

## TEACHING WRITING NARRATIVE TEXT USING TWO STAY TWO STRAY (TSTS) METHOD

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### Abstract

Writing is part important of language. One important skill that should be mastered by the students. The fact show that most of the student find the difficulties in writing. The problems are related to their motivation and technical problem. The method is belief to be able to improve students writing skill. Therefore, the aims of the research is to investigate the application of Two Stay Two Stray (TSTS) method to improve students writing ability. This research used quantitative method. The population of this research was all tenth grade students at one of vocational schools in Cimahi. The sample was eighteen students of class X TKJ. The instrument used test. The result showed that the mean scores of pretest was 63.94 and of posttest was 73.88. From this data it can be concluded after students learned writing narrative text using Two Stay Two Stray (TSTS) method, their writing skill were improved.

**Keywords:** Two Stay Two Stray (TSTS), Narrative Text, Writing Skill

### INTRODUCTION

Writing is one aspect of the language. Writing is hard skill to learn because writing is an activity in creating text (Hanafiawi, Muharam, & Parmawati, 2020). It is the process of pouring ideas in mind into the form of writing. A method that represents the language and visual that is writing (Virdyna, 2016). Through writing, a writer can convey information or messages that are useful to the reader. She or he also can deliver what his or her felt. Process of writing is not easy. The writer should think about the topic she or he wants to write. She or he also have to find information about the topic. Writing needs a long process, by which the writer have to find the idea and arrange this idea into words, sentences and paragraph using brain and hand (Izzati & Faculty, 2018).

As writing need a long process, some students find it difficult to learn. Most of them hve problems that are related to technical problem and motivation. In technical problem, for instance, the students are hard to find the idea for their writing. Pertinent to the real practice in writing class, the effectiveness of using comic strips is indicated (Purwanitasari (2010) and Lutfifati (2011)). This is probably caused by their low reading habit. Students also cannot recognize well the genre of the text. When teacher ask them to make a narrative text, for example, they are still confused to its generic structure. They cannot use the correct tense. They are even hard to make a good sentence. All of these problems are finally impacted to their motiavation in writing. They consider writing as a hard skill to learn. To solve the above problem, the teacher can use Two Stay Two Stray (TSTS) technique. This technique developed by Kagan( in Rusdiana, 2017). It asks the students to work in a group, and provides an opportunity for each group to share the result of discussion with other group. TSTS can be used in writing for all students level. There are eight procedures in using this technique: 1) The teacher divides students into groups in which each the group consists of four students. Group

formed are heterogeneous or random groups (one group consists of 1 high-ability students, two capable students medium, and one student with low ability). This is done because that method aims to give students opportunities to each other to do mutual support. 2) The teacher provides the sub-subject of each group to be discussed together with member of the group. 3) The students make a cooperative with their group. This aims to provide the opportunity to students to be able to actively act in the thinking process. 4) After group discussion is completed, two people from each group left the group and see another groups' work. 5) Two people living in groups are in charge of sharing their work and information to guests from other groups. 6) Guests are pleading and self back to their own group to report their findings from other groups. 7) Group matching and discussing their work. 8) Each group presented work outcomes.

The method is group learning system with the aims that students can work together, be responsible, help each other solve problems and encourage to achievement, and train students to socialize (Huda cited in Saputro : 2019). It can make learning process to be meaningful and students have responsible in process learning. The students are prompted to express students opinion. It increases students confidence. It also improves students understanding of the material. Then, it helps to improve the interest and achievement in learning.

Based on the above explanation, this study aims to investigate the application of Two Stay Two Stray (TSTS) method to improve students' writing ability. Narrative text is chosen as some of the students have a problem in creating this text. Narrative text is a kind of text that tells the activities or events happened in the past. It shows problematic experience and resolution. The aims is to give a moral lesson to the readers (Pardyonocited in Purba : 2018). Regarding the generic structure, narrative text consists of :

- Orientation : Sets the scene and introduces the participants.
- Evaluation : A step back evaluate the plight.
- Compilation : A crisis arises.
- Resolution : The crises is resolved, for better or for worse.
- Re-orientation : Optional.

## METHOD

This study was conducted by using quantitative method. Quantitative method is method that used numbers as a tool that must be analyzed to get information. The design used was pre-experimental, especially one group pretest-posttest. The population were all tenth grade students at a vocational school in Cimahi. The sample was 18 (eighteen) students at TKJ class. Instruments used in this research was test that was divided into two: pretest and posttest. The result of the test was counted by using SPSS.

Regarding the hypothesis, there are two hypothesis:

1. Ha: There is an improvement of students' writing narrative text after the implementation of Two Stay Two Stray.
2. Ho: There is no improvement of students' writing narrative text after the implementation of Two Stay Two Stray.

## RESULTS AND DISCUSSION

### Results

The pretest was given before the treatment was conducted. The aim was to know the students' prior writing ability. Meanwhile, posttest was given after the treatment was performed. The aim was to investigate the improvement of students' writing ability. The result of students' pretest and posttest can be seen below:

Table 1  
Scores of Pretest and Posttest

No	Student	Scores	
		Pretest	Posttest
1	Std 1	60	70
2	Std 2	65	70
3	Std 3	55	65
4	Std 4	65	75
5	Std 5	75	80
6	Std 6	70	75
7	Std 7	55	70
8	Std 8	65	75
9	Std 9	60	70
10	Std 10	70	85
11	Std 11	55	65
12	Std 12	65	75
13	Std 13	60	75
14	Std 14	70	80
15	Std 15	60	75
16	Std 16	65	70
17	Std 17	70	80
18	Std 18	65	75
<b>Total</b>		1150	1330
<b>Mean</b>		63.94	73.88
<b>Max</b>		75	85
<b>Min</b>		55	65

The result showed that the mean scores of pretest was 63.94 and the mean scores of posttest was 73.88. This indicated that there was the difference between the score of pretest and posttest. In this case, the result of post-test was higher than pretest. This mean there was an improvement of student score after getting the treatment.

## Discussion

Table normality test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.187	18	.097	.924	18	.154
posttest	.212	18	.031	.933	18	.220
a. Lilliefors Significance Correction						

Normality test was used to know the normality of the data. As the sample of this study was below 32, Kolmogorov-Smirnov was used. Based on the table, the significance value of pretest

(0.097) and posttest (0.031) was higher than 0.05. This indicated that the data of this research was normally distributed.

### Table Homogeneity test

Test of Homogeneity of Variances			
pretest			
Levene Statistic	df1	df2	Sig.
.736	3	12	.551

Homogeneity test was used to find out the distribution of the data. The result showed that the significance value was 0.551. As this value is greater than 0.05, the data was homogenous.

### Table T-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest menulis posttest	-10.500	3.312	.781	-12.147	-8.853	-13.450	17	.000

T-test was used to investigate the significance difference between two means. The result showed that the significance (2-tailed) value was 0.000. This was lower than 0.05. Then  $H_0$  was rejected and  $H_a$  was accepted. In other words, Two Stay Two Stray (TSTS) can improve students' ability in writing narrative text.

## CONCLUSION

The application Two Stay Two Stray (TSTS) method is effective to make students to increase their ability in writing narrative text. This can be seen from the score of posttest (73.88) which is higher than the mean score of pretest (63.94). This data is strengthened by the result of t-test which shows the significance 2-tailed (0.000) which is lower than 0.05.

Two Stay Two Stray (TSTS) is effective in improving students' writing narrative skill since it can increase students' understanding of the material. As previously discussed that in this technique, the student is allowed to discuss the material with their group. They also see the other works from the other groups. It directly provides the opportunity for them to be actively act in thinking process.

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