

CHAPTER I

INTRODUCTION

The chapter discusses concepts of beginning research paper: 1) Background of Research, 2) Research Questions, 3) Purposes and Significances of Research, 4) Rationale, 5) Research Hypothesis, 6) The Methodology of Research, 7) Technique of Collecting Data, and 8) Data Analysis.

1. Background of Research

According to Tarigan (1981) there are four language skills: 1) listening skills, 2) speaking skills, 3) reading skills, and 4) writing skills.

The last skill is central to education. That is why it is not surprising that government in many countries, both advanced (like Australia, the US) and developing ones (like Indonesia) have put a strong emphasis on the teaching of writing (Emilia, 2010: 161). The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. In higher education and in the workplace, writing is used extensively. However, producing good writing is not a simple process. There are two main ways for communication: speaking and writing. In fact, students can talk to communicate, many of them can not write well. Saddler *et al.* (2004: 3) wisely remarks that, "Good writing is not only hard work, it is an extremely complex and challenging mental task".

No.	Initial Name	Assessment Criteria of Writing			
		Text Organization	Cohesive Aspect	Vocabulary	Grammar

1.	AY	4.9	4.07	5.2	3.9
2.	IYS	5.01	4.3	4.9	4.02
3.	RAS	4.4	4.05	4.5	4.9

PK (English Teacher)

There are several problems in teaching writing in SMP Muslimin Panyawungan. For example, the students get bored in learning English. They are afraid of learning English, and students are still passive in the class. Those problems will effect on students' achievement in writing. The research in this study will offer the strategy to try to improve the students' writing uses Two Stay Two Stray (TSTS) strategy.

Two Stay Two Stray (TSTS) is a learning strategy that employ students in groups with four members who will stay in the group and stray to the other group to share or to find new information needed through actively interaction. Kagan in Lie (2002: 62) defines that, TSTS is working in groups in order to manage and assist each other in problem solving, share the knowledge and information that they have held from the discussion to another group, and encourage each other to gain the best achievement by staying to share and discuss and straying to explain information.

This study is focused on procedural text, which should be learned by students in Junior High School. Furthermore, procedural text is also familiar with students' daily life in which students are used to describe how something is achieved in a sequence of steps.

Based on the condition above, the research will investigate the writing in procedural text to students' at the 9 grade of SMP Muslimin Panyawungan. Therefore, based on explanation above the research tries to conduct a research entitled: The Effect of Two Stay Two Stray (TSTS) Strategy on the Students' Ability to Write Procedural Texts

(An Experimental Study at 9 Grade at SMP Muslimin Panyawungan Cileunyi-Bandung). Then, the writer expects that the result of this study can enrich the past study, and also at least it can give a bit contribution both to teachers and students in teaching and learning about procedural text in their classroom.

2. The Research Questions

- a. What is the students' ability to write procedural texts using Two Stay Two Stray (TSTS) strategy at 9 grades SMP Muslimin Panyawungan Cileunyi?
- b. What is the students' ability to write procedural texts using lecturing method at 9 grades SMP Muslimin Panyawungan Cileunyi?
- c. How significant is the effect of Two Stay Two Stray (TSTS) strategy on the students' ability to write procedural texts at 9 grades SMP Muslimin Panyawungan Cileunyi?

3. Purpose and Significances of Research

- a. To find out the students' ability to write procedural texts using Two Stay Two Stray (TSTS) strategy at 9 grades SMP Muslimin Panyawungan Cileunyi.
- b. To find out the student's ability to write procedural texts using lecturing method at 9 grades SMP Muslimin Panyawungan Cileunyi.
- c. To identify the effect of Two Stay Two Stray (TSTS) strategy on the students' ability to write procedural texts at 9 grades SMP Muslimin Panyawungan Cileunyi.

4. Rationale

Writing is one of the four basic English language competences. Writing is skills that need an exercise in arranging word, expressing ideas in a sheet of paper transferring the message to the others. So writing is one most important aspect that must be learned by all of people in the world to communicate each other. Writing is an important thing in education, and it is used by teaching learning process. According to Emilia (2010: 200) the first aspect is concerned with the classroom physical environment, such as the presence of visual aids around the classroom, such as Narrative text, Recount text, Exposition, Explanation and Procedural text.

In the fact, everyone can write but does not everyone can be able know about correct rule in writing. Because it does not matter in learning how to write it. But all of people consider to relate some elements for writing involves some language components.

The difficulties in writing are caused by many reasons (Byrne, 1979: 4). Firstly, writing needs many ideas that should be mixed. When students are asked to write, some of them have difficulties to for ideas (cognitive problems). Second, the students are lack of vocabularies to express their ideas in form of writing, therefore the students do not understand how to mix and arrange the vocabularies into good sentences and the sentences into good paragraphs (linguistics problem). Third, the students are not confidence to write because there is no feedback from the readers (physiological problem).

Solving that problem, for the first, they should be stimulated to be interested in writing English. Teacher should be creative and innovative in determining any approach and method that encourage student to be active as the center of learning.

Two Stay Two Stray (TSTS) is supposed effective by Lie for lessons where parallel groups of students work on the same laboratory, place investigation, problem set or other activity. The use of this strategy enables learners to check their procedures, answers, results, and conclusions with others. The previous evidence is supported by Gillies (2003: 141) who argues that group membership powerfully influences the adoption of goals and commitment to achieve them. Below is also the statement from Cohen:

I've added tools to my teaching that help me challenge students more. It makes my classroom more enjoyable for me and my students. Students learn more, remember more, build relationships, and learn group skills that they can use outside of the classroom (Cohen, 2004: 60).

Kagan in Cohen (2004), states that the strength of Two Stay Two Stray (TSTS) is building in staying and applying in straying. Building is when they stay to find the information, language and knowledge and then assimilating is when they share the information, language and knowledge.

The researcher chooses Two Stay Two Stray (TSTS) strategy to improve the students' ability in writing because Two Stay Two Stray (TSTS) strategy will be suitable to learn procedural text in writing. Besides, students will find lot of fun and enjoyable environment while learning writing.

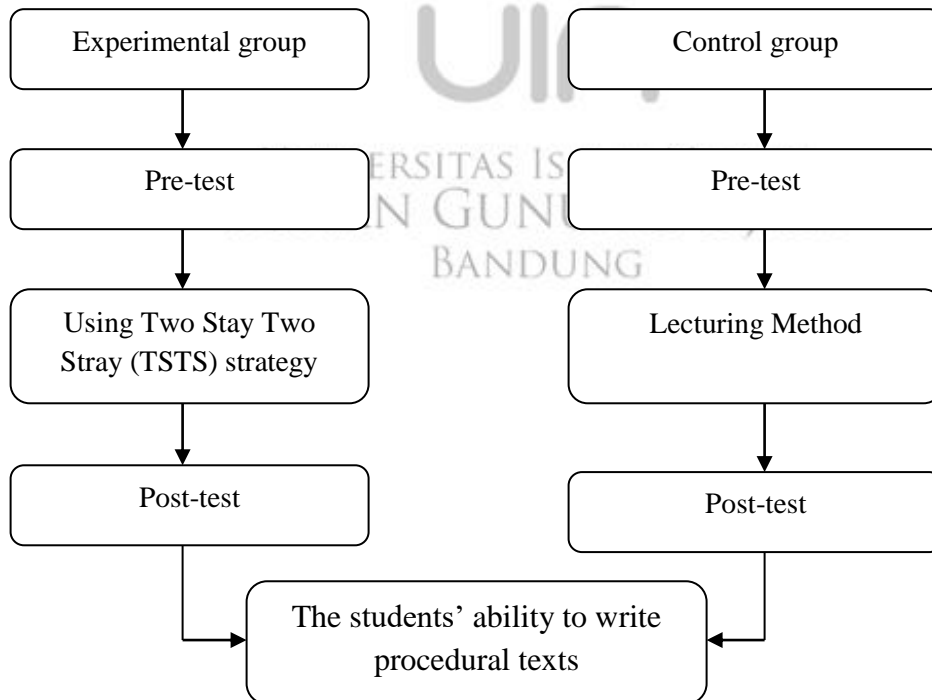
According to Anderson (2003: 50) "Procedure text is piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done". There are three definitions "general" of the procedure text: (1)

Texts that explain how something works or how to use instruction or operation manuals for example how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity for example recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behavior for example how to live happily, how to succeed.

In this study, the researcher takes two classes as sample to be investigated. The first class is the experimental group which is given treatment of teaching writing in procedural texts through Two Stay Two Stray (TSTS) strategy. The second one is a control group that is given lecturing method in teaching learning process.

The researcher will use Two Stay Two Stray (TSTS) strategy to develop writing procedural text. Therefore of research can be seen in the figure below:

THE SCHEME



5. Research Hypothesis

According to Arikunto (1988: 67) that, Hypothesis means a tentative assumption of research problem until is proved through the data gained. The truth of it indeed and necessary to be known whether it is right or wrong. The explanation above can be formulated a hypothesis of the Two Stay Two Stray (TSTS) strategy in teaching procedural text and its influence on students' ability in writing.

The researcher would like to put forward the hypothesis proposed in this research. This experiment will analyze two variables: experimental group using Two Stay Two Stray (TSTS) strategy (X) and control group using lecturing method (Y).

1. H_a : There is an effect of using Two Stay Two Stray (TSTS) strategy on the students' ability to write procedural texts.
2. H_o : There is no effect of using Two Stay Two Stray (TSTS) strategy on the students' ability to write procedural texts.

6. The Methodology of Research

a. Determining Research Design

This research uses quantitative method. Quantitative research is traditional method because it meets scientific principle such as formal, objective, systematic process in which numerical data are used to obtain information about the world (Burns N, Grove SK, 2005). So, it is used to know and achieve a view about procedural texts, and it gives the effect in students' ability and applying of learning writing thought Two Stay Two Stray (TSTS) strategy.

To complete and answer the problems of research, the researcher used several methods, they are: primary data 1) Pre-test, 2) Post-test, and secondary data 1) Observation. The research will be conducted within the framework of true experimental research design. As Creswell points out:

True experimental research design is the classic and traditional design which applies random assignment procedure to the participants to be divided into two groups (A and B). The researcher applies pre-test and post-test to those groups, but only (A) group which is given treatment (Creswell, 2010: 243).

The reason why researcher chooses quantitative method, it is because quantitative method has two variables. In this study, researcher has two variables. They are variable of (X) and variable of (Y): experimental group using Two Stay Two Stray (TSTS) strategy (X) and control group using lecturing method (Y). Those variables appropriate for quantitative method.

In this research, both groups will be given pre-test and post-test. The experimental group will be given a treatment in form of using Two Stay Two Stray (TSTS) strategy while control group using lecturing method.



The experimental design in this research can be illustrated in the table below:

Table 1.1
Design of Research

Experimental group			Control Group		
Using Two Stay Two Stray (TSTS) strategy	Treatment	Score	Lecturing method	Treatment	Score

b. Population and Sample

According to Arikunto in Encyclopedia of Educational Evaluation (2012: 173) that, A population is a set for collection of all elements processing or more attribute of interest. Sample is a part of number and characteristics possessed by population (Sugiyono, 2012: 81).

The researcher chooses this school as site. This research is focused on the third grades students because they have studied English more than another. Moreover, the material of procedural texts is studied in this grade. Population of this research is the third grades students at SMP Muslimin Panyawungan, Bandung. From the information gathered, there are about 101 students in third grade at that school.

Table 1.2
Distribution of Population

Population			
Class	Number of Student		
	Male	Female	Total
IX - A	11	14	25
IX - B	12	13	25
IX - C	11	15	26
IX - D	11	14	25
Number of Population			101

The sample that will be used in this research consists of two classes; they were IX-A and IX-B. Class IX-A consist of 25 students from the total number was 101 students and class IX-B consist of 25 students from the total number was 101 students. The students of Class IX-A were treated as experimental group while class IX-B as control group.

Table 1.3
Distribution of Sample

Number	Class	Sample
1	IX-A	Experimental Group
2	IX-B	Control Group

7. Technique of Collecting Data

Before analyzing the data, this research must gain some information and data about this study. In general, the data employed are classified: a) primary data, and b) secondary data.

a. Primary data

The only instrument in this research is writing test.

1. Pre-test

According to Arikunto (1998: 139), test is a feature of question or exercise to measure someone's skill, knowledge, intelligent, or ability. The pre-test will be given to the students. It is written test in the essay. It is tested to the 50 students of third grades at SMP Muslimin Panyawungan. The purpose of that test is for knowing the students' writing in procedural text before using Two Stay Two Stray (TSTS) strategy.

2. Post-test

The post-test will be given to the students. It is written test in the essay. It is tested to the 25 students of experimental group and 25 students of control group of third grades at SMP Muslimin Panyawungan. The purpose of that test is for knowing the difference of result of students' writing in procedural text between the students that is given treatments and without treatments in experimental group and control group.

Both of control and experimental group writing product will be analyzed by following criterion:

Assessment Criteria
Text organization
Cohesive aspect
Grammar
Structure
Vocabulary

(Get Rijlassrsdam, *et.al*: 2005: 3)

b. Secondary data

That for major research technique used to collect secondary data: a) observation.

Observation

Observation is a kind of technique which is done by undertaking careful supervision and recording or registration systematically (Arikunto, 2012: 145). The researcher conducted this observation to know the real situation when the class took over.

I expect that the situation and condition at SMP Muslimin Panyawungan should know for the complete research data. This study observes the process of learning in the classroom and the objective of school. The researcher takes place for this experiment in SMP Muslimin Panyawungan. The object was students of IX grade, teacher, and administration staff of SMP Muslimin Panyawungan, Bandung. The observation needs 2 week. That time is used for pre-test, treatments, and post-test.

8. Data Analysis

The data which is obtained will be organized and analyzed in order to be meaningful. The data is in a quantitative form. The data is gathered from the experimental is analyzed using t-test. The steps of data analysis process are as follows:

A. Pre-test data will be analyzed by using normality test and the steps described as follows:

1. Calculating the range (R) of data

Formula:

$$R = (H - L) + 1$$

(Sudjana, 1992: 47)

2. Calculating the class interval (K)

Formula:
$$K = 1 + 3.3 \log n$$

Class interval is number of scores collected in group a – b. Class interval is often taken at least 5 classes and the more 15 classes, chosen depend on necessity.

3. Calculating the length of class interval (P)

Formula:
$$P = R/K$$

(Sudjana, 1992: 47)

Length of class is positive difference between class intervals. The result of class interval is taken unit of data which is used.

4. Making the table of distributional frequency

No	Interval	Sign	F
1	2	3	4

(Subana, 1999: 41)

1. Counting the mean

Formula:
$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

(Sudjana, 1992: 67)

Mean of score is counted with divided amount of score with amount of data.

2. Calculating standard of deviation

Formula:
$$s = \sqrt{\frac{\sum fi (xi - \bar{x})^2}{n - 1}}$$

(Sudjana, 1992: 95)

3. Arranging the distribution of observation and expectation frequency by using the table as follows:

No	Class Interval	Class Limit	Z Count $\frac{BK - \bar{x}}{SD}$	Z Table	Li	E. i = Li. n	o. i	$\frac{(O_i - E_i)^2}{E_i}$
	1	2	3	4	5	6	7	8

(Sudjana, 1992: 293)

Chi square is used to see whether or not the tested data has a normal distribution. Furthermore it functions for examining whether or not sample has the equality to population.

4. Calculating the degree of freedom

Formula: $df = K - 3$

Degree of freedom is used to determine criteria of examination data of distribution population

B. Calculating the homogeneity test of two variances, if the data is normal, by conducting the steps as follows:

1. Calculating F score

Formula: $F = \frac{SD_1}{SD_2}$ (Sudjana, 1992: 249)

This formula is used to examine the hypothesis of population that has two variances a like.

2. Calculating the degree of freedom of data

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

Degree of freedom is used to determine criteria of examination distribution population

3. Calculating homogeneity of data with criterion

- a. It is called homogeneous if $F_{table} > F_{count}$
- b. It is not homogeneous if $F_{table} < F_{count}$

C. Hypothesis test

Hypothesis will be tested by using T test formula will use the following formula:

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

(Subana, et al, 2000: 171)

D. Result

In determining the changes or differences in students' ability, result of test will be analyzed by using the formula of normalized gain (Gain Index), which compares the pre-test and post-test scores by formula:

$$\text{Normalized Gain} = \frac{\text{post-test score} - \text{pre-test score}}{\text{maximum score} - \text{pre-test score}}$$

$$\text{Gain}_{\text{total}} = \frac{(\text{total score of post-test}) - (\text{total score of pre-test})}{n(100) - \text{total score of pre-test}}$$

Table 1.4
Categorization for interpretation

Interval	Interpretation
$X < 0,3$	Low
$0,3 < x < 0,7$	Medium
$X > 0,7$	High

(Hake, 1999)



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