

## CHAPTER II

### TWO STAY TWO STRAY TO TEACH WRITING OF NARRATIVE TEXT

#### A. Previous Researches

The research on writing narrative text is not the first research as had previously been done by several researchers on writing narrative text. Studies conducted by Hayik Nikmatul Zainah (113411061) entitled *The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth Grade of MAN Lasem in the Academic Year of 2015/2016)*. The results were obtained an average score of post- test of experimental class was 68.60 which were higher than the average score of post-test of the control class 58.60. Based on the calculation result of t-test is obtained  $t_{\text{count}}$  (4.992) was higher than the  $t_{\text{table}}$  (1.66). Since the  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ , the hypothesis is accepted. It means that there is a significant difference in writing skill improvement between students who are taught writing narrative text by using Basket Stories and those who are taught without Basket Stories.<sup>1</sup>

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<sup>1</sup>Hayik, *The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth Grade of MAN Lasem in the Academic Year of 2015/2016)*. (Semarang: English Department of Tarbiyah Faculty of Walisongo State University for Islamic Studies), FITK Library

Studies conducted by Lina Sofiyati (113411020) entitled *The Writing Ability in Narrative Text of the Eighth Grade Students of SMP 1 Kalinyamatan Jepara Taught by Using Think Talk Write Strategy*. The result of this research shows that: a) The writing ability in narrative text for the eighth grade students of SMP 1 Kalinyamatan Jepara before being taught by using Think Talk Write Strategy is low. (Mean = 45,94 and deviation standard= 10,28). b) The writing ability in narrative text for the eighth grade students of SMP 1 Kalinyamatan Jepara after being taught by using Think Talk Write Strategy is good. (Mean =67,72 and deviation standard =15,02). There is a significant difference between the writing ability in narrative text for the eighth grade students of SMP Kalinyamatan Jepara before and after being taught by using Think Talk Write Strategy. ( $t_0 = 7,19$ ).<sup>2</sup>

Studies conducted by Murwati (105411016) entitled *The Use of Chain Stories to Improve Students' Writing Skill on Narrative Text (A Classroom Action Research at the eighth Grade of MTs. Daarul 'ulum Tamansari Pati)*. The researcher conducted a classroom action research. The data were obtained by test, observation and documentation. The test was used to measure students' proficiency in writing narrative text before and after the teacher implemented chain stories. The observation was

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<sup>2</sup> Sofiyati, *The Writing Ability in Narrative Text of the Eighth Grade Students of SMP 1 Kalinyamatan Jepara Taught by Using Think Talk Write Strategy*. (Semarang: English Department of Tarbiyah Faculty of Walisongo State University for Islamic Studies), FITK Library

administered to know students' engagement during the teaching. Besides, documentation was used to the form of the note or photo in teaching learning process. The result of research showed that: (1) The implementation of chain stories in teaching learning narrative text. Then the researcher introduced chain stories to the students and presented the way how to write narrative text based on chain stories technique. Students were divided in pair or group. The researcher gave a sentence to begin the story and gave some verbs in past form, so each student had verbs to continue the story. Each student continued the story written by previous writer using their verbs until the story researcher its natural conclusion with a short of sense. (2) The students' achievement in writing skill improved. Their progress during the teaching and learning activity by using chain stories on narrative text was good. It was supported by the significance result of the preliminary (46.7), cycle I (62.4), cycle II (71.7), and cycle III (76.7). Based on the result above, using chain stories in teaching and learning English was interesting and motivating for the students, it could be seen in the result of observation and the result of the test. It could be stated that the using chain stories in teaching writing narrative text was effective.<sup>3</sup>

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<sup>3</sup> Murwati, *The Use of Chain Stories to Improve Students' Writing Skill on Narrative Text* (A Classroom Action Research at the Eighth Grade of MTs. Daarul 'ulum Tamansari Pati), (Semarang: English Department of Tarbiyah Faculty of Walisongo State University for Islamic Studies), FITK Library

This research study has similarities with the research that had previously been done by several researchers on writing narrative text, They are Hayyik Nikmatul Zainah, Lina Sofiyati and Murwati, the third examines the narrative text writing, but there are also similarities and differences, while the difference is researchers used experimental research, this is similarities with Hayyik Nikmatul Zainah, but differences with Lina sofiyati and Murwati, They are used Classroom Action research. And other differences by the third are each researcher used a different method, researcher that uses Two Stay Two Stray method.

## **B. Theoretical Framework**

### **1. Concept of Writing**

Writing is foremost a social practice, incidental to wider communicative goals in a chain of texts and interactions.<sup>4</sup> By writing people can communicative and interact more to others in specific purpose. Naomi Flynn, state that Writing is an example of human information processing in action and communicative function. We write to communicate to others or to communicate to ourselves. In the early stages of writing, when skills are fairly rudimentary, this communicative function may be considerably reduced.<sup>5</sup>

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<sup>4</sup> Hyland, Ken, *Teaching and Researching Writing*, (Malaysia : Pearson Education, 2002), p. 103.

<sup>5</sup> Flynn, Naomi, *The Learning and Teaching of Reading and Writing*, (England: University of Winchester, 2006), p.55.

Writing (as one of the four skills of 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 purposes and it is produced in different pattern.<sup>6</sup>

Based on definition above, writing is one of the main ways that we create a coherent social reality through engaging with others, both personally and professionally.

Writing is supposed to stay on one topic and be organized, usually means thinking about spelling and grammar.<sup>7</sup> Alan Mayers, state that Writing is a way to produce language, which we do naturally when we want to express something in written form. Writing is the same with other skills, except that we need to take much time to think of our subject. If we want to write in a second language, we also take much time to revise our work. We must consider about our choice of words, the form, and the grammatical structure, so that the reader can understand our writing easily.<sup>8</sup> Students to write good sentence is to combine instruction concerning the sentence with actual practice in the writing of good sentence.

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<sup>6</sup> Harmer, Jeremy, *How to Teach Writing*, (England: Longman, 2004), p.31

<sup>7</sup> Elbow, Peter, *A Community of Writer*, (The McGraw-Hill Companies, 2000), p.15

<sup>8</sup> Mayers, Alan, *Gateways to Writing Academic Writing*, (Longman, 2005), p. 1

Write sentences to fit specific patterns, using correct sentence structure, correct grammatical forms, and correct punctuation. Furthermore, learn to use sentence patterns which has not previously employed to increasing the variety and effectiveness of his sentences to students.<sup>9</sup>

Based on the definition above, writing is the combination among the aspects of brain. It means that through writing, learners can express thought, feeling, ideas and experiences to convey a specific purpose.

Becoming a good writer is not easy for some people, there are some steps which difficult but that must be done in order to be good writer. We cannot deny that sometimes people write a note about something, travel list as example, but they do not realize that they are writing. This process of writing seems to be stages a writer goes through in order to produce something writers also should think about the content of what they will write and thinking their writing is classified into what type the media of writing are diverse, people commonly used pen and paper or sometimes using computer, etc. Things that differentiate the good writers and poor writers are on its process. We can ensure that good writers always

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<sup>9</sup> Faulkner, Claude, *Writing Good Sentences*, (New York: University of Arkansas, 1950), p. viii.

think carefully every step that they will pass. So, their writing will look so different than the poor one.<sup>10</sup>

A writer who wants to produce a piece of writing must think how the way structured of sentences, the choice of word, punctuation, grammar and the way they are used. To make a good writing is difficult job. The writer must be correctly to use them work together in writing process.<sup>11</sup> Mostly, writing needs some preparation. How long we need on this preparation, and we want to write, largely depends on our reader, our purpose, the content, and the writing situation. For example, a short message to a friend needs different preparation from a letter to a company applying for occupation.<sup>12</sup>

Good writers always think and plan what they are going to write. There are some steps in writing process; this is the first step of writing. Sometimes it called with pre-writing process. In this step, we writers have to think about the purpose of writing, this purpose, of course, will influence the text type, the language they use and also the information

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<sup>10</sup> Harmer, Jeremy, *How to Teach Writing*, (England: Longman, 2004), p.3.

<sup>11</sup> Foster, John, *Effective Writing Skill for public Relations*, (London: Kogan Page Ltd, 2001), p. 1.

<sup>12</sup> Brown K and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English*, (New York: Cambridge University Press, 1989), p.7.

contained in the writing. Secondly, good writers tend to consider the audience. They do not want that the readers will be confused of their writing, if they do not notice of what they have written. And the last, writers should consider the content structure of the writing that is how the best sequence of the facts, ideas or planning. Next step is drafting. This is step were the writers start to writer after planning what they are going to write. The amounts of planning they are thinking about will influence how many paragraphs or writings will they produce. In this step also, the writers required to describe all of their good writers read what they have already written before continuing to compose. Perhaps the order of information is not clear, the way it is written is ambiguous or confusing, and over all structures of the writing, such as individual words and needed information or even delete unimportant words or sentences they have written.<sup>13</sup>

In Editing (reflecting and revising) the writing, the writers sometimes helped by editors who will give them comments and suggestions. Having the writing is neatly arranged, the writers produce the final version. This may look considerably different from both of original plan and the first draft, because things have changed in the editing process. We might decide to represent these stages in the following ways

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5. <sup>13</sup> Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 4-



such as planning, drafting, editing, final draft (version). But, to be a good writer, if they just run the process only in one way, they feel that their writing is not a sophisticated writing. So, in this case, writers should re-plan, re-draft, re-edit in order to be better writing. Sometimes writers will find a bored situation in this step. They should look their own writing start from the beginning until the end. If the writers worry about this condition, just take a break for an hour or even one day before continuing looking their own writing.<sup>14</sup>

From the writing process above, the writer concludes that planning, drafting, editing, final version. In the first step of the process is planning about what are going to write. In the second step is drafting the ideas. In the third step is final version a through draft and making changes that they consider to be necessary. While the purpose of writing above show the kinds of students writing to do in second language classroom even with particular purpose, students' writing may different depending on the topic which match with knowledge in some cases.

## **2. Genre**

### **a. Definition of Genre**

Ken Hyland states that *Genre* is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.

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<sup>14</sup> Harmer, *How to Teach Writing*, p. 5-6.

Every genre has a number of features which make it different to other genres: each has a specific purpose, generic structure, and specific linguistic features of the text.<sup>15</sup> Harmer states that Genres is a type of writing which members of discourse community would instantly recognize for what it was.<sup>16</sup>

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

Genre has attracted growing interest because the idea of genre can help us to understand the ways individuals use language to engage in particular communicative situations and the employ this knowledge to help student create communicatively effective texts.<sup>17</sup>

Researcher concludes that genre is grouping of the text. It can be recognized from social function, schematic structure and language feature. Genre helps the students to create communicatively effective texts.

#### b. Kinds of Genre

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<sup>15</sup> Hyland, *Teaching and Researching Writing 2<sup>nd</sup> Ed*, (London: Person Education Limited, 2009), p. 15.

<sup>16</sup> Harmer, *How to Teach Writing*.....p. 133.

<sup>17</sup> Fani, Entika and Siti Musarokah, *Writing 3(Handout and Assignments)*, (Semarang: IKIP Semarang, 2010). p. 10.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.<sup>18</sup> Actually, there are two different kinds of genres of texts types. Moreover, every kind of genres has different social function, different schematic or generic structure, and different language feature.<sup>19</sup>

**Table 2.1**  
**Kinds of Genre**

<b>STORY GENRE</b>	<b>FACTUAL GENRE</b>
1. Narrative	1. Procedure
2. New Story	2. Explanation
3. Exemplum	3. Report
4. Anecdote	4. Exposition
5. Recount	5. Discussion
6. Spoof	6. Description
	7. Review
	8. News Item
	9. Commentary

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<sup>18</sup> Hyland, *Teaching and Researching Writing 2<sup>nd</sup> Ed*, (London: Person Education Limited, 2009), p. 46.

<sup>19</sup> Fani, Entika and Siti Musarokah, *Writing 3(Handout and Assignments)*,.....p. 11.

**Table 2.2**  
**Texts Probing**

<b>TEXT TYPE</b>	<b>PROBING</b>
Recount	Showing memory of a series of events.
Explanation	Why it is as it is.
Narrative	Reflecting on experience of why and what happened and how it ends.
Procedure	How something is accomplished or done.
Description	Giving account of imagined or factual events.
Report	What it is as it is.
Discussion	Explaining how something is considered right or wrong.
Exposition Spoof	How arguing or considering for why something has been proposed.
Anecdote	Something funny with expected ending.
Review	Critique or complain about an atwork or public performance.

News Story/ Item	Elaborating sensational and dramatic events of the day.
Commentary	How the processes of something involved in evolution.

### 3. Concept of Narrative Text

The genre of narrative is one of the most commonly read, although least understood of the other genres. Narrative not only considers as entertaining a reader, but also it has a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also genre that can easily accommodate one or more of the others genres and still remain dominant. Countless the books which have been written about narrative.<sup>20</sup>

The general concept of narrative text is a text which contents about a story like a story of folktale, paragraphs, fable, legend, etc. While Boardman and Jia, state that

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<sup>20</sup> Knapp, Peter and Megan Watkins, *Genre, Text Grammar: Technologies for Teaching and Assessing Writing*, (Australia: A UNSW Press book, 2005), p. 220.

“narrative is tell a story”.<sup>21</sup> Another definition of narrative text is aimed to entertain, the readers or listener with our stories.<sup>22</sup>

In writing, a narrative is telling a story, and to be interesting, a good story must have interesting content. Narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in the order in which they happened or in some other effective way.<sup>23</sup> in narrative writing, the writer tell story that sets the background for an event, describes the event, and ofrten give comments on the event.<sup>24</sup>

The narrative text has three generic structures. The first generic structure is Orientation, in the first stage is introducing the characters of story, the time and place the story happened (who/what, when, where). Secondly, Complication, that is a series of events which the main character attempts to solve problem. The last one is Resolution, in the last stage tells about the ending of story containing the solution.<sup>25</sup>

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<sup>21</sup> Boardman and Jia, *Writing to communicative Paragraphs and Essays*, (New York: Longman, 2002), 3rd Ed, p. 18.

<sup>22</sup> Mukarto, *English on Sky 2*, (Jakarta: Erlangga, 2007), p. 123.

<sup>23</sup> Mayers, Alan, *Gateways to Writing Academic Writing*, (Longman, 2005), p. 52.

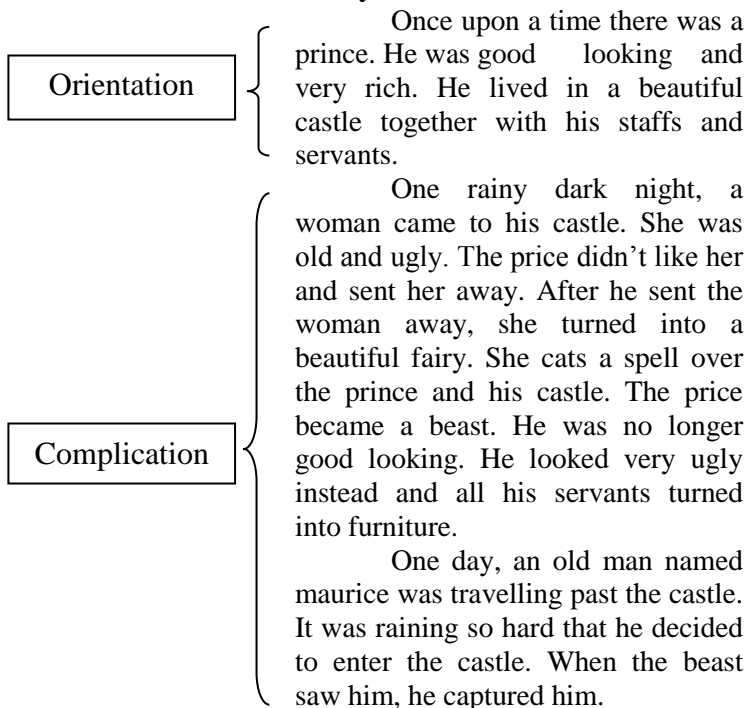
<sup>24</sup> Savage, Alice, *Effective Academic Writing 1 the Paragraph*, (New York: Oxford University Press, 2007), p.122.

<sup>25</sup> Mukarto, dkk, *English on Sky 2*, ..... p.123.

The language features of Narrative Text are, the first, it focuses on specific participant, example: (Cinderella, step mother, step sister, prince, etc.). Second, it uses Past Tense, example: (Cinderella lived with her stepmother). Third, using action verb: (carry, talk, bring, etc.). The last, there are chronologically arranged: (then, after that, the next day, etc.).<sup>26</sup>

#### Example of Narrative Text

##### **Beauty and The Beast**




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<sup>26</sup> Hartono, Rudi, *Genres of Writing*, (Semarang, Unnes, 2005), p.7.

Resolution

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and Belle got married. They lived happily ever after.<sup>27</sup>

From statement above, the researcher concludes that narrative text, is a text which the purpose is amuse or entertain people deal with actual or various experience. Narrative Text introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative text. Then resolution about the ending of story containing.

#### 4. Teaching Writing Narrative Text

Writing is one of the English skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has

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<sup>27</sup> Mukarto, dkk, *English on Sky 2*..... p.123.



taught.<sup>28</sup> It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

When writing, students more need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text.

There are many some kinds of text in English, like narrative, recount, descriptive, procedure, etc. Each of text has different purposes, like the purpose of narrative text is to amuse or to entertain the readers and to tell a story, then the purpose of recount text is to retell past even, and the purpose of descriptive text is to describe particular person, place or thing, etc.

In teaching narrative text, the teacher give the explanation about narrative text, including the purpose, generic structure and language feature of narrative text. After students have understood about the material well, the teacher gives a text about narrative text. Then ask them to identify the text. After that, ask them to write based on word about narrative text.

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<sup>28</sup> Harmer, *How to Teach Writing*, .....p. 31-32.

## 5. Method to Teach Writing Narrative Text

Many kinds of method which used a teacher to make variations in learning process especially in teaching writing narrative text so that students felt bored.

To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media and classroom interaction. There are many method to develop students' writing skill especially in writing narrative text, such as Think-Talk-Write, Two Stay To Stray, Think-Pair-Share etc.

- a. Think Talk Write is a strategy that facilitates the practice verbally speaks and writes the language fluently. The first strategy was introduced by Huinker and Laughlin. (1996: 82) is based the understanding that learning is a social behavior.<sup>29</sup> Think Talk Write is a learning thats begins with thingking through reading material (listening, critiquing, and alternative solutions), the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation.<sup>30</sup>
- b. Two Stay Two Stray is developed by Spencer Kagan as the structure of cooperative learning activities. This

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<sup>29</sup> Huda, Miftahul, *Model-model Pengajaran dan Pembelajaran.....*p. 218.

<sup>30</sup> Hamdayama, Jumatan, *Model dan Metode Pembelajaran Kreatif dan Karakter*, (Bogor. Ghalia Indonesia), p. 217.

technique gives the students a chance to cooperative with their friends.<sup>31</sup>

Two Stay Two Stray is one of technique cooperative learning method. It is considered as a technique of learning that enables students to improve their comprehension, gives the opportunity for students to explain ideas, discussions and interactions with others and to improve students writing skill in order to be more creative writing.

From explain above, the researcher choose Two Stay Two Stray in teaching writing because this method one of technique cooperative learning which can to improve students writing skill in order to be more creative writing especially narrative text.

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

The researcher choose this Two Stay Two Stray method because this method very easy and gives the opportunity for students to explain ideas, discussions and interactions with others. This technique to improve students to be more creative with doing discussion class.

Two Stay Two Stray is introduced by Spencer Kagan. Structure TSTS is one type of cooperative learning. In this technique students will learn in group and it give opportunity

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<sup>31</sup> Huda, Miftahul, *Model-model Pengajaran dan Pembelajaran.....*p. 207.

the group to share result and information to the others group. Based on individual activity in teaching and learning the students do their task by themselves and not allowed to cheat to the other students.

The characteristic of Two Stay Two Stray is students work the task in the group and consist of four students. The group consists of students that have high, middle, and low ability. If possible in the group is consisting of different gender, and culture. The reward is more dedication for the group than individual.

In this learning the students' activity listen to their friends said when they visit the others group. The students must listen carefully what the host explain about the material. So, in this learning the students must visit and listen carefully each other to do their task. There are some steps in TSTS learning that is students stay in the group to share result and information from their material to the guests. The guests comeback to their group each other to report what they get information from the other group. The group will match and discussion result of their task.<sup>32</sup>

Basically, Two Stay Two Stray has mentioned in Qur'an surah Ali 'Imran: 159

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<sup>32</sup>Miftahul, Huda, *Model-model Pengajaran dan Pembelajaran* .....p. 208

... فَأَعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ

عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٦﴾

Therefore, pardon them and implore Allah to forgive them. Take counsel with them in the conduct of affairs; and when you are resolved, put your trust in Allah. Allah loves those that trust (in Him).<sup>33</sup>

The verse above explains that discussion is very suggested in every goodness, especially in solving a problem. Rasulullah also always do it with the Muslims, especially in the matters of war. And mentioned in the commentary of al-Maraghi, that while the Muslims want to hold on to the deliberations, God willing, they will be safe and it will bring benefits for all. Let's put this verse in language teaching learning context by connecting it with Two Stay Two Stray which is the main core of this method is discussion. Two Stay Two Stray engages students to discuss and get some idea from the topic given by the teacher.

In this learning model with Two Stay Two Stray consciously or unconsciously, students will do an activity language to improve their comprehend skill. By implementing this cooperative learning students will do more comprehend consciously. It mean that always just listen teacher, it can make students bored. While debriefing by one group to

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<sup>33</sup> Sher, Maulawi Ali, *The Holy Qur'an*.....p.3

another to match the material what they got. That way, student can evaluate themselves, how accurate their thought concept with the resource's mindset. By implementing this cooperative learning, students will more active and it can build their spirit in the study.

## **7. Teaching Writing using Two Stay Two Stray**

### **c. Definition of Two Stay Two Stray**

Two Stay Two Stay is one technique of cooperative learning method. It is considered as a technique of learning that enables students to improve their comprehension. TSTS technique is developed by Spencer Kagan as the structure of cooperative learning activities. This technique gives the students a chance to cooperative with their friends.<sup>34</sup> This method can be used in all subjects and for all age levels of the students. The use of cooperative learning model TSTS will lead students to be active, both in discussions, frequently asked questions, search for answers, explaining and listening to the material described by a friend.

There are some advantages and disadvantages from this method, as follows:<sup>35</sup>

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<sup>34</sup> Huda, Miftahul, *Model-model Pengajaran dan Pembelajaran.....* p. 207

<sup>35</sup> Bowo, Tri, “ *model kooperatif tipe Two Stay Two Stray*”, <http://tri-bowop.blogspot.co.id/2012/01/model-kooperatif-tipe-two-stay-two.html>, p. 8.

1) Advantages

- a) can be applied to all classes / levels.
- b) The tendency of student learning becomes more meaningful.
- c) More oriented on the activity.
- d) Expected students will dare to express their opinions.
- e) Adding cohesiveness and confidence of students.
- f) The ability to speak the students can be improved.
- g) Help to increase interest in and learning achievement.

2) Disadvantages

- a) Takes a long time.
- b) Students tend to not want to learn in a group.
- c) For teachers, requires a lot of preparation (materials, funds and labor).
- d) Teachers tend difficulties in classroom management.

d. Reason for choosing Two Stay Two Stray to teach writing

As a professional educator, teacher should be able to select an appropriate teaching method that can motivate students to learn. One of the greatest enemies of successful teaching is student bored. So, the process of learning should bring the students to achieve a lot of skills

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that enable them to actualize themselves. In addition, knowing about methods and technique of teaching theoretically and practically is really important for teacher in order to create a positive milieu in learning process.

Teaching writing by using Two Stay Two Stray is very interesting activity to use almost any classroom situation. As a technique of cooperative learning, TSTS is advantageous strategy that could be used as an active and interactive process in teaching writing.

e. The procedures of Two Stay Two Stray to teach writing.

1) Preparing

Before teaching, teachers must make syllabi, learning design, and prepare the task for students. Then teacher make some group and in group consist four students. In each group must heterogeneous based on the grade academic.

2) Teacher's Presentation

Teacher will tell indicators of learning, introducing, and explaining materials based on the lesson plans that have been made.

3) The Groups' Activity<sup>36</sup>

Each group will give papers that contain tasks and every student in group must learn that

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<sup>36</sup> Huda, Miftahul, *Model-model Pengajaran dan Pembelajaran.....*p. 208



materials. After they received the tasks, students learn in the small group consist of four students each group and discuss about the tasks together. Then two students of four students from each group will leave the group to visit the others group and two members stay in group they duty is share the result and information to the guests. After the guests get the information, they will came back to their group to report what they get from the others group and discuss about their material to finish it. After the group finish their tasks, one of four groups will presentation for discussing with the others group.

f. Benefits of Two Stay Two Stray to teach writing.

Benefits of this method to the students gives an opportunity students to discuss the results of information with other groups. Two Stay Two Stray engages students to discuss and get some idea from the topic given by the teacher.

Benefits to the teacher is make teacher to continue and maximize the teaching in the classroom by way of preparing the material with mature, manage time well and to explain the subject matter to students with a coherent and clear so that students do not get bored with the submitted materials teachers.

### C. Hypothesis

Hypothesis is a temporary answer of research problem, until it is proved from the data which collected. So, hypothesis can be defined as a weak truth statement towards problems of research and it is needed to be proven after collecting data.

Hypothesis is defined as the professional answer toward the research problem or research question.<sup>37</sup> Based on the statement above, the working hypothesis of the researcher can be stated, How is the effectiveness of using Two Stay Two Stray to Teach Writing of Narrative Text with the eighth grade students of MTs N 02 Semarang in the academic year of 2015/2016?

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<sup>37</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 96.