

CHAPTER IV

RESULT AND DISSCUSSION

This chapter explains the result and discussion of the study conducted in class IX of SMP Al-Muhajirin Sumengko in academic year of 2016/2017. This explanation concerned the implement of two stay two stray strategy in teaching writing. The writer makes observations with field notes and scale. Related to the second question to know the students' responses to the strategy applied, the writer got data from the questionnaire answered by the students, and to know the ability to write students after the implementation of strategy two stay two stray the writer got data from the practice of writing students that analyzed using writing scoring by Brown &Bailey.

4.1 Research Finding

4.1.1 The Implementation of Two Stay Two Stray strategy in teaching writing.

Pre-activity assignment

In this activity the writer did observation in class 9 on 8 May 2017, and then the writer gave assignment to write report text to know the ability of students' writing. The topic of assignment was cat, they write by developing the keywords that had been provided. After that teacher and writer knew the problems that existed in the class were students less interested in writing, had lack of ideas, grammar was still not good, and lack vocabulary knowledge. To solved the problem , teacher and writer made lesson plan which would been though in several phase, such as planning, action and observation and reflection.

The mean score of student in pre-activity assignment was 13.6. It means the student in adequate to fair. The ability of students from the aspect such as; organization can be described that the introduction of the topic was still simple and conclusion in writing was still a little or less clear. The

achievement of content was the students able to develop better idea and present foreign sentences or sentences they rarely used. The aspect of grammar that ideas written by students can be delivered to the reader, and the grammar present in the sentence was clearly visible. Then, the ability of students' in punctuation, spelling, and mechanic there were some problems experienced by students in writing such as; part of essay that were not readable, punctuation errors in the sentence, and punctuation mark in the end of sentence. The last aspect was style and quality of expression, there was some missing vocabulary, in writing sentence was too long-winded.

The First Meeting (May 09th, 2017)

a. Planning

In this stage, first the teacher and writer arranged the lesson plan that consist the steps of learning process in the classroom. The lesson plan was prepared by teacher and writer on April 4, 2017 in the class of SMP Al-muhajirin sumengko after the lesson. Second, teacher and writer discussed indicators based on syllabus. The teacher and writer agreed that the lesson plan consist one cycle with two meetings. The first meeting focused on theory of report text and exercise for students, the second meeting focused on the implementation of two stay two stray strategy. Lesson plan contain learning objectives, indicators, learning methods, learning materials, steps in learning, and assessment. Third, teacher and writer chose appropriate teaching materials for used in teaching classroom. Teacher provided material about the report text. The students were given exercises by a teacher before creating text reports, such as: students learn to identify the structure of the report text, identified a text and group by class, habitat, physical appearance, food, and habits. They also practiced giving punctuation and capitalization to a text, learning about present tense in making a report text, and the last student practiced arranged sentence into a good text report. The methods used in teaching and learning process by a teacher were question and answer, explanation, discussion and exercise.

b. Do (Implementation) and Observation

The first implementation was held on May 09, 2017. The writing class was held by the teacher in IX class. The class began at 08.20 – 09.40 a.m. In the process of teaching and learning in the classroom in detail, the teacher presented as follows; pre-activity, main activity, post- activity. Pre-activity, the teacher greeted the students and they answered well, the teacher asked the students to pray together. Students started praying. After that, the teacher checked the attendance list of students. Then the teacher asked the readiness of the students to receive the material. While the teacher did not provided motivation to the students, because she forgot to give ice breaker to made students relax before doing the learner.

In main learning activities, before starting the materials, teacher explained the competence to be achieved that students can arranged the sentence into text report, then the teacher also explained the indicators to be studied namely; Students were able to mentioned the structure of the report text, distinguish the language features used to create a report text, and composed the sentence into a good text report. Then, teacher showed rabbit picture to students. The teacher asked the students to mention parts of the body from the animal. They mentioned the rabbit's body parts i.e.; His ears are long, his eyes wide, his tail short and his feathers soft.

Teacher gave an example text report about rabbit and explained the generic structure about text consisting of a general classification and a description. While the students' attention and respond to teacher's explanation. The teacher explained the material about report text especially about animal with showed power point that consist some slides.

After the teacher explained the definition and generic structure of report text, teacher and students discussed about snake to classify according to class, habitat, physical appearance, food and behavior. Then the students respond well discussion in the class. Continue the material, teacher gave the students exercise with partner to supply appropriate the punctuation and capital letters based on the text about Kangoroo, the

students also found the difficult meaning and mentioned the generic structure of the text.

The next exercise was completing sentence by choosing the sentence. This exercise was to made students learn presents tense, because the language feature of report text was present tense. In teaching learning process the students seriously worked the exercise. They also discussed in relax condition with their partner, and teacher helped the students when they fell difficult. The last, students worksheet is arranged the following in to a good report text about dog. They must rewrite based on the sentence that had been provided. The teacher gave them 20 minute to write. After finishing, the students submitted their work, but there were some students who collected not on time.

Before closing the class the teacher asked the students difficulties from the material. The students got difficulty in putting sentences into paragraphs because they did not understand the meaning thoroughly and they didn't being difficulty. Teacher showed the students found the difficult meaning in the text. Then the teacher concluded the material have been learned about report text. After that, teacher closed the teaching activity by saying greeting.

c. Reflecting

After implementation in the first meeting, sometimes the students made mistakes for example grammatical error. Then, the students corrected their error work and gave them exercise to arrange the sentence in to paragraph. Teacher also classified those sentences into a good descriptive based on the generic structure of report text. In teaching learning activity teacher did not gave students motivation because she forgot about it. While the students submitted their work there were some students late to submit because of the time limitation, they felt 20 minute were not enough to arrange 11 sentences. The results obtained from this research is good, it need next meeting to do two stay two stray strategy to make student more interested in writing report text. This study was conducted in 1 cycle but was conceived by two meetings.

The Second Meeting (May 18th, 2017)

a. Planning

The second meeting, the teacher and writer arrange the lesson plan on April 04, 2017 in the class of SMP Al-Muhajirin Sumengko after class. In this meeting focused on how to apply two stay two stray in writing report text and discusses the results of the evaluation at the first meeting. Therefore, there were some items that we needed to prepared at the second meeting there were: first, the material of report text was discuss about classifying animals based on class, habitat, physical appearance, food, and habits. Second, teacher and writer agreed the material that would be used with power point. The material was about report text consisting of; categorizing animals such as fish, bird, mammals, insects, and reptiles. Students also practice making simple sentences about panda and cat. Third, the method used in the second meeting was two stay two stray strategy. Students are divided into 6 groups, each group contains 4 to 5 students. Then the teacher gives different pictures on each group that were: elephant, rabbit, chicken, pigeon, giraffe, and fish. After they finished the discussion, two people from the group moved to another group to search for information and record the results, 2 people living in the group in charge of providing information. After obtaining information from other groups, the information is submitted to the group. Fourth, arranged the score of students by using Brown and Bailey rubric assessment for writing. The last, teacher should remind the students to bring dictionary when they study English subject.

b. Do (Implementation) and Observation

The second implementation was held on May 18, 2017. The writing class was held by the teacher in IX class. The class began at 07.00 – 08.20 a.m. In the process of learning activity in detail as follows: pre-activity, main activity, and post-activity. Pre-activity, teacher greeted the students, asked the student praying. After that, teacher checks the students' attendance list. Teacher also asked the readiness all of the students to follow the teaching process, and gave the motivation for students. Then,

before started the material the teacher explained competence and indicators who achieve that was writing simple report text.

In main learning activities, teacher review the previous lesson about report text, and gave them question to remember again about report text especially animal. Students asked to match animal groups based on information. Then, they also practiced to made statement according to the class, habitat, physical appearance, food, and behavior. After they did the practice, the teacher asked them to apply two stay two stray. First, teacher divide students into 6 groups, 1 group consisted 4 until 5 students. Second, teacher gave different pictures in each group for discussion into the text of the report such as; elephant, rabbit, chicken, pigeon, giraffe, and fish. Third, teacher gave them 30 minute two write down the animal report. Fourth, teacher asked two members from each group to stray or move to another group and note the resulted from information. The last, two students back to the original group to inform and share in group.

The last activity of learning, the students understood of the material and interested to apply two stay two stray strategy. Then, the teacher concluded the material of report text with the pet topic by using two stay two stray strategy in the work. The last, teacher closed the teaching activity by saying greeting.

c. Reflecting

From this study, it can be concluded that students able to categorize the animal based on the habitat, and also able to made a simple sentence according to panda and cat. The students were very interested in the strategy of two stay two stray, because they can learn in groups to write report text with their respective duties. So, they could discussed in preparing the sentence and finish it well. They also got information from other groups about the report text discussed by other groups. From the evaluation results can be said that this one cycle is successful.

Post-Activity assignment

In this phase, teacher and writer devise a lesson plan and implement it well, then teacher and writer gave post-activity assignment to students to write a report text by developing keywords that have been given to determine whether there was an improvement after a new strategy and method to made students interested in writing. The assignment was given on 23 May 2017. The resulted of mean score of students ability in post-activity assignment was 15.7. It means the students in good to adequate criteria. The achievement of this aspect such as; organization, the students able to good written, the title, introduction, and conclusion, the contents of the written paragraph may be accepted by the reader. The next aspect was content, the students able to develop ideas and developing paragraph present sentences they rarely used. The ability of grammar was there were some problems in grammar writing but it did not affect the communication even though the reader was aware of any incomplete sentence fragments. The achievement of punctuation, spelling and mechanic was there were some problems in writing punctuation, sometimes misspellings, left margin was correct. The last ability of students was style and quality of expression, the students were able to write a good vocabulary, not long-winded, have a list to be written, the writing style was quite good and concise.

4.1.2 The Students' Improvement after Implementation of Two Stay Two Stray Strategy.

4.1.2.1 Analysis of pre-activity assignment

To show about students' composition after implementation of two stay two stray strategy, the writer got the students score from the first to the second writing tests on cycle 1. The first writing was pre-activity assignment. The resulted of pre-activity assignment (see Appendix 3). The analysis below based on Brown and Bailey rubric assessment for writing.

a. Organization : introduction, body, and conclusion

In aspect of organization, students' mean score was 14.72. It described that in the introduction of the topic was still simple and conclusion in writing was still a little or less clear. The problem that found, the idea was in the body of the paragraph that supports the previous sentence was still less. In this case the mean ability of students in the organization is sufficient.

b. Logical development of ideas : Content

The mean students' score in content was 15. It means, in writing a paragraph the student is able to emphasize the problem. Students were able to develop better ideas and had ideas to develop sentences. In developing paragraph students also present foreign sentences or sentences they rarely use.

c. Grammar

In the aspect of grammar the resulted of students' score was 12.36. It can be described that ideas written by students can be delivered to the reader, the grammar present in the sentence was clearly visible, and has a negative effect on communication such; the presentation of the sentence fragments is less appropriate.

d. Punctuation, Spelling, and mechanic

The calculated of students mean score of punctuation, spelling, and mechanic was 11.68. It can be explained that there were some problems experienced by students in writing such as: there were parts of essay that did not readable, punctuation errors in the sentence, and punctuation marks in the end of sentence. So, the reading cannot be fully accepted by the reader.

e. Style and Quality of expression

The mean score of style and quality of expression from the students' write was 13.28. It means that the there were some missing vocabulary, no list or sentence framework to be written. In the sentences is too long-winded.

4.1.2.2 Analysis of post-activity assignment

In this action, after knowing the student's ability to write the report text by analyzing the men resulted of pre-activity assignment value, then to know whether

there was improvement of student ability in every aspect of the student's mean score in post-activity assignment (see Appendix 3). In this case the mean result of post-activity assignment would be analysis as follows:

a. Organization : introduction, body, and conclusion

The mean score of students' in organization was 17.08. In this case, the student was able to write well the title, introduction, and conclusion. The contents of the written paragraph may be accepted by the reader, but there was some less useful evidence in the paragraph, and some ideas that did not fully developed.

b. Logical development of ideas : Content

The achievement of students mean score was 16.08. The students were able to emphasize the problem. Students were able to develop better ideas and have ideas to develop sentences. In developing paragraph students also present foreign sentences or sentences they rarely use.

c. Grammar

The mean score of grammar was 15.13. Students already have a good ability in writing grammar. There were some problems in grammar writing but it did not affect the communication even though the reader was aware of any incomplete sentence fragments.

d. Punctuation, Spelling, and mechanic

The resulted of mean score of students in punctuation, spelling, and mechanic was 15.13. In this case, there are some problems in writing punctuation, sometimes misspellings, left margin is correct, neat papers, and writing can be read well by the reader.

e. Style and Quality of expression

In this aspect the mean score of students was 15.65. The students were able to write a good vocabulary, not long-winded, have a list to be written, the writing style was quite good and concise.

To find out the improvement of capabilities in each aspect, as for the table below which explains students' ability on each aspect based on pre-activity assignment and post-activity assignment as follows:

Table 4.2 the improvement students' ability in pre-activity assignment and post-activity assignment

Aspect	Organization	Content	Grammar	Punctuation	Style
Pre-activity assignment	Adequate to fair. Students can open and close paragraphs, but the idea in the paragraph is still less than perfect	Good to adequate. Students able to develop the idea.	Adequate to fair. The ideas written by students can be accepted by the reader and the grammar is correct	Unacceptable-not college. There was still an error in punctuation at the end of the sentence	Adequate to fair. There were some missing vocabulary and the writing is still long-winded
Post-activity assignment	Good to adequate. Students are able to write titles, recognition and cover well	Good to adequate. Students can develop ideas well	Good to adequate. Grammar writing is correct even though there is a problem in writing but not interfere with communication	Good to adequate. There are some errors in punctuation writing but can be read by the reader	Good to adequate. Vocabulary is good, and has a framework in writing

4.1.3 The Students' Response towards the Implementation of Two Stay Two Stray in teaching writing.

Questionnaire is an instrument used to determine the respond of students to actions that have been done. To support the data obtained by the writer, the writer also calculated the questionnaire in the table below:

Table 4.3 The Percentage of Students' Questionnaire

Questionnaire number	Number of answer			
	A	B	C	D
No				
1.	-	-	65.21%	-
2.	-	43.47%	-	-
3.	78.26%	-	-	-
4.	-	-	69.56%	-
5.	-	-	39.13%	-
6.	47.82%	-	-	-

7.	-	43.47%	-	-
8.	-	52.17%	-	-
9.	-	39.13%	-	-
10.	-	47.82%	-	-

The first question, “Are you happy with the English lesson”. The response from the students was 65.21% the students were quite happy with the English lesson.

The second question, “How do you think the way of teaching English teacher in teach English subjects”. The students’ respond was 43.47% the answer of students were kind. That means the explanation from the English teacher can receive by the students well.

The third question, “Does your teacher often help and guide in solving problems if you have trouble in learning English”. The students’ respond was 78.26% the answer of students were. It means often guide the students in teaching learning.

The fourth question, “Does learning English with techniques make you easy to understand the lesson”. The students’ respond was 69.56% the answer of students were understood to the lesson. It means the students more understood uses strategy or technique in teaching learning process.

The fifth question, “What do you do when you did not understand the explanation of the report text submitted by the teacher”. The students respond was 39.13% the students answer were search in dictionary. It means if the students not understand of the report text they search meaning in dictionary.

The six question, “What difficulties you receive during learning to understand written report text “. The students’ respond was 47.82% the students answer was not found ideas to write. It mean, the students’ difficulties to write report text was they did not any idea to write.

The seventh question, “Does the teacher ever implement strategy two stay two stray in learning English”. The students’ respond was

43.47% the students answer were teacher never uses two stay two stray strategy.

The eight questions, “Is there any benefit that you get after receiving learning by using strategy two stay two stray”. The students’ respond was 52.17%. It means that the students feel have benefit in receiving lessons using the two stay two stray technique.

The nine question, “Does using strategy two stay two stray motivate you in learning writing report”. The students’ respond was 39.13% the students answer that two stay two stray strategy made them motivated in their lesson.

The tenth question, “What do you think is it necessary to use two stay two stray strategy “. The students’ respond was 47.82%. It means that two stay two stray needs to be used in learning to write a report.

4.2 Discussion

Based on the findings, in applying two stay two stray strategy in teaching writing. The writer analyzed through some phases in 1 cycle. In making lesson plans, teacher and writer discussed plan for the preparation of learning to validate the lesson plans that will be used in class.

Relevant to the problem of IX class SMP Al-muhajirin sumengko, there are four problems before applied classroom action research with strategy two stay two stray can be solved with 1 cycle. The problems are the students have less interest in writing, have lack of idea, grammar, and limited vocabulary.

The first problem is students have less interested in writing. It can be solved by implementing a two stay two stray strategy with proven responses from students through a questionnaire. It compatible with Kartika(2015) two stay two stray strategy can increase the students writing habit and make them motivating to write. Based on the questionnaire in number 9 “does using two stay two stray strategy

motivate you in learning writing report?”. The students’ respond was 39.13% in writing, the student’s answer that two stay two stray strategy made them motivated in their lesson. It means that the strategy made them motivated in writing because they can enjoy when they discussed with their friend and teach the students to take responsibility for their respective duties within the group.

The next problem is students have lack of idea. The mean score of logical development of idea in pre-activity assignment is 15 and post-activity assignment is 16.08. It mean by allowing work in groups with two stay two stray strategies so they can exchange ideas in groups when creating text report. It is suitable with Lie ((2002: 61) she explains that two stay two stray strategy give the opportunity of group to share the result and information with each group. Based on the questionnaire in six number “what difficulties that you receive during learning to understand written report text?” the students’ respond was 47.82% the students answer was not found ideas to write. It means the students’ difficulties to write report text was they did not have any idea to write. Therefore, the two stay two stray strategy is needed, because it can help students actively in learning and express ideas with friends in the group. It also helps them interact with the group during work, and they have experience when they become stray and share what information they got.

The next problem is grammar of students. The result of pre-activity assignment is 12.36. The ideas written by students can be delivered to the reader, the grammar present in the sentence was clearly visible and had a negative effect on communication such as; the presentation of the sentence fragments is less appropriate. The score of post-activity assignment is 15.13. It can be explained that there were some problems in grammar writing but it did not affect in communication even though the reader was aware of any incomplete sentence fragments. In this case, in writing have ideas that can be delivered to the reader but there are still errors in writing

and grammar that affect communication. There is an increase in students' ability to write grammar.

The last problem is limited vocabulary, The problem faced by students is the style of language in the use of vocabulary is still not good with the result of mean score pre-activity assignment is 13.28. It can be described the students can be present that there were some missing vocabulary, and the writing of sentence is too long-winded. The score of post-activity assignment is 15.65. The students were able to write good vocabulary, not long-winded, have a list to be written. In this case, there was an increase in students' ability in vocabulary. The students had good vocabulary and have outline before writing.

The conclusion, two stay two stray strategy is important to apply in writing class, because this strategy make students work well and explore their idea with their friend, increase the students' motivation in learning express their opinion, and also students get experience when they submitted information and share in their own group.