

**THE USE OF TWO STAY TWO STRAY METHOD  
TO IMPROVE STUDENT WRITING ABILITY  
OF RECOUNT TEXT**

**(A Classroom Action Research with Eighth the Graders  
of MTs Al Asror Semarang in the Academic Year of 2015/2016)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining  
The Degree of Bachelor of English Language Education



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SEMARANG  
2015**



## THESIS PROJECT STATEMENT

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TO IMPROVE STUDENT WRITING ABILITY  
IN RECOUNT TEXT  
(A Classroom Action Research with Eighth the Graders  
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**RATIFICATION**

Thesis with the following identification:

Title : The Use Of Two Stay Two Stray Method To Improve Student Writing Ability In Recount Text (A Classroom Action Research with Eighth the Graders of MTs Al Asror Semarang in the Academic Year of 2015/2016)

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had been ratified by the board of examiner of Islamic Education and Teachers' Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.


Semarang, 27 November 2015

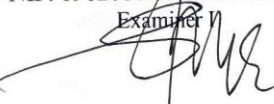
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**ADVISOR NOTE**

Semarang, 18 November 2015

To  
The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University

*Assalamu'alaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis indentification:

Title : **The Use of Two Stay Two Stray Method to Improve Students Writing Ability in Recount Text (A Classroom Action Research with Eighth the Graders of MTs Al Asror Semarang in the Academic Year of 2015/2016)**

Name : **Dina Ayu Kartika I.S**

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I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

*Wassalamu'alaikum. wr. wb.*

Semarang, 18 November 2015  
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## ABSTRACT

Title : The Use of Two Stay Two Stray Method to Improve Students Writing Ability of Recount Text (A Classroom Action Research with Eighth the Graders of MTs Al Asror Semarang in the Academic Year of 2015/2016).

Writer : Dina Ayu Kartika I.S

Student Number : 113411001

This study is focused on writing. Writing is important to be learnt because it is the way to communicate with other people, but in fact the students' ability in writing is low. It is caused by students' limitation in mastering the element of writing text is low. In this research, the researcher used Two Stay Two Stray method to improve students writing skill. This study is aimed at responding the following question: (1) How is the use of Two Stay Two Stray method to improve students writing ability in writing recount text in the Eighth Graders of MTs Al Asror Semarang in Academic Year of 2015/2016? (2) How is student ability in writing recount text after taught by using Two Stay Two Stray method in the Eighth Graders of MTs Al Asror Semarang in Academic Year of 2015/2016? Then the objective of this study was to describe the use of Two Stay Two Stray method to improve students writing ability in writing recount text. And to identify the students ability in writing recount text after being taught by using Two Stay Two Stray as a method. In this study, the researcher conducted a classroom action research as the method of this research. There were three meeting during the research; they were pre-cycle test, cycle test I and cycle test II. The researcher used written test and observation checklist in collecting the data. The using of written test was to measure the student's skill in writing recount text after giving treatment, and the using of observation was to monitor student's activities during teaching learning process. The result of the test showed that the average students score in the pre-cycle test was 67.8, it meant fair. And the observation result of students achievement was 45%, it also meant fair. In the first cycle, the students test got 78.3, whereas the observation of students achievement score got 70%. Based on the result of first cycle, it showed good. And in the second cycle students test got 87.6, and the

observation of the students achievement score got 85%, it meant excellent. Teaching learning process ran well. From the result of the study, it can be stated that the using of Two Stay Two Stray was effective and very useful. It can be seen from improvement of students test result during pre-cycle, cycle I and cycle II. However, it will be better if the future related studies the treatment gave more than two times, not only cycle I and cycle II. This study have key words, those were *Two Stay Two Stray Method, Writing, Recount Text*. The result of this study is expected to be information and new knowledge about method in teaching writing especially recount text text for teacher of English subject.

## MOTTO AND DEDICATION

“Working without praying will be nothing, Praying without working  
are empty dreams.  
Trying to effort and praying are good way to be successful in our life”<sup>1</sup>

(Mario Teguh)

*For my beloved parents,  
Ruwadi and Nur Hayati*

---

<sup>1</sup> Mario Teguh



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, thanks to Allah SWT, the Almighty GOD for his blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, shalawat and salaam for the Prophet Muhammad SAW who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help and spirit of others. Many people have helped and supported me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed., St. as the Dean of Islamic Education and Teachers Teaching Faculty of UIN Walisongo Semarang,
2. Dr. H. Muslih, M.A. as the Head of English Department.
3. Dra. Ma'rifatul Fadhilah, M.Ed as the advisors who already guided and advised patiently during the arrangement of this thesis.
4. The entire lectures in Education Faculty who always give input and advice to the writer during conducting this study.
5. Drs. Subki, as the headmaster of MTs Al Asror Semarang who had allowed me to carry out the research in his school. Mrs. Nur Syafa'ah, M.Pd, as the English teacher who had helped the writer in conducting the research in their school, and the students of eighth

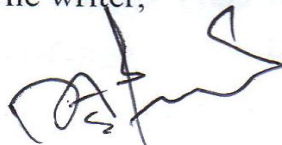
graders of MTs Al Asror Semarang in the academic year of 2015/2016 for their cooperation during the research.

6. My beloved Father and Mother Mr. Ruwadi and Mrs. Nur Hayati and all of families who always support and motivate emotionally and materially with prayer, love, and patience. And especially my beloved, M. Endar Febri Antara for support and love.
7. My great Brothers and Sisters (Ilham Bara L, Suhari Alm, Zamroni, Samburi, Mamus, Nadia, Lusi) who have been unfailingly supportive the writer to finish and to accomplish this thesis.
8. My best friends Sholihatin Ni'mah, thank you very much for your support and motivation.
9. All of my classmates in PBI A 2011 wish you all the best and my Allah always bless us.
10. Every people around me whom I love and all the good souls around the world whose inspiration, prayers, support and love blessed my heart and sustained me.

Finally, the writer realizes that this thesis is far from being perfect. Hence, constructive critics and advises are really expected. The researcher hopes this thesis is useful for all us. Amen.

Semarang, November 18<sup>th</sup> 2015,

The writer,

A handwritten signature in black ink, appearing to be 'Dina Ayu Kartika I.S.', written over a light blue circular stamp.

Dina Ayu Kartika I.S  
NIM. 113411001

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. Each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members.<sup>1</sup>

English as an international language Of the 4,000 to 5,000 living languages, English is by far the most widely used.<sup>2</sup> Elizabeth also stated that, “English is not only a national language, it is an international language. It is an international language. It may be called the language of the world civilization”.<sup>3</sup>

Writing is one of those communication skills. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer.<sup>4</sup> Therefore, writing is seen not just as a standardized system of communication but also as an essential tool for learning. At least in English speaking

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<sup>1</sup> Amberg Jolie and Vause Deborah, *Introduction: What is Language*, (Cambridge: Cambridge University Press, 2014), p. 2.

<sup>2</sup> Broughton Geoffrey. Et al., *Teaching English as a Foreign Language*, (London: London University of Education, 1969), p. 21.

<sup>3</sup> Elizabeth, *Method of Teaching English*, (New Delhi: Discovery Publishing House, 2004), p. 29.

<sup>4</sup> Elizabeth, “*Method of Teaching English*”, p. 294.

world, one of the main functions of writing at higher levels of education is to expand one's own knowledge through reflection rather than simply to communicate.<sup>5</sup>

In era globalization, English is very important for our life, so every country tried to taught 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 involved in the mastery of language: listening, speaking, reading and writing. Writing is one of the four basic skills which learners are required to master if they want to learn a foreign language. It is the most important skill for a lot of learners to be mastered in order to ensure success not only in learning English, but also in any content class when writing in English is required. By strengthening writing skill, learner will make greater progress and development in all other areas of learning.

Based on above, the writing skill plays very important role in the educational field, students need to get more exercise and training in order to have a good writing skill. Writing is central to our personal experience and social identities, and we are often evaluated by our control of it. The various purpose of writing, increased complexity of its contexts of use and the diverse backgrounds and needs of those wishing to learn it, all

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<sup>5</sup> Cushing Weigh Sara, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 1.

push the study of writing into wider framework of analysis and understanding.<sup>6</sup>

Based on those fact, English learners especially learners at Junior High School level must master it. As a basic skill in English language, writing skill could not be separated from education sector. The main reason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

The effectiveness of sharing or giving information could be seen when person tries to communicate with other person in written forms. The writer thinks that the information could be effective if the reader understand what writer says in written form.

Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment. Dealing with this problem, in the other side writing is one of the skills must be taught to students in the school, regarding to the use of it and the urgency of improving students' writing skill.

Study about genre was very difficult for same students because they have to analyze a sentence per sentence to dedicate kind of genre. In English there some kind of genre that can be difficult if the students do not understand deeply each other.

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<sup>6</sup> Hyland Ken, *Teaching and Researching Writing*, (British: Person Education, 2002), p. 1.

The material that is taught to the students of Junior High School that is genre. Genre is used to refer to particular text types, not to traditional varieties of literature; it is a type or kind of text, defined in terms of its social purposes. One of the genres is recount text. It is taught by teacher to retell events of entertaining or informing.

Some people complain about the poor English mastery of Junior High School graduates, in spite of their having studied it for three years. Therefore Indonesian government has been searching for the best way of teaching English. The Indonesian government has made a lot of efforts, such as introducing new approaches (method) of teaching to English teachers. The teacher should apply a suitable method in teaching to improve student ability in writing recount text. Brown stated, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning."<sup>7</sup> It means that the teacher is a facilitator for learning.

In addition, the teaching process not only focuses on the text itself but also focuses on how to construct a new text. For example, when the English teacher explains a recount text, he does not only explain the generic structure of a recount text but also gave the example of recount text and explains how to

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<sup>7</sup> Brown, H. Douglas, "*Principles of Language Learning and Teaching*", (White Plains: Pearson Education, 2000), p. 7.

construct or make a recount text so that the students will be able to make their own recount text.

Learning a language usually has a practical aim that is to enable the students to communicate in that language. There are four skills involved in the mastery of language such as listening, speaking, reading and writing. In the English curriculum for the junior high school, the English materials are presented in such a way that they cover those skills. Those materials are divided into units which consist of the following components: structure, vocabulary, and spelling.

In this case, the writer wants to talk about one of those skills, that is writing. There are so many misunderstandings happening in the society and even teachers at school because of their opinion that there is no need to learn writing, owing to their belief that the ability to write is an in-born talent. As a matter of fact writing is something that can be learnt by everyone.

Writing in the second language is assumed to be more difficult than in the native one. To some extent, the writing disabilities are caused by the poor mastery of vocabulary, grammar, structure, and ways of constructing sentences in the foreign language. Hence, the language components cannot be ignored in teaching English particularly in teaching writing.

Based on a conversation I had with the English teacher of MTs Al Asror Semarang, most of the Eighth grade students of MTs Al Asror Semarang have less interest in writing. It is because



they consider writing as a difficult thing to do. Most of the students state that it is difficult to start writing. The students find it hard to start writing because they have no idea about what to write. They make errors in both the organization of ideas and in language use. It is caused by the fact that writing in English is different from that in Indonesian. One of the differences is the language aspect. The students should master the vocabulary in English.

The main problem faced by the students a writing a text is the difficulty of sharing ideas in the written form. The indicators of this problems are clearly indicated in their works. The students rarely consult to dictionary and mostly use their own interpretation about the spelling in writing, so that they write the words incorrectly. They also tend to use the literal translation of word and use it improperly within a sentence.

Furthermore, students are not aware of the use of some grammatical aspects (tenses, article, preposition, pronoun, phrasal verb, etc). They frequently make mistakes in writing grammatically correct sentences. Once they make it, some details are forgotten, for example articles. It is also found that the students write the sentence in wrong word order and carelessly punctuate the text that may lead to misinterpretation. Besides, their writing texts are sometimes incoherent.

According to Harmers statement, “a common response of many students when they are asked to write is that they have

nothing to say.”<sup>8</sup> On the other hand, there are also students who have million thoughts and felling to be written, however, they cannot write it because they do not know how to start it.

The students problems in writing is partly because the students little practice. The students difficulty of expressing ideas in writing, then sometimes are afraid to write; they complained about writing class. They felt they cannot arranged and make a good recount text. So they use disorder structure, ineffective sentences, incorrect punctuation and spellings, and they have difficulty in creating the idea, lack of vocabulary, lack of knowledge, lack of experience, and so on. In writing, students have to manage the structure, the voice of words, and the punctuation all at once. To be able to do those activities, the students need a lot of practice.

According to Harmer, “The students are reluctant to write because they rarely write, even in their own language.”<sup>9</sup> The lack of writing practice makes students perform poorly in writing. Many of them were also reluctant to write because they are bored and uninterested with the use of conventional media in the learning process.

Dealing with those problems, the teacher should motivated the students to write as motivation can push them to

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<sup>8</sup> J. Harmer, *How to Teach Writing*, (Essex: Person Education Limited, 2004), p. 61.

<sup>9</sup> J. Harmer, “*How to Teach Writing*”, P. 61.

achieve more, Moreover, it is one of teacher roles to motivated the students. As stated by hammer, “One of our (teacher) principal roles in writing task will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.”<sup>10</sup>

One of ways to motivate the students is by creating enjoyable and comfortable learning atmosphere. So that students felt fun to write. The feeling of fun in writing can motivate students to write more so that their writing skill improves. Moreover, practice writing regularly will build the students writing habit. This writing habit is very important because when it has been built, students will get used to write without spending many effort either thinking writing as a burdensome activity.

Some factors are involved in a teaching and learning process like teaching techniques and teaching method which play an important role to achieve the objectives of learning. The researcher in this research is interested use Two Stay Two Stray as a method in teaching writing at class especially to Improve Students Writing Ability In Recount text. Recount is kind of types text that retell the past event which the purpose is informing or entertaining the reader. By using Two Stay Two Stray in writing recount text, students will active in discussions, ask questions,

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<sup>10</sup> J. Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 261.

seek answers, and also share ideas in teaching learning proses. So it makes them easy in understanding and implementing recount text in writing.

Cooperative learning method Two Stay Two Stray is one part of the cooperative learning method that puts students in small groups of up to four until five people. Then they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of two lives two guest will provide the opportunity for the group to share information results to other groups.<sup>11</sup>

Teacher can take benefit from student's activity in writing recount text used Two Stay Two Stray method. They can improve the students writing habit by motivating them to write more not only in informal situation, but also in formal one. That is writing for academic purpose. This makes them enjoyable in writing way.

This method will be applied in a class when students will be divided into some group. And every group consists of four until five students who will cooperate do the task by giving teacher. Next every two students of each group present their worksheet and share together with others. After that two students will go back to their main group to explain their result from other group and this

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<sup>11</sup> Suprijono Agus, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2010), p. 93

method also do by each group. So, during they do their worksheet completed results from their self and others to be good conclusion.

Based on the reason above, the researcher conducted an action research of the eighth students of MTs Al Asror Semarang entitled “The Use Of Two Stay Two Stray Method to Improve Students Writing Ability in Recount Texts” to help the students improving their writing skill.

## **B. Reasons for Choosing the Topic**

In this study, the researcher only focuses on the study use of Two Stay Two Stray method for teaching writing recount text. The reasons for choosing the topic are as follows:

1. Writing is one of the important English aspects that are considered crucial to learn by English learner.
2. Some English learner have problem in how to understand kind of genre especially recount text
3. The use of Two Stay Two Stray method is expected able to improve students ability in writing skill
4. The researcher want to encourage the students that have good quality in English especially in writing class.
5. The researcher wants to know the improvement of applying method as a way to teach genre especially recount text in MTs Al Asror Gunung Pati Semarang.

### **C. Research Question**

1. How is the use of Two Stay Two Stray method to improve students writing ability in writing recount text in the Eighth Graders of MTs Al Asror Semarang in Academic Year of 2015/2016?
2. How is students participation in writing recount text during taught by using Two Stay Two Stray method in the Eighth Graders of MTs Al Asror Semarang in Academic Year of 2015/2016?

### **D. Objective of The Study**

Based on the formulated of the problems above, the main objective of this study can be stated as follows:

1. To describe the use of Two Stay Two Stray method to improve students writing ability in writing recount text in the Eighth Graders of MTs Al Asror Semarang in Academic Year of 2015/2016
2. To identify the students participation in writing recount text during taught by using Two Stay Two Stray as a method in MTs Al Asror Semarang in Academic Year of 2015/2016

### **E. Limitation of the Study**

The researcher conducts this research study in one classroom only. This research conducted with Eighth the Graders of MTs Al Asror Semarang in Academic year of 2015/2016. This

research described improving the students ability writing skill in recount text by using Two Stay Two Stray as a method.

## **F. Significances of the Study**

### 1. Theoretically

This study provides the students to study English through Two Stay Two Stray as a cooperative learning method. This study is expected to make the students more interested in engaging teaching and learning process in writing recount text.

The result of the research hopefully can be dedicated for English learning and teaching. Action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge.<sup>12</sup>

### 2. Practically

#### a. For the school

It can give positive effect to the future in teaching learning process, especially in teaching writing.

#### b. For the teacher

The result of the study can be used to help teaching in writing text session. Hopefully, this method

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<sup>12</sup> Ferrance Eileen, *Themes in Education: Action Research*. (Providence: Brown University, 2000), p. 13

can offer the teachers an alternative way to teach of recount text that engages all of students in the class.

c. For the Students

The result of this study will help the students to improve study English through Two Stay Two Stray Method as a cooperative learning. This study is expected to make the students more interested in engaging teaching and learning process especially in writing recount text. Besides, they will be able to improve their social skill, such as cooperating, appreciating other opinion, etc.

d. For reader

It will add new information about ELT (English Learning and Teaching) and give alternative way to learn English as L2 (second language) and international language, particularly the method to promote writing skill

e. For the researcher

The researcher will get the advantages by having the knowledge to improve students ability in writing recount text. It would be very important when the researcher become teacher after finishing the study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Literature Review

##### 1. Writing

###### a. Definition of Writing

Writing as a one of the four skills such as listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purpose. In Indonesia writing is taught at every level of formal education. Mastering the ability to write effectively is seen a key objective for learners.<sup>1</sup>

Writing is the important skill of the communicative language teaching in a second and foreign language.<sup>2</sup>

According to Ontario, “Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced”. Ontario states that:

As students continue to develop an understanding of the writing process; the elements of writing; text forms,

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.31

<sup>2</sup> Sara Cushing Weigle, *Assessing Writing*, (United Kingdom: Cambridge University Press, 2002), p. 1

genres, and formats; and technology, they are able to express themselves more confidently and effectively.<sup>3</sup>

In Islam writing also considered as one of the important skills. Allah has commanded in the surah Al-Qalam in the verse 1-2 :

بِٱلْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِمَجْنُونٍ ﴿٢﴾

“By the pen and by the (record) which (men) write”.  
Thou are not, By the grace of thy Lord Mad or possessed“. (QS. Al-Qalam: 1-2).<sup>4</sup>

From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen. (QS. Al-Qalam: 1-2).

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. Today, the ability to write has become an indispensable skill in our global literate community.<sup>5</sup>

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<sup>3</sup> Ontario, *A Guide to Effective Instruction in Writing*, (London: Ontario Ministry Of Education), p. 13

<sup>4</sup> Fakultas Tarbiyah, *Al Qur'an Terjemah Indonesia-Inggris*, (Qomari, 2008), p. 1200

<sup>5</sup> Douglas Brown, *Language Assessment Principles and Classroom*

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.<sup>6</sup>

In the teaching of writing we are able to focus on the product of that writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product. When writing the learners spend their time on prewriting phases, editing, re-drafting, and finally publishing their work. This writing process is aimed to get various skills that should improved.<sup>7</sup>

From the explanation above, we can conclude that writing is a symbol of human communication as a productive skill which needs creativity dealing with all the processes to produce it. Therefore, if students who want to have writing regularly, they should do some processes of writing.

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*Management*, (USA: Longman, 2004), p. 218

<sup>6</sup> Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Person Education, 2002), p.7

<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1998), p. 325

## **b. Process of Writing**

Writing is a means of communication. Through writing we can express our thoughts, feelings, ideas, experiences, etc. to convey a specific purpose. The purpose of writing is to give information to the reader through a written form of language

Writing is not as simple as putting text on paper. It need 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 writer already knows about the topic or subject and what the writer writes. Writing process is a various stages of drafting, reviewing, re-drafting, and writing.<sup>8</sup>

Harmer argue that the process of writing consist four steps: (1) Planning, (2) Drafting, (3) Editing. (4) Final Version

The first step of writing is planning. Planning mean that experience writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

The second step of writing is drafting. We can refer to the first version of a piece of writing as a draft.

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<sup>8</sup> Jeremy Harmer, “*The Practice of English Language Teaching*”. p. 258.

This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

The third step of writing is editing (reflecting and revising). Once writers have produced a draft they then, usually, read though what they have written to see where it work and where it doesn't.

The last step of writing process is final version. It is almost possible to write a perfect paragraph. Once writers have edited their draft, making the changes they consider being necessary. They produce the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now already to send the written text to its intended audience.

Writing requires a series of process and rules as well. From the definition above, I conclude that writing is a way to produce language by putting down words or ideas to some media through a series of process elaborating the idea, thinking process, and the writing rules in order to create a written composition.

### c. **The Purpose of Writing**

The purpose of writing as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines.<sup>9</sup>

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

Elizabeth states that, "Writing therefore is one of the important ways of expression. Without the writing aspect, learning of a language remains incomplete".<sup>10</sup>

The researcher emphasized in writing skill of course has purposes to make students understand about meaning written text better and accurately. Also, good writer is who has clear understanding of the language.

## 2. **Teacher's Task in Teaching Writing**

Teachers have a number of crucial tasks to perform. This is especially true when students are doing writing

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<sup>9</sup> Sara, "Assessing *Writing*", p.33.

<sup>10</sup> Elizabeth, "*Method of Teaching English*", p. 313.

activities, where they may be reluctant to express themselves to their satisfaction.

Among the task which teachers have to perform before, during and after students writing are the following:

a. Demonstrating

Teacher should bring students to be aware to perform certain written function. In this case, Harmer stated students need to be aware of writing convention and genre constraints in specific types of writing

b. Motivating and provoking

Sometimes students feel tired with their result of writing or even to the process of writing. As the researcher has said before, to choose the best word in starting writing is not easy as we think. Furthermore, it is for students. So, the teacher's task is to motivate students with good word that can improve students in starting writing task.

c. Supporting

The closer task of teacher after motivating and provoking students in writing task is supporting. Supporting here means that teacher should be there for students, every time they need him/her. Because students will think that their teacher cares about them and really support them in every single step of improving their

writing skill. Teacher also prepares to help students overcome the difficulties.

d. Responding

The way teacher reacts students writing work can be divided into two main categories, responding, and evaluating. Responding teacher reacts to the content and construction of a piece supportively and often gives suggestion but not grade their work or judge as the finishing writing. This task is done as a part of process rather than a part of an evaluation program.

e. Evaluating

In this part teacher can score students writing work after checking all component of the writing. Teacher also can indicate where they wrote well or made a mistake.<sup>11</sup> This is the main purpose of evaluating. Teacher is not only have chance to check students work and score it, but also we will be able to know students more, related to their difficulties problem in writing.

From the definition above, every steps teacher's task in teaching writing is very important. Teachers must be implementation in the class, related to helping students to become better writers.

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<sup>11</sup> Harmer, "*How to Teach Writing*", p. 41-42



### 3. Genre in Teaching Writing

Writing is a social activity. Communication always has a purpose, a context, and an intended audience, and these aspects can form the basis of both writing tasks. This means that students need to engage in a variety of relevant writing experiences which draw on, analyses, and investigate different purposes and readers.

The last decade or so has seen increasing attention given to the notion of genre and its application in language teaching and learning. This is largely a response to changing views of discourse and of learning to write which incorporate better understandings of how language is structured to achieve social purposes in particular contexts of use.

Hyland state that “Genre is refers to particular text types. It is a type or kind of text defined in terms of its social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation”.

Rozimella also assume that “Genre knowledge which includes an understanding of the social and cultural contexts of genres, the language choices within the genres, and a sense of what is and what is not appropriate in certain contexts which reflect the norms and values of a discourse community is important for second language learners”.<sup>12</sup>

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<sup>12</sup> Rozimela Yenni, “*The Students Genre Awareness and Their*

Effective teaching recognizes the wants, prior learning, and current proficiencies of students, but in a genre-based course, it also means, as far as possible, identifying the kinds of writing that learners will need to do in their target situations and incorporating these into the course. Learning to write is supported within familiar routines, or cycles of activity, and by linking new contexts and understandings to what students already know about writing.

Genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners not only to see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts.

For teacher educators, genre-based pedagogies offer a valuable resource for assisting both pre- and in- service writing instructors to assist their students to produce effective and relevant texts. Genre theory thus give teacher educators a more central role in preparing individuals to teach second language writing and to confidently advise them on the

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*Reading Comprehension of Different Text Types*”, International Journal of Asian Social Science, (Vol. 460-469. No.4, 2014), p. 462

development of curriculum materials and activities for writing classes.<sup>13</sup>

Based on explanation above, knowledge of genres has an important consciousness raising potential for teachers, with significant implications for both their understanding of writing and their professional development. By categorizing and analyzing the texts they ask their students to write, teachers become more attuned to the ways meanings are created and more sensitive to the specific communicative needs of their students. Teachers are thus in a better position to reflect on their own writing and that of their students, offering them a means to understand, deconstruct, and challenge texts.

Writing instruction must help demystify prestigious forms of discourse, unlock students' creative and expressive abilities, and facilitate their access to greater life chances. To accomplish these goals, we require a systematic means of describing texts and of making our students' control over them more achievable. In short, a well formulated theory of how language works in human interaction has become an urgent necessity in the field of teaching second language writing. Genre pedagogies are a major response to this need, providing teachers with a way of understanding how writing is

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<sup>13</sup> Hyland Ken, "*Genre Pedagogy: Language Literacy and L2 Writing Instruction*", Science Direct, (Vol146-164. No.16, 2007), p. 151

shaped by individuals making language choices to achieve purposes in social contexts.

#### **4. Recount text**

##### **a. Definition of Recount Text**

Based on School Based Curriculum (KTSP), recount is kinds of text which must be learn by the eighth grade students of Junior High School. Recount is a text type that retells past event, usually in order in which they happened.

In English, text is divided into some categories of genre for example narrative text, recount text, procedure text, report text and the others. Before the writer discuss further about the definition of recount text, better we know about the meaning of text it self.

Recount is a piece of text that retells past event, which is usually told in order in which they happened. The social function of recount is to retell events for the purpose of informing or entertaining. It means that the purpose of recount it to give the reader a description of what and when it occurs. The are some steps text element and rhetorical structure of recount such as orientation (a record of events in a temporal sequence), and re-orientation (closure of events).<sup>14</sup>

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<sup>14</sup> Pardiyo, “*Teaching Genre-Based Writing*”, (Yogyakarta: C.V

According to Lewis and Wray, “recount is text has a social purpose that inform or entertain their audience or even both by retelling event.”<sup>15</sup>

From those explanations about the definition of recount text, it can be concluded that recount text is a text that tell about something happened in the past to other people either by speaking or writing or retelling past experience to other people about a information of what occurred and when it occurred.

#### **b. The Purpose of Recount Text**

Recount has a social purpose that’s retell an event with a purpose to inform or entertain the readers”. In recount text, the writer must have intention to retell a story and entertain the reader and also inform what happened and when it happened.<sup>16</sup>

#### **c. The Generic Structure of Recount Text**

A recount text usually has three main sections as follow:

1) Orientation:

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Andi Offset, 2007), p. 63

<sup>15</sup> Lewis Mauren and Wray David, *Writing Frames*, (London: Bulmershe Court University of Reading, 2002), p. 41

<sup>16</sup> Pardiyono, “*Teaching Genre-Based Writing*”, p. 64

Introducing the definition and specification of the subject matter or related to natural phenomenon.

2) Events:

Containing series of sequential events presented from someone's experience.

3) Reorientation:

Ending of the story containing the writer's comment.<sup>17</sup>

From the explanation above, it can be concluded that a recount text will have the following language features: (1) the presence of specific participant (noun or pronoun) that involved in the text, (2) the use of material processes, those are the action verbs refer to what the participants did, (3) the use of circumstances of time and place, (4) the use of adjectives to give details about who, what, when, where, and how, (5) the use of past tense to retell the events, and (6) the use of temporal sequence to show the order of the events. Students should master those language features in order to be able to write a good recount.

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<sup>17</sup> Neutron Yogyakarta, "*Suplemen Bahasa Inggris*", (Yogyakarta: LEMBIMJAR Neutron Yogyakarta, 2010), p. 7.

#### **d. The Example of Recount Text**

##### **Trip to Tawangmangu**

Orientation : On Sunday last week, my family and I went to a tourist resort, called, Tawangmangu.

Event : It was beautiful Sunday morning. My father, mother, brother, and I went there by our family wagon. We brought some food, fruits, and drinks for our lunch there. We departed from our house at 10.00 o'clock, Half an hour after that, we came to a market, the busiest market in town. We hiked more or less a kilometer again, and came to Balekambang Park. We parked our car just in front of the park at 11.00 o'clock.

We left everything in the car, except our sun-glasses and hats. We rode on horsebacks to 'Grojogan Sewu' waterfall. We had enjoyed feeding the playing

monkeys with peanuts before we finally came to the site. We went down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall. Being satisfied with the fall, we went back to the park we were very tired, after having paid the ticket we went in the park, bringing all the food, fruit, and drink we had, including a large plastic mat to sit. After having found a shady place, we unfolded the mat and started enjoying the meal and drink

Re-orientation : At 15.00 o'clock we went home. We were tired and sleepy all the way home, but we were satisfied with our picnic.<sup>18</sup>

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<sup>18</sup> Jaya Alexander Mogot, *English Revolution*, (Jepara: ADAIDE Media, 2012). P. 48.



## 5. Cooperative Learning

### a. Definition of Cooperative Learning

Learning is a process of interaction with educators and learners learning resources in a learning environment. Lessons are given help educators to be a process of knowledge acquisition and knowledge, proficiency and mastery of nature, as well as the formation of attitudes and beliefs on learners. In other words, learning is a process to help learners to learn well.

Recently year, there are many researches in education in education competitive to find out new way in delivering materials in the class that aim to be learning process be interest and make the class lively.

Cooperative learning is work on something together to help each other as a group with each other as a group or a team.

Larsen states that, “cooperative or collaborative learning essentially involves students learning from each other in groups”. In cooperative learning, teacher teaches students collaborative or social skill so that they can work together more effectively. Indeed, cooperative is not only a way of learning, but also a theme to be communicated about and studied.<sup>19</sup>

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<sup>19</sup> Larsen Diane, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 164.

According to Suprijono study group argued in cooperative learning methods, student work together in four-member teams to master material initially presented by the teacher". From the description above it can be argued that cooperative learning is a learning model in which the system studied and worked in small groups of 4-6 people, amounting to collaboratively so as to stimulate the students more enthusiastic in learning.

Anita Lie also mentions the term cooperative learning with collaborative learning, learning system that gives an opportunity to the students to work together with other students in the structured tasks. Further mention that, cooperative just learning to walk when it's formed a group or a team in which students work as directed to achieve the goals that have been determined by the number of group members generally consist of 4-6 people.<sup>20</sup>

From the explanation above, cooperative learning is an instructional model using small groups, working together. The success of this model depends on the ability of activities of the group members, either individually or in groups. Cooperative learning is a very touching human nature as social beings, are always interacting, helping

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<sup>20</sup> Suprijono Agus, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2010), p. 54.

each other to be the better direction with "getting better together". In the process of learning here really preferred mutual aid among members of the group.

## **6. Two Stay Two Stray Method**

### **a. Definition of Two Stay Two Stray Method**

One of the cooperative learning model is Two Stay Two Stray model. Cooperative learning method Two Stay Two Stray was developed by Kagan Lie.

Kagan Lie 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 lives two guest".

Cooperative learning method Two Stay Two Stray is one part of the cooperative learning method that puts students in small groups of up to four until five people. Then they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of two lives two guest will provide the opportunity for the group to share information results to other groups.

Many teaching and learning activities are colored with individual activities. Learners themselves and are not

allowed to see the work of other learner. Whereas in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically cooperative learning Two Stay Two Stray is in accordance with the characteristics of the implementation of cooperative learning methods have been widely described as above. Two Stay Two Stray method involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier and here teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter.

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.

**b. The characteristics of the learning model two stay two stray**

- 1) Students work cooperatively in groups to complete the learning material
- 2) Form groups of students who have high ability, medium and low
- 3) When the members of group may come from different racial, cultural, ethnic, gender
- 4) More oriented towards the group award than individual.<sup>21</sup>

**c. The Steps of Two Stay Two Stray**

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

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<sup>21</sup> [http://www.Academia.edu/8266320/Pembahasan\\_Metode\\_Two\\_Stay\\_Two\\_Stray](http://www.Academia.edu/8266320/Pembahasan_Metode_Two_Stay_Two_Stray), retrieved on 3 July 2015

- 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.<sup>22</sup>

This method make students active in discussions, ask questions, seek answers, and also share ideas in teaching learning proses.

**d. Applying of Two Stay Two Stray Method**

Teacher guides the students to use Two Stay Two Stray method in order to make a recount text. First, the teacher explains the role of the students clearly. The teacher said that each member of group has a duty. Then the teacher writes a topic on the white board. For example: teacher writes “My Unforgettable Experience”. The teacher divides class into some groups. Each group consists of four people, the teacher remind again the role of the students. The teacher gives time around 30 minutes to write about topic which is given. After write with the group. Otherwise two members from each group strayers

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<sup>22</sup>Suprijono Agus,”*Cooperative Learning*”, p. 93.

go to another group to discussion like as correct the grammatical writing, and also share about experience to another group. In this step teacher give 15 minutes. Otherwise two member from original group stayers to welcome the strayers, presenting the work of the group from other groups and share their group discussion also. This activity continue until they return to their own group. Finally, teacher ask each group to discuss and write a report for their group. After all activities are already held, the teacher will evaluate gather with students.

This teaching learning process gives an opportunity to the students to share their ideas, to discuss experiences while gathering the information and also give correction in grammatical writing. So, they are easy to find the ideas that will be developed in their writing especially recount text.

## **B. Previous Research**

The first study was conducted by August Lewaherilla, 0773095 (Language and Art Faculty of Sebelas Maret University, 2010) entitle *Improving Students Reading Competence through Two Stay Two Stray Technique*. This Classroom Action Research aimed to know wheatear Two Stay Two Stray technique can improve students reading competence for the students of class VIII A of SMP YPPK Biak Numfor, and to know the strengths and the weaknesses of the Two Stay Two Stray Technique when it

is applied in teaching reading. The population was the VIII grade students of SMP Biak Numfor consisting of 26 students. The writer did some steps for each cycle. They were planning, action, observation, interview, questionnaire and test. The result of the research showed that Two Stay Two Stray technique can improve students reading competence.<sup>23</sup>

The second study an action research conducted by Aris Agung Wibowo, 3213083039 (Language and Art Faculty of IAIN Tulungagung, 2012) entitle *The Effectiveness of using Two Stay Two Stray technique in Teaching Reading comprehension*. This study aimed to know the students reading comprehension before they are taught by using Two Stay Two Stray technique, to know the students reading comprehension after they are taught by using Two Stay Two Stray technique and to know the effect using Two Stay Two Stray technique toward teaching reading comprehension. Research design was experimental design. The population was grade VIII and VIII class consisting of 30 students. The research instrument was test, the data analysis was using T-test. The result showed that Two Stay Two Stray technique increase teaching and learning process.<sup>24</sup>

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<sup>23</sup> August Lewaherilla, (0773095) Language and Art Faculty, *“Improving Students Reading Competence Through Two Stay Two Stray Technique”* Thesis, (Surakarta: Education of Sebelas Maret University, 2010) p. 6.

<sup>24</sup> Aris Agung Wibowo, (3213083039) Language and Art Faculty *“The Effectiveness of using Two Stay Two Stray in Teaching Reading Comprehension”*, Thesis, (Tulungagung: English Education Program of IAIN



According to the studies mentioned above, it can be seen that there are some researches which have been done by investigating new ways in improving the quality of teaching reading. The researchers successfully used interesting method as a strategy to motivate students to improve their reading ability. Thus, the researcher will use an Two Stay Two Stray method to teach recount text to improve the students skill in writing recount text.

The result of this research showed that using Two Stay Two Stray method is effective and needed in delivering materials. From this method students can explore their skill and knowledge to help each other in solve the problem from the task. Students looked more actively in learning process and able to get needed information. From this cooperative and participative discussion, so young learner will be able to feel that thinking is fun and enjoy. So, this technique will help teacher in teaching material especially genre text.

The similarities of my research with two researches above are using Two Stay Two Stray method to deliver the material. This method offers new way to understand well and fun in cooperative learning. The differences are material and research. In researches above are applied in teaching reading. Also, the researches use experiment research. While study in this research use a classroom action research. The researcher use Two Stay

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Tulungagung, 2012), p. 6.

Two Stay as an method to improve students ability writing skill in recount text.

### C. Hypothesis

Hypothesis is a focused statement which predicts an answer to the research question. When formulated researchers are guided in the selection of research methods (sample, data collection, instruments, etc) by their hypothesis.

A good hypothesis has several basic characteristics. Some of these are:

1. It should be reasonable.
2. It should be consistent with known facts or theories.
3. It should be stated in such a way that it can be tested and found to be probably true or probably false.
4. It should be stated in the simplest possible terms.

In fact, the research hypothesis is a tentative answer to a question. It is an educated guess or hunch, generally based upon prior research and or theory to be subjected to the process of verification or disconfirmation.<sup>25</sup>

In this way the hypothesis gives direction and focus to the action research. In this research, The researcher proposes that using Two Stay Two Stray method as a cooperative learning is able to improve students ability in writing recount text.

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<sup>25</sup> Abhiyansarva Shiksha, *Action Research A Document*, (New Delhi: Distance Education Program, 2010), p. 30.

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Research Design

In this research, the researcher used the form of action research. Action research began in the USA during the 1940s through the work of Kurt Lewin, a social scientist.<sup>1</sup> Ferrance said that action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.<sup>2</sup> It means that action research is allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change.

Action research is becoming increasingly known as an approach that encourages practitioners to be in control of their own lives and contexts. It began in the USA, come to prominence in the UK in the 1970s, and by the 1980s it was making a significant impact in many professional contexts, particularly in

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<sup>1</sup> Ako Wahanga Whakapakari, *Action Research for Professional Development*, (New Zealand: Jean McNiff, 2002), p. 10.

<sup>2</sup> Ferrance Eileen, *Action Research*, (New York: Brown University, 2000), p. 1.

teacher professional education.<sup>3</sup> Furthermore, Classroom action research its influence is worldwide, and has spread to virtually all areas where personal and professional learning is undertaken.

Action research is the name given as series of procedures teacher can improve in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriateness of certain activities and procedures. Furthermore, classroom action research is reflective study done by teacher in a classroom for getting solution about the problem until it can be solved.<sup>4</sup>

According to Arikunto, action research is one of the type 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.<sup>5</sup>

Classroom action research is one of the methods used in doing a study by having activities in the classroom. According to Jordan its main purpose of action research is to find solution to problems and to enable teachers to improve aspects of

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<sup>3</sup>Ako Wahanga Whakapakari, "Action Research for Professional Development", p. 6.

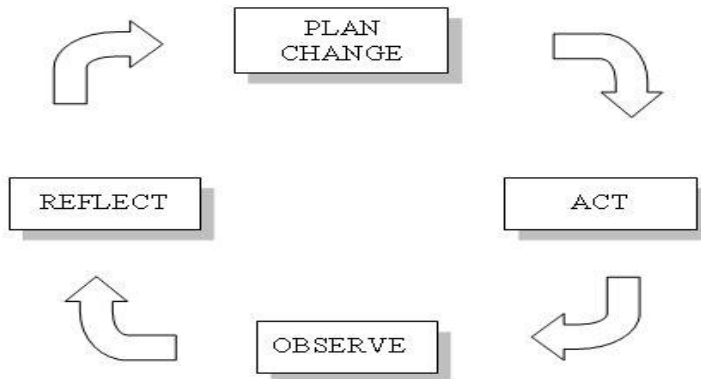
<sup>4</sup> Jeremy Harmer, "The Practice of English Language Teaching", p. 344.

<sup>5</sup> Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

teaching/learning.<sup>6</sup> In summary, action research is a study that needs practical concern to solve the problem.

The researcher elaborated Classroom Action Research. It is a kind of research to be used in her research and it could be done by a teacher in which involve a group of students to improve the teaching learning process.

In classroom action research there are four important steps consisting of planning (identify the problem), acting (collect the data), observing (analyze and interpret data), and the last is reflecting (develop an action). All of the components are done in cycle. The explanation from the four components in one cycle for doing in action research are, as stated by Kurt Lewin:<sup>7</sup>



There are some characteristics, aims and model of classroom action research, they are:

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<sup>6</sup> Jordan R, *English for Academic Purpose*, (New York: Cambridge University Press, 1997), p. 274

<sup>7</sup>Suharsimi Arikunto, et. Al., “*Penelitian Tindakan Kelas*”, p. 74.

## 1. Characteristics of a classroom action research

Kemmis and Mc. Taggart in Nunans book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- b. It is collaborative, and
- c. It is aimed at changing things.<sup>8</sup>

## 2. The aim of action research

There are many possible reasons for conducting a classroom action research as follow: The teacher wants to know more about his students and the difficulties in learning process. Teacher wants to learn more about her as teachers how effective teacher is, how teacher looks to the students, how teacher looks at himself as if observing her own teaching. Teacher wants to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types. Teacher wants to see if an activity would work better done in groups rather than pairs.<sup>9</sup>

Before the researcher does the cycles in action, researcher will observe at first. Research design can do with some steps as follow:

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<sup>8</sup> David Nunan, *Research Method in Language Learning*, p. 17

<sup>9</sup> Jeremi Harmer, *The Practice of English Language Teaching*, (England: longman, 2003), p.256

- a. Collect data such as documentation includes the number of the students, students' name list, and pre-test.
- b. After the writer collects the data, she does a pre-test. Its purpose is to know the score mean of students' writing in recount text before using Two Stay Two Stray as a method.
- c. The writer assesses the result of students' writing in pre-test.

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

- a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

- b. Acting

This section 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 recount 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.

c. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.<sup>10</sup>

## **B. Research Place and Time**

### 1. Research Place

The researcher conducted the classroom action research at MTs Al Asror. This setting is located in Semarang. The researcher chose this setting because its geographical location is not far from the researcher to reach. The students come from different intelligence, social background, and characteristic of student setting and subject of the research. The subject of this study is students of eighth class of MTs Al

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<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 140.



Asror Semarang, where the total number was 37 students. This research was conducted on the first semester in the academic year of 2015/2016 for about 1 month, began from October 1 up to October 31, 2015.

The researcher chosen this Junior High School because the school was a place where researcher first run the teaching internship program (PPL). Thus, to some extent, researcher had known the circumstances of students who were be the subject of her research. Based on the teacher of English in the school, she knew that the students in the school were still low in writing ability. This was proved that the improvement score of students in final exam was still low. So the researcher could apply the research in the eighth grade.

## 2. Research Time

This research was conducted in 4 weeks from the 1<sup>st</sup> week of October 2015 until the last week of October 2015. During the research time, the researcher had 3 meetings with the students. The following:

- a. One 1<sup>st</sup> week of October, researcher and teacher as the collaborator took pre-cycle. Researcher observed teacher's explanation of recount text during teaching learning process, students' response, engagement and activeness in the learning process. Then, students were grouped and given exercise by the teacher to compose recount text

- b. On 2<sup>nd</sup> week of October, researcher began to take cycle. Here, researcher gave new method to be perfect in order to improved students' ability in writing skill of recount text.
- c. On 3<sup>rd</sup> week of October was the last cycle. Researcher made a method to be perfect in order to improved students' ability in writing skill of recount text
- d. After all of the result were complete and perfect, researcher began to analyze the data

### **C. Research Subject and Collaborator**

#### **1. Subject**

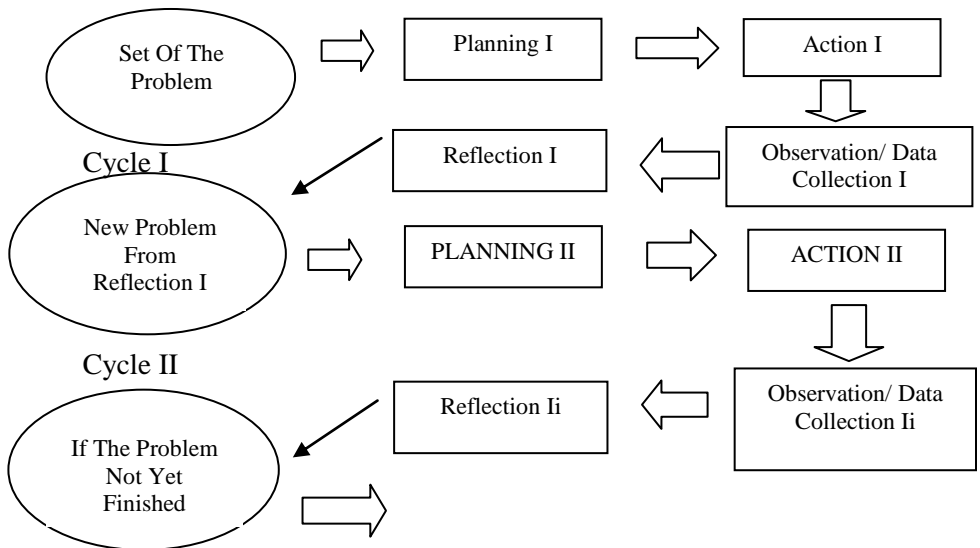
This study was conducted at the eighth grade students of MTs Al Asror Semarang in the academic year of 2015/2016. There was only one class in eighth graders which has 37 students'. The teacher used the eighth graders as sample in this research. So participants in this study were students of eighth class of MTs Al Asror Semarang in the academic year of 2015/2016.

#### **2. Collaborator**

The collaborator in this classroom action research is person who helped the researcher to collects the data. The collaborator in this research is the English teacher who teaches English in MTs Al Asror Semarang. She was Mrs. Nur Syafa'ah, M.Pd

## D. Research Procedure

In this classroom action research, the writer planned to conduct two cycles through Two Stay Two Stray as a method in teaching writing recount text, which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting. The four stages of the classroom action cycle were conducted integrated like spiral. The scheme or model of classroom action research was as follow:<sup>11</sup>



### 1. Procedure of the Pre-Cycle

The first step in making classroom action research was the researcher used pre-test to assess the students' ability in

<sup>11</sup> Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, p. 16.

writing in recount text. In this activity the teacher taught students with conventional method. The teacher explained about recount text including; definition, generic structure, and significant lexicogrammatical features. Then, the teacher gave the example of recount text. After that, the teacher asked to the students to write a recount text according to their experience while they join in some extracurricular activities.

After the researcher gets the data from the pre-test and the observation, researcher analyzed the result to determine the use of Two Stay Two Stray method in teaching writing recount text. After recognizing the possible cause of problems faced by students, the researcher would explore ways that Two Stay Two Stray method can become an aid in teaching writing recount text.

## 2. First Cycle (1<sup>st</sup> meeting)

The first cycle was done based on the result from the pre cycle.

### a. Planning

- 1) Arranging lesson plan
- 2) Preparing teaching material
- 3) Preparing observation scheme
- 4) Preparing test instrument

b. Acting

- 1) Teacher stimulated students by asking students about their unforgettable experience.
- 2) Teacher showed some example of recount text on slide
- 3) Teacher explanation the social function, language features, and generic structure of recount text
- 4) Teacher asked students to read, translate and identify the generic structure and language features of the text
- 5) Teacher divide students into 9 groups, consisted of 4 until 5 students
- 6) Teacher gave students 30 minutes to write down their unforgettable experience
- 7) After that, teacher asked two members from each group strayers go to another group to discussion like as correct the grammatical writing, and also share about experience to another group. In this step teacher give 15 minutes
- 8) Otherwise two member from original group stayers to welcome the strayers, presenting the work of the group from other groups and share their group discussion also. This activity continue until they return to their own group.
- 9) Teacher ask each group to discuss and write a report for their group. After all activities are already held.

c. Observing

The teacher applied Two Stay Two Stray method and observed the teaching learning process. The observation on the students in first cycle was to check students' ability. The indicators improvements are follows:

- 1) Students participate toward teacher's explanation
- 2) Students asked question to teacher to clarify their understanding
- 3) Students solved the problem in a group work
- 4) Students presented their writing

d. Reflecting

- 1) In the first cycle, the researcher got the data from the test and observation
- 2) Teacher evaluated the activities that were done
- 3) The classroom teacher and the researcher discussed to make reflection what should they do repair the problems
- 4) Teacher analyzes the data to repair the next cycle.
- 5) Teacher make a temporarily conclusion for classroom action research in cycle 1.
- 6) The result of the observation then was analyzed, and the result was used to improved students ability in writing skill of recount text.

### 3. Second Cycle (2<sup>nd</sup> meeting)

The second cycle was done based on the result of the reflection from the first cycle. The result showed that students got improvement score, but they still faced difficulties in understanding English text, so it needed another action to improve the next cycle.

#### a. Planning

- 1) Arranging lesson plan
- 2) Preparing teaching material
- 3) Preparing observation scheme
- 4) Preparing test instrument

#### b. Acting

- 1) Teacher stimulated students by giving video
- 2) Teacher asked argument related to the video
- 3) Teacher choose about “Holiday” as the theme of this meeting
- 4) Teacher divide students into 9 groups, consisted of 4 until 5 students
- 5) Teacher gave students 30 minutes to write down their holiday experience
- 6) After that, teacher asked two members from each group strayers go to another group to discussion like as correct the grammatical writing, and also share about experience to another group. In this step teacher give 15 minutes

- 7) Otherwise two member from original group stayers to welcome the strayers, presenting the work of the group from other groups and share their group discussion also. This activity continues until they return to their own group.
- 8) Teacher ask each group to discuss and write a report for their group. After all activities are already held.

c. Observing

The researcher compared observation towards teaching learning process using observation scheme that was made. The researcher observed the teaching learning process and compared with the first cycle.

- 1) Students participate toward teacher's explanation
- 2) Students asked question to teacher to clarify their understanding
- 3) Students solved the problem in a group work
- 4) Students presented their writing

d. Reflecting

- 1) Evaluating the activity that was done
- 2) Analyzing the activity, they still find out the problem or not
- 3) The result of observation was analyzed, so it could be seen the improvement of students writing skill of recount text. The result of this analysis could be used



as review to use Two Stay Two Stray method in teaching writing recount text.

### **E. Data Collection Technique**

Collecting data method is the ways that can be used by researcher to collect data. They are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, test and observation.

#### 1. Documentation

The researcher used documentation which relate with this research. They are students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process by using Two Stay Two Stray method

#### 2. Observation

Observation is intended to see and to know about the condition of class and students, and the obstacles appeared during the teaching learning process especially in writing skill of recount text. Observation in this research also used to monitor the student's activities during teaching process. It can be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher consider of asking the collaborator to help her to observe classroom.

**Table 3.1**  
**Observation Scheme**

No	Indicators	None	Few	Many	Half	Most	All
		0%	<20%	20-40%	50%	60%-80%	100%
		0	1	2	3	4	5
1.	Students' participate toward teacher explanation.						
2.	Students ask question to teacher to clarify their understanding.						
3.	Students solve the problem in group work.						
4.	Students present their writing.						

5 = Most of students (71%-100%) 33-37 students

4 = Half of the class (50%-70%) 28-32 students'

3 = Many students (20%-49%) 23-27 students

2 = Few Students (<20%) 22 students

1 = None (0%)

### 3. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of

a group. “Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given.”<sup>12</sup> The researcher collecting data used written test is very useful to know the students improvement in understanding material. In this research, the writer gets data by giving pre test, and evaluation test. A pre test is given before the students get some activities of writing recount text using Two Stay Two Stray method. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after students get some activities of writing recount text by using Two Stay Two Stray as a method. It is used to measure the student's improvement after being taught.

In order to know the improvement of student's ability, the writer analyzes the different between mean of pre-test and two evaluations of test scores.

## **F. Data Analysis Technique**

The aim of this study is to find out whether Two Stay Two Stray method could improve the writing students skill or not. There are pre-test and post-test, these tests are used to measure the students' progress in mastering writing skill. The steps of data analysis are:

1. Analyzing Observation Checklist

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<sup>12</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53

Researcher used observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II. Then the result of observation checklist will be analyzed by calculating the percentage as following:

The formula to measure the students participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

$n$  = the score of students

$N$  = the sum of total score

% = the percentage of the expectation.

*From* the formula above student's participation can be categorized as follow:

a. Poor

The aspect of activity that will be observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that will be observed above reaches out for about 21- 40% from overall percentage 100%.

c. Average

The aspect of activity that will be observed above reaches out for about 41-60% from overall percentage 100%.

d. Good

The aspect of activity that will be observed above reaches out for about 61-80% from overall percentage 100%.

e. Excellent

The aspect of activity that will be observed above reaches out for about 81-100%.

2. Method of Analyzing Test

a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave task to students. The result of test will be analyzed by using percentage scoring as following formula:<sup>13</sup>

$$Score = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

b. Measuring The Mean

After In this research, the researcher also used mean formula to know the average of students' score and to check students improvement in learning recount text, as follow:

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<sup>13</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), Edisi Revisi, Cet. 6, p. 236.

**Tabel 3.2**  
**The Explanation of Criterion<sup>14</sup>**

<b>Item analysis</b>	<b>Score criteria</b>	
Content	27-30	Excellent : Substantive thorough development of thesis, relevant to assigned topic. Etc.
	22-26	Good : Adequate range limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair : Little substance, inadequate development of topic.
	13-16	Very poor : Non- substantive, not pertinent or not enough to evaluate.
Organization	18-20	Excellent : Fluent expression ideas clearly stated-well organized.
	14-17	Good : Somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair : Not fluent-ideas confused/disconnected.
	7-9	Very poor : does not communicate-no organization

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<sup>14</sup> J. Charles Alderson and Lyle F.B., *Assesing Writing*, (USA: Cambridge University Press, 2002), p. 116.

<b>Item analysis</b>	<b>Score criteria</b>	
Vocabulary	18-20	Excellent : Sophisticated range-effective word/idiom choice and usage.
	14-17	Good : Adequate range occasional of word/idiom form, choice usage, bit meaning is not obscured.
	10-13	Fair : Limited range frequent errors of word/idiom form, choice, usage.
	7-9	Very poor : Essentially translation-little knowledge of English
Grammar	22-25	Excellent : Effective complex grammar
	18-21	Good : Effective but simple construction
	11-17	Fair : A major problem is simple/ complex construction in grammar
	5-10	Very poor : Virtually no mastery of sentence construction rules.
Mechanic	5	Excellent : Demonstrates mastery of construction
	4	Good : Occasional Errors of spelling, punctuation, and capitalization.
	3	Fair : Frequent errors of spelling, punctuation,

Item analysis	Score criteria	
	1	Very poor : No mastery of and capitalization. conventions, dominated by errors of spelling, punctuation, and capitalization, paragraphing
Total Score	1-100	

Explanation

Content : The Ideas expressed in writing recount text.

Organization : Organization of the content (the organization of language features)

Vocabulary : The choice of words, structure and lexical item to give a particular tone or flavor to writing.

Grammar : The employing grammatical and syntactic forms.

Mechanic : The use of graphic convention of the language.

After collecting the data, the researcher analyzed it. In scoring of the writing test, the researcher processed the result of the students' test. The researcher gave the score for each of components of writing, as follows:



- 1) Content ability : The lowest score is 13 and the higher score is 30
- 2) Organization Ability : The lowest score is 7 and the higher score is 20
- 3) Vocabulary ability : The lowest score is 7 and the higher score is 20
- 4) Grammar ability : The lowest score is 5 and the higher score is 25
- 5) Mechanic ability : The lowest score is 2 and the higher score is 5

Then the researcher formulated to get the mean of each element of writing researched by the formula. Sutrisno Hadi explained the mean of each writing element researched as follows:<sup>15</sup>

$$M_{xc} = \frac{\sum xc}{S_{max}}$$

Where :

$M_{xc}$  : The level mastery of content

$\sum xc$  : The students' Score of content

$S_{max}$  : Maximum score content

After getting the mean of each element in writing hortatory exposition text, the writer formulated the result to get the total mean score as follow:<sup>16</sup>

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<sup>15</sup> Sutrisno Hadi, *Statistic Second Series*, (Yogyakarta: Andi Offset, 2004), p. 272)

<sup>16</sup> Sutrisno Hadi, *Statistic Second Series*, p. 399.

$$M_{xt} = \frac{\sum xt}{S_{max}} \times 100\%$$

Where :

$M_{xt}$  : The mean of total score

$\sum xt$  : The number of total

$S_{max}$  : maximum score for writing elements

Then the percentage of each component in writing recount text was consulted with the following criterion. According to Sutrisno Hadi, The criteria are as follow.

**Table 3.3**  
**The Criterion of writing Skill**

The percentage of ability	Criteria		
85% - 100%	4	A	Excellent
75% - 84%	3	B	Good
60% - 74%	2	C	Fair
40% - 59%	1	D	Poor
0% - 39%	0	E	Fail

Based on the table above, the writer determined the level of students' ability in writing recount text. First step, the researcher got score using conventional method from pre-cycle. The mean of score using conventional method was compared with mean of score from one cycle. Mean of score from one cycle was compared with mean of next cycle, so on until the last cycle. It was to know how far the progress of students in this research.

## **G. Indicators of Achievement**

This study was said to success if the research objectives' indicators were reached. In this research, the researcher formulated the research objectives' indicators as below:

1. Students' ability in recount text is improving after students are taught by Two Stay Two Stray method. The improving are in the content, organization, vocabulary, grammar and mechanic of recount text.
2. Two Stay Two Stray methods can improve students' ability in writing recount text.
3. Students' writing skill with the minimum standard of score (KKM), which is 7.1.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND ANALYSIS**

#### **A. Research Findings**

In this chapter, the writer would like to describe and discuss the findings of the research. This study is classroom action research, this study is classroom action research on the use of Two Stay Two Stray Method to improve students' writing ability in writing skill of recount text. Its purpose is to describe the implementation of Two Stay Two Stray method to improve students writing ability in writing recount text, and to identify the improvement of students ability in writing recount text after being taught using Two Stay Two Stray as a method, especially at the eighth grade students of MTs Al Asror Gunung Pati Semarang in Academic Year of 2015/2016. In this study there were two cycles and before conducted the cycle, the researcher gave preliminary test (the researcher got base score of students writing skill) and compared with each cycle after being taught using Two Stay Two Stray method. The descriptions of each are as follow:

##### **1. Pre-cycle**

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students' skill in writing recount text. Pre-cycle was conducted on Tuesday, 13 October 2015. There were 37 students who followed the test.

In this meeting, the teacher was done teaching learning process. The teacher began the learning process by introducing recount text from the social function, language featured and generic structure. But, many students did not pay attention to the teacher. They make noisy in the class, such as talking with other friend and they did other activity that was not related with the learning activity. There were only some students who were active to ask and respond teacher's question. After explaining the material to students, students had to write short a recount text with the topic "Unforgettable Experience". The purpose of the test was to measure the skill of the students in writing English text.

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult, because they had to remember their experience and wrote into paragraph. After implementing the test, the researcher examined the answer sheet and finds the result.

The result of test can be seen in the following table:

**Table 4.1**  
**Student's Score In Pre-Cycle**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>
1.	A-1	56
2.	A-2	62
3.	A-3	68
4.	A-4	72
5.	A-5	75
6.	A-6	80
7.	A-7	78

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>
8.	A-8	65
9.	A-9	58
10.	A-10	63
11.	A-11	53
12.	A-12	77
13.	A-13	74
14.	A-14	71
15.	A-15	56
16.	A-16	59
17.	A-17	65
18.	A-18	73
19.	A-19	68
20.	A-20	72
21.	A-21	63
22.	A-22	70
23.	A-23	61
24.	A-24	66
25.	A-25	71
26.	A-26	60
27.	A-27	76
28.	A-28	75
29.	A-29	65
30.	A-30	55
31.	A-31	70
32.	A-32	57
33.	A-33	78
34.	A-34	75
35.	A-35	77
36.	A-36	67
37.	A-37	78
<b>Total Score</b>		<b>2509</b>
<b>Minimum</b>		<b>53</b>
<b>Maximum</b>		<b>80</b>

$$M = \frac{\sum X}{N}$$

Explanation

M : The average of the students' score

$\sum X$  : total score

N : The number of students

$$M = \frac{2509}{37}$$

$$M = 67.8$$

After getting the mean of each element in writing recount text, the writer formulated the result to get the total mean score as follow:

$$M_{xt} = \frac{\sum_t^x}{S_{max}} \times 100\%$$

Mxt : the mean of total score

$\sum_t^x$  : the number of total

$S_{max}$  : maximum score for writing elements

$$M_{xt} : \frac{67.8}{100} \times 100\%$$

The average score of the students' test for pre cycle test was 67.8%. It mean that then result was fair. It didn't mean than the result was enough, because it was lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/Minimum Passing Grade Criteria) Which is 71.

The students' writing of recount text was not substantive. They could not express their ideas well on a text,

the way they express their ideas was still narrow and sometimes the development of content was confusing. They like to repeat they paragraph again and again. It meant that they had no more paragraph related to the topic given. They just thought how they could compose a writing that consisted of several sentences, but they did not consider the relation among one paragraph to the other paragraphs.

The students' were also poor in grammar and some of student ignored about punctuations such as capital latters, period, and commas.

The researcher also observed students' improvement in this pre-cycle that would be compared in the first cycle of applying Two Stay Two Stray method. The result of students' improvement based on the observation checklist was as follows:



**Tabel 4.2**  
**Score of Observation in Pre-Cycle**

No	Indicators	None 0%	Few <20%	Many 20-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students' participate toward teacher explanation.				√		
2.	Students ask question to teacher to clarify their understanding.		√				
3.	Students solve the problem in group work.				√		
4.	Students present their writing.			√			

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%$$

$$\text{Score} = \frac{9}{20} \times 100\%$$

$$= 45\%$$

The result of the observation checklist was 45%, it meant fair. The researcher concluded that the students were not really interested in this method used by the teacher.

Based on the observation in this activity, most of the students response could be seen from material that has given by teacher. After doing the test, researcher decided to use

another method to make students interested and enjoyed the writing class in order to improve students' ability in writing skill recount text, the method is Two Stay Two Stray. The researcher considered that by giving continuous improvement to the students they would get better result, and the researcher was also aware that teacher's ability to carry out the material in teaching learning process is an important part.

## 2. First Cycle

This activity was done on October 15, 2015. The teacher announced the result of yesterday's writing test. Knowing the students' result from the pre cycle was not satisfied enough or fair. The teacher told that the students' score of the test was disappointed and did not reach the KKM (Kriteria Ketuntasan Minimal! Minimum Passing Grade Criteria).

In this activity, the teacher taught writing using Two Stay Two Stray method, it make students pay attention. Before the teacher did the action, the teacher began to explain to the students about Two Stay Two Stray method, gave overview, and how to work with it. First time, the students faced difficulties about the teacher meant, but not long after that, by brief explanation from the teacher, students could understand and got the point of Two Stay Two Stray method.

Because this research was classroom action research, there were four steps: planning, Acting, observing and reflecting.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as lesson plan, example of recount text, material, observation checklist, and formative test. Formative test was used to get information about the way of teaching language in certain level. This test is important for teacher in improving a teaching language program. It has function also to know the teaching language that has done run well or not. In this cycle, the researcher used “Unforgettable Experience” as the theme.

b. Acting

As acting, researcher opened the teaching and learning process by greeting, asked students condition and checked attendance. Then researcher gave brainstorming by asking students about unforgettable experience. There were some question that researcher ask to the students. Then researcher gave some examples of recount text and also gave more explanation to the students about recount text. After the students have understood about the material, the researcher explanation the role of the method and divided students into 9 groups, then the researcher

asks students to write down their Unforgettable Experience”.

c. Observing

In this stage the researcher observed the students’ by asking the collaborator (English Teacher) to help her in observing the learning process when researcher was teaching. After having the first treatment, the researcher took an assessment. The assessment was conduct to measure the students improvement in writing after the first treatment. The purpose of this activity was to evaluate the result, collect the data and monitor the teaching learning process. The score as follow:

**Table 4.3**  
**Score of Observation in Cycle I**

No	Indicators	None	Few	Many	Half	Most	All
		0%	<20%	20-40%	50%	60%-80%	100%
		0	1	2	3	4	5
1.	Students participate toward teacher explanation.						√
2.	Students ask question to teacher to clarify their understanding.				√		
3.	Students solve the problem in group work.					√	

4.	Students present their writing.			√			
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$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%$$

$$\text{Score} = \frac{14}{20} \times 100\%$$

$$= 70\%$$

According to the result of the observation above could be concluded that students' improvement from the pre-cycle result and it showed that most of students joined the class enthusiastically. It meant good. They paid attention to the lesson, although some students made noisy when discussed about the topic.

d. Reflecting

Based on the activity during cycle I, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

- 1) Because of the results based on the observation checklist in the first cycle was not satisfying enough, the teacher and the researcher discussed about the activity in the next cycle to solve the problems, especially in students' improvement during teaching process in writing recount text used Two Stay Two Stray method.

- 2) The activity should be changed to improved students ability in learning recount text and they actively involved during learning process.
- 3) When the activity in progress, the researcher found some students were passive in group. They were not fully joining in the group. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest to join in group work activity. It can be done by calling their name and approached them, and asked their problems related to the theme that may influenced to their ability.

After the whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I was as follow:

**Table 4.4**  
**Score Test in Cycle 1**

No.	Students' Code	Score
1	A-1	68
2	A-2	74
3	A-3	80
4	A-4	83
5	A-5	82
6	A-6	86
7	A-7	81
8	A-8	75
9	A-9	70
10	A-10	77
11	A-11	72

No.	Students' Code	Score
12	A-12	84
13	A-13	85
14	A-14	80
15	A-15	68
16	A-16	70
17	A-17	72
18	A-18	80
19	A-19	81
20	A-20	82
21	A-21	86
22	A-22	83
23	A-23	72
24	A-24	73
25	A-25	78
26	A-26	75
27	A-27	86
28	A-28	85
29	A-29	84
30	A-30	77
31	A-31	83
32	A-32	68
33	A-33	82
34	A-34	81
35	A-35	80
36	A-36	75
37	A-37	80
Total Score		2898
Minimum		68
Maximum		86

$$M = \frac{\sum X}{N}$$

$$M = \frac{2898}{37}$$

$$M = 78.3$$

After getting the mean of each element in writing recount text, the writer formulated the result to get the total mean score as follow:

$$M_{xt} = \frac{\sum^{xt}}{S_{max}} \times 100\%$$

$$M_{xt} = \frac{78.3}{100} \times 100\%$$

From the result above, it was clear that the average of students' test result of the first cycle was 78.3%, it was good. There was improvement comparing to the pre-cycle. But the students still had difficulty to have a good content organization from the organization from the organization of language features. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

### 3. Second Cycle

This activity was done on October 20, 2015. In this cycle, the researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improved learning tool to improved students' ability in writing skill. In this phase, the teaching learning process ran well. The students were interested in this method.

#### a. Revised

The researcher and the teacher started the lesson by motivating the students and the researcher also



announced the result of yesterday's writing test. The teacher told the students score of the test was better than the pre-cycle score.

In this stage, researcher prepared the learning instrument such as follows:

- 1) Lesson plan based on the teaching material
- 2) Students' attendance list
- 3) Observation scheme
- 4) Materials
- 5) Evaluation test

b. Acting

In this step, researcher conducted activities according to the planning that was arranged. As acting, researcher began the class by reviewing the material, and gave more explanations to the question proposed by students. After knowing all of students understood the material, researcher did appropriate treatment to solve the problem that was faced by the students in previous test (assessment). Researcher began to divide students into 9 groups, every groups consist of 4 until 5 students. Researcher chose Holiday as the theme of this meeting, because it is most familiar than other previous meeting. That theme would be writing down by students in Two Stay Two Stray groups. The procedure of teaching and learning process in this treatment was the same as the

previous meeting. The main focus of the treatment was to eliminate students' difficulties in the previous meeting, the researcher asked the students to make short a recount text based on their experience during Holiday.

c. Observing

In this stage the researcher observed the teaching and learning process by asking the collaborator to help her to monitor the class situation and the students' activity by using observation checklist. In the last of this cycle, researcher and the teacher had the result of the observation and concluded the improvement in the researchers study. The score as follow:

**Table 4.5**  
**Score of Observation in Cycle 2**

No	Indicators	None	Few	Many	Half	Most	All
		0%	<20%	20-40%	50%	60%-80%	100%
		0	1	2	3	4	5
1.	Students participate toward teacher explanation.						√
2.	Students ask question to teacher to clarify their understanding.					√	
3.	Students solve the problem in group work.						√
4.	Students present their writing.				√		

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%$$

$$\text{Score} = \frac{17}{20} \times 100\%$$

$$= 85\%$$

According to the result of the observation above and compared with the previous observation. It could be concluded that almost all of students joined the class enthusiastically. It meant very good than the first cycle. They paid attention to the lesson and enthusiastically

involved in the discussion, they could ask questions or answer their friends' and also share ideas in group work. They enjoyed learning the material with Two Stay Two Stray method

d. Reflecting

The result of the second cycle disproved that the reflections in the first cycle were answered in the second cycle. It was also better than previous one. There was an improvement in this cycle. The condition of the class was getting better. After implementing the test, the researcher examined the answer sheets and found the results.

**Table 4.6**  
**Score Test in Cycle 2**

No.	Students' Code	Score
1	A-1	78
2	A-2	83
3	A-3	85
4	A-4	88
5	A-5	87
6	A-6	95
7	A-7	89
8	A-8	87
9	A-9	83
10	A-10	85
11	A-11	86
12	A-12	90
13	A-13	91
14	A-14	93
15	A-15	77
16	A-16	81

No.	Students' Code	Score
17	A-17	82
18	A-18	90
19	A-19	86
20	A-20	88
21	A-21	92
22	A-22	94
23	A-23	89
24	A-24	87
25	A-25	86
26	A-26	85
27	A-27	92
28	A-28	91
29	A-29	94
30	A-30	86
31	A-31	93
32	A-32	78
33	A-33	91
34	A-34	94
35	A-35	90
36	A-36	87
37	A-37	89
Total Score		3242
Minimum		77
Maximum		95

$$M = \frac{\sum X}{N}$$

$$M = \frac{3242}{37}$$

$$M = 87.6$$

After getting the mean of each element in writing hortatory exposition text, the writer formulated the result to get the total mean score as follow:

$$Mxt = \frac{\sum xt}{S_{max}} \times 100\%$$

$$Mxt = \frac{87.6}{100} \times 100\%$$

Based on analysis of the result of this cycle, it shows that there were improvement from cycle 1 to cycle 2. The result of this cycle was also considered as implementation. It was better that previous one. The average of students test result of this cycle was 87.6 with the highest score was 95 and the lowest 77. The researcher conclude that the problems have been solving using Two Stay Two Stray as a method for teaching English writing in recount text and the teaching and learning process is effective to improved students in writing recount text.

## B. Research Analysis

Based on the analysis of the whole meeting, it can be seen that there were some significant improvement from preliminary to cycle 1 and cycle 2. The improvement of students ability in writing recount text can be seen in the following table:

**Table 4.7**  
**Achievement the Average of Students' Score on Pre Cycle, Cycle I and Cycle 2**

No.	Students' Code	Pre Cycle	Cycle 1	Cycle 2
1.	A-1	56	68	78
2.	A-2	62	74	83

<b>No.</b>	<b>Students' Code</b>	<b>Pre Cycle</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
3.	A-3	68	80	85
4.	A-4	72	83	88
5.	A-5	75	82	87
6.	A-6	80	86	95
7.	A-7	78	81	89
8.	A-8	65	75	87
9.	A-9	58	70	83
10.	A-10	63	77	85
11.	A-11	53	72	86
12.	A-12	77	84	90
13.	A-13	74	85	91
14.	A-14	71	80	93
15.	A-15	56	68	77
16.	A-16	59	70	81
17.	A-17	65	72	82
18.	A-18	73	80	90
19.	A-19	68	81	86
20.	A-20	72	82	88
21.	A-21	63	86	92
22.	A-22	70	83	94
23.	A-23	61	72	89
24.	A-24	66	73	87
25.	A-25	71	78	86
26.	A-26	60	75	85
27.	A-27	76	86	92
28.	A-28	75	85	91
29.	A-29	65	84	94
30.	A-30	55	77	86
31.	A-31	70	83	93
32.	A-32	57	68	78
33.	A-33	78	82	91
34.	A-34	75	81	94
35.	A-35	77	80	90
36.	A-36	67	75	87
37.	A-37	78	80	89

No.	Students' Code	Pre Cycle	Cycle 1	Cycle 2
<b>Sum</b>		<b>2509</b>	<b>2898</b>	<b>3242</b>
<b>Average Mean</b>		<b>67.8</b>	<b>78.3</b>	<b>87.6</b>

**Table 4.8**  
**Comparison the result of observation on Pre cycle,**  
**cycle 1, and cycle 2**

No	Cycle	Total score	Percentage
1	Pre – Cycle	9	45%
2	Cycle 1	14	70%
3	Cycle 2	17	85%

In the pre test, all of the students have been doing the test, and average result was 67.8. In this activity, the teacher still uses conventional method. She did not use Two Stay Two Stray as a method. In teaching learning process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximal, especially the students who sat down in backside.

In cycle 1, the average result was 79.8. The teacher began used Two Stay Two Stray as a method to teach recount text. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confuse with the teacher direction. In the cycle 2, the average of students score result was 78.3. It mean that there improvement from pre cycle 1 and 2. It showed that there was significant improvement in students' achievement. Furthermore,



using Two Stay Two Stray method as a learning aid is helpful in process of teaching and learning writing recount text.

It was also happened to the students improvement based on the observation checklist. In the pre cycle students improvement was 45%, it meant fair and there was no half of total students actively involved in the learning process. After being taught in the first cycle using Two Stay Two Stray as a method, students result of observation was 70%. It meant most of students involved in the learning process using Two Stay Two Stray method.

In the second cycle, the observation of student's achievement increased. It was 85% and it meant almost all of students involved in the learning process actively. It meant there was improvement in every cycle after using Two Stay Two Stray whether in the student's achievement or even in the students writing skill in recount text.

The researcher felt that the implementation of Two Stay Two Stray as a teaching method to improve students' ability in writing recount text was successful, because Two Stay Two Stray is interesting teaching method to the students. It engaged students directly to involve in the learning process by having groups discussion and class discussion. So, Two Stay Two Stray is helpful in the process of improving students' writing English especially writing of recount text.

### **C. Research Limited**

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at MTs Al Asror Semarang in the academic year of 2015/2016. When the same researches conducted in the other schools, it is still possible that different result will be gained.
2. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less smooth. But the researcher tried to maximal as possible to do this research.
3. The researcher realized that the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirement for a research

Considering all those limitation, there is a necessary to do more research about teaching writing recount text using the same or different method. In hope there will be more optimal result.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter, the writer will draw some conclusion about the research that has been reported on the previous chapter, the researcher draws some conclusions as the result of the study in the eighth grade of MTs Al Asror Semarang in academic year of 2014/2015 on the improving students in writing skill recount text,. There was the conclusion of this study:

1. The use of Two Stay Two Stray method to teach writing could improve students writing ability. They could write easily because they did writing of recount text by group. This method make students had positive progress in writing ability. The improvement in developing, arranging paragraph, and connecting ideas of text had allowed the students to write interesting stories correctly. This method also makes students active in discussion, ask question, and also share ideas in teaching learning process. Based on the result of the research that had been done in two cycle (cycle 1 and cycle 2), it concludes the conclusion that there is an improvement. The students' ability in writing recount text improved after being taught by using Two Stay Two Stray method. The implementation of Two Stay Two Stray as a learning method was very effective. It was supported by the significant result

of students score in the pre-cycle (67.8), Cycle 1 (78.3), Cycle 2 (87.6).

2. Using Two Stay Two Stray method could improve students participation in writing recount text. The students participation improved during taught by using Two Stay Two Stray method. They could actively involve discussion with their friends. Students also joined the class enthusiastically. It can be seen by the observation checklist during pre-cycle, first and second cycle. In the pre-cycle was found the total score of student's achievement was 45%, it meant fair. In the first cycle was found the total score of observation checklist of student's ability was 70%, it meant good. It showed that the student's ability increased, In second cycle found the result of students observation checklist was 85%. It showed that almost all students improved their ability after taught using Two Stay Two Stray method, and it meant excellent.

## **B. Suggestion**

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. The school

The school should encourage and support the English teacher to improve the quality of their teaching. It can be done through providing facilities then enables access to new materials and media of teaching and learning

2. For the teachers

Teachers are expected to use Two Stay Two Stray method as a teaching method, especially in teaching writing recount text. By using Two Stay Two Stray method, teacher can expect the students' improve writing ability in recount text with good result.

Teachers are expected to develop the teaching of writing recount text by increasing the exercises in writing. Teacher should give more attention to the students in writing a recount text. Teachers are expected to motivate to the students in writing especially in recount text, because it will be affected to the students' activeness in the learning process.

3. To the Students

Students should be extend their skill in many way, they could accustomed to the writing habit themselves. It is not necessary to write a long story to practice, but writing sentence is routine. Students have to learn and improved writing ability in recount text by using Two Stray Two Stray method.

4. For the readers

It will add new information about ELT (English learning and Teaching) and give alternative way to learn English as L2 (second language) and international language, particularly the technique to promote writing skill.

5. For the researcher

This research can give advance and valuable experience in process of looking for knowledge.

### **C. Closing**

Praise is to Allah SWT, Which had been giving protection and guidance so that this thesis can be finished. This thesis is served to the readers. The researcher realizes that still left far from perfect. The researcher hopes any critics and suggestions to make it perfect. The researcher also hopes that it can be useful for the researcher and all readers in general.

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# **APPENDICES**



## **Appendix 1**

### **INSTRUMENT OF RESEARCH LESSON PLAN OF THE FIRST CYCLE**

<b>School</b>	<b>: MTs Al-Asror Semarang</b>
<b>Class/ Semester</b>	<b>: VIII/ 1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill Focus</b>	<b>: Writing</b>
<b>Material</b>	<b>: Recount Text</b>
<b>Allocated Time</b>	<b>: 2x45 minutes (1 meeting)</b>

#### **A. Standard of Competence**

6. Expressing meaning of short functional text and essay written in recount and descriptive to interact with the closest environment.

#### **B. Basic Competence**

- 6.1 Expressing meaning of short functional text and essay written language accurately, fluently and acceptably to interact with the closest environment.
- 6.2 Expressing meaning and rhetorical stage in essay written language accurately, fluently and acceptably in the context of daily life in recount and descriptive.

#### **C. Indicator**

- Students are able to identify the social function, generic structure and language features of a recount text.

- Students are able to compose a recount text

#### **D. Learning Aim**

By the end of the lesson students are able to compose recount text with appropriate content, organization, vocabulary, grammar, mechanic and shows the indicators of improving during teaching learning process.

#### **E. Teaching Material**

##### **Recount Text**

1. Definition :

Recount is a piece of text that retells past event, which is usually told in order in which they happened.

2. Purpose:

to retell events for the purpose of informing or entertaining. It means that the purpose of recount it to give the reader a description of what and when it occurs.

3. Generic Structure:

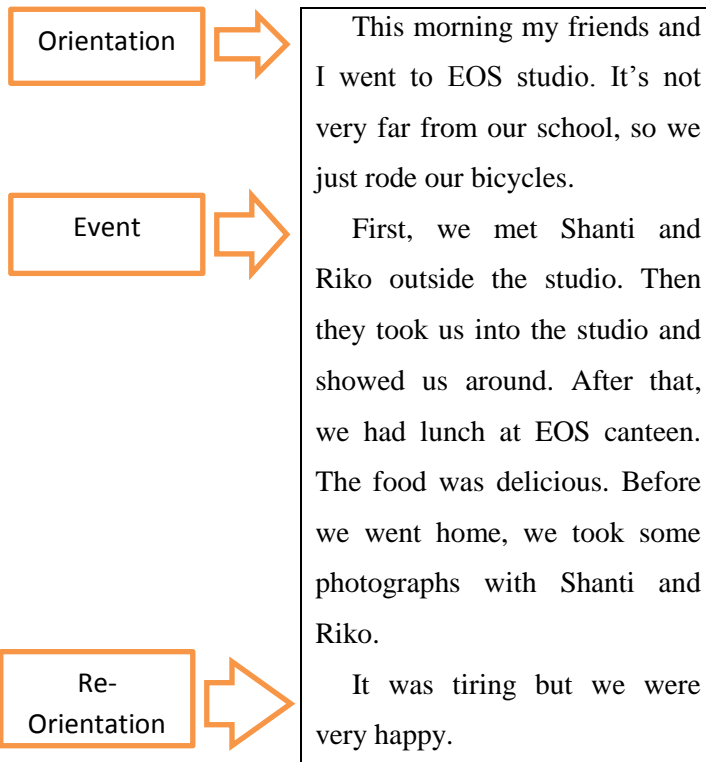
- a. Orientation: Introducing the definition and specification of the subject matter or related to natural phenomenon.
- b. Event: tell what happened, present event in temporal sequence.
- c. Re-orientation: Ending of the story containing the writer's comment

4. Language Features of Recount text:

- a. The presence of specific participant (noun or pronoun) that involved in the text

- b. The use of material processes, those are the action verbs refer to what the participants did
- c. The use of circumstances of time and place
- d. The use of adjectives to give details about who, what, when, where, and how.
- e. The use of past tense to retell the events, and the use of temporal sequence to show the order of the events

### Example of Recount Text



## F. Learning Method

Cooperative learning Two Stay Two Stray method

## G. Learning Activities

Phase	Activities	Time
Pre activity	<ul style="list-style-type: none"><li>• Teacher gives opening (greeting)</li><li>• Teacher ask leader of class to guide his friends to pray</li><li>• Teacher check the students attendance</li><li>• Teacher motivates students about material aim in their daily life (asking about their experience)</li><li>• Teacher explains about learning aim</li></ul>	15'
Main activity	<p><b>Observing</b></p> <ul style="list-style-type: none"><li>• Teacher gives example of a recount text</li><li>• Students observe the example of a recount text</li></ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"><li>• Teacher asking the students about their background knowledge about recount text</li><li>• Teacher asking the students about their experience in recount text</li><li>• Discussing, ask question, seek answer,</li></ul>	60'



	<p>and share ideas about recount text.</p> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>• Students practicing compose recount text, students write about unforgettable experience using Two Stay Two Stray method</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Students conducting a discussion of the material in the group, then two students from each group will leave the group and visit each other in the group while two students from original group receive two visitor from other group</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Teacher asking difficulties that maybe faced by the students</li> </ul>	
Post activity	<ul style="list-style-type: none"> <li>• Teacher and students review the lesson</li> <li>• Teacher closes the class</li> </ul>	15'

## H. Media and Source

- Slide of power point
- Lembimjar Neutron Yogyakarta, Suplemen Bahasa Inggris, 2008.

**I. Evaluation**

- Type : Written test
- Instrument :

The title

.....

1. Make a short recount text about your unforgettable experience!
2. The duration of writing is 30 minutes
3. If you need you can open your dictionary.

Orientation

.....  
.....

Events

.....  
.....

Re-orientation

.....  
.....

## J. Assesment

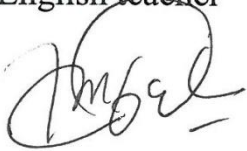
<b>Item Analysis</b>	<b>Score</b>	<b>Criterion of Scoring</b>
Content	18-20 14-17 10-13 7-9	Excellent: Knowledgeable-substantive etc. Good: some knowledgeable of subject-adequate range Fair: limited knowledgeable of subject-little substance Very poor: does not show knowledgeable of subject-non substantive
Organization	29-34 23-28 17-22 11-16	Excellent: fluent expression-ideas clearly stated Good: somewhat choppy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	18-20 14-17	Excellent: sophisticated range-effective word/idiom choice and usage.

	10-13  7-9	<p>Good: adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured</p> <p>Fair: limited range- frequent errors of word/idiom form, choice, usage.</p> <p>Very poor: essentially translation- little knowledge of English vocabulary.</p>
Grammar	18-20 14-17 10-13  7-9	<p>Excellent: effective complex grammar construction.</p> <p>Good: effective but simple constructive in grammar.</p> <p>Fair: a major problem is simple/complex construction in grammar.</p> <p>Very poor: virtually no mastery of sentence construction rules.</p>
Mechanic	5  4  3  2	<p>Excellent: demonstrates mastery of construction</p> <p>Good: occasional errors of spelling, punctuation, capitalization.</p> <p>Fair: frequent errors of spelling,</p>

		punctuation, capitalization Very poor: no mastery of convention, dominated by error of spelling, punctuation, capitalization paragraphing.
--	--	--

Semarang, October 22, 2015

English teacher



(Nur Syafa'ah, M.Pd)

Researcher



(Dina Ayu Kartika I.S)

Headmaster



(Drs. Subki)

**INSTRUMENT OF RESEARCH**  
**LESSON PLAN OF SECOND CYCLE**

<b>School</b>	<b>: MTs Al-Asror Semarang</b>
<b>Class/ Semester</b>	<b>: VIII/ 1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill Focus</b>	<b>: Writing</b>
<b>Material</b>	<b>: Recount Text</b>
<b>Allocated Time</b>	<b>: 2x45 minutes (1 meeting)</b>

**A. Standard of Competence**

12. Expressing meaning of short functional text and essay written in recount and narrative to interact with the closest environment.

**B. Basic Competence**

12.2 Expressing meaning and rhetorical stage in essay written language accurately, fluently and acceptably in the context of daily life in recount and narrative.

**C. Indicator**

- Students are able to identify the social function, generic structure and language features of a recount text.
- Students are able to compose a recount text

**D. Learning Aim**

By the end of the lesson through Two Stay Two Stray method, students are able to compose recount text with appropriate content, organization, vocabulary, grammar, mechanic and shows the indicators of activeness during teaching learning process.

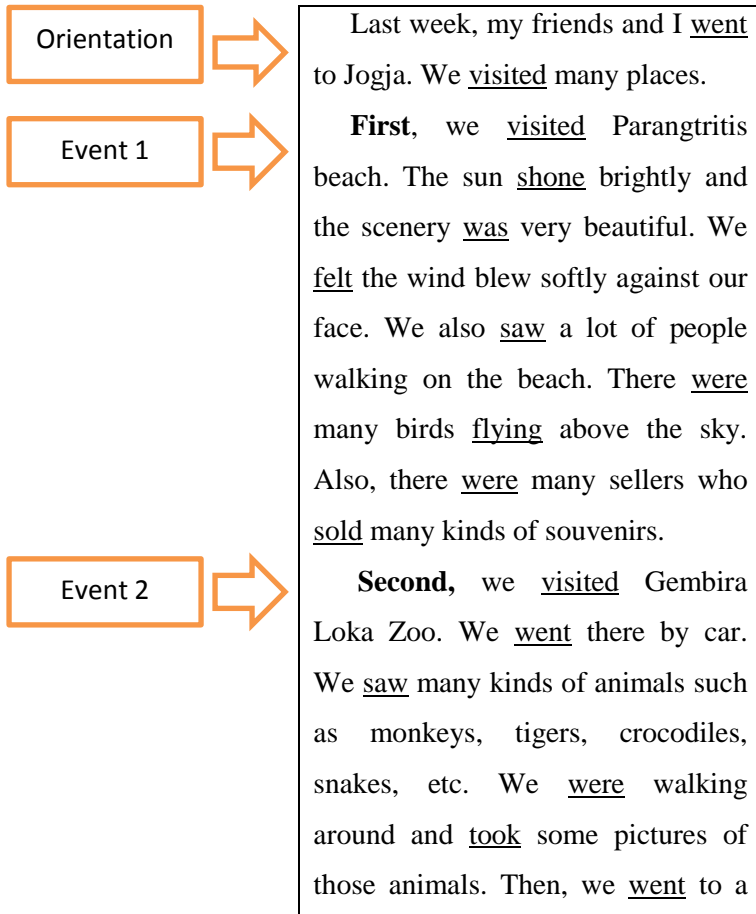
## **E. Teaching Material**

### **Recount Text**

1. Definition :  
Recount is a piece of text that retells past event, which is usually told in order in which they happened.
2. Purpose:  
to retell events for the purpose of informing or entertaining. It means that the purpose of recount it to give the reader a description of what and when it occurs.
3. Generic Structure:
  - d. Orientation: Introducing the definition and specification of the subject matter or related to natural phenomenon.
  - e. Event: tell what happened, present event in temporal sequence.
  - f. Re-orientation: Ending of the story containing the writer's comment
4. Language Features of Recount text:
  - f. The presence of specific participant (noun or pronoun) that involved in the text
  - g. The use of material processes, those are the action verbs refer to what the participants did

- h. The use of circumstances of time and place
- i. The use of adjectives to give details about who, what, when, where, and how.
- j. The use of past tense to retell the events, and the use of temporal sequence to show the order of the events

### Example of Recount Text





Re-  
Orientation 

restaurant. We had bakso and sate. As soon as we finished our lunch, we decided to go home.

My friends and I really enjoyed our day in Jogja. I hope I could visit Jogja again.

**F. Learning Method**

Cooperative learning Two Stay Two Stray method

**G. Learning Activities**

Phase	Activities	Time
Pre activity	<ul style="list-style-type: none"> <li>• Teacher gives opening (greeting)</li> <li>• Teacher ask leader of class to guide his friends to pray</li> <li>• Teacher check the students attendance</li> <li>• Teacher motivates students about material aim in their daily life (asking about their experience)</li> <li>• Teacher explains about learning aim</li> </ul>	15'
Main activity	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Teacher gives example of a recount text</li> <li>• Students observe the example of a recount text</li> </ul> <p><b>Questioning</b></p>	60'

	<ul style="list-style-type: none"> <li>• Teacher asking the students about their background knowledge about recount text</li> <li>• Teacher asking the students about their experience in recount text</li> <li>• Discussing, ask question, seek answer, and share ideas about recount text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>• Students practicing compose recount text, students write about unforgettable experience in holiday using Two Stay Two Stray method</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Students conducting a discussion of the material in the group, then two students from each group will leave the group and visit each other in the group while two students from original group receive two visitor from other group</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Teacher asking difficulties that maybe faced by the students</li> </ul>	
Post activity	<ul style="list-style-type: none"> <li>• Teacher and students review the lesson</li> <li>• Teacher closes the class</li> </ul>	15'

## H. Media and Source

- Slide of power point
- Lembimjar Neutron Yogyakarta, Suplemen Bahasa Inggris, 2007.

## I. Evaluation

- Type : Written test
- Technique : Students write a recount text based on the prompt question
- Instrument :

The title

.....

1. Make a short recount text, write story about your holiday!
2. The duration of writing is 30 minutes
3. If you need you can open your dictionary.

Orientation

.....  
.....

Events

.....  
.....

Re-orientation

.....  
.....

## J. Assesment


<b>Item Analysis</b>	<b>Score</b>	<b>Criterion of Scoring</b>
Content	18-20 14-17 10-13 7-9	Excellent: Knowledgeable-substantive etc. Good: some knowledgeable of subject-adequate range Fair: limited knowledgeable of subject-little substance Very poor: does not show knowledgeable of subject-non substantive
Organization	29-34 23-28 17-22 11-16	Excellent: fluent expression-ideas clearly stated Good: somewhat choppy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	18-20 14-17	Excellent: sophisticated range-effective word/idiom choice and usage. Good: adequate range-occasional

	10-13  7-9	of word/idiom form, choice, usage, but meaning is not obscured  Fair: limited range- frequent errors of word/idiom form, choice, usage.  Very poor: essentially translation- little knowledge of English vocabulary.
Grammar	18-20  14-17  10-13  7-9	Excellent: effective complex grammar construction.  Good: effective but simple constructive in grammar.  Fair: a major problem is simple/complex construction in grammar.  Very poor: virtually no mastery of sentence construction rules.
Mechanic	5  4  3  2	Excellent: demonstrates mastery of construction  Good: occasional errors of spelling, punctuation, capitalization.  Fair: frequent errors of spelling, punctuation, capitalization  Very poor: no mastery of convention, dominated by error of

		spelling, punctuation, capitalization paragraphing
--	--	---

Semarang, October 22, 2015

English teacher



(Nur Syafa'ah, M.Pd)

Researcher



(Dina Ayu Kartika I.S)

Headmaster



(Drs. Subki)

## Appendix 2

### Instrument for Pre - Test Writing Skill

57

Name: Salsa bila Kindly A.A.

Class: VIII C

Content : 10  
Organization : 20  
Vocabulary : 13  
Grammar : 10  
Mechanic : 9

The title

GO TO BOROBUDUR TEMPLE

1. Make a short recount text about your unforgettable experience!
2. The duration of writing is 30 minutes
3. If you need you can open your dictionary.

Last month I went to Borobudur temple. I went with my family. We leave at seven o'clock. We went by car. I benefit from scene at course?  
After I and my family arrived at the Borobudur temple. We went to buy ticket. After we set at Borobudur temple area. I browse temple, but many temple damaged. Then we must conserve and take car. I very happy because we can went to Borobudur temple together.

Instrument for post-test Writing Skill

91

Name: Yunita Cahya S.

Class: VIII c

Content : 20  
Organization : 29  
Vocabulary : 20  
Grammar : 18  
Mechanic : 9.

The title

Holiday Went To The Zoo With My Family

1. Make a short recount text, write story about your holiday!
2. The duration of writing is 30 minutes
3. If you need you can open your dictionary.

Last Sunday I went to the zoo at my town with my family by car. The zoo is an interesting place to us to visit because we loved animal. We brought good to feed animal and camera ~~take~~ to take picture.

When we arrived we bought ticket. The price of the ticket is 30.000 rupiahs. I saw many animals in the zoo. My favorite was the elephant. My brother and I rode the elephant.

I took many picture of the animal. I had the pictures of the geraffe that were eating leaves at the branch of the tree. I also took pictures with my family in front of an elephant.

At 1 O'clock, we were hungry. So, we stopped and ~~set~~ under a big tree. My mother had prepared the food for lunch before. After our stomach filled, then we prepared to go home.

Finally it was a nice trip. I felt very happy. My father, mother and brother were also happy.



## Appendix 3

### DOCUMENTATION



Students participate toward teacher explanation.



Students ask question to teacher to clarify their understanding



Students solve the problem in group work.



Students present their writing.

## Appendix 4

**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**PUSAT PENGEMBANGAN BAHASA**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngalyan Telp./Fax. (024) 7614453 Semarang 50185  
email : pbb.walisongo@gmail.com

*Certificate*

Nomor : In.06.0/P6/PP.00.9/1009/2015

Certificate Number : 12015441

*This is to certify that*

**DINA AYU KARTIKA I. S.**  
Student Register Number: 20150142441

the TOEFL Preparation Test

conducted by

*the Language Development Center State University for Islamic Studies (UIN) "Walisongo"*  
Semarang

On October 28th, 2015

and achieved the following result:

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
44	46	43	460

Give in Semarang,  
October 30th, 2015

Director,  
  
**Dr. H. Muhammad Saifullah, M.Ag.**  
NIP. 19700321 199603 1 003



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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

**PIAGAM**

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **DINA AYU KARTIKA I.S**  
NIM : **113411001**  
Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

**86** ( ..... **4,0 / A** ..... )

Semarang, 7 Juni 2015



Dr. **Has Sholihun, M. Ag.**  
NIP. 19600604 199403 1 004



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Alamat: Jl. Prof. Dr. Hamka Telp/ Fax (024) 7601295, 7615387

Nomor : In.06.3/J4/PP./2315 /2015 Semarang, 25 Mei 2015  
Lamp : -  
Hal : Penunjukan Pembimbing Skripsi

Kepada Yth  
Dra. Ma'rifatul Fadhilah, M.Ed  
Ditempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswi:

Nama : Dina Ayu Kartika I.S

NIM : 113411001

Judul : The Use of Two Stay Two Stray Method To Improve Students Writing Ability In Recount Text ( A Classroom Action Research with Seventh the Graders of MTs Al Asror Gunung Pati in the Academic Year of 2014/2015 )

Dan menunjuk saudara Dra. Ma'rifatul Fadhilah, M.Ed sebagai pembimbing.

Demikian atas kerjasama yang diberikan kami ucapkan terimakasih.

A.n. Dekan,

Ketua Jurusan Tadris Bahasa Inggris

Dr. H. Muslih, M.A.

NIP. 19690813 199603 1 003

Tembusan:

1. Dekan Fakultas Tarbiyah UIN Walisongo (sebagai laporan)
2. Mahasiswi yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/DI/TL.00./4134/2015 Semarang, 21 September 2015  
Lamp : -

Hal : Mohon Izin Riset

A.n. : Dina Ayu Kartika I.S  
NIM : 113411001

Kepada Yth. :  
Kepala MTs Al Asror  
di Semarang

Assalamu'alaikum Wr. Wb.


Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Dina Ayu Kartika I.S  
NIM : 113411001  
Alamat : Perumahan Kaliwungu Indah, Protomulyo, kec. Kaliwungu Selatan,  
kab. Kendal 51372  
Judul Skripsi : THE USE OF TWO STAY TWO STRAY METHOD TO IMPROVE  
STUDENTS WRITING ABILITY IN RECOUNT TEXT (A  
Classroom Action Research with Eighth the Graders of MTs Al Asror  
Gunung Pati in the Academic Year of 2015/2016)  
Pembimbing : Dra. Ma'rifatul Fadhilah, M.Ed.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon mahasiswa tersebut di ijinakan melaksanakan riset selama 1 bulan, mulai tanggal 1 Oktober 2015 sampai dengan 30 Oktober 2015. Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.  
Wassalamu'alaikum Wr. Wb.

an. Dekan,  
Wakil Dekan Bidang Akademik



  
Drs. H. Wahyudi, M.Pd  
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Tembusan :  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



**LEMBAGA PENDIDIKAN MA'ARIF NU**  
**Akte Notaris 103 Tahun 1986**  
**MADRASAH TSANAWIYAH ( MTs ) AL ASROR**  
Terakreditasi A Nomor : Dp 009122 / 2008  
NPSN /NSM /NIS: 20364826 / 121233740003 /210100  
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**SURAT KETERANGAN**

Nomor: 1505 / MTs. A / X / 2015

Kepada

Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan  
Universitas Islam Negeri Walisongo Semarang  
di - Semarang

Assalamualaikum Wr Wb

Memperhatikan surat Saudara nomor : In.06.3/TL.00/4134/2015 tanggal 21 September 2015 tentang permohonan Izi Penelitian / Observasi atas nama :

No	Nama	NIM	Jenjang	Prodi
1	Dina Ayu Kartika I.S	113411001	S1	Tadris Bahasa Inggris UIN Ws

Bersama ini kami beritahukan bahwa mahasiswa tersebut telah melakukan Observasi / Penelitian dalam rangka penyusunan Skripsi dengan judul : “ *THE USE OF TWO STAY TWO STRAY METHOD TO IMPROVE STUDENTS WRITING ABILITY IN RECOUNT TEXT ( A Classroom Action Research With Eighth The Graders Of MTs Al Asror Gunungpati In The Academic Year Of 2015 / 2016 yang dilaksanakan pada bulan 1 Oktober - 30 Oktober 2015.*

Demikian Surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Wassalamualaikum Wr Wb







## CURRICULUM VITAE

Name : Dina Ayu Kartika I.S

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2. SMP N 1 Kaliwungu  
3. SMA Muhammadiyah 3  
Kaliwungu  
4. Student of Education and Teacher  
Training Faculty Walisongo State  
Islamic University in 2015 period

