

## The Use of Two Stay Two Stray Strategy to Improve Students Writing Ability in Report Text

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### Article History

Received: 2 February 2019

Reviewed: 3 March 2019

Accepted: 30 April 2019

**ABSTRACT:** Two stay two stray strategy is a fun learning activity because the strategy makes students motivated in learning to write report text. This research uses classroom action research to solve some problems at class IX SMP Al-muhajirin somengko in learning to write English. The problems are less interested in writing English, lack of ideas, grammar, and lack vocabulary. Based on the problems the writer tried to conduct classroom action research by applying two stay two stray strategy. The purpose of this research are: (1) To describe the implementation of two stay two stray strategy in teaching writing for nine grade students of SMP Al-Muhajirin Sumengko. (2) To describe the improvement of writing ability of nine grade students of SMP Al-Muhajirin Sumengko after implementing two stay two stray strategy. (3) To describe the student's response to the implementation of two stay two stray strategy. This study was conducted in 1 cycle of two meetings through four stages: planning, action, observation, and reflection. Data collected through observation checklist, field notes, and questionnaires. The result from data analysis found that students' ability improved after post-activity assignment. The evident is from the results of tests showing the pre-activity assignment data is 13.6 with the category of students adequate to fair, after post activity assignment is 15.7 with category student ability good to adequate. It can be concluded that two stay two stray strategy is successfully implemented to improve the ability to write students.

**Keywords:** : Writing, Two Stay Two Stray, Classroom Action Research

### Introduction

English is the international language of the most popular. People need to know English to communicate effectively, because the English language is required in every field. English will be easier for us to communicate with people from any country involved in a business, learning and tourism. But basically, we will be able to master all the knowledge people absorb such a way social with whoever and wherever we are. English has more value in the eyes of the world. When people from other nations meet each other, they use English as the language of communication. According to Alonso (2011:1) English is a second language has an important role in developing a career in science, business, and industrial global stage. It can be concluded that learning English is very important in our lives.

English is the language that has been set as the world language. All countries in the world learn the English language to easier communication with other people from different countries. Therefore, the English language has a universal nature that is used by everyone in the world. So, the ability of the English language is very important to be owned by everyone.

Teaching English is important role in education. Teaching is essentially an attempt to create conditions or environmental systems that support and enable the course of the learning process. The principle of teaching and learning is an attempt to regulate the environment in conjunction with students and teaching materials that lead to the learning process. This understanding shows that teachers are required to be able to act as an organizer of learning activities of students, and also should be able to use the environment, both in the classroom and that is outside the classroom, that support teaching and learning activities. It is suitable with Cremin (2009: 1) He said that teaching and learning English is the richest experience and energy, which is focused on all those involved and imaginative competence development of children, as well as the confidence and creativity to build a positive attitude in learning.

In learning English there are four skills that must be learned that are listening, speaking, reading, and writing. The writing skill becomes very important in the education field, student need to be exercised and trained in order to have a good writing skill. In various aspects of life, especially in the world of work, the ability to write highly charged. It has been scientifically proven able to improve intelligent in children, especially the intelligence of language and communication.

Writing is an activity to express thoughts and feelings in written form which is expected to be understood by the reader and serves as a communication tool indirectly. According to Bailey (2003:1) writing is a program that allows students to work closely with teachers or myself and practice on areas that are important in their learning. So, writing is an important skill of communication. It can help the learners in expressing ideas and opinion so that they have a good interaction with the community.

Based on the observation on 27 February 2017 in nine grade students of SMP Al-Muhajirin Sumengko the writer found several problems, the students are less interested in writing. It is because they lack a lot of ideas to write. They are also less familiar with the use of grammar aspects such as articles, tenses, pronoun, preposition, etc. In fact, writing sentence English is different from Indonesia, that's why they have difficulty in writing English and should be master a lot of vocabulary.

Effective learning must be balanced with the ability of teachers to master the learning model and the material to be taught. As a Unit Level Curriculum (KTSP) schools develop curriculum and syllabus based on the basic framework of curriculum and competency standards. In this case the expected teachers can improve students achievement, especially teaching English using a variety of learning strategies developed creative and innovative learning activity. It can be done in various ways so that learning is not monotonous.

Some types of text that should be studied by students in the third grade of junior high school. One of the texts is Report text in written discourse. Report text is a text which presents information about something. It is as a result of systematic observation and analysis. In this case, the students discovered some difficulties in learning functional text especially in writing.

In teaching Report text teacher must be creative to help students in teaching writing process. Cremin (2009:1) He explains that the creative teacher is a teacher who can extend the ability of the learner as a reader, writer, speaker and listener and help them to express themselves effectively, and evaluate their own work critically. There are some activities in teaching writing process such as dictation, songs, games, and other methods of teaching to make students enjoy in learning process. Cooperative learning method is one of the steps that used by teacher to make students easier in learning especially two stay two stay strategy. Even we can implement the interesting strategies to learning in the class.

In this research the writer is interest to using two stay two stray strategies in teaching writing to improve students writing ability in Report text. It also increase students' responses on the information submitted by friends because this strategy allows students to share information with other groups. According to Jollife (2007:81) two stay two stray is the merger of the two groups with other groups to discuss and complete the task and then return to the original group to perform feedback.

From the explanation above, the writer hold an action research of the nine grade students of SMP Al-Muhajirin Sumengko-wringinanom entitle "The use of Two Stay Two Stray Strategy to improve students writing ability in Report text" to improve students writing ability.

The objectives of the study are:

1. To know the process of teaching writing report by using two stay two stray in the nine grade of SMP Al-Muhajirin in academic year 2016-2017.
2. To describe the improvement of writing skill for nine grade students of SMP Al-Muhajirin after being given two stay two stray strategy.
3. To describe the students' response toward the implementation of two stay two stray strategy.

### Method

Method is the most important part of the research. This research explain the applying of improving writing skill by using two stay two stray strategy at nine grade students. This research uses Classroom Action Research. According to Somekh(2006:7) he said that action research is conducted collaborative among participants with researcher. In this case, the problems encountered with regard to students, teachers conduct research to improve speaking skills by using the strategy of two stay two stray.

Education problems always occur together with the development and the increasing ability of students, situations and environmental conditions, the influence of information and culture, and the development of science and technology. So it is encouraging to undertake an action research in order to solve problems to improve the quality of education by evaluating the unsuccessful of previous studies.

To analyze the students' score of writing by using Brown and Bailey rubric assessment of writing.

Table

1. Score of Descriptive Writing Profile ( Brown &Bailey, 1984 : 39-41)

| Aspect  | Score | Criteria   |
|---|-------|--|
| I. Organization:<br>Introduction, body,<br>and conclusion | 20-18 | Appropriate title, effective introductory, topic is stated, leads to body, conclusion, logical and complete.                                     |
|   | 17-15 | Adequate title, introduction, and conclusion : body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed. |
|   | 14-12 | Mediocre or scant introduction or conclusion :problems with the order with the ideas in the body.  |
|   | 11-6  | Shaky or minimally recognizable introduction severe problems with ordering of ideas : conclusion weak or illogical.                              |

|   |  |   |
|---|--|---|
|   | 5-1                                    | Absence of introduction or conclusion ;no apparent organization of body: severe lack of supporting evidence.  |
| II.Logical development of ideas : content | 20-18<br>17-15<br>14-12<br>11-6<br>5-1 | The ideas are concrete and thoroughly developed ; no extraneous material: essay reflects though.<br>Essay addresses the issues but misses some points: ideas could be more fully develop : some extraneous materials is present.<br>Development or ideas not complete or essay is some what of the topic: paragraph aren't divided exactly right<br>Ideas in complete: essay does not reflect careful thinking or was hurriedly written : inadequate effort in area of content.<br>Essay is completely in adequate and does not reflect colledge-level work : no apparent effort to consider the topic carefully.   |
| III. Grammar                              | 20-18<br>17-15<br>14-12<br>11-6<br>5-1 | Native like fluency in English grammar: correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fregments or run-on sentences.<br>Advances proficiency in English grammar: some grammar problems don't influence communication: no fregments or run-on sentences.<br>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication: run on sentences or fregments present.<br>Numerous serious grammar problems interfere with communication of the writer's ideas: grammar review of some areas clearly needed : difficult to read sentences.<br>Severe grammar problems intervere greatly with the massage; reader can't understand what the writer was trying to say; unintelligible sentence structure. |

|   |       |   |
|---|-------|---|
| IV. Punctuation, spelling, and mechanic | 20-18 | Correct use of English writing convention: left and right margins, or needed capitals, paragraphs indented, punctuation, and spelling: very neat. |
|   | 17-15 | Some problems with writing convention and punctuation occasional spelling errors, left margin correct, paper is neat and legible.                 |
|   | 14-12 | Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with idea.                        |
|   | 11-6  | Part of essay not legible :errors in sentence punctuation unacceptable educated readers.  |
|   | 5-1   | Paper illegible: obvious capitals missing: no margin, severe spelling problem.  |
| V. Style and quality of expression      | 2-18  | Precise vocabulary usage : use of pararel structures, concise, register good.   |
|   | 17-15 | Attempts variety, good vocabulary: not wordy, register OK, stair fairly, concise.   |
|   | 14-12 | Some vocabulary misused ; lacks awareness of register, may be too wordy.  |
|   | 11-6  | Poor expression of ideas problem in vocabulary, lucks variety of structure.   |
|   | 5-1   | Inappropriate use of vocabulary : no concept of register or sentences variety.  |

## Findings and Discussion

### Findings

To show about students' composition after implementation of two stay two stray strategy, the writer got the students score from the first to the second writing tests on cycle 1 as follow:

Table

2 the improvement students' ability in pre-activity assignment and post-activity assignment.

| Aspect                   | Organization   | Content  | Grammar  | Punctuation  | Style   |
|--------------------------|--|--|--|--|---|
| Pre-activity assignment  | Adequate to fair. Students can open and close paragraphs, but the idea in the paragraph is still less than perfect | Good to adequate. Students able to develop the idea. | Adequate to fair. The ideas written by students can be accepted by the reader and the grammar is correct | Unacceptable-not college. There was still an error in punctuation at the end of the sentence | Adequate to fair. There were some missing vocabulary and the writing is still long-winded |
| Post-activity assignment | Good to adequate. Students are able to write titles,   | Good to adequate. Students can develop ideas well    | Good to adequate. Grammar writing is correct even  | Good to adequate. There are some errors in punctuation                                       | Good to adequate. Vocabulary is good, and has a   |

|  |                            |  |   |                                       |                      |
|--|----------------------------|--|---|---------------------------------------|----------------------|
|  | recognition and cover well |  | though there is a problem in writing but not interfere with communication | writing but can be read by the reader | framework in writing |
|--|----------------------------|--|---|---------------------------------------|----------------------|

Questionnaire is an instrument used to determine the respond of students to actions that have been done. To support the data obtained by the writer, the writer also calculated the questionnaire in the table below:

Table  
 3 The Percentage of Students' Questionnaire

| Questionnaire number | Number of answer |        |        |   |
|----------------------|------------------|--------|--------|---|
|                      | A                | B      | C      | D |
| 1.                   | -                | -      | 65.21% | - |
| 2.                   | -                | 43.47% | -      | - |
| 3.                   | 78.26%           | -      | -      | - |
| 4.                   | -                | -      | 69.56% | - |
| 5.                   | -                | -      | 39.13% | - |
| 6.                   | 47.82%           | -      | -      | - |
| 7.                   | -                | 43.47% | -      | - |
| 8.                   | -                | 52.17% | -      | - |
| 9.                   | -                | 39.13% | -      | - |
| 10.                  | -                | 47.82% | -      | - |

## Discussion

Based on the findings, in applying two stay two stray strategy in teaching writing. The writer analyzed through some phases in 1 cycle. In making lesson plans, teacher and writer discussed plan for the preparation of learning to validate the lesson plans that will be used in class.

Relevant to the problem of IX class SMP Al-muhajirin sumengko, there are four problems before applied classroom action research with strategy two stay two stray can be solved with 1 cycle. The problems are the students have less interest in writing, have lack of idea, grammar, and limited vocabulary.

The first problem is students have less interested in writing. It can be solved by implementing a two stay two stray strategy with proven responses from students through a questionnaire. It compatible with Kartika( 2015) two stay two stray strategy can increase the students writing habit and make them motivating to write. Based on the questionnaire in number 9 “does using two stay two stray strategy motivate you in learning writing report?”. The students’ respond was 39.13% in writing, the student’s answer that two stay two stray strategy made them motivated in their lesson. It means

that the strategy made them motivated in writing because they can enjoy when they discussed with their friend and teach the students to take responsibility for their respective duties within the group.

The next problem is students have lack of idea. The mean score of logical development of idea in pre-activity assignment is 15 and post-activity assignment is 16.08. It mean by allowing work in groups with two stay two stray strategies so they can exchange ideas in groups when creating text report. It is suitable with Lie ((2002: 61) she explains that two stay two stray strategy give the opportunity of group to share the result and information with each group. Based on the questionnaire in six number "what difficulties that you receive during learning to understand written report text?" the students' respond was 47.82% the students answer was not found ideas to write. It means the students' difficulties to write report text was they did not have any idea to write. Therefore, the two stay two stray strategy is needed, because it can help students actively in learning and express ideas with friends in the group. It also helps them interact with the group during work, and they have experience when they become stray and share what information they got.

The next problem is grammar of students. The result of pre-activity assignment is 12.36. The ideas written by students can be delivered to the reader, the grammar present in the sentence was clearly visible and had a negative effect on communication such as; the presentation of the sentence fragments is less appropriate. The score of post-activity assignment is 15.13. It can be explained that there were some problems in grammar writing but it did not affect in communication even though the reader was aware of any incomplete sentence fragments. In this case, in writing have ideas that can be delivered to the reader but there are still errors in writing and grammar that affect communication. There is an increase in students' ability to write grammar.

The last problem is limited vocabulary, The problem faced by students is the style of language in the use of vocabulary is still not good with the result of mean score pre-activity assignment is 13.28. It can be described the students can be present that there were some missing vocabulary, and the writing of sentence is too long-winded. The score of post-activity assignment is 15.65. The students were able to write good vocabulary, not long-winded, have a list to be written. In this case, there was an increase in students' ability in vocabulary. The students had good vocabulary and have outline before writing.

The conclusion, two stay two stray strategy is important to apply in writing class, because this strategy make students work well and explore their idea with their friend, increase the students' motivation in learning express their opinion, and also students get experience when they submitted information and share in their own group.

### **Conclusion**

Based on the results of the study, it can be concluded that the implementation of two stay two stray strategy in the ninth grade of SMP Al-muhajirin sumengko had been well. The strategy can help students to organize ideas easily, use grammar well, and learn more English vocabulary. Students' ability to write report text after using the two stay two stray strategy show that there is an increase in writing skills from the first meeting to the second meeting.

Based on the student learning outcomes after implementation of two stay two stray strategy, the ability achieved by students with good to adequate criteria. It means they have a good ability in writing report text and develop sentence in paragraph.

The students have a good respond to the two stay two stray strategy. Students more able to express their ideas. The two stay two stray strategy helps students overcome

difficulties in writing. In this case, the strategy provides a positive impact on students' writing skills. The strategy also makes students motivated in learning writing report text.

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