

# **CHAPTER 1**

## **INTRODUCTION**

In this chapter, the researcher discusses problem found by students in SMK AL – FAJAR SIBUHUAN. Writing is a very important skill in English. This chapter explains more detail and more focuses to make the reader easy to understand how to fix the problems. The researcher discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the research, the purpose of the research, significant of the research, and the definition of the key term.

### **A. Background Of The Problem**

English is very important to our life, so every country try to the English is very important for our life, so every country tries to teach this language. In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learners. There are four prime skills involve in the mastery of language: listening, speaking, reading and writing.

Writing is a very important ability for being own by students. Writing is also an excellent communication tool. According to Harmer ( 2004: 31 ), writing ( as one of the four skill of listening, speaking, reading and writing ) has always formed part of the syllabus in the teaching of English. Writing is one of the four basic skills which learners are required to master if they want to learn a foreign language. It is an important skill for a lot of learners to be master in order to

ensure success not only in learning English but also in any content classes when writing in English is required.

Learning in the classroom is not only teaching and learning activities, but requires learning technique. Type of techniques uses by the teacher. It is two stay two stray techniques. This method can be used in all subjects. This technique aims to make students work together, be responsible and encourage students to be able to treat.

Based on the discussion with English teacher in SMK AL- FAJAR SIBUHUAN, the researcher found many problems there; first, students are still difficult to write. Although the teacher finished the best one in teaching learning processes. The students always made their notes text by Indonesia. And they cannot write in English.

Second, the students find it hard to start writing because they didn't find an idea about what to write. It is caused by the fact that writing in English is different within Indonesian. One of the difference were in the language aspect. The students should master the vocabulary in English.

Third, most of the students were difficult to understand the generic structure of descriptive text include identification and description. Furthermore, in determining the structure of descriptive text the students did not understand which include the identification and which one belonged to the description. This is because students did not have a handbook. So the students cannot learn at home, only the material from the teachers they got.

The last is they always made Indonesian notes. They never even used English notes. The lack of writing practice makes students perform poorly in

writing. Many of them were also reluctant to write because they were bored and uninterested with the use of conventional media in the learning process.

The teachers use a lot of teaching technique, namely Role play, Discussions, Think Pair Share, Problem-solving, Group investigation, Etc. But students' cannot yet write descriptive text. Then one of the techniques used in overcoming problems were two stay two stray techniques and combine with numbered head technique. This technique can be combined with numbered head techniques. It can be applied to all subjects especially teaching in English and then can be applied to all age levels. The teacher allowed each group to share information with other groups.

Two stay two stray is a technique two lived two guests. This technique is very important to the teacher because if the teacher makes this technique, students not tired during the teaching-learning process. In the teaching-learning process, the teachers often use the technique discussion. Jollief (2007: 81 ) states that two stay two stray is two members of the group join another group to discuss how they are complete the task and return to their original group to feedback. In this technique is very well to apply by the teacher, because this technique can solve the problems with the discussion. Base on this technique the students can enjoy the learning process in the classroom.

Descriptive text is a type of text that describes objects, place, human, animal. Descriptive text is writing appeals to the senses, so it tells how something looks, feels, smells, tastes and or sound, Oshima (2007: 61) states that description paragraph is a type of written text paragraph, in which has the specific function to describe an object to the reader clearly. From the definition, it can conclude that a

description paragraph is a paragraph that describes a particular person, place or even in a great deal.

Because many problems face in the students in writing descriptive text used techniques that help students namely Two Stay Two Stray technique. So researcher interest to conduct the research entitles “The Effect of Using Two Stay Two Stray Technique on Students’ Writing Skill of Descriptive Text at Grade X of SMK Al- Fajar Sibuhuan.

### **B. Setting of the Problem**

Based on the background of the problem stated above, the researcher identifies problems find out by students’ writing skill of descriptive text at SMK AL- FAJAR SIBUHUAN.

1. Most of the students state that they were difficult to start writing.
2. The students have no idea about what they wrote.
3. Most of the students were still difficult to understand the generic structure.
4. Students always made Indonesian notes.

### **C. Limitation of the Problem**

Based on the setting of the problem above. It is very important for the researcher because their writing text was low. So, the researcher limited the students’ problem in writing skill, especially on descriptive text.

#### **D. The Formulation of the Research.**

The formulation of this research can be the formula as the following question. “Is there any significant effect of using Two Stay Two Stray Technique in Writing Skill of Descriptive Text at Grade X OF SMK AL- FAJAR SIBUHUAN? “

#### **E. The Purpose of the Research**

Based on the formulation mention, the purpose of this research is ” To find out whether two stay two stray technique give effect on writing skill of descriptive text At Grade X OF SMK AL- FAJAR SIBUHUAN.

#### **F. Significant of the Research**

The significant of this research can be classified into three parts for the teacher, students, and researcher.

1. The teacher

To inform this technique can be used for all subjects and all ages.

2. The students

Improve students’ writing skill especially in writing descriptive text.

3. Next researcher

The researcher knows the effect of using Two Stay Two Stray toward students’ writing skill in descriptive text.

## G. Definition of the Key Terms

There are some terms in this research that will be classified in order to avoid misunderstanding the terms can be seen as follows :

1. **Two stay Two Stray technique:** Shoimin (2014: 222) states that two stay two stray is two students living in groups and two students are on to another group. It means that, two stay two stray is an activity to discuss with other groups by visiting and returning to each group by bringing new information.
2. **Writing:** Taylor (2009: 4 ) argues that writing is extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. It means that writing is very difficult because you have to think and find new things to create good ideas. Writing is a tool used to make languages be read.
3. **Descriptive text:** According to Susanto (2018: 31), descriptive text is the text used to describe the place, people, thing, and certain object. So, descriptive text is to use the adjective with the describe something. In descriptive writing, the other does not tell the reader what was seen, felt, tasted, smelled, or heard rather, he describes something that he experienced and, through his choice of words, makes it seem real.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

In this chapter, the researcher discusses about review of related theories, Review of related finding, conceptual framework, and hypothesis. Review of related theories consist of the nature of writing, descriptive text, concept of two stay two stray, characteristic of two stay two stray, and procedure of two stay two stray. This is very important in this research.

#### **A. Review of Related Theories**

##### **1. Writing Skill**

###### **a. Nature Writing Skill**

Writing is a medium of human communication that represents language and emotion with signs and symbols. Writing is an activity to create a note or information on a media by using write. Writing is usually done on paper using tools such as pens. Along with the development of the times, writing activities also develop rapidly in the world, with the presence of electronic devices everyone can write on sophisticate media such as the internet.

Writing is important. There are many experts whom define writing like. First, according to (Harmer: 2004 and Antoni; 2016), Writing is use for a wide variety of purposes it is produce in many different form. In addition, he adds writing is a vital skill for “speakers” of foreign language as much as for everyone using their own first language. So, writing is not only delivered information but requires a strategy to create a writing as a foreign language. Furthermore, writing

is an activity to create a record or information. Regular writing is done on paper using tools such as pens or pencils. T. Linse (2005: 98) says writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. Bordman (2008: 33) says write a paragraph describes the best ways to study for a big test, supporting your opinion with examples from your own experience.

It means that writing is one of the activities of moving your hands using a pencil and creating a creative writing. Next the author will prepare his work in various forms. When they write, they will express what they think and see also what they feel. She adds children enjoy experimenting with writing and putting their ideas down on paper. It can conclude children really like writing, because they still have a lot of ideas and brilliant.

#### **b. The Purpose of writing**

The purpose of writing is aid to critical thinking, understand and memory, to extend learning beyond lectures and another formal meetings, to improve students' communication skill, and to train students as future professionals in particular disciplines.

Writing is another aim of teaching English. Through writing, a person is able to express himself. The teacher teaching the language should give full important to it. No doubt, writing ability is given sufficient important in the school these day. The fact is that the students hardly express themselves.

The purpose of writing is to inform everything both facts and evens including opinions or views on the facts. So the reader gets knowledge about



various things. Broughton ( 2003 : 119 ) states that, “ writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence level, or in relation to dialogues or situations which are not those usually expressed through writing. Next According to Harmer (2004: 39), when teaching “writing for writing” we need to make sure that our students have some writing aim. So, after the author completes his essay, then he will present the work well and use good language.

Its mean that when someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience.

### **c. Process of writing**

Writing is a means communication. Through writing we can express our ideas, experience, Feelings. The purpose of writing is to give information to the reader through a written form of language.

Writing is not a simple as putting on paper. It needs a long process from planning until producing the final version of the writing. Writing is the combination among the aspect of brain, ideas what a write already knows about the topic or subject and what the writer writes.

Writing process is a various stage of drafting, reviewing, re – drafting, and writing. According to T. Linse (2005: 102), the process of writing consist of five steps; Prewriting, Write, Revise, Editing, Publish In this important first step, children are given an opportunity to prepare to write and to collect their thoughts

and ideas. Then the children check their written. Learners (with the help of their teachers, caregivers, or classmates) proof-read their work to make sure that there are not any content errors or grammatical or spelling errors. The writing piece is rewritten in publish or presentable form, in a student-made book, on special paper, and / or on a computer so that it can be displayed or shared.

The writing process is highly successful approach to teaching the skill of effective composition to students. Crawford (2005: 116) says most description of writing process contain five phrase, there are; rehearsing, drafting, revising, editing, and publishing. Then Boardman (2008: 31) argue there are six steps in the writing process; analyzing the assignment, brainstorming, organization your ideas, writing the first draft, rewriting the first draft, writing the final paper.

In this case the teacher can use various pre-writing strategies use in the classroom. It aims to help students choose a theme and determine the smoothness of the process towards. It is good for the students.

Write is a tell the important information. What we describe. Oshima (2007: 75) states that write a descriptive paragraph. Follow the step in the writing process: "Step 1: pre-write to get ideas. Use the clustering exercise that you completed in the try it out. Step 2: organize the ideas. Decide what kind of spatial order you will use. Make an outline. Include as many descriptive details as you can think of. Step 3: write the rough draft. Write **ROUGH DRAFT** at the top of your paper. (a) Begin with a topic sentence that names the place and gives a general impression. (b) Use spatial order. (c) Include descriptive details to make your description lively and interesting. (d) Write a concluding sentence. (e) Pay attention to your sentence structure. Write both simple and compound sentences,

and punctuate them correctly. Step 4: polish the rough draft. (a) Exchange papers with a classmate and ask him or her to check your rough draft using peer-editing worksheet 4 on page 204. Then discuss the completed worksheet and decide what changes you should make. Write a second draft. (b) Use self-editing worksheet 4 on page 205 to check your second draft for grammar, punctuation, and sentence structure. Step 5: write a final copy. Hand in your rough draft, your second draft, your final copy, and the page containing two editing worksheets. Your teacher may also ask you to hand in your prewriting paper”.

It means that, if the students want to write descriptive text. They can use this step. This step is very good and make easier. Then it will help the teacher or researcher in writing descriptive text.

## **2. Descriptive Text**

### **a. The Definition Of Descriptive Text**

Descriptive text is one of text beside another kind of the text such as narrative, procedure text, recount text, analytical exposition, that talking about description something like human, animal, place. There are many experts who explain about the definition of descriptive text. First, According to Curriculum (2016: 63), descriptive text is to introduce, identify, promote, and explain or something, it means that descriptive text is to explain about particular person, thing, place.

Descriptive text is very easy to understand, it tell about characteristic and other. According to Susanto ( 2018 : 31 ),descriptive text is the text used describe

the place , people, thing, and certain object. So, descriptive text is to use the adjective with the describe something.

In descriptive writing, the author does not tell the reader what we see, felt, tested, smelled or heard. Hidayati ( 2016 : 18 ) states that descriptive text is a text which is contain description about an object, weather it is living thing or un living thing including human and animals. It is describe a particular person, place, or thing by using adjectives. In this research, descriptive text is one text that talking about describe a something by using adjectives.

The last is descriptive text is usually uses by adjectives because it is relate to the number of properties in an object. Oshima ( 2007 : 61 ) argue descriptive writing appeals to the senses, so it tells how something look, feels, smells, tastes, and / or sounds. A god description is a word pictures: the reader can imagine the object, place, or person in his or her mind. This indicates that how to description something from the bottom to the top, also we can describe the people from far away to near.

She adds that descriptive text has generic structure. She is argues the topic sentence of a descriptive paragraph should name the topic. The controlling idea should give the overall impression of the place you are describing. Then supporting sentence are the “meat“ of paragraph. They not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. So, descriptive paragraph is the more details you include, the more clearly your reader will imagine what you are describing.

## **b. The Generic Structure Of Descriptive Text**

The descriptive text have generic structure, it same with other genre. According to Susanto (2018: 107), the generic structure of descriptive text consist of identifying and description.“(a) Identification: introduce who, when, or what is describe. (b) Description: part of size, volume, body. Quality: standard, superiority. Character : attitude, behavior”. Then Hidayati (2016: 63) says that generic structure of descriptive text is Identification, in this section we identify the specific person, place or object that will be described. Next is description, this section explains in detail about people, place or objects that include parts, quality, characteristics and behavior. In this section people who read descriptive text should have a picture of people, place, the object described.

In this research, the generic structure of descriptive there are two. Firstly, Identification: identification can be found in the first sentence that included the general information about something that will be described. Secondly, Description: description is can be find in the second until last sentence usually description using adjective.

## **c. Language features of descriptive text**

Language features is very important. In the presence of it, students can find out the use of descriptive text. Susanto (2019: 107) says descriptive often uses ‘be’ and ‘have’. Tense which is often uses is simple present tense. However, sometimes it uses past tense if they thing to be described doesn’t exist anymore. Significant Grammatical Feature: Focus on specific participants. Example : My English Teacher, Andini’s cat, My favorite place, Use of Simple Present tense,

Use of Simple Past Tense if Extinct. Verbs are of being and having 'relational Process'. Example: My mom were cool, she were long black hair, Use of descriptive adjective. Example: Strong legs, White fangs, Use of action verb 'Material Processes'. Example: it eat grass, it runs fast, Use of adverbial to give additional information about behavior. Example: fast, at tree house, Use of figurative language. Example: john is as white as chalk. Curriculum (2016: 63) argue the language future consist of grammar; such as noun, adjective, verb. And then Hidayati (2015:18) says that language of descriptive txt is explain something special, generally using simple present, using attribute verb and identifying , example have mean, is are. Researcher concludes the language future very need for the writer, because he can make good paragraph if he follow it.

### **3. Two Stay Two Stray**

#### **a. Concept of Two Stay Two Stray**

Two stay Two stray for writing is important for the students, because they can improve their learning strategy become easy to understand. According to Jolliffe (2007: 81), The Two Stay Two Stray is two members of the group join another group to discuss how they completed the task and then return to their original group to feedback. Base on this argue, two stay two stray is a group guest to other group and to give new information for them. Suprijono (2014: 93) says two stay two stray is a method two lived two guests. It means that this technique is mutual to share new information with the guest to other group and then they come to original group to bring what they get about information.

Two stay two stray that puts students in small groups of up to four people. Shoimin (2014: 222) states that two stay two stray is two students living in groups and two students are on to another group. Then they are given the task to discuss the course material with their friend for the next group will also exchange members of a while in order to share mutual discussion and group work to be discussed again with the other group member. Thus, the structure of two lives two guest will provide the opportunity for the group to share information result to other groups.

This technique can use to all subject like in teaching reading skill. According to Rasyidah (2013: 56), two stay two stray is considered as an effective strategy in teaching reading. In this technique two stay two stray not only learn and accept what is present by the teacher in the learning process, but can also learn from other learners and also have the opportunity to teach other learner.

#### **b. The Characteristic Of The Learning Two Stay Two Stray**

Learning methods are very important for teachers and can also enhance learning creative for students. According to Huda (2015: 140), the characteristic of this technique are: Developed by Spencer Kagan (1990), can be combined with numbered head technique, can be applied to all subjects and age levels, allowed each group to share information with other groups.

#### **c. The procedure Of Two Stay Two Stray**

Two stay two stray is good for the teacher when do the teaching learning process. Two stay two stray is one technique in modern teaching. This is step for this technique.

According to ( Suprijono: 2014 ; Shoimin : 2014 ), two stay two stray is a method two lived two guests. The step are “(a) Learning with this method must begin with the division of group. (b) After the group is formed the teacher gives the task in the form of problems that they must discuss the answer. (c) After the group has finished, 2 people from each group left the group to visit other groups. (d) Group members who cannot be assign as guests, have an obligation to receive guests from a group. Their job is to present the result of their group work to the guest. (e) Two people serving as guests are required to visit all groups. If they have finished they return to their respective groups. (f) After returning to each guest group or just staying in and discussing the work they have done”.

Huda ( 2015 : 141 ) argue that the working of cooperative learning technique two stay two stray is as follow :“(a)The students work in groups of four as usual, (b) The teacher gives assignments to each group to be discussed and worked together, (c)After completing 2 members from each group were asked to leave the group and each of them visited the two members from the other group,(d) Two people who live in groups are tasked with sharing their information and work results with their guests,(e) Guests excuse themselves and return to the original group and report what they found from other groups,(f) Each group then compares and discusses the results of their group” So, this strategy is very good for all subject.

Structure two stay two stray which is one type of cooperative learning that provides opportunities for other groups to discuss. This is done because many teaching and learning activities are colored by individual activities. Students work



alone and are not allowed to see the work of other students even though in reality life outside the school of life and human work depend on each other. The teachers are easy to make students become active learning. Students can also express their opinions without shame.

#### **d. The Learning Stage of Two Stay Two Stray**

This stage will be applied by the teacher. There are several stages of learning two stay two stray learning that should be known; Preparation, master's presentation, group activities, formalizes, and group evaluation and award. It means that teachers must prepare everything related to preparation of files such as syllabus and assessment system. Master also must convey the learning activities. Master also should help them solve unresolved problems. Finally the teacher must assess the work of students and gives the interruption on students who get the highest score.

### **B. Review of Related Finding**

There are many studies related to this research. Firstly, Cahya Septimamirsa, Syamsurizal, Lufri (2018) Entitled "The influence of Two Stay Two Stray Learning Model Nuanced By Scientific Literacy On Students' learning Competence In SMP N KERINCI" In this research is a quasi-experimental research (apparent experiment) with the design of Group Control Posttest-Only Design. Experimental class was given treatments by using TSTS model of scientific literacy nuance, while control class was only given the conventional learning model that is Direct Instruction (DI) model.

Secondly, Ita Afrie Lusiana, Punaji Setyosari, Budi Eko Soetjipto ( 2017 ) Entitled “ The Application Of Two Stay two Stray ( TSTS ) and Fan N- Pick Learning Models to Improve Students’ Motivation And Learning Outcomes On Social Studies Subject “ . The type of this research is Classroom Action Research (CAR). The researcher acts as planner, implementer of action, observer, reflector and as a reporter of research results with the aim to improve the learning process.

Thirdly, Uun Yukanah( 2017 ) Entitled “ The Implementation Of Two Stay Two Stray Strategy To Improve Students’ Reading Comprehension Achievement Of Narrative Text At SMP Muhammadiyah 3Bandar Lampung. This research used quantitative and qualitative research The first objective of this study was to find out whether there is a significant difference of students’ reading comprehension achievement before and after treatment. The second objective of this study was to investigate the most affected aspect of reading after being taught by using *two stay two stray* techniques. To achieve this objective, the researcher focused on the result of the test (pre-test and post-test).

Fouthly, Umami Rasyidah ( 2013 ) Entitled “Experimental Inquiry Of Paired Annotation And One Stay Two Stray In Reading Comprehension Of Narrative Text At Grade X Sman 1 Kampar. There are meaningful advantages of forming students into pairs and groups for instruction. The study showed that both Paired Annotation and One Stay Two Stray strategy are equally powerful in improving students’ reading comprehension of narrative text.

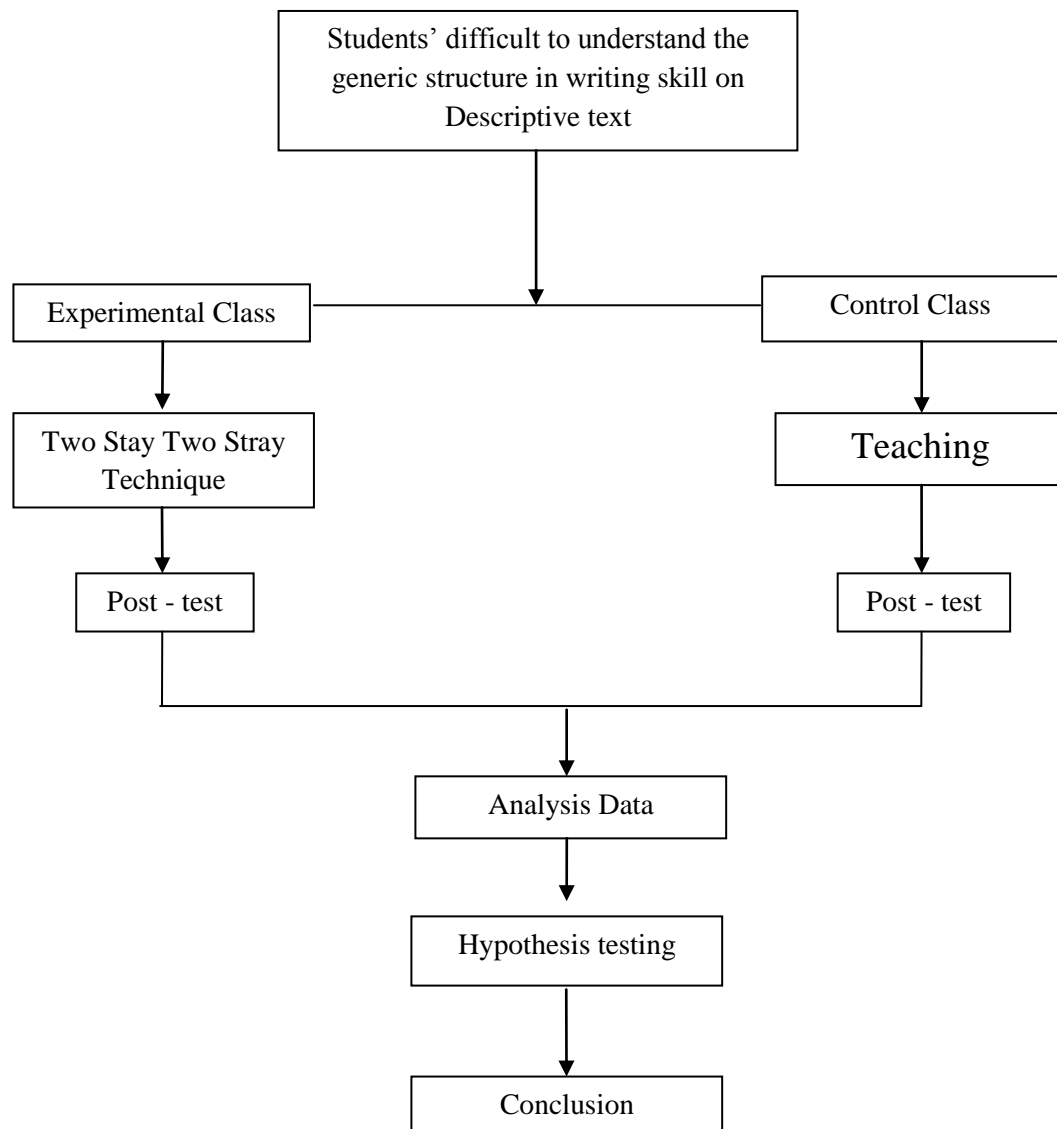
People have previously researched the techniques of two stay two stray and also about writing. My research is different from the previous person. The difference is in terms of methods, in term of time and location, my research is also

different from them in terms of research design. Therefore I do research about the effect of using two stay two stray technique on students writing skill of descriptive text at grade x SMK AL-Fajar Sibuhuan.

### C. Conceptual Framework

Based on the review of literature, a conceptual framework is students' skill in writing descriptive text at grade X of Smk Al – Fajar Sibuhuan. On the framework, we can see the problem and purpose of the research.

Figure. 1



Based on the figure above, students' writing skill, some of the students SMK AL-FAJAR SIBUHAN, were difficult to write a Descriptive text. One way to improve the students' problem in writing descriptive text was by two stay two stray (TSTS) technique. The researcher had two classes. There was experimental class and control class while used the post-test, Through written test. Experimental class used treatment and control class used existing teaching. In experimental class used two stay two stray techniques.

After giving the test, the researcher gathered test result. The researcher analyzed result of the students' text with three steps. Firstly, the researcher used the normalize data to know the variable X and Y if it distributed or not, secondly test , homogenized data to know the two sets of data variance or not, finally is teaching t-test. It is to know whether there is significance different between the students' writing or not.

There are four hypothesis in this study, the researcher proposed the hypothesis there are alternative hypothesis ( $H_a$ ), and the null ( $H_o$ ), based on the explanation above, the researcher concluded that. This strategy was successfull, not only that, the researcher hoped students was able to write text type of text with learn this strategy.

#### **D. Hypothesis**

A hypothesis is a focuses which predicts an answer to the research question. Sugiono ( 2017 : 31 ) states that the hypothesis, which is still a temporary answer, will then be verify numerically. A well work up hypothesis is half the answer to the research question. For this, both knowledge of the subject derived from extensive the methods of working up a good hypothesis and statistical concepts are desirable. In this research, the researcher propose two hypotheses they are:

(1) The research Hypothesis ( $H_a$ )

There is any significant effect of using two stay two stray techniques on students' writing skill of descriptive text at grade X of SMK AL-FAJAR SIBUHUAN.

(2) The Null Hypothesis ( $H_o$ )

There is no significant effect of using two stay two stray techniques on students' writing skill of descriptive text at grade X of SMK AL-FAJAR SIBUHUAN

**CHAPTER III**  
**RESEAECH METHODOLOGY**

In this chapter, the researcher discusses about the research method. It consist of research design, research variable, time and location of the research, population and sample, instrumentation, technique of collecting the data and technique of analysis the data. Research procedure consists of the procedure of research for control group and procedure of research for experiment group.

**A. Research Design**

This research was True Experimental Design; posttest-only design. This design there are two groups was taken randomly from certain populations. Experimental group used two stay two stray technique and one group as a control no treatment. According to Gay (2012: 249), in experimental research, the researcher manipulates at least one independent variable, controls other relevant variables and observes the effect on one or more dependent variables. The researcher chooses one class as experimental class where the students were given treatment and post test. Another hand for the control class, the students were just given post test. The research design could be show as following:

**Table 1 Research design**

<b>R</b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>R</b>		<b>O<sub>4</sub></b>

Information:

- R : The experimental and control groups were taken randomly
- X : Teaching writing by using two stay two stray technique (treatment)
- O<sub>2</sub> : Students creativity after learning by using treatment in experimental Group
- O<sub>4</sub> : Creativity of control group of students will not given learning by Using treatment

For research instrument, the researcher used a written test. The researcher gave treatment for 4 meetings and followed by giving post test for experimental group, Then researcher analyzed the data to see the development of the students' skill in writing. The last step was giving post test for the control class. Here was the result of analyzing data as to know the significance effect of using two stay two stray technique in students' writing descriptive text at grade X of SMK AL-FAJAR SIBUHUAN.

## **B. Research Variable**

Variable is a type difference based on its position in a study. Variable can be divided into two types; dependent and independent variable. According to Winarno (2013: 26) variable is the object of research or what is the focus of research. He adds that variable can be divided into qualitative and quantitative variable. The examples of quantitative variable are height, weight, running speed and another. Examples of qualitative variables are the quality of learning, quality of graduates and quality services to students. In this research, the researcher

identify that the present tense as independent variable ( X ) is the two stay two stray technique and the dependent variable ( Y ) as students' writing skill in descriptive text.

### **C. Time and Location of the Research**

The researcher conducted the research in SMK AL-FAJAR Sibuhuan, Kabupaten Padang Lawas, in grade X students. The school is located in Sibuhuan sub district of Barumon. This research was conducted on march – April 2019.

### **D. Population and Sample**

#### **1. Population of Research**

Population is as a whole subject or object that is the target of research that has characteristics (Sundayana, 2010: 15). The Population of this research was grade X students of SMK AL-FAJAR Sibuhuan. The total of the population were four classes, They were class X of accountny (18 Students), class X of administration a (23 Students), class X of administration b (21 Students) and computer network engenin (18 students). So, the total population of research were 80 student. See table 1.

**Table 2: The Population of the Research**

Class	Population
X Akun	18 Students
X Adm a	23 Students
X Adm b	21 Students
X Tkj	18 Students
Total	80 tudents



## **2. Research Sample**

To take the sample, the researcher used random sampling technique. According to Sundayana (2010: 18), random sampling technique is every element in the population that has the same opportunity to act as a sample or has the same possible value. Then she adds that in sampling technique, researcher must be able to choose members of the population that can represent the overall characteristics of the population and with a representative sample size. So, the researcher chose two classes as the samples. Researcher randomized students as an experimental and control group by using lottery.

## **3. Instrumentation**

To know the effect of teaching writing skill by using two stray two stray, the researcher used writing test. The researcher used only post test research design. Sundayana ( 2010: 60 ) states that validity is a measure that shows the level of validity and validity of an instrument. The instrument was valid if it is able to measure what it wants and can reveal data from variables that are properly examined. One way to get a valid value is by doing a test.

In this research, researcher gave the written test to the students. The test was only given in post test. Researcher gave post-test to find out the students' writing description given some treatments given. It was also to find out whether the students' skill keep holding on the material after treatment. The treatment was in from of two stay two stray techniques. The teacher gave the topics about descriptive text "describe about people and place" for experimental group. Then

the teacher gave the same topic with the control group to students. So the students discusses with their group.

In order to get the score, the researcher and collaborator analyzed the students' writing. According to Brown (2004: 244-245), there are categories scoring for writing skill. They are

1. Organization = Minimum score : 1 and Maximum score : 5
2. Content = Minimum score : 1 and Maximum score : 5
3. Grammar = Minimum score : 1 and Maximum score : 5
4. Punctuation, spelling and mechanic = Minimum score: 1 and Maximum score: 5
5. Style and quality of expression = Minimum score : 1 and Maximum score : 5

## **E. Procedures of the Research**

### **1. Research Procedures for Control Group**

#### **a. Treatment**

The teacher only explained about descriptive text in control class. The students listened to what explained by the teacher. The students wrote to record important things about lesson. While for, the researcher did not give any treatment.

#### **b. Post-test**

Post-test is a form of questions given after learning about descriptive text given by the teacher. This aims to obtain a picture of the abilities achieve after the end of the lesson. The teacher gave the topic "describe about people" for the post – test in control group. It was same with experimental group in post test

**Table 3: Teaching Activities in Control Group**

No	Activities	Teacher' Activities	Students' Activities
1	Pre	The teacher was greeting the students' Praying together Check Attendance list Open the lesson by question Related to last lesson	The students said greeting, praying, answer the teacher question, open the book
2	While Activities	a. The teacher explained about materials descriptive text b. The teacher gave example.	a. The students listen the teachers' explanation. b. The students must be active.
3	The result	The teacher gave task for making descriptive text about people The teacher evaluate their task	The students do what the teacher instruction.
4	Post activities	The teacher asked students if there was still unclear about the topic. The teacher concluded the material Give homework Closing the lesson Greeting the students	The students answer the confuse about the lesson The students write the homework The students says greeting.

## **2. Research Procedures for Experimental Group**

### **a. Treatment**

The researcher gave the treatment namely Two Stay Two Stay technique to writing activities. This aimed to see the effect of using this technique to students' writing skill of descriptive text. The treatment was given for experimental group. The steps are:

Meeting 1-2 :The students learned twice or two meeting. Then the students made groups based on the step in two stay two stray technique. In

this study, the researcher gave the topic about descriptive text (describe about people). Next the students were following the grammar, such as noun, adjective, verb “to be “and “have/has”. And then the researcher divide the topic to the group itself and they solve or discuss about it.

Meeting 3-4 : The students learned twice or two meetings also. The students made group, it same with like before this meeting but differences about the topic in this meeting the researcher give the topic about place. And then the students will be following the grammar, such as noun, adjective, verb “to be “and “have/has”. And then the researcher divide the topic to the group itself and they solve or discuss about it.

#### **b. Post-Test**

Post-test is the final evaluation when the material is complete. Post-test function was to find out the final value of learning especially in writing descriptive text. Researcher gave post-test to find the effect on students’ writing of descriptive text after using two stay two stray techniques. The topic in experimental and control group is same with the first and second meeting in, the topic is “describe about people.”

**Table 4: Teaching Activities in Experimental Group**

No	Activities	Teacher' Activities	Students' Activities
1	Pre	The teacher was greeting the students' Praying together Check Attendance list Open the lesson by question Related to last lesson	The students said greeting, praying, answer the teacher question, open the book
2	While Activities	c. The teacher explain about materials d. The teacher give example about topic "descriptive text" e. the teacher make a group, each group 4 students f. after that the teacher give the task in the form of problems that they must discuss	c. The students listen the teachers' explanation. d. The students must be active. e. The students listen the instruction
3	The result	After finish task, the teacher asks students to presentation their task, then the teacher give evaluate about it.	The students do what the teacher instruction.
4	Post activities	The teacher asks students if there are still unclear about the topic. The teacher conclude the material Give homework Closing the lesson Greeting the students	The students answer the confuse about the lesson The students write the homework The students says greeting.

## **F. Technique of Collection the Data**

There were some steps in collecting the data:

1. The researcher taught the students and gave the treatment. she used two stay two stray techniques.
2. The researcher gave the task or test about descriptive text. After that the students only described about people, and they did the steps from the technique. The students solved this task together. Then they followed the grammar, such as noun, adjective, verb to be and have/has”.
3. Post test in experimental group, the researcher gave test and the topic about describe people. They described about themselves. In control group the students made the same topic with the experimental group.
4. After the researcher got students’ task were the data analyzed by following indicators of writing.

## **G. Technique of Data Analysis.**

There were several steps that researchers used for technique of data analysis: firstly, researcher was teaching in class in experimental and control group. Secondly, the researcher gave a test, and the test is written test. Thirdly, after the researcher gave the test, the next step is to check the results of their tests using indicator of writing then the raters analyze them. Fourthly, then researcher get the students’ scores of experimental and control group. Fifthly, the score check for the post-test. Finally, the researcher computed the hypothesis significant. It is to know whether the  $H_a$  was accepted or not. The researcher calculated deviation in post-test of experimental and control group to analyze the data, the researcher used the SPSS. The students get value 100 as the high scores.

The rule is in writing has 5 indicators. Each indicators has 20 score. If the students get a score that matches the criteria in the indicator of writing, the students get a score of 100. In this case the formula was to get the highest score:  $20 \times 5 = 100$ .

### **1. Normality Data**

Normality test is aim to see whether the data normally distribute or not, this used to determine the slope formula. Sundayana ( 2010 : 83 ) argue the normality of data distribution is a requirement to determine what kind of statistics used in subsequent analyzes. The researcher was use lilliefors test because the data is a nominal data.

### **2. Homogeneity Data**

Homogeneity the test was used to see wheather the two sets of data will a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classess with the test. If the data is not homogenœous, it used test parameters.

### **3. T – test**

The researcher used the T-test for analyzing the data, According to Sundayana ( 2010 : 148 ) in a study, if the research data is known the distribution of data is normally distributed, but it is non-homogeneous variance, then the test can be use. To measure, the researcher used independent sample T-test. This is the formula of t-test:

$$T_{\text{count}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2}}} \longrightarrow S_{\text{combination}} = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}}$$

Explanation:

T : Value of T

$\bar{X}_1$  : The average data of the first group

$\bar{X}_2$  : The average data of the second group

$n_1$  : The number of sample measurements in the first group

$n_2$  : The number of sample measurements in the second group

$s_1^2$  : First group data

$s_2^2$  : Second group data