

# THE EFFECTIVENESS OF TWO-STAY TWO-STAY TECHNIQUE TO TEACH NARRATIVE TEXT WRITING

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## *Abstract*

*This research was conducted to find out the effectiveness of two-stay two-stray (TSTS) technique to teach narrative text writing on the tenth grade students of SMA N 1 Seponti Jaya in academic year 2016/2017. The purposes of this research were to find out whether the use of Two-Stay Two-Stray Technique is effective or not to teach narrative text writing and to find out the effectiveness of Two-Stay Two-Stray Technique in improving the students' writing achievement. The method used in this research was quasi-experimental study. The samples were taken from class B as the experimental group and class C as the control group by using cluster sampling. The data were collected by using measurement technique and the tool of data collecting was written test. Based on the calculation, the  $t$ -obtained was 14.55 where the degree of freedom was 2.021. It can be seen that the  $t$ -obtained was higher than the  $t$ -critical. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. The effectiveness of the treatment was found by calculating the effect size, and the result of the effect size was 2.91 that categorized as strong effect.*

*Keywords: Narrative text writing, Two-Stay Two-Stray Technique, Quasi-experimental study*

English mastery is very important because it is used for multi communication. Yet, to be able to use English properly, the main priority is to master all of the skills. There are four skills that should be well mastered by English learners, they are reading, listening, speaking and writing, but writing is considered as the most difficult skill to be mastered. According to Richard (2002) writing is the most difficult for second language learners to master or putting together words in grammatically correct sentences. Moreover, it is even more difficult for senior high school students in Seponti Jaya as EFL learners, because in writing, the students are not only need to organize the ideas, but also arrange the words into meaningful sentences. Harmer (2001) stated that writing is a process and the writer often heavily influenced by constraints of genres, then these elements have to be presented in learning activities. Moreover, Brown (2000).

Stated that writing can be simply seen as a written language which is the graphic representation of spoken language

Based on the observation result conducted by the researcher, students in SMAN 1 Seponti often face some problems in learning English, especially in learning writing. The problems occurred because of the teacher still use old teaching technique which was teacher centered. The teacher asked the students to write based on the text book, and keep on the traditional teaching style that the students had to work based on their own ability. Hence, the students often got some problems dealing with understanding the meaning of words in English, confused about how to arrange the words into grammatically correct sentences, and the main problem was the students had low motivation to learn writing because it required a lot of efforts, particularly if they wrote it alone.

Considering that the students are happy to learn cooperatively, share each other, gathering information together, and feel free to learn in a group discussion, the researcher believed that, cooperative learning would be an alternative way for the teacher to motivate and solve the students' problems. Eisenhower (1994) stated that the students usually gather together to practice and study. By using Two-Stay Two-Stray Technique, the students would be able to overcome the problems dealing with understanding the meaning of words and arranging the words correctly because each student in a group has the opportunity to overcome their problems by asking the other group members. In the other words, each student of the teams is responsible to help each other in learning process.

Two-Stay Two-Stray Technique is one of the cooperative learning strategies that emphasise the interactions among students between groups in the classroom through cooperation and participation of the learners. This is the incorporates setting up the teams and then using structures or social interaction sequences that enable the teacher to transform existing lesson into a cooperative format by using simple strategy called Two-Stay Two-Stray (Jolliffe, 2007). In this case, the students worked together until all of the members understood the material and finally attain a great achievement. The teams consist of four students with mix ability level, there will be students with the high, high-middle, low-middle, and low achieving students on each teams (Spencer, 1994). Therefore, by using Two-Stay Two-Stray Technique, the students were able to solve the problems collaboratively.

The previous research dealing with the use of Two-Stay Two-Stray Technique in teaching writing was conducted by Dwi Febrianti and Saunir Saun from university of Padang, West Sumatra in 2013. They tried to find out whether the use of Two-Stay Two-Stray Technique was effective or not to find ideas for writing hortatory exposition text. The result showed that the using of Two-Stay Two-Stray Technique was very helpful to

generate ideas in order to write a hortatory exposition text. The students were showed their enjoyment, motivation, and involvement during the experimental process.

Regarding to the result of the previous research above, it can be concluded that Two-Stay Two-Stray Technique was very useful in teaching writing hortatory exposition text. That is why the researcher was interested in conducting a research by using the same technique but in different kind of text that is narrative text. The researcher assigned the participant of this research would be the tenth grade students, due to adjust the curriculum and syllabus that being applicable for senior high school students. Based on the curriculum 2013, there are some genres that should be learned by the learners. They are recount text, narrative text, analytical exposition, hortatory exposition, report, news item, spoof, review, procedure and descriptive text. But, in this research, the researcher was focus on narrative text writing. Anderson (1997) stated that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listeners.

However, this research has differences with the previous study, in this research the researcher implemented Two-Stay Two-Stray Technique to teach narrative text writing to the students. Moreover, the purpose was to see whether this technique was effective or not to teach narrative text writing and how is the effectiveness of the technique in improving the students' writing achievement.

## **RESEARCH METHODOLOGY**

In this research, the researcher used quasi-experimental research as the method to find out the effectiveness of Two-Stay Two-Stray Technique in improving students' skill in writing narrative text. There are three types of experimental research; the one-group pretest-posttest, the non-equivalent control group design, and the time series design (Cohen & Celeste, 2005).

This research was a quasi-experimental study with non-equivalent group pre-test and post-test design. It is a research design that is

used to estimate the impact of an intervention towards the population without random assignment. According to Marczyk, DeMatteo, & Festinger (2005) “in the nonequivalent groups pretest-posttest design, the dependent variable is measured both before and after the treatment or intervention”. In addition, in the diagram of the nonequivalent control group point out that the experimental and control group have not been equated by randomization (Cohen & Celeste, 2005). The researcher studied on compares between both experimental and control group without administered the randomization.

The researcher administered Pre-test and post test tasks in order to know about the students’ achievement in writing. Pretest was given to the students in order to analyze the students’ achievement before the treatment or intervention. While the post-test was given to find out if there was significant change or improvement of the students’ mean score in both groups after the treatment was given. According to Cohen, Manion, & Morrison (2005) “one of the most commonly used quasi-experimental designs in educational research can be represented as bellow:

**Table 1**  
**Quasi Experimental Design**

Experimental	O1	X	O2
Control	O1		O2

Legends :

O1 = pre-test for experimental group

O2 = post-test for experimental group

X = the treatment (in this research, the treatment is using two stay two stray technique)

O1 = pre-test for control group

O2 = post-test for control group

---- = the sample is not randomly assign

In this reseach, measurement technique is used to collect the quantitative data. According to Hopkins, (2007) “Measurement is a systematic, replicable process by which objects or evens are quantified and/or classified with respect to a particular dimation”. The data that is measured in this research was the students’ achievement in writing narrative text in the form of pre-test and post-test. The students’ score from pre-test and post-test is used to compare the students skill before and after the treatment. The result of the test is used to determine the improvement of students skill in writing

narrative text by using Two-Stay Two-Stray Technique.

In this reseach, the researcher administered the written test in the form of essay. The tests were divided into pre-test and post-test. According to Ary et al (2010) “a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assign”. The researcher asked the students to write narrative text based on the framework of the story provided. The framework was used to give the clue for the students, so that they could easily elaborate the story by their own words. The researcher also provided the table of specification for the guidance in evaluating the students’ writing. It explained about the elements of writing narrative text in detail. The students had to consider about these elements while presenting their writing. So, the product of the students’ writing would be more focused and better. Besides, the researcher could maintain the reliability of the student’s score by using these writing specifications

**Table 2**  
**Table of Specification**

Items	Specification
Organization	
1. Orientation	Give the details information about the characters and the setting by considering about (who, what, when, and where).
2. Complication	Problem is presented in the chronological order by using suitable transition signals toward a climax.
3. Resolution	The problems are solved completely.
Vocabulary	The choice of word is suitable with the context in order to express the ideas (noun, verb, adjective, and adverb).
Grammar	The sentences are arranged by using an appropriate grammar (simple past tense and past continuous tense).
Mechanics	Paragraph demonstrates the accuracy of capitalization, spelling, and punctuation.

*(Modified from Heaton, 1988: 160-161)*

Regarding to the research problems that formulated to find out the significance and the effectiveness of the treatment, the researcher calculated the data in several steps. In the very beginning, the normality test was conducted in order to calculate the data before the t-test. The aimed was to investigate whether or not the distribution of pre-test and pos-test scores on both experimental and control group were normally distributed. The researcher used Kolmogorov-Smirnov in SPSS which was conducted in several steps as follows:

1. Setting up the level of significance ( $\rho$ ) at 0.05 and then establishing the hypotheses as follows:

$H_0$ : the variances of experimental and control group are normally distributed

$H_1$ : the variances of experimental and control group are not normally distributed

2. Analyzing the normality distribution with One-sample Kolmogorov-Smirnov test.
3. Comparing the asymp.sig with the level of significance ( $\rho$ ) to the test hypothesis. If the asymp.sig > 0.05, the null hypothesis is not rejected and the data distribution is normal. Otherwise, if asymp.sig < 0.05, the null hypothesis is rejected and it means that the data is not normally distributed.

After completing the steps of normality test and if the result showed that the data has been normally distributed, the researcher needed to conduct a t-test in order to determine whether or not Two-Stray Two-Stray Technique was significantly affect the students' achievement in teaching narrative text writing, the formula was as follow:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}} \dots\dots\dots (1)$$

*(Kubiszyn & Gary, 2003, p. 521)*

Legends:

- MD = the mean of different score
- $\sum d^2$  = the square of sum of the difference score
- $\sum d$  = the total sum of students' interval score pre-test and post-test
- N = the number of the students

In the t-test formula, the researcher needed to find out the mean of different score (MD) and the total sum of interval score ( $\sum d$ ). Those could be obtained by subtracting the students mean score of post-test ( $M_2$ ) and pre-test ( $M_1$ ). The formula was as follow:

$$MD = M_2 - M_1 \dots\dots\dots (2)$$

In the above formula, the researcher had to figure out the students' means score from both pre-test and post-test by using means score formula as follow:

$$M_1 = \frac{\sum X}{N} \dots\dots\dots (3)$$

$$M_2 = \frac{\sum X}{N} \dots\dots\dots (4)$$

Legends:

- M = the sample mean
- $\sum X$  = the sum of the students' score
- N = number of the students in the sample.

After calculating the significance of the treatment by using t-test formula, the researcher had to determine whether or not the treatment was effective to teach narrative text writing. If the result showed that the t-test value > t-table (according to the degree of freedom), it meant that the treatment was effective. Furthermore, the researcher had to find out the effectiveness of the treatment by using the effect size formula as follow:

$$Es = t \sqrt{1/N} \dots\dots\dots (5)$$

Legends :

- Es = the effect size
- t = t
- n = the total number of students

The result of the effect size would be categorized as follow

**Table 3**  
**The Qualification of the Effect Size**

Effect size	Qualification
0 – 0.20	Weak effect
0.21 – 0.05	Modest effect
0.51 – 1.00	Moderate effect
>1.00	Strong effect

*(Cohen cited in Muijs, 2004, p. 139)*

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

In this research, the researcher carried out several actions to collect the data. First, the researcher administered the pre-test on both classes: experimental and control. The pre-test was given on the same day to the

both experimental and control group but in different time. The students were asked to write narrative text based on the topic and the framework provided by the researcher. The computation for the students' mean score of pre-test from both classes can be seen as follows:

**Table 4**  
**The students' mean score in Pre-test and Post-test**

Experimental group		Control group	
Pre-test ( $M_1$ )	Post-test ( $M_2$ )	Pre-test ( $M_1$ )	Post-test ( $M_2$ )
56.66	77.91	54.58	61.62

Based on the table 2, it can be known that the students' mean score before the treatment was almost equal. It indicated that the students' writing ability was almost similar between two classes (experimental and control group). The researcher taught the control group students by using conventional technique that usually taught by the teacher. While the experimental group was given the new treatment, that was teaching narrative text writing by using Two-Stay Two-Stray Technique.

After the treatment had finished, the researcher gave the post-test on both experimental and control group. The post-test was given after the third meeting in order to see the effect of the treatment towards the students' writing ability. Based on the calculation, it can be seen that the students' score was significantly improved after the treatment.

After calculating the students' mean score of post-test from both experimental and control groups, the researcher calculated the mean difference score of each group and the calculations can be seen as follows:

The mean difference score of experimental group (MDe)

$$MD = M_2 - M_1 = 77.91 - 56.66 = 21.25$$

The mean difference score of control group (MDc)

$$MD = M_2 - M_1 = 61.62 - 54.58 = 7.04$$

In this research, the researcher had two research purposes. First, the researcher would like to find out whether or not Two-Stay Two-Stray Technique significant to teach narrative text writing. Second, the researcher would like to find out the effectiveness of the treatment by calculating the effect size. In order to determine whether Two-Stay Two-Stray Technique was significant or not to

teach narrative text writing, the researcher applied the t-test formula as follow:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

$$t = 14.55$$

The result obtained from the t-test calculation is (14.55). The degree of freedom of this research is 46 ( $df = n_1 + n_2 - 2 = 24+24 -2$ ), and the t-critical  $\alpha$  (0.05). Hence, it can be known that the t-critical with degree of freedom (46) is (2.021). This meant that the t-value obtained was higher than t-table ( $14.55 > 2.021$ ). Therefore, the null hypothesis ( $H_o$ ) of this research is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It meant that the Two-Stay Two-Stray Technique is significantly effective to teach narrative text writing.

After knowing that the alternative hypothesis was accepted, the researcher calculated the effect size of the treatment. The computation was as follow:

$$Es = t \sqrt{1/N}$$

$$Es = 2.91$$

The effect size obtained was (2.91). It meant that the effect size of the treatment was categorized as strong effect. Therefore, it could be concluded that the use of Two-Stay Two-Stray Technique gave strong effect to the students' writing ability on narrative text writing to the tenth grade students of SMA N 1 Seponti Jaya in Academic Year 2016/2017.

### Discussions

Regarding to the result of the data analysis above, the result showed that the t-

obtained was 14.55. It meant that the t-value was higher than t-critical with the degree of freedom ( $40 = 2.021$ ) at the 0.05 level. The result of the effect size computation is 2.91 and it categorized as strong effect. It can be concluded that there was significance effect of using Two-Stay Two-Stray Technique in teaching narrative text writing to the students. Therefore, the alternative hypothesis of this research which stated that the use of Two-Stay Two-Stray Technique is significant to teach narrative text writing on the tenth grade students of SMAN 1 Seponti Jaya in Academic Year 2016/2017 is accepted and the effect is categorized as strong effect.

The first meeting with the control group, the researcher found that there were many students who kept silent during the teaching learning process. It was occurred because of the technique that is used to teach the control group students could not attract the students' participation and monotonous. Therefore, the researcher distinguished the treatment between two classes in order to see the effect of the treatment itself towards the students writing achievement. After that, the researcher would see whether the technique was effective or not to be implemented. Because of the control group students did not accept the treatment, in this case Two-Stay Two-Stray Technique. As the result, only several students gave their participation and most of them still passive.

During the second meeting, the researcher explained the material in more detail and the students showed their attention to the teacher and they had a better understanding about the material. After that, in the last meeting, the researcher asked the students to practice writing. Even though in the pre-test most of them did not write the resolution part because they did not know what to write their ideas in English and run out of time. But, in the post-test they could write the narrative's entire (orientation, complication and resolution) completely.

During the first meeting with the experimental group, the researcher found that it was the first time for the students to have an activity which involved the whole

participation from them. As the consequence, there were many students who still confused about the teacher's instruction. They occasionally made mistakes in understanding their task. The researcher also discovered that some students who acted as the strayer did not know what questions they should asked to the stayer students from the other groups. On the second meeting, the researcher found that the students started to be familiar with the activity. They could run the teacher's instructions well. On the third meeting the students enjoyed their task and the activities ran smoothly.

Nevertheless, there must be some difficulties faced by the researcher in applying this technique during the research. At the first meeting, the researcher had to consider about the capabilities of the students English mastery in that school and then tried to find the solution before applying this technique and it was very challenging. In explaining the students task (stayer and strayer), and the procedures of the activity, the researcher had to repeat more than twice in order to make the students more understand about their task. In addition, when the strayer students started to visit the other groups, they confused what group they should visit first, then the stayer students also confused about what they must share to the guests.

Therefore, the researcher had to work hard to make the students active in asking the questions and then sharing the information needed by the strayer students. But, on the third meeting, the students could finish their task properly because they already familiar with the procedures of the technique. They did not confuse about their task anymore. As the result, the students enjoyed the activities very much. Hence, the teaching learning process could run smoothly and the students began to express their ideas in the written form fluently.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

Based on the research findings, the researcher concluded that Two-Stay Two-

Stray Technique can be an alternative way to teach writing especially on narrative text. The use of Two-Stay Two-Stray can increase the students' achievement in writing narrative text on the tenth grade students of SMA N 1 Seponti Jaya in Academic Year 2016/2017. The effectiveness of the treatment, the use of Two-Stay Two-Stray was discovered by finding of the effect size computation. The result showed that the effect size of the treatment was categorized as strong effect. In addition, the use of Two-Stay Two-Stray Technique helped the students to write easily because they wrote it in a group. This technique also made the students improved their ability in writing. The improvement in finding suitable words, arranging paragraph, connecting the ideas made their writing better. Through this technique, the teacher could improve the students' participation in the classroom. They could actively involve in the teaching learning process. Hence, by using this technique, the students had a chance to develop their writing not only from their own background knowledge but also from their friends. However, in applying this technique, the teacher needs to manage the time as efficient as possible, because this technique requires the students to move around and visit the other groups in the classroom so that the teacher has to be aware about the time allocation while teaching. Besides, the teacher needs to be more active in handling the students so they will not create unimportant activity and make any noise in the discussion. There must be mix ability of the students within one group, if the teacher

### **Suggestions**

The implementation of Two-Stay Two-Stray Technique has positive and negative sides in teaching narrative text writing. Therefore, it is suggested that the teacher needs to prepare the material before teaching properly. The teacher needs to be able to manage the time as efficient as possible so that all procedures of Two-Stay Two-Stray can be applied in the teaching learning process well and all steps of narrative text

can be taught precisely. The teacher needs to control the activity in the classroom. Because, the students may need the teacher's help since not all of the students have the same writing ability and same understanding about the story or the structure of the text. The students need to learn seriously in the classroom and follow the teacher's instruction properly. Because, in Two-Stay Two-Stray, the students required to be responsible to their own task (stayer and strayer). At the end, the researcher suggests the next researcher to apply this technique to teach other kind of genres such as recount text, descriptive text and other materials. Since this technique can be applied to all ages and classes, the researcher also suggests other researcher to apply this technique to teach the high level students.

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