

**IMPROVING THE TENTH GRADE STUDENTS' WRITING ABILITY
THROUGH TWO STAY TWO STRAY AT MAN II JEMBER
IN THE ACADEMIC YEAR 2015/2016**

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Abstract

Writing ability is one of important skill which the students have to be master when they are studying English. However, many students get difficulty in learning writing and to be the problems that they face in learning English. Therefore, it is important to do a research entitled “ improving the tenth grade students’ writing ability through Two Staay Two Stray” .

In this research, the problem is “ how Two Stay Two Stray can improve the tenth grade students’ writing ability at MAN II Jember in the academic year 2015/2016? and the objective of this research is reffering to the research problem is to improve the tenth grade students’ writing ability through Two Stay Two Stray at MAN II Jember in the academic year 2015/2016 . Based on the research problem and the relevant theory, the action hypothesis of this research is Two

Stay Two Stray can improve the tenth grade students' writing ability at MAN II Jember in the academic year 2015/2016.

The design of this research is classroom action research. The research subject is X IPA 4 class consisting of 38 students. The data collected using test method, and the instrument used are writing test and observation checklist. In order to analyze the data students' writing score and students active participations, percentage formula is used.

The implementation of Two Stay Two Stray which the students can choose their own member of the group in the cycle two which most of the students were active in teaching and learning activities, they feel comfortable, and they obliged to use their dictionary to avoid the mistakes of using irregular and regular verb. Those caused the result of cycle two achieved the criteria of success. Two Stay Two Stray improved the tenth grade students writing ability in two cycles from the percentage of students scored >75 (E=60%) in Cycle 1 to (E=74%) in Cycle 2.

Based on the result, it can be concluded that Two Stay Two Stray is able to improve to improve the tenth grade students' writing ability at MAN II Jember.

**PENERAPAN TWO STAY TWO STRAY UNTUK MENINGKATKAN
KEMAMPUAN BELAJAR SISWA KELAS X MAN II JEMBER
TAHUN AJARAN 2015/2016**

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Abstrak

Kemampuan menulis adalah keterampilan yang sangat penting yang harus dikuasai oleh siswa ketika mereka mempelajari bahasa Inggris. Terkadang siswa kesulitan dalam belajar menulis dan menjadi masalah untuk mereka dalam belajar bahasa Inggris. Maka dari itu, penelitian ini berjudul “penerapan two Stay Two stray untuk meningkatkan kemampuan belajar siswa kelas x”.

Permasalahan dalam penelitian ini adalah “ bagaimana Two Stay Two Stray dalam meningkatkan kemampuan menulis siswa kelas x MAN II Jember tahun ajaran 2015/2016? Dan tujuan penelitian ini adalah meningkatkan kemampuan menulis siswa kelas x MAN II Jember dengan menerapkan Two Stay Two Stray dalam belajar pembelajaran tahun ajaran 2015/2016.

Disain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah kelas X IPA 4 yang terdiri dari 38 siswa. Pengumpulan data yang

digunakan adalah metode tes, dan menggunakan instrumen tes tulis dan observasi checklist. Presentase formula digunakan untuk menganalisa tes tulis dan observasi checklist.

Penerapan Two Stay Two Stray dalam siklus 2 dimana siswa bebas memilih grup mereka sendiri membuat siswa lebih aktif dalam belajar pembelajaran, mereka merasa lebih nyaman, dan mereka diwajibkan untuk menggunakan kamus bahasa Inggris untuk menghindari kesalahan dalam dalm menggunakan irregular dan regular verb. Karena hal tersebut, dalam siklus 2 siswa telah mampu mencapai kriteria sukses. Two Stay Two Stray mampu meningkatkan kemampuan menulis siswa kelas x dari presentase nilai >75 (E=60%) pada siklus 1 hingga (E=74%) di siklus 2.

Berdasarkan hasil diatas, dalam disimpulkan bahwa Two Stay Two Stray mampu meningkatkan kemampuan menulis siswa kelas x MAN II Jember.

Introduction

Harmer (2007) states that writing is a weird activity for students because they seldom write even in their own language. Not only that they also get difficulty in arranging the word and in applying the grammar. Writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reasons which make writing difficult: writing requires good grammar. It's difficult for non-native speaker of English should be able to remember a large number of rules in structure which are quite different from their own language. Moreover, they often to spend less time to write than to listen, to read and even to read. Furthermore, when foreign language students write something, they have a big question in mind whether what they write is correct or incorrect. It can be said that writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort. While the researcher doing her practice teaching program in 2015 in Senior High School, the students found difficulties in writing narrative text. Most of students are unable to complete narrative writing successfully. They are not confidence to use their own language because they do not have good grammar and enough vocabulary.

Based on the content competence in the syllabus of the tenth grade students of Senior High School called curriculum 2013 (Kurikulum 2013), students are expected to be able to write simple paragraphs of descriptive, recount and narrative text. The curriculum high lights that students have to be able to write various types of the text genres.

Narrative is one of the text should be learned by the X grade of IPA 4 in the second semester. According to Adenson (1998 : 3), narrative is a text that tells a story and doing so, entertains the audience.

Based on the result of observation and interview with the English teacher of X IPA 4 MAN II Jember was conducted on March, 18th 2016, it was found learning writing is still being a problem. It is proved by their achievements in writing. In class, the teacher uses the same method and she does not use any media in teaching that make the students boring and lazy in joining the class. The

teacher asked the student to translate the text and rewrite the translation. They are not asked to practice their writing ability. Taught by that way, the students cannot practice to write and think critically. Therefore, the students are expected to be able to write. Based on the test conducted on March, 22th 2016, that prove the student still get difficulty in arranging the sentence and organizing. They also have limited vocabulary and the last they still confused between regular and irregular verb in past tense writing. There are 38 students in the X IPA 4, but who joined the test only 30 students because 8 students of 38 students did not attend the class. The result of the test 53 % or 16 students from 30 students did not achieve the target score and 46 % or 14 students from 30 students achieve the target score which their target scores is 75.

In line with the problem, English teacher should provide an appropriate strategy and technique in teaching writing. Strategy and technique in teaching and learning process is important in order to improve students' ability in mastering English subject. The teacher has to create a learning activity which should be student centred, where the students have to act more than the teacher. One of the learning activities that focuses on student centred is two stay-two stray. Two stay-two stray is a cooperative learning techniques developed by Spencer Kagan in 1992. Then, Jolliffe (2007 :81) states "in two stay two stray, two members of the group join another group to discuss how they completed the task and then return to their original group to feedback". Two stay two stray is one of cooperative learning techniques by which emphasizing the process of interactive dialogue. It means that in learning, student should interact with another student by working together, interact more, and changing idea to others. In addition, students have to work in group in order to do a task which can improve students' comprehension about the lesson.

Based on explanation above the researcher should conduct the class action research at the tenth grade of MAN II Jember by title Improving The Tenth Grade Students' Writing Ability Through Two Stay Two Stray At Man II Jember In The Academic Year 2015/2016.

The Writing Ability

Harmer (2004:31) states that writing is away to produce language and express idea, feeling and opinion. It can be said that writing is way of communication that represents language through the inscription of sign and symbol on the page.

writing ability is a process in putting idea, information and message into written form. The process can be done by students. The process of writing help them in learning writing and it can be done by students to get a good writing. Based on Granville (2011), there are six steps of writing: getting idea, choosing, outlining, drafting, revising and editing. When the students have done all the step of writing they able to make a good writing.

Writing Ability In Senior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that "teaching is

guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically.

In producing the text, students of senior high schools still make some mistakes in their writing. Edge as quoted by Harmer (2007: 99) suggests that mistakes can be divided into three broad categories. Firstly, “slips” is the mistakes that the students can correct by themselves when the mistakes have been pointed out to them. Secondly, “errors” means mistakes which cannot be corrected by the students themselves and need explanation. The last, “attempts” is when a student tries to say something but does not know yet the correct way of saying it. Writing covers some aspects such as, grammar, vocabulary, mechanics, organization, and content.

Aspects of Writing

The aspect of writing should be considered by the writer in order to make a good writing. In this research, the aspects are grammar, vocabulary, mechanic, organization and content. Each of aspects is reviewed in the following part:

1. Grammar : Hyland (2003:3) state that grammar is the arrangement of words, clauses, and sentences are structured based on a system of rules. The lack of ability to construct grammatically correct sentence often made the students got difficulties in expressing what they intend to write.
2. Vocabulary : Vocabulary deals with the list of word with a meaning for understanding and communication. According to Langan (1997: 452), a good vocabulary is a vital part of communication. Vocabulary is one of significant aspects of language development. To produce meaning full writing, the students must enough vocabulary.
3. Mechanics : Heaton (1990:135) states “mechanics is the ability to use correct punctuation and spelling in the written language”. It means that when we are going to write a paragraph or test, we should pay attention to the use of punctuation and spelling.
4. Organization : Hughes (2003 : 101) states that organization refers to the students’ ability to arrange the ideas in logical sequence and cohesion, to make unified contribution the whole paragraph.
5. Content : Wingersky (1999 : 36) add that completeness means there are sufficient details or information in it to give the reader a clear picture or a full discussion of its main idea.

Two Stay Two Stray Technique

According to Jolliffe (2007:3), cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. Two stay-two stray is a cooperative learning techniques adapted from one stay three stray that developed by Spencer Kagan in 1992. Jolliffe (2007 :81) states “in two stay two stray, two members of the group join another group to discuss how they completed the task and then return to their original group to feedback”.

The advantage and the disadvantage of Two Stay Two Stray technique will explain as follow:

- 1) Advantage of Two Stay Two Stray :
 - a. Giving opportunity to the students to decide their own concept by solving problem which is given to them.
 - b. Giving an opportunity to the students to build their creativity and to communicate with their friend in their group.
 - c. Forming the habit of the students to open minded with their friend
 - d. Increasing students' motivation in learning.
 - e. Helping the students to reach the goal, because the cooperative learning is easy to be applied.
- 2) The disadvantage of Two Stay Two Stray :
 - a. TSTS needs more time for discussion.
 - b. Students who seldom work in group will fell difficult to cooperate
 - c. Generally, clever students in discussing usually dominate the discussion.

Two Stay Two Stray as a Technique to Teach Writing

According to Asmani (2016 :129), learning with Two Stay Two Stray starts with dividing groups. After groups are divided, the teacher gives the problem/ task that they must discuss it.

In this research, Two Stay Two Stray for teaching writing consist of many steps :

- a. Students are divided into many small groups consist of four or five students.
- b. Teacher gives the worksheet to each groups.
- c. Teacher tells the students the plot of the short narrative story which they need to rewrite.
- d. The students discuss the plot of the story in 20 minutes in their internal group.
- e. Two members of the group visit the other group to find the new information about how to develop the idea about the story in 10 minutes.
- f. The students who visit the other group back to their own group to share what they get from the other group
- g. The students finish the writing task in 30 minutes.

Research Method

The research uses Classroom Action Research (CAR). The subject of the research is the X IPA 4 of MAN II Jember. It consist of 38 students, 11 males and 27 females. The area of the research is MAN II Jember. The procedure of the research are planning, acting, observing and reflecting. The criteria of success are used to know if the implementing of the action achieves the target or not. Based on the minimum standard score requirement, the score target of writing skill is 75. The instrument of the research are writing test and observation checklist. The developing of research instruments are validity of the test (content validity), reliability of the test, and the credibility of the test.

Result and Discussion

The result of observation checklist in the cycle 1 were 25 students of 38 students or 65% were active in teaching learning process. And there were 31 students of 38 students or 81% actively participated in teaching learning process in the second meeting of cycle 2.

The result of writing test that there were 23 students of 38 students (60%) who got 75 or more. there were 28 students of 38 students or 74% could achieve the target of the writing test results that was 75 in the cycle 2.

Based on the result above, it could be said that teaching writing through Two Stay Two Stray could improve the students' ability. The results of this action research in two cycles had also verified the action hypothesis that the through Two Stay Two Stray can improve the tenth grade students' writing ability at MAN II Jember in the academic year 2015/2016 and Two Stay Two Stray can improve the students active participation in teaching and learning process.

Conclusion

Based on the result of this result and the discussion, it can be concluded that Two Stay Two Stray could improve the tenth grade students' writing ability and the tenth grade students' active participations in the following ways :

1. Learning through Two Stay Two Stray decreased the students mistakes in using regular and irregular verb because they obliged to use their English dictionary in doing the writing task and writing test.
2. Learning through Two Stay Two Stray made the students seldom got mistakes in using correct punctuations because they got more guidance from the teacher in the teaching and learning process.
3. Two Stay Two Stray gave chance to the students to develop their idea, open minded and to build their creativity during the teaching learning process.

Suggestions

Referring to the above conclusion, the research results are expected to provide some feedback to the following people:

1. English teacher : it is suggested that the English teacher should use Two Stay Two stray as an alternative strategy in teaching writing not only for teaching narrative text but also other genres of text, explain how to use the Two Stay Two stray in writing paragraph clearly, and pay attention more to the students who are the low achievers. It is due to the fact that the Two Stay Two stray can improve the students' writing ability and their confidence in learning English.
2. The students : the students are suggested to use Two Stay Two stray as the strategy in writing since it can be used as a guide to generate and organize their ideas in writing a text. In addition, Two Stay Two stray in writing. they have a chance to develop their ideas and feelings in increasing their motivation to write
3. Other researcher it is expected that the result of this research can be used as a consideration for other researchers to conduct further research dealing with the application of cooperative learning model in different aspect of English skill, research area, and research design. Reading and Listening skill are the example of the English skill that can be taught by using Two Stay Two Stray technique.

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