether the data of the sample which was used in the research has a normal distribution or not. According to Sudjana, (2005:466) normality test is conducted to know whether the data from the sample are normal or not.

2. Technique of Data Analysis

To find out the result of the test and whether it is statistically significant, the researcher applied a t-test. Arikunto (2010:345) states that to test the hypothesis, the T-test formula was used. This formula is to know the effect of this research, the

writer used a test, and this test is used to know whether the hypothesis of teaching writing by using two stay two stray technique is affected or not.

RESULT AND DISCUSSION

The data in this research were taken from the results of the writing tests given to students. First, the researcher gave a pre-test to both classes, namely the experimental group and the control class. After the researcher conducted the pre-test, the researcher applied the treatment. The researcher applied the treatment using two stay two stray techniques to teach recount text to the experimental class. while the control class used a traditional technique. The researcher gave a post-test to both classes with the same test. Scores were calculated using the results of the pre-test and post-test of the experimental class and the control class. To find out the effect of the two stay two stray technique on student's students' writing skills, especially recount text, the experimental class used the two stay two stray technique while the control class used the conventional technique.

1. The data above showed the result of the pre-test in the experimental class which was calculated by the writer. The total score in the pre-test was 1.353. It was scored before giving them a treatment. The lowest score for the pre-test was 51 the highest was 73, and the mean score was 58,8.
2. The data above showed the result of the post-test in the experimental class using Two Stay Two Stray Technique which was calculated by the writer. The total score in the post-test was 1.830. The lowest score for the pre-test was 74 and the highest was 88, and the mean score was 79,5.
3. The writer gave a pre-test in the control class without giving treatment, and checked the student's paper in the pre-test in the control class, the writer got the result. The writer tabulated the result in the table above, the writer found the total score was 1.363 and the mean of the score was 59,2 from the pre-test of the control class. The lowest score was 50 and the highest score was 78.
4. The data above showed the result of the post-test in the control class using the Conventional Technique which was calculated by the writer. The total score in the post-test was 1.647. The lowest score for post-test was 63 the highest was 85, and the mean score was 71,6.

From the result shows that t-observed (5,857) is higher than t-table (1,680) where the coefficient of t table for real level $\alpha = 0,05$ with $(df) = N_1 + N_2 - 2$ where $N =$ number of students, so, degree of freedom $df = 23 + 23 = 46 - 2 = 44$ t-observation (5,857) > t-table (1,680). From the test results above it can be concluded that the test has a normal distribution where the L_o value > L_{table} .

The objective of this research is to know the effect of using Two Stay Two Stray technique on students' writing skill of recount text in the eight grade of SMPN 37

Medan or not, after the writer applied Two Stay Two Stray technique, the result shows that there is a significant difference between technique teaching writing by using Two Stay Two Stray technique and without Two Stay Two Stray technique. Teaching writing comprehension by using Two Stay Two Stray technique is more effective than teaching writing with conventional control. It can be shown by the difference in the mean score post-test of the experimental group Based on the calculation, the mean score post-test of the experimental group (79,5) and the deviation (11.616) is higher than the mean score post-test in the control group (71,6) and the deviation (4.008). The result of the t-test (t-calculated) is also higher than t-table at the level of significant $p= 0,05$ ($5,857 > 1,680$). It means that using Two Stay Stray technique significantly affects students' writing skills. The treatment that was conducted in the experimental group was better than the control group Two Stay Stray technique worked successfully when the writer used it on students' achievement in writing comprehension. It can be said that by applying of Two Stay Stray technique, the learning process in the class was more effective it could be seen in students' scores after the writer gave them post-tests.

CONCLUSION

After doing the research and analyzing the data, the writer concluded that applying Two Stay Two Stray Technique to student's writing skills in recount text significantly affected. The conclusion can be described as follows:

1. The mean score of the experimental class that used Two Stay Two Stray Technique in the learning process is higher than the control class that used the conventional technique. Where the mean score of the experimental class is 79,5 and the mean score of the control class is 71,6.
2. The result shows Two Stay Two Stray Technique has a significant effect.

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