WRITING DESCRIPTIVE TEXT BY USING TWO-STAY TWO-STRAY TECHNIQUE: STUDENTS' RESPONSE

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Abstract

The objective of this research was to investigate the students' responses in learning writing descriptive text through the two-stay two-stray technique. This research used a qualitative method and the design was descriptive qualitative. The respondents of the research were 23 seventh grade students of Junior High School in Cikadu. The data were obtained from questionnaires and interviews. The results of the research revealed that writing descriptive text using the two-stay two-stray technique can motivate students to join learning activities, can reduce the time to understand the material, and they braver to express their idea.

Keywords: Two-Stay Two-Stray, Writing, Students' Response

INTRODUCTION

Writing in English foreign language is a challenging task. Writing is a combination of processes and products to determine the purpose of writing, generate good ideas, choose the language that is easy to understand, compose sentences, revise and edit (Hedge in Ahmadi, Fauziya, and Saktiyani, 2019). The students in this case have to deliver the idea systematically. They have to know how to arrange the word in a good paragraph, by which each sentence has a clear subject, predicate, and object. The students also have to use appropriate grammar and vocabulary. The students must understand several aspects of writing that are following text conventions, the content of the writing is easy to understand by readers, convey good information, correct grammar, cohesion, and coherence (Ahmadi et al, 2019).
Regarding teaching writing at Junior High School, the syllabus of Junior High School notes that it should raise the students' functional ability in which they can communicate between spoken and written. In written communication, the students have to master various genres of writing. One of them is a descriptive text.

Related to descriptive text, many students do not respond well to learning English, especially in writing descriptive text. This is because the methods applied by the teacher are still traditional. They consider the English context difficult. They still confuse about the structures of the text. It can be seen while the teacher asks them to point out the identification and description of the text. While the teacher asks them to illustrate the animal, they also cannot use a correct adjective or verb. It seems that they are still confused about part of speech in English. Based on the above problem, the use of the two-stay two-stray technique in this research was to find out the students' response during in writing descriptive text at Junior High School in Cikadu.

Definition of Writing

Writing is a communication tool to send information to others in written form. According to Gymnastiar & Apsari (2019), writing is a complex process it means that in writing learners have to consider many things to build a good writing result. In writing not only conveying ideas in written form but also conveying various ideas in good sentences using grammar, such as choosing the right vocabulary, paying attention to punctuation, etc. To reach a well-written there are four processes that the students have to pass them, they are pre-writing, writing/drafting, revising and editing, (Rizkiani, Bhuana, and Rizqiya, 2020).

Definition of Descriptive Text

Descriptive text is a text that describes how things, persons, animals, and places look like. It aims to explain an object in detail. Besides, Wardiman in Hanafiawi, Muharam, and Parmawati (2020), says that the definition of descriptive text is a text that describes something, place, thing, or someone. The structures of descriptive text there are two structures. Based on Gerot and Wignel in Rizkiani et al (2020), it consists of identification and description. Identification contains a description of something that will be described. Meanwhile, the description describes features, colors, characteristics, or anything related to what the writer wants to describe.
The descriptive text also contains some language features that differentiate it from the other kind of text. It uses a specific participant, simple present, and adjective. It also uses conjunction. Regarding the tenses, it uses simple present tense (Rizkiani et al, 2020).

Definition of Two-Stay Two-Stray

The two-stay two-stray technique is teaching and learning activities in which students do a discussion with their small group and share the result of their discussion with the other group. Fitri and Yulisna (2020) state that the two-stay two-stray technique is one type of learning that allows the group to share the idea and information with other groups. On its implementation, two-stay two-stray has some procedures that should be followed (Iswanto, Anugrah, and Syahrial, 2020). The stages of learning implementation in two-stay two-stray are as follows: firstly, the students work together in groups of four, secondly, after finishing the discussion, two people from each group will leave the group and visit the other group, thirdly, two people who still stay in a group are in charge to divide the result of group work and share information to every guest who visited the group, fourth, guests ask for permission to go back to their groups and report the findings that they have got from other groups, and the last step, group match and discuss the results of their work.
The two-stay two-stray technique is believed to have several advantages. According to Huda in Fitri and Yulisna (2020), the advantages are: students can work together, take responsibility, help each other to solve their problems, and encourage each other to get good achievements. Besides, Sulisworo and Suryani in Iswanto et al (2020), by using two-stay two-stray, learners will get used to respecting others' opinions, and they more confidence in expressing ideas to others.

METHOD

The method of this research is Qualitative Research. Qualitative research methods include analyzing, describing, and interpreting the data. As Creswell in Aryana & Apsari, (2018), states that analyzing qualitative data requires understanding how to make sense of text and image so that you can form answers to your research questions. This research employed a descriptive qualitative design. Descriptive research is focused on describing detailed and meaningful data, (Ahmadi et al, 2019).

The respondent of this research were 23 seventh grade students in one of the Junior High School in Cikadu. Besides, the data were obtained through questionnaires and interviews. This research used a Likert scale questionnaire, which consisted of ten statements developed from the response indicator proposed by Muhlisin (2018), they are attention, relevance, confidence, and satisfaction. The interview was a semi-structured interview in which the questions was developed from five indicators of response that similar to the questionnaire. The purpose of the questionnaire and interview in this research is to find out the students' responses in learning writing after the researcher implemented a two-stay two-stray technique.

RESULTS AND DISCUSSION

Results

The students' responses were gained from the questionnaire and interview. The data can be seen as follow :
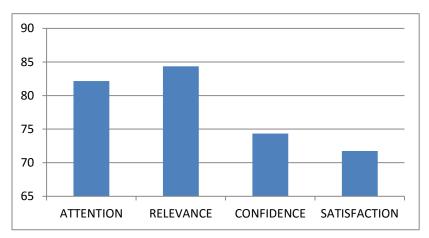

Figure 1. The students' response from the questionnaire

The above figure shows that the first position was relevance (84.34%). It was then followed by attention (82.17%), confidence (74.34%), and satisfaction (71.73%).

The first position was relevance. It means that the students' response in learning writing descriptive text using the two-stay two-stray technique was very good. Most of them felt interested. They also could understand the material easily. The data was in line with the data gained from the interview. In the interview, the students said that two-stay two-stray made them understand the material easily. A student answer can be seen below :

Saya merasa senang mengerjakan tugas bersama, kalau sendiri susah bertanya dan lama selesai dan kalau ada materi yang tidak mengerti dapat bertanya pada teman.(I feel happy working on assignments together, if it is difficult to ask for a long time by myself and if there is material that I do not understand, I can ask a friend).

The second was attention. Most of them thought they had high motivation when joining the learning activity. They could share their opinion. This is in line with the interview data, which found that they had high motivation because they could work together. An answer can be seen in the following :

Karena dengan teknik two-stay two-stray saya dapat berdiskusi dengan teman, dapat mengerjakan tugas bersama, dan bisa mengobrol. (Because with the two-stay two-stray technique I can discuss with friends, I can work on assignments together, and can chat).

The third was confidence. The students perceived that learning descriptive text using a two-stay two-stray technique motivated them to get the achievement. It could improve their critical thinking. This statement in line with the interview data. Most of the students said that learning by two-stay two-stray could motivate them to get a good score. They could increase their opinion with their friend when doing the tasks. The student response can be seen below :

Dengan belajar seperti itu, saya merasa termotivasi ingin bisa, dan ingin mendapatkan nilai yang bagus. (By studying like that, I feel motivated to want to be, and want to get good grades).

The last was satisfaction. Most of the students felt more appreciated in expressing their opinion. This is in line with the student answer in an interview below :

Mengerjakan tugas bersama teman lebih gembira karena bisa menyampaikan pendapat sambil ngobrol dan lebih berani, kalau belajar sendiri saya merasa gerogi. (Doing assignments with friends is happier because I can express my opinion while chatting and be more courageous, if I study alone I feel nervous.

Discussion

This research was conducted in one class at three meetings. The implementation of this research by following the process of writing, they are pre-writing, drafting, revising, and editing. This is in line with Rizkiani et al (2020), that state of the process in writing, those are pre-writing, writing/drafting, revising, and editing.

From the above data, shows a good response in the implementation two-stay two-stray in teaching writing descriptive text. Most of the students felt interested. They also could understand the material easily, they had high motivation when joining the learning process, it because they could share their opinion. Besides, the data also revealed several advantages in implementing the two-stay two-stray technique. Students seemed could work together, they could take responsibility and helped each other to solve the problem. It is supported by some experts (Huda in Fitri & Yulisna, 2020, Sulisworo and Suryani in Iswanto et al, 2020). They said that a two-stay two-stray can motivate students to work together. Can take responsibility. Help each other solve problems, and encourage one another to excel. They can express their opinions to others and they can increase their confidence in expressing ideas.

CONCLUSION

Based on the result of data, it can be concluded that the students' response in learning writing descriptive text using two-stay two-stray can motivate them to join learning activities, which can reduce the time to understand the material, and they can increase their confidence in expressing ideas.

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