

THE EFFECTIVENESS OF USING TWO STAY TWO STRAY (TSTS) TECHNIQUE IN STUDENTS WRITING DESCRIPTIVE TEXT

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Abstract

This research examined the effectiveness of using the Two Stay Two Stray technique in helping students learn to write. This research aims to determine whether there is a difference in students' ability to write between classes that apply the Two Stay Two Stray technique and classes that don't apply it. This research used quantitative research with an experimental design. The subjects of the research were seventh-grade students of SMPN 2 Pacitan academic year 2023/2024. This research used cluster random sampling to determine the sample class, by taking two classes. The data was collected by using pre-tests and post-tests. The result of the research using t-test, $t_{\text{observation}}$ is 2.22, and t_{table} is 2.005. So, H_0 is rejected and H_1 is accepted. It means that there is the effectiveness of the Two Stay Two Stray technique on students' ability to write descriptive text. The implications of this research are the Two Stay Two Stray technique shows the importance of integrating collaborative learning methods in the curriculum to develop students' social. Researcher suggested that applying this technique can manage time and group dynamics well so that the results are more effective.

Keywords: *descriptive text, effectiveness, Two Stay Two Stray technique*

Introduction

Students' level of English proficiency cannot be separated from the four basic English skills of listening, speaking, reading, and writing. From the four basic skills, writing is a skill that requires thinking ability. However, writing is a language activity that cannot be isolated from what is obtained from the other three basic skills because writing can help a person develop their ideas (Pratiwi et al., 2023). Writing is nothing more than an exercise of the mind that requires mastering techniques that anyone can master, understanding the importance of writing, and knowing the proper use of words, sentences, and paragraphs (Kane, 2000). Writing allows a person to convey their feelings and ideas through words or phrases in such a way that the creation of meaningful paragraphs.

In learning English, students need to master the skill of writing. Göçen, (2019) stated that creative writing activities are important for students because students can express their ideas and dreams actively in every process so that students can produce authentic content. Based on the statement, writing activities can help students in developing better writing skills and enhancing their creativity. However, there are still many students who struggle with the correct writing structure when practicing directly. According to Hastuti et al., (2023), some of the common problems that students often experience when practicing writing are students often have difficulty constructing correct sentences, inappropriate use of tenses, inability to compose coherent paragraphs, and limited mastery of appropriate vocabulary.

In learning to write, several types of texts need to be known narrative text, procedure text, recount text, descriptive text, and report text. This research, researcher focuses on descriptive texts. Description refers to the senses of looks, sounds, or feeling (Kane, 2000). Purwaningsih et al., (2022) state that descriptive text aims to describe the characteristics of an object that appears or is visible and not all students master well about descriptive text. From the statement, descriptive text is a text that describes characteristics of an object, people, places, etc and gives impressions such as feelings, sounds, and tastes through words. According to Brown (2007), the indicators in assessing descriptive text are content, organization, grammar, vocabulary, and mechanics in writing.

Student ability in writing is not easy to master, students must understand the content of the text that students have written. Some of the problems experienced by seventh-grade students of SMPN 2 Pacitan. Some students think that English is difficult and the lack of vocabulary mastered by students causes students to not be able to write well. Based on the factors discussed, the researcher used one of the cooperative learning models, namely Two Stay Two Stray as a teaching technique for students writing in descriptive text. According to Spencer Kagan (Silaban & Gari, 2021), The Two Stay Two Stray technique is a type of learning model that aims to provide opportunities for students in each group to be able to share task results and information with other groups. The Two Stay Two Stray is a learning model that begins with the division of groups, then discussion to solve the problem given, and then exchanging the results of the discussion with other groups, after exchanging then matched with the group to conclude (Safritry et al., 2019).

In its implementation, students are grouped with four members and will discuss the assigned task of writing descriptive text. Each student in the group will get a task, namely, two people stay in place to convey information from the results of group discussions and the other two people visit other groups to dig up more information. At the end of the lesson, students conclude the discussion. The advantages of using the Two Stay Two Stray technique are that students can determine the concept of the problem that has been solved, students become creative and more communicative with a group of friends, increase student motivation, the learning method is easy to apply, so it can help teachers in achieving learning goals (Lie, 2002).

According to Ulumuddin (2017) that this technique influenced reading comprehension of narrative text. Fatoni (2014) states that this technique also influenced students' reading comprehension recount text. Furthermore, Wati (2018) states that this technique influences toward students' writing of the descriptive text. Based on the description, this research has differences in the subject of research, place of research, and data analysis. From the research with the title "The Effectiveness of Using Two Stay Two Stray (TSTS) Technique in Student Writing Descriptive Text" the researcher believes that the Two Stay Two Stray type cooperative learning model is an effective teaching technique in using for students' writing ability. So, it can have a positive influence on students' writing abilities in descriptive text.

Method

This research used quantitative research conducted using a quasi-experimental design to determine whether the Two Stay Two Stray technique is effective in testing students' writing ability descriptive text. So, by using this quasi-experimental create a group to compare using statistical techniques. The data was taken at SMPN 2 Pacitan with the target population in this research being seventh-grade students at SMPN 2 Pacitan academic year of 2023/2024. In the selection of classes using cluster random sampling, the researcher takes two classes as a sample it is 7C for the experimental class and 7A for the control class with each class totalling 28 students. The data in this research was obtained through tests given to both classes and were used to see student learning outcomes using the Two Stay Two Stray technique. The test consisted of a pre-test that had been carried out before treatment and a post-test that had been carried out after treatment. The data was analyzed and calculated by using Microsoft Excel, through the fulfillment of the assumption, namely normality test used the Liliefors formula with the significance level $\alpha = 0.05$ and the homogeneity test used the Bartlett test with a significance level of $\alpha = 5\% = 0.05$. then statistical analysis using Independent T-test for the significance level $\alpha = 0.05$ with the degree of freedom (df) = 54.

Findings And Discussions

Findings

The Descriptive Statistics Test

This part contains the results of the calculation of statistical descriptions of student pre-test and post-test scores for the experimental and control classes. The result of the calculating data can be explained as follows:

Table 1. The Descriptive Statistics Test Result

	N	Mean	Min	Max	Median	Std. Deviation
Pre-test Control Class	28	57.64	42	67	61.50	7.01
Pre-test Experimental Class	28	57.93	45	70	57.64	6.13
Post-test Control Class	28	70.14	54	80	73.5	7.08
Post-test Experimental Class	28	74.46	62	83	75.21	6.65

Based on the table above, it is shown that the mean of the pre-test control class is 57.64, the minimum score is 42, the maximum score is 67, the median score is 61.50, and the standard deviation is 7.01 and the mean of the pre-test experimental class is 57.93, the minimum score is 45, the maximum score is 70, the median score is 57.64, and the standard deviation is 6.13. So, the data results show that the pre-test scores of the control class are not much different from the pre-test scores of the experimental class. Meanwhile, the mean of the post-test control class is 70.14, the minimum score is 54, the maximum score is 80, the median score is 73.5, the standard deviation is 7.08 and the mean of the post-test experimental class is 74.46, the minimum score is 62, the maximum score is 83, the median score is 75.21, and the standard deviation is 6.65. So, the data results show that there is a significant difference between the pre-test scores of the control class and the experimental class.

The Normality Test

This research used the Liliefors formula to calculate the normal distribution with a L_{table} of 0.05. If L_o is smaller than L_t , it means that the data is normally distributed. Researchers found that the value of $L_{table} = 0.167$ at the significance level $\alpha = 0.05$.

Table 2. Normality Test

No	Group	N	L_t	L_o	Conclusion
1	Pre-test Experiment	28	0.167	0.1349	Normally distributed
2	Post-test Experiment	28	0.167	0.1342	Normally distributed
3	Pre-test Control	28	0.167	0.1228	Normally distributed
4	Post-test Control	28	0.167	0.1267	Normally distributed

Based on the table above, the result of the calculation was obtained that the L_o of the pre-test experiment is 0.1349, while the L_o of the pre-test control is 0.1228. In addition, the L_o of the post-test experiment is 0.1342, while the L_o of the post-test control is 0.1267. From this result, because L_o is lower than L_t or $L_o < L_t$ (0.167), it can be concluded that the sample is in normal distribution.

Homogeneity Test

This research used the Bartlett test as a basis for making decisions with a significance level of $\alpha = 5\% = 0.05$. Based on the chi-squared distribution table with $dk = 1$, $X_{\alpha}^2 = 3.84$ is obtained. In this research, the calculation results obtained that:

Computation of pre-test:

$$x^2 = (\ln 10) \{ B - \sum (n-1) \log s_i^2 \} = (2.3026)(89.4301 - 89.28053) = 0.34$$

Computation of post-test:

$$x^2 = (\ln 10) \{ B - \sum (n-1) \log s_i^2 \} = (2.3026)(92.3046 - 91.65206) = 1.50$$

Based on the computation of homogeneity test above, it is show that x_o^2 of pre-test is 0.34 and x_o^2 of post-test is 1.50. From this result, because x_o^2 is lower than x_{α}^2 or $x_o^2 < x_{\alpha}^2$ (3.84), it can be concluded that the data are homogeneous.

Testing the Hypothesis

This research used an independent T test because the data were normally distributed and homogeneous. In applying the t-test formula, if $t_{\text{observation}} > t_{\text{table}}$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Based on the T distribution value chart, the t_t for the significance level $\alpha = 0.05$ with degree of freedom (df) = 54 is 2.005. The hypothesis can be formulated statistically as follows:

$$S_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} = \sqrt{\frac{1060.96 + 1795.43}{28 + 28 - 2} \left(\frac{1}{28} + \frac{1}{28} \right)} = \sqrt{\frac{2856.39}{54} \left(\frac{2}{28} \right)} = \sqrt{3.778}$$
$$= 1.94$$
$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{x}_1 - \bar{x}_2}} = \frac{74,46 - 70,14}{1,9438} = 2,22$$

From this formula of t-test shows that $t_o = 2.22$. So, H_0 is rejected and H_1 is accepted, because t_o is higher than t_t ($t_o = 2.22 > t_t = 2.005$). It can be concluded, that there is significance difference in writing ability between the students taught using Two Stay Two Stray and those taught using conventional.

Discussions

Data Interpretation

Based on the results of the statistical description of the data, there is a significant difference in students' writing achievement and the Two Stay Two Stray technique is more effective to use compared to conventional learning. This can be seen from the mean post-test of the experimental class up to 74.46 is higher than the post-test of the control class at only 70.14. In addition, the results of the effectiveness of this technique can also be shown through the results of data analysis using the T-test. Researcher analyzed the data using an independent T-test because the data was normally distributed and the data is declared homogeneous. The t-test results show that $t_o = 2.22 > t_t = 2.005$, it means H_0 is rejected and H_1 is accepted. So, there is empirical evidence that the use of the Two Stay Two Stray (TSTS) technique is effective in teaching writing descriptive text in seventh grade at SMPN 2 Pacitan academic year 2023/2024.

The effectiveness of Two Stay Two Stray Technique

This research, by applying the Two Stay Two Stray technique is a type of cooperative learning model in students writing activities, it was considered effective. (Asri et al., 2020) stated that the Two Stay Two Stray model is a group learning system with the aim that students can work together, take responsibility, and encourage each other to achieve, this model also trains students to socialize. Therefore, it can be seen that this technique can increase students' participation and involvement in the learning process, writing. Based on the observation during the learning process by applying this technique, the researcher can see that students become more active, able to develop ideas well, and able to work well together.

The results of the hypothesis show that there is empirical evidence that the use of the two stay two stray technique is effective in learning to write in the seventh grade of SMPN 2 Pacitan. Based on observations during the learning process by applying the Two Stay Two Stray technique, several aspects show that the technique is effectively used. Here are, the effectiveness of the Two Stay Two Stray technique, there are through discussion, students get various points of view and ideas from their peers to gain understanding in developing the topics that students write about and students are more motivated to complete the task well. Furthermore, the observation, shows that students prefer to work in teams, and students are more motivated to complete the assignment well. The implementation of learning with the Two

Stay Two Stay technique in the classroom is new to students, so students enjoy learning and are active in group discussions because learning is more interesting and interactive.

In addition, the researcher also observed that there are factors that can affect the use of the Two Stay Two Stay technique in classroom learning. Two factors influence the use of this technique in, the first, the application of the Two Stay Two Stay technique will be very effective if it can manage time well for each stage, starting from the initial discussion, visiting other groups, discussing again, to presenting the results of the task. Because this is very important to ensure that all students can participate fully. Second, the application of the Two Stay Two Stay technique will be very effective if the group consists of students who have different levels of ability so that they can help each other complement and enrich the discussion and the optimal group size, not too large or too small can reduce the effectiveness of cooperation.

Conclusion

The Two Stay Two Stay (TSTS) technique proved to be more effective than conventional learning in teaching descriptive text writing to seventh-grade students at SMPN 2 Pacitan in the 2023/2024 academic year. This can be seen from the average post-test score of the experimental class (74.46) which is higher than the control class (70.14). The T-test results also support that Two Stay Two Stay is effective ($t_{\text{observation}} = 2.22 > t_{\text{table}} = 2.005$), showing an increase in students who participated in learning with the Two Stay Two Stay technique in their writing skills. The effectiveness of the Two Stay Two Stay technique is also supported by observations during the learning process. Observations showed that students get various points of view and ideas from their peers, students prefer to work in teams, and students enjoy learning and are active in group discussions. In addition, two factors can affect the use of the Two Stay Two Stay technique in classroom learning this technique will be very effective if it can manage time well for each stage and this technique will be very effective if the group consists of students who have different levels of ability.

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