Improving Students Writing Skill of Narrative Text Using Two Stay Two Stray Method At SMA N 5 Semarang

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ABSTRAK

Penelitian ini menjelaskan bagaimana metode Two Stay Two Stray digunakan untuk meningkatkan kemampuan menulis siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana two stay two stray digunakan untuk membantu siswa kelas X SMA N 5 Semarang meningkatkan kemampuan mereka dalam menulis teks naratif. 36 siswa dari kelas sepuluh SMA N 5 Semarang menjadi sampel X-1 untuk penelitian ini. Penelitian tindakan kelas digunakan sebagai metode penelitian. Metodologi penelitian ini melibatkan penggunaan data kualitatif dan kuantitatif. Temuan penelitian ini menunjukkan bahwa Two Stay Two Stray memiliki dampak yang cukup besar terhadap kemampuan siswa dalam menulis teks naratif. Penelitian ini menunjukkan bahwa ada peningkatan hasil siswa dalam menulis. Rata-rata pre-test adalah 61,5. Rata-rata post-test 1 adalah 76,3. Rata-rata post-test 2 adalah 86,5. Menurut temuan penelitian, penerapan Two Stay Two Stray dapat meningkatkan keterampilan menulis siswa

Kata Kunci: Menulis, Teks Naratif, *Two Stay Two Stray*

ABSTRACT

This study described how the Two Stay Two Stray method was used to enhance students' writing abilities. The purpose of the study is to describe how the two stay two stray was used to help students in SMA N 5 Semarang's tenth grade improve their ability to write narrative texts. 36 students from SMA N 5 Semarang's tenth grade made up the X-1 sample for this study. Classroom action research was used as the method of the study. This study's methodology involved the use of both qualitative and quantitative data. The findings of this study demonstrate that the Two Stay Two Stray has a considerable impact on students' capacity to write narrative text. This research showed that there was increasing results of students in writing. The mean of pre-test was 61,5. The mean of post-test 1 was 76,3. The mean of post-test 2 was 86,5. According to the findings of the study, applying Two Stay Two Stray can improve students writing skill

Keywords: *Writing, Narrative Text, Two Stay Two Stray*

1. INTRODUCTION

Every student should study writing since it is one of the language abilities that is crucial to effective human communication. For all students, writing is the best approach to express themselves in writing and to develop their academic potential. People can express themselves to others by writing down what they want to convey. Writing involves more than merely copying words and sentences; it also involves developing ideas and expressing them within a prescribed framework. One of the Learning Outcomes (CP) in English subjects for students of class X SMA or in Phase E is that at the end of Phase E, students are able to use written

texts in English to communicate according to the situation, goals, and readers. Various types of texts is learnt in this phase. One of the type is narrative text (Kemendikbudristek, 2022).

Teaching writing is a challenging work, particularly when it comes to narrative material. As a result, teachers need to be very interested in and knowledgeable about writing exercises. Because they have less writing experience, students have trouble composing narrative texts. Students find it challenging to express their thoughts in writing, and occasionally they are unsure of what to write. They believed they were unable to organize and create a quality text. As a result, they have trouble coming up with ideas, lack vocabulary, information, experience, and other things, and they use disorganized structure, inefficient sentences, wrong punctuation, and inaccurate spelling. In writing, students must simultaneously master the sentence structure, word choice, and punctuation. The students require a lot of practice to be able to do these kinds of activities.

In addition, several grammatical elements (such as tenses, articles, prepositions, pronouns, and phrasal verbs) are not used by students. According to Harmer (2004:61) "The students are reluctant to write because they rarely write, even in their own language, the lack of writing practice makes students perform poorly in writing. Many of them can not transfer their ideas because they are confused. It made them think that they can not produce a written text".

In order to solve these issues, the researcher in this study is interested in applying the Two Stay Two Stray method as teaching students on how to write narrative texts. Students will participate actively in conversations, ask questions, look for solutions, and exchange ideas in the teaching and learning process using Two Stay Two Stray while producing narrative texts. So it makes it simple for students to comprehend writing narrative text . According to Suprijono (2010:93) "Cooperative learning method Two Stay Two Stray (TSTS) is one part of the cooperative learning method that puts

students in small groups of up to four until five people". This method can help the students more enjoy and active during the teaching and learning process especially in writing class.

Teaching techniques and methods are some of the components of the learning process that are very important for achieving learning goals. Researchers in this study wanted to apply the Two Stay Two Stray method in writing instruction in class, especially to improve students' ability to write narrative texts. Narrative text is a type of text that tells a story to entertain the reader. By writing narrative texts such as Two Stay Two Stray, students will actively talk, ask questions, seek answers, and share ideas during the learning process. to help them understand and implement written narrative texts.

The Two Stay Two Stray cooperative learning method places students in small groups of four to five people. Then, they were given the task of discussing the subject matter with their friends. After that, the group will temporarily exchange members to share discussions and group work to be discussed again with other group members. Because of this, students had to accomplish these tasks.

By using the Two Stay Two Stray method, teachers can help their students write narrative texts. They can improve their writing habits by encouraging them to write more in formal and informal situations. In other words, writing for academic purposes. This makes them write enjoyably.

Students will be divided into groups of four or five students who will work together in doing the tasks given by the teacher. Every two students from each group will present their worksheets and share them with the others. After that, two students returned to their main group to explain the other group's results, and this was also done by the other groups.

The researcher found some previous researches related to this research. First, a study by Firman, Nurul A, Sukmawaty, Mirnawati, Sukirman.(2020) entitled *Application of the Two Stay Two Stray Learning Model in Improving Indonesian Language Learning Outcomes in*

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Elementary Schools. Second, Wijayanti I.W, (2015) study entitled "*The Effectiveness of Two Stay Two Stray Technique in Teaching reading throungh procedure text for eleventh grade students of SMK Maospati in the schooling year of 2015/2016"*. Third, Desrina Elita. et.al (2013) study entitled "*Improving Students Reading Comprehension of Recount Text Through Two Stay Two Stray (TSTS) Technique at Grade VIII 1 of SMPN 2 Tilatang Kamang Agam"*. Those studies used the TSTS Method to teach reading with the goal of improving students reading comprehension.

This research and those three studies mentioned above have similarities in that we both use the Two Stay Two Stray method to provide the information. This method offers an innovative approach to cooperative learning that is both effective and enjoyable. Material and research make a difference. The studies mentioned above were used for teaching reading. The studies use experiment research. While conducting this study, classroom action research was used. The researcher uses Two Stay Two Stray as a method to help students develop their narrative text skills.

English teaching has always included writing as one of the four abilities, along with listening, speaking, reading, and writing. However, there are many other uses for it. Writing is taught in Indonesia at all levels of official education. One of the main goals for students is to master the art of good writing.

According to Douglas Brown (2004), "Writing is a process to produce language. We can take more time to think and choose words in order to express our ideas thoughts and feelings, we still can make a revision if it is not so clear to express what we intend to write. Writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions." Writing nowadays has been elevated to a necessary skills in our world of literate people.

According to Ken Hyland 2022, "In many school, writing is principally conducted to demonstrate knowledge of decontextualized fact with little awareness of a reader beyond the teacher to students.

Factual display and clear exposition are often the main criteria of good writing in these contexts."

We have the option to emphasize the written work itself or the writing process when instructing students in writing. When we focus on the ultimate result, we are only concerned with the task's goal and the final product. The prewriting stages, editing, redrafting, and publishing of the students' writing take up their time. The goal of this writing procedure is to obtain a various skills that need to be developed.

One of the texts that tells a story is a narrative text. A complex occurrence or an imagined story that leads to a crisis and an eventual resolution is a narrative text. A narrative is a continuous account of an event or a set of events, according to Bach and Browning cited in Rahmawati, Zuhri, & Kurniasih (2013). According to that explanation, the events that make up a narrative text are what make it important. The reader or listener is intended to be both entertained and informed by narrative texts. The social purpose of the narrative genre is to provide a narrative.

Most of the time, the story is made up of several events where something goes wrong. In the story, the wrong side of the event leads to a stage with a lot of tension called a crisis or climax. In the climax, the story then stages a solution to the issue. A happy or sad conclusion to a narrative is a solution

A narrative text can be constructed in five steps, according to Anderson, including the following:
1. Orientation: in which the narrator describes the characters, the time period, and the location of the action to the audience.
2. Complication: sets off a series of events that have an impact on the story.
3. The order of events: where the characters deal with the problem.
4. Resolution: where the characters finally resolve the issue.
5. Coda: provides a moral or observation based on the story's lessons (optional).

In a learning process, it is often found that students feel sleepy, bored, and

do not pay attention to the teacher's presentation of the material. Therefore, methods are needed that can change the passive attitude of students to be active and capable of creativity. To achieve this, learning needs to be changed from teacher-centered learning to student-centered learning, one of which is by applying the cooperative learning model.

Student centered is an approach in which a teacher carries out teaching activities to students indirectly or meaningfully in learning activities, students themselves must be able to construct their own knowledge (Moningka, 2022).

This can enable students to be more involved and focused in learning.

The Two Stay Two Stray paradigm is one of the cooperative learning models. Two Stay Two Stray is a cooperative learning strategy created by Kagan Spencer. Anita Lie (2002) states that, "this method is very effective because it can be used in all subjects and for all levels of learners age. This learning method is also commonly called to as the two two stay two stray".

Two Stay Two Stray is one of the cooperative learning method, which places students in small groups of four to five persons. Then they are instructed to discuss the course content with their friends so that the subsequent group, which will also trade members for a short time so that they may share mutual conversation and group work to be discussed again with the other group members, can do the same. As a result, the two-lives, two guests structure will give the group the chance to communicate its findings to other groups.

Individual activities make up the majority of teaching and learning activities. The work of other learners cannot be seen by the students themselves. Contrarily, in everyday life and the realm of human labor, for example, people will depend on one another and work together. Cooperative learning basically follows the traits of how cooperative learning approaches are implemented, which have been extensively explained above. In order to achieve the learning objectives that have

been previously defined, the Two Stay Two Stray method requires students to actively participate in collaboration amongst students who have diverse characteristics (heterogeneous), and in this situation, instructors function as a facilitator and protector. The goal of this learning is for the students to actually comprehend what they are learning together with their peers, without falling into either a strong or weak category in terms of their comprehension of the topic or subject.

In this method Two Stay Two Stray learners not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. Two Stay Two Stray learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of four students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

The workings of cooperative learning method Two Stay Two Stray is as follows:
1) The students work in groups of four as usual
2) After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups
3) Then the two students who lived in these groups will be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
4) After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
5) The next match and the group will discuss the results of their work.

This method makes students active

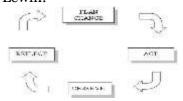in discussions, ask questions, seek answers, and also share ideas in teaching learning proses.

2. METHOD

In this study, classroom action research was used as the method. According to Arikunto (2008), "Classroom action research is one of the type of investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation".

The researcher emphasized on classroom action research, a type of study that entails a group of students in order to enhance the teaching and learning process. In this classroom action research, the author used the Two Stay Two Stray approach to teach students how to produce narrative texts. Each cycle of this method has four stages: planning, acting, observing, and reflecting.

The initial phase in the study process was to plan an observational action before conducting the actual investigation. The researcher then carried out the following steps in this research: planning action in the first cycle, carrying it out, observing action, and reflecting on action. This type of study was classroom action research, which meant that the researcher or instructor might use the same action by making adjustments in the subsequent cycle if it seemed that the target increase was still less in the previous cycle.

The four components in one cycle for doing in action research are, as stated by Kurt Lewin:

Picture 1. Cycle of CAR

The researcher will initially observe before doing the cycles in action. The following stages can help in research design:

a. Gather information, such as documentation that lists the number of students, their names, and pre-test results.

b. The researcher conducts a pre-test after gathering the data. Before employing the Two Stay Two Stray approach, it aims to understand the score mean of students' narrative text authoring.

c. The researcher evaluates the work of the students' pre-test writing.

There will be two cycles in this study. There are four components in one cycle for doing action research, they are:

1. Planning

   Planning is the first step in the research process before doing treatments, or after confirming the research's problem, a researcher must make preparations before conducting action research. Materials for the research process are prepared by the researcher. For instance, creating a lesson plan based on the lesson materials, selecting a topic, preparing the learning resources, and creating a checklist for observation and formative testing.

2. Acting

   This part discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing narrative text, give students treatment ways to remember every word in spelling and writing, give students assignments in individual, evaluate their mistakes and make summarize about materials.

3. Observing

   A researcher must conduct a thorough observation of all research-related events or activities in this stage. The researcher pays attention to the circumstances that occur during lessons, the students' reactions, and their attitudes as they complete tasks and become aware of their problems.

4. Reflecting

   Reflection is the process of evaluating whether or not the temporary objectives were met in order to identify possible additional steps that are taken to achieve the research's objectives.

   In addition, the researcher used

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both qualitative and quantitative data collection methods in this study. While tests were used to gather quantitative data, observation was employed to gather qualitative data. Through data collecting, data reduction, data display, and conclusion-making, the qualitative data were examined. By comparing the pre-test and post-test mean scores, the quantitative data were examined.

The study was conducted at SMA N 5 Semarang, and the subjects of the study were 36 students from class X1 in the academic year 2022/2023, comprising 24 female students and 12 male students. The data gathering techniques used using research tools were test and observation. Typically, a test serves as the instrument to assess students achievement in school. The researcher would be able to collect data in the form of results from a certain type of exam, which might be used to identify, categorize, or assess the test takers.

If the indicatore for the research objectives were reached, the study was considered successful. The researcher developed the following indicators for the research's objectives:

1. After using the Two Stay Two Stray method, students' ability to write narrative texts has improved. The content, structure, vocabulary, syntax, and mechanics of narrative texts are all improving. Two Stay Two Stray method can improve students' ability in writing narrative text.
2. Writing proficiency of students with a minimum score of 75 (KKM).

3. FINDINGS AND DISCUSSION

Before implementing the research, the researcher did preliminary study to identify the difficulties that students encountered when learning English, particularly in writing class. Based on the pre-cycle data, it was found that students' writing skills were lacking, and the classroom environment was ineffective. The pre-test score result revealed that the students' writing ability was still poor, as seen by the students' mean pre-test score of just 61,5. It was much lower than the minimal accomplishment requirement (KKM) of 75. The detail of pre-cycle findings is in table 1.

Table 1 Pre-Cycle

Indicators	Description
Pre-Test Result	The lowest score was 57 and the highest score was 78. Meanwhile the average was only 61,5.
Writing Condition	a. Students struggled to develop their thoughts. b. The students were unsure where to begin. They frequently made errors in presenting the key idea for their story. c. The students' vocabularies were limited, making it difficult for them to choose and use acceptable terms for their work. d. The students made several grammatical errors, including erroneous tenses; they frequently use present tense in their writing. e. The students continued to utilize incorrect punctuation, such as when a comma or full stop should be used to form sentences.

Based on the research findings above, the students' writing skills should be developed through cooperative learning to solve the challenges. The researcher utilized the approach Two Stays Two Strays to teach writing in this study.

During Cycle I, the researcher observed the students' behavior and photographed them in the lesson. The researcher needed to know the classroom situation during the action research. It was intended to determine the strengths and weaknesses of the Two Stay Two Stray approach also. In cycle 1, the researcher conducted action research and observation and examined data collections such as

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students' pre-test scores.

The researcher discovered that students' writing scores increased throughout cycle I, however only 22 of 36 students met the minimal accomplishment requirement (KKM). In addition, the data shows that some students have difficulty using proper grammar when writing narrative texts; some students still depend on their teachers, some are confused about how to write good narrative texts, and some are still not sure when writing narrative texts. As a result, because the researcher discovered difficulties in cycle I, the researcher determined for doing the following cycle to ensure that the problems did not reoccur.

After the second cycle was completed, observation reports, pre-test and post-test researcher scores, and photos were used to show the research results. The research findings indicate an increase in student scores and the development of five writing qualities. The result of Cycle I and Cycle II is in table 2.

Table 2 Result of Cycle I and Cycle II

Indicators	Analysis
Students Improvement	The score of the 1st post-test was increased to 76,3 and then the 2nd post-test increased to 86,5.
Writing Condition after the cycle I and cycle II	• Students were able to create lengthier and more thorough narrative prose after applying the method because they discuss their thoughts with their groups. • The vocabularies mastered by the students were improved not just their word choice but also their spelling. • The students' errors decreased with more studying and practicing grammar, particularly with the usage of the past tense. • Almost all of students used proper spelling, punctuation, and capitalization.

Researchers combined the research results with relevant theories to answer research objectives. First of all, teaching writing can be done with the Two Stay Two Stray approach. It can also be used by teachers as an alternative way of teaching students additional language skills.

The researcher found a corelation between the ability to write narrative texts and developing students' ideas, constructing texts based on generic structures, analyzing word sets, understanding tenses and correct grammar in texts, and correct spelling, punctuation, and capitalization of texts.

Aside from writing skills, students' writing scores increase. Based on the result of the mean score of the writing test, it is possible to infer that using the Two Stay Two Stray Technique in writing class improves students' writing skills. The table shows the data of the mean score of students

Table 3. The Result of Pre-Cycle, Cycle 1 & Cycle 2

Data	Pre Cycle	Cycle 1	Cycle 2
Students' Score Above KKM	7	22	36
Students' Score Under KKM	29	14	0
Percentage of Above KKM	19%	61%	100%

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Data	Pre Cycle	Cycle 1	Cycle 2
Average Score	61,5	76,3	86,5
Minimum Score	57	68	83
Maximum Score	78	83	92

4. CONCLUSION

The researcher draws several important conclusions from the research. The First Two Stay Two Stray method can be used to teach writing. In this study, researchers tried to use Two Stay Two Stray as a teaching method as method improving students writing skill.

Second, the implementation of the Two Stay Two Stray method has a positive influence in the classroom. The lesson got more active, and enjoyable. The researcher discovered from the observation results that students were helped from getting bored with repetitious work during the class because of two stay two stray encourage the students to be active.

In conclusion, the Two Stay Two Stray method can help students improve their writing skills. This includes building ideas, learning word sets, creating texts based on generic structures, understanding correct tenses and grammar, and coming up with correct spelling, punctuation, and capitalization. The test results showed an increase in students' writing ability. The average pre-test score was 61.3, which increased to 71.3 in post-test 1 and to 86.5 in post-test 2. These results indicate that the Two Stay Two Stray method can improve students' writing skills.

Following this discussion, the researcher intends to present some recommendations. The English teacher must create creative concepts to be used in class. They must also determine the proper approach to use. If they have to use the Two Stay Two Stray method, students must push themselves to learn English; students should give their teacher their full attention when the teacher is teaching the subject; and students must continue to learn English, not only at school but also at home, so that they are better at English class. The results of this study can help other researchers conduct further research by looking at the behavior of Two Stay Two Stray in various language skills.

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