

The Improvement of the Skills of Writing Recount Text Through the Two Stay Two Stray (TSTS) Learning Model by Utilizing Blog

Firlanda Dayu Pramesti^{1,*}, Senowarsito², Yuniati Akbariah³

^{1,2}PGRI Semarang University

³English Teacher, SMK N 4 Semarang

E-mail:

firlandadayu28@gmail.com

ABSTRAK

Banyak peserta didik mengalami kesulitan dalam berbahasa Inggris terutama dalam penguasaan keterampilan menulis. Melihat masalah tersebut, guru terdorong untuk menjalankan Penelitian Tindakan Kelas (PTK) dengan tujuan meningkatkan keterampilan menulis *recount text* dengan menerapkan model pembelajaran *Two Stay Two Stray* (TSTS) dengan memanfaatkan blog. Penelitian ini dilakukan di kelas X DPIB 3 SMK N 4 Semarang dengan jumlah 35 peserta didik. Dalam mengumpulkan data, peneliti menggunakan instrumen tes dan kemudian dianalisis secara deskriptif kualitatif. Hasil dari penelitian ini menunjukkan bahwa peserta didik terlibat aktif dalam kegiatan pembelajaran dan mampu menulis *recount text* serta mampu menguasai pengetahuan terkait *recount text*. Hal tersebut dibuktikan dari 35 peserta didik, diperoleh ketuntasan pada penugasan hasil menulis secara klasikal yaitu 28,6% pada siklus 1 dan mengalami peningkatan menjadi 77,1% pada siklus 2. Maka dari itu dapat disimpulkan bahwa pembelajaran dengan menerapkan model *Two Stay Two Stray* (TSTS) dengan media blog mampu meningkatkan keterampilan menulis *recount text* pada peserta didik kelas X DPIB 3 SMK N 4 Semarang semester genap tahun ajaran 2022/2023.

Kata kunci: *Two Stay Two Stray* (TSTS), blog, keterampilan menulis, *recount text*

ABSTRACT

Many students experience difficulties in speaking English, especially in mastering writing skills. With this problem, teachers are encouraged to carry out Classroom Action Research to improve the skill of writing recount text by applying blogs to the Two Stay Two Stray (TSTS) learning model. This research was conducted in class X DPIB 3 State Vocational High School 4 Semarang with 35 students. The teacher used test instruments to collect data and then analyzed them descriptively and qualitatively. The results of this study indicate that students are actively involved in learning activities and can write recount texts and master knowledge related to recount texts. It was proven that 35 students obtained completeness in the assignment of classical writing results, 28.6% in cycle 1, and increased to 77.1% in cycle 2. Therefore it can be concluded that learning by applying the Two Stay Two Stray (TSTS) model with the blog can improve the skills of writing recount text in class X DPIB 3 students of State Vocational High School 4 Semarang 2nd semester of the 2022/2023 academic year.

Keywords: *Two Stay Two Stray* (TSTS), blog, writing skill, *recount text*

1. INTRODUCTION

English is an important foreign language for vocational students to learn as a tool to develop themselves in science, technology, and culture. Students are expected to have English skills, both orally and in writing, because, at this time, all

information from various sciences is disseminated in English.

Based on the Merdeka Curriculum, there are six language skills that students must master; those are listening, speaking, reading, watching, writing, and presenting skills (Kemendikbudristek, 2022).

Students can use those six skills to create and respond to discourse or communicate in social life.

One of the six language skills that are important for students to master is writing. Writing is an activity of pouring one's ideas, thoughts, and feelings logically and systematically into written form with the aim that the message conveyed is easily understood by readers (Hasani, 2013). However, writing is often considered a language skill that is difficult for many students to do. Students need ideas to start writing, have more vocabulary, understand grammar, write texts cohesively and coherently, and refrain from using punctuation.

For students in class X of High School or Phase E, one of the Learning Outcomes in English subjects is that students can use various types of written texts in English, such as recount text, to communicate according to situations, goals, and readers (Kemendikbudristek, 2022).

Through observations made when learning English with recount text material takes place, it is known that the conventional learning model still needs to be improved to improve students' abilities and learning activities. It can be seen from the students who are not actively involved and are less able to participate in learning, both in understanding theory and writing recount text activities so that it can be said that the learning is not successful.

The failure that occurs needs to be overcome by finding a solution under the demands of the Merdeka Curriculum. Learning must be fun and make students enthusiastic and able to get used to practicing their skills in writing English texts so that students can achieve optimal learning outcomes. One way to solve this problem is by applying the Two Stay Two Stray (TSTS) learning model.

By implementing the Two Stay Two Stray (TSTS) model in learning, students can build good cooperative relationships in groups to solve a problem. In addition, to support 21st-century learning, learning activities can be carried out by utilizing media such as personal blogs, which are helpful for students to continue to practice

writing, and students' writing results can be disseminated to the public so quickly.

In general, this Classroom Action Research (CAR) was carried out by researchers through group activities by applying the Two Stay Two Stray (TSTS) learning model for two cycles or four meetings in class X DPIB 3 State Vocational High School 4 Semarang with 35 students. Before entering the CAR cycle, the teacher, as a researcher, first makes observations to determine students' initial conditions.

Through observation activities, it was found that many problems were quite complex, so a limitation of the problem was needed in this research. The limitations of the problem in this study are students' skills in writing recount text. Students must improve in mastering the material and writing a personal experience story (recount text).

Therefore, the problems formulated in this study are: 1) How is the Two Stay Two Stray (TSTS) learning model utilizing a blog able to improve the skill of writing recount text for students in class X DPIB 3 State Vocational High School 4 Semarang 2nd Semester 2022/2023 Academic Year? and 2) What are the results of applying the Two Stay Two Stray (TSTS) learning model utilizing a blog able to improve the skill of writing recount text for students in class X DPIB 3 State Vocational High School 4 Semarang 2nd Semester 2022/2023 Academic Year?

From the formulation of the existing problems, it is known that the purpose of this research is to 1) Describe the steps for implementing the Two Stay Two Stray (TSTS) learning model utilizing a blog able to improve the skill of writing recount text for students in class X DPIB 3 State Vocational High School 4 Semarang 2nd Semester 2022/2023 Academic Year and 2) Knowing the results of improving the skill of writing recount text through the application of the Two Stay Two Stray (TSTS) learning model utilizing a blog for students in class X DPIB 3 State Vocational High School 4 Semarang 2nd Semester 2022/2023 Academic Year.

Writing

Writing is one of the six essential language skills for students to master. Writing is an activity of expressing one's ideas, thoughts, and feelings logically and systematically in written form with the aim that the message conveyed can be understood by the reader (Hasani, 2013).

According to Alyuhendri (in Mutaqin, 2019), writing is conveying messages using language media. The message is content that is poured in written form. While writing is a language symbol that the wearer can see. In writing, writers are required to be able to express their ideas. They are equipped with basic writing knowledge to express an idea adequately. It must be supported by language, vocabulary, grammar, and proper spelling (Kiuk et al., 2021).

As an indirect communication tool, writing must be written logically and systematically. In order to be of good quality, writing needs to have one main idea accompanied by conjunctions and pronouns/interrelated reference words.

In the world of education, writing is a result of writing activities that have a role as a way of facilitating students in 1) critical thinking; 2) deepening the power of capture; 3) solving problems; 3) feeling and enjoying the connection in language; and 5) explaining thoughts (Hasani, 2013).

Based on the description above, writing are pouring feelings, thoughts, and experiences into written symbols for communication.

While the ability to write is a person's skill in expressing his feelings regarding a problem clearly, straightforwardly, and thoroughly through written language (Hasani, 2013), this ability is not passed down from generation to generation. However, it is the result of learning from practicing writing, so to achieve writing skills; one must understand matters related to writing activities.

Recount Text

Following the objectives of learning English in Phase E, one of the texts learned by Class X students of Vocational

High School is the recount text (Kemendikbudristek, 2022). Hood said that recount text aims to retell a series of past experiences chronologically (Maskuyandi, 2022). Gerot & Wignell said that a recount text is a text that tells a series of past activities sequentially intending to share information or entertain readers (Widarsih & Suherdi, 2020).

In their book, Gerot & Wignell (in Widarsih & Suherdi, 2020) also explain that recount text has three generic structures, namely:

1. Orientation, as an initial part, tells the reader about the parties involved, what events happened, the time and place each incident took place;
2. Events contain a series of events that follow the previous section in chronological order; and
3. Re-orientation is the concluding part which tells about the conclusion of the contents of the text.

For writing to be readily accepted by readers, writers must understand and use language features appropriately. In Anderson's theory, the language features of recount text are using: 1) using nouns appropriately; 2) using simple past tense; 3) using transition words or connectors for a series of events; 4) using adjectives; and 5) using adverbs of time and place (Mutaqin, 2019).

Two Stay Two Stray (TSTS)

The Two Stay Two Stray (TSTS) learning model was developed by Spencer Kagan in 1992 and is a type of Cooperative Learning where in this activity; students have the opportunity to share information with other groups through visiting activities, between groups (Kadiriandi & Ruyadi, 2018). This activity encourages the activity of each group member, and unconsciously, they also do direct listening and speaking activities.

According to Miftahul Huda, the steps in the Two Stay Two Stray (TSTS) learning model include: 1) students hold discussions with group members; 2) the teacher gives students assignments and then discuss and work on them together; 3) two members left the group and visited

another group; 4) two members stay in the group to share work results and information with guests; 5) guests return to the original group and report findings from other groups; and 6) each group compares the results of their work (Kadiriandi & Ruyadi, 2018).

According to Lie, the purpose of implementing the Two Stay Two Stray (TSTS) model in the learning process is that students are expected to be able to listen and convey topics of discussion from other groups and then bring them back to their groups. So from these activities, students are created to be active, help each other, and master learning material to achieve learning goals (Rachman, 2018).

This learning model is considered more flexible because it can create meaningful learning, such as training courage, confidence, and cohesiveness. However, the implementation of this model requires a relatively long time, and sometimes members who are seen to be active are students with high abilities.

Blog

In 21st-century learning, every student and teacher must be able to adapt to technological developments and use and master technology properly and correctly. By mastering technology, teachers and students can cultivate 4C skills; Communication, Collaboration, Critical thinking and problem-solving, and Creative thinking; which help them adapt to the times (Jannah & Atmojo, 2022).

At this time, education is very close to the internet or digital-based, so blogs can be used as a learning medium that can make it easy for students to collect assignments and teachers to provide feedback on student learning outcomes.

Blogs can be used as appropriate learning media because blogs can increase student learning motivation, making the material studied easier for students to understand. In addition, using a blog can also support the movement to reduce paper use because assignments can be given and collected by uploading them to a personal blog that can be accessed by everyone (Rangkuti et al., 2019).

Based on the description above, blogs are beneficial for supporting learning activities. Therefore, this blog is appropriate for English subjects, especially in writing activities, because students can be creative with language through blogs.

Article Type

According to the model from Kemmis and Mc Taggart, this article type is Classroom Action Research (CAR) with the research steps: planning, implementing, observing, and reflecting. This research applies these four steps in each cycle. After one cycle is finished with reflection, then for the next cycle, it is necessary to re-plan and so on until the research ends (Gayatri & Wirakusuma, 2016).

This article was prepared to record, inform, and recommend the results of research by teachers in the form of new findings in the form of theories, concepts, methods, and procedures or problems that require solutions to solve them (Slameto, 2016).

2. METHOD

This collaborative Classroom Action Research (CAR) was held in class X DPIB 3 State Vocational High School 4 Semarang with the object of the action being the ability to write Recount Text for students in class X DPIB 3 State Vocational High School 4 Semarang 2nd semester of the 2022/2023 academic year, which will be improved by implementing the Two Stay Two Stray (TSTS) learning model utilizing a blog. While the subjects of this study were students X DPIB 3 State Vocational High School 4 Semarang in the 2nd semester of the 2022/2023 school year, a total of 35 students comprised 14 male students and 21 female students.

The research conducted in class X DPIB 3 with recount text material lasted for two cycles or four meetings with 4 (four) hours of lessons at each meeting. The stages in CAR are under the Kemmis and McTaggart model: planning, implementing, observing, and reflecting.

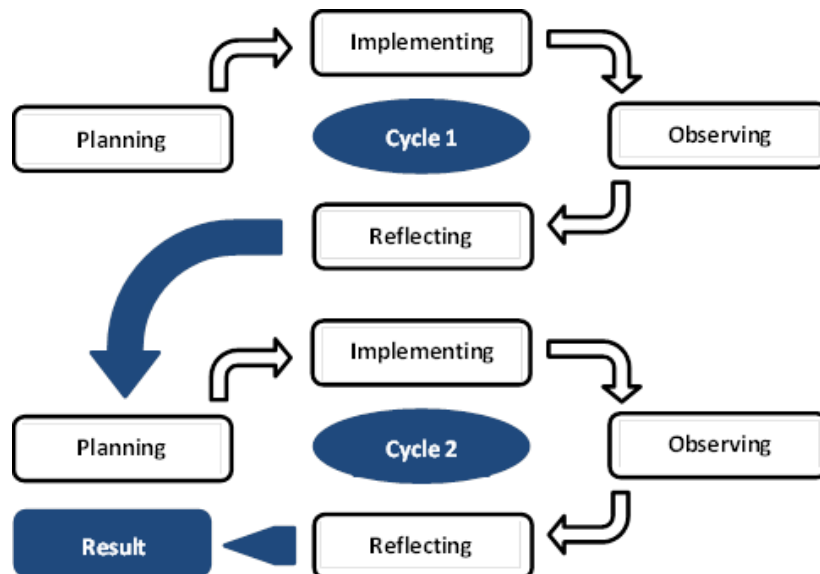
Planning, action, observation, and reflection are done in the first cycle. If the researcher cannot solve the results of cycle

one of the existing problems, then based on reflection on the activity, the researcher can continue learning in cycle two. If there is an increase as expected at the end of cycle two, then the class action can be stopped. The research will be stopped when student learning outcomes increase.

In cycle one, the activities were: 1) first meeting; carrying out group learning. Students collect information about the report text with the Two Stay Two Stray learning model and present the results of the discussion; and 2) The second meeting, which is to analyze examples of recount text together, students write recount texts about personal experiences,

and do post-test 1 to measure students' abilities.

Whereas in cycle two, the activities carried out were: 1) first meeting, which was to deepen the recount text material by applying the Two Stay Two Stray learning model and then working on group assignments on the students' worksheet that had been provided; and 2) The second meeting; watching a sample recount text video and then analyzing it together, writing a recount text on personal blogs about personal experiences, and do post-test 2 to find out the final results of learning.



Picture 1. Procedure/ Research Cycle

Data in this study were collected through observation, documentation, and tests using instruments like field notes, observation sheets, tests, and documentation checklists. The collected research data is then analyzed to determine the learning completeness of students using the formula:

$$\text{Completeness Percentage} = \frac{\text{The number of students complete learning}}{\text{The total number of students}} \times 100\%$$

To determine the success of this study, the performance indicators determined by the researchers were:

- 1) The average score of students' recount text writing skills was above the cut score or 75, and
- 2) The number of students who scored above the cut score is at least 75%.

3. FINDING AND DISSCUSSION

Description of Initial Conditions

The low writing skills of students in class X DPIB 3 State Vocational High School Semarang are caused by teachers who tend to teach monotonously so that the teacher dominates learning activities. It causes students to feel bored, need help understanding the material, tends not to listen to the teacher, and less active in participating in learning activities.

Based on the results of discussions and observations in the field, it was

suggested by the teacher that the researcher conduct a pre-test before starting the research action, where the pre-test is given in the form of multiple choices to measure students' knowledge of recount text.

Description of Cycle I

This first cycle lasted for two meetings, where students used the first meeting to explore information related to a recount text in groups with the TSTS learning model. Meanwhile, at the second meeting, an analysis of examples of recount text was carried out together. Students wrote recount text with the theme of personal experience, and students worked on post-test 1 and reflected on learning.

Description of Cycle II

This second cycle lasted for two meetings, where students used the first meeting to deepen their understanding of recount text in groups with the TSTS learning model and work on group assignments through Liveworksheets. In the second meeting, students wrote a recount text that had to be uploaded to their blogs about personal experiences. Students worked on post-test 2 and reflected on learning.

Discussion

Based on the learning outcomes that were carried out by applying the TSTS learning model and utilizing blogs, there was an increase in students' writing skills, as evidenced by the increase in their knowledge test results in recount text material.

Table 1. Comparison of the Results of Writing Recount Text in Cycle I and Cycle II

No.	Data Description	Cycle I	Cycle II
1.	Lowest Score	40	70
2.	Highest Score	90	95
3.	Average Score	65	80
4.	Complete Cut Score	10 (28,6%)	27 (77,1%)
5.	Not Complete Cut Score	25 (71,4%)	8 (22,9%)

Table 2. Comparison of the Result of Pre-Test, Post-Test 1, and Post-Test 2

No.	Data Description	Pre-Test	Post-Test 1	Post-Test 2
1.	Lowest Score	20	33	53
2.	Highest Score	80	93	100
3.	Average Score	47	70	92
4.	Complete Cut Score	1 (2,9%)	15 (42,9%)	33 (94,3%)
5.	Not Complete Cut Score	3 (97,1%)	20 (57,1%)	2 (5,7%)

The results of the actions taken from observation to the end of cycle 2 could positively impact the ongoing learning process. It could encourage teachers to improve learning actions to improve students' writing skills in class X DPIB 3 State Vocational High School 4 Semarang.

Students' writing skills experienced an increase observed through the results of the implementation of the actions that had been taken. It was found that:

1. Students can work together and conclude the results of discussions reasonably.
2. The results of students' writing recount texts have increased from cycle 1 to cycle 2.

3. The results of students' knowledge tests used as the basis for writing recount texts experienced an increase from cycle 1 to cycle 2.

Based on the results of discussions and observations in the field, it was suggested by the teacher that the researcher conduct a pre-test before starting the research action, where the pre-test is given in the form of multiple choices to measure students' knowledge of recount text.

The pre-test results explained that students' knowledge regarding recount text still needed to be higher, with only 1 (3%) of students having completed cut scores. Students' lack of knowledge of the

concept of the recount text proves their writing skills could be higher. It was concluded that the data in the initial conditions were still relatively low or could still be improved. The researcher then uses these results as a reference for carrying out the class action research cycle.

Based on observations made by researchers in cycle 1, students were less able to hold discussions with the TSTS learning model, impacting student learning outcomes by writing about recount text. Poor writing results are also because students need help understanding the concept of recount text, as evidenced by the results of their knowledge tests.

In cycle 1, the learning outcomes of students' writing skills are an average value of 65, with 10 (28.6%) students completing the cut score and 25 (71.4%) students still needing to complete the cut score. Learning can be successful if students get a minimum score of 75, which is 75%. In cycle 1, only 28.6% of students had completed the cut score. Learning in cycle one is said to have yet to be achieved. It requires improvement in action in cycle 2, where the implementation of cycle 2 refers to the results of reflection on learning in cycle 1.

In cycle 2, students could hold discussions with the TSTS learning model, which then impacted student learning outcomes by writing about recount text. Writing results have increased because students have understood the concept of a recount text as evidenced by the results of their knowledge tests and assisted by the use of a blog which motivates students to produce and share their writing online.

In the implementation of cycle 2, students experienced an increase in learning outcomes in the form of writing skills with an average score of 80, of which 27 (77.1%) students had completed the cut score, and 8 (22.9%) students had not completed the cut score. In this cycle 2, the number of students who have completed the cut score has exceeded the achievement standard, which is 75%. Thus, learning in cycle 2 is said to have been successful, and the research can be stopped.

Based on the description above, a conclusion can be drawn that research conducted on class X DPIB 3 students of State Vocational High School 4 Semarang in the 2nd semester of the 2022/2023 academic year by applying the Two Stay Two Stray learning model and utilizing blog can improve the students' skill of writing a recount text. It is due to increased student activity and knowledge, proven in their writing results, and can be seen from the Learning Objectives Completeness Criteria (cut score) ≥ 75 . So it can be said that the Two Stay Two Stray learning model and utilizing blogs can be an alternative for teachers in learning English, especially in the recount text material and mastering writing skills.

4. CONCLUSION

Based on the results of research conducted through several action steps in cycle 1 and cycle 2, discussion, and assessment, it can be concluded that the skills of class X DPIB 3 State Vocational High School 4 Semarang students in writing recount text have increased by conducting learning that applies the Two Stay Two Stray model and takes advantage of the blog. The increase in these skills can be seen from the results of the percentage of students who complete writing assignments in each cycle.

Before being subjected to action, students still needed to understand matters related to writing recount text, as evidenced by the pre-test results, where $<75\%$ of students needed help understanding aspects of recount text. It proves that students need to improve in writing recount text. In cycle 1, students have gained an understanding of recount text, but their writing results still need to be higher, with only 10 (28.6%) students completing their writing scores and 25 (71.4%) other students not completing. In cycle 2, there was an increase in students' writing skills, with 27 (77.1%) students who had completed writing scores and 8 (22.9%) students who had not.

REFERENCES

- Gayatri, & Wirakusuma. (2016). Penelitian Tindakan Kelas Untuk Meningkatkan Keterampilan Pembuatan Proporsal Penelitian Mahasiswa. *E-Jurnal Akuntansi Universitas Udayana*, 14(2), 1539–1554.
- Hasani, A. (2013). *Ikhwal Menulis* (N. Erlang (ed.); Edisi Revi). Banten Muda.
- Jannah, D. R. N., & Atmojo, I. R. W. (2022). Media Digital dalam Memberdayakan Kemampuan Berpikir Kritis Abad 21 pada Pembelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 1064–1074. <https://doi.org/10.31004/basicedu.v6i1.2124>
- Kadiriani, R., & Ruyadi, Y. (2018). Pengaruh Penerapan Model Pembelajaran Model Two Stay Two Stray (TSTS) Terhadap Peningkatan Keaktifan Dan Hasil Belajar Sosiologi Di Sma Pasundan 3 Bandung. *Sosietas*, 7(2), 429–433. <https://doi.org/10.17509/sosietas.v7i2.10362>
- Kemendikbudristek. (2022). *Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A - Fase F untuk SD/MI/Program Paket A, SMP/MTs/Program Paket B, dan SMA/MA/SMK/MAK/Program Paket C*.
- Kiuk, Y., Suputra, I. G. W., & Adnyani, L. D. S. (2021). Upaya Meningkatkan Kemampuan Menulis Melalui Strategi Please. *Indonesian Gender and Society Journal*, 2(1), 10. <https://doi.org/10.23887/igsj.v2i1.39207>
- Maskuyandi. (2022). Peningkatan Kemampuan Menulis Teks Recount Melalui Kegiatan Menulis Berantai. *Jurnal Pendidikan Ekonomi Vol 7 No.2 Mei Tahun 2022*, 7(2).
- Mutaqin, I. (2019). *Upaya Meningkatkan Keterampilan Menulis Recount dengan Penerapan Mind Mapping pada Peserta Didik kelas X IPS 4 SMA Negeri 19 Batam*. 1–21.
- Rachman, T. (2018). Teori Tentang Metode Two Stay Two Stray (TSTS) Dan Motivasi Belajar. *Angewandte Chemie International Edition*, 6(11), 951–952., 12–32.
- Rangkuti, N. A., Lubis, F., Handayani, T., & Sigalinggib, D. L. (2019). Blog Sebagai Media Pembelajaran Pada Mata Pelajaran Bahasa Indonesia. *Prosiding Seminar Nasional Pendidikan Bahasa Dan Sastra Indonesia II*, 2, 155–160. <http://digilib.unimed.ac.id/id/eprint/38971>
- Slameto. (2016). Penulisan Artikel Ilmiah Hasil Penelitian Tindakan Kelas. *Scholaria*, 6(2), 46–57.
- Widarsih, S., & Suherdi, D. (2020). Analisis Umpan Balik Tertulis Guru pada Tulisan Siswa dalam Teks Recount. *Jurnal Penelitian Pendidikan*.

