Teaching Students’ Writing Skill through Stay and Stray Technique

Putri Rizki*1, Asnawi Muslem1 and Dian Fajrina1

1Syiah Kuala University, Banda Aceh, Indonesia

*Corresponding author: putririzki19.pr@gmail.com

Abstract

The objective of this research was to investigate whether the use of stay and stray technique improved students writing skill in recount text. This study was conducted at State Junior High School 13 (SMPN 13) Banda Aceh. The study used pre-experimental of one group pre-test – post-test design. The sample of this study was class VIII-5 with 21 students, which consists of 13 male and 8 female. The research instrument used in this study was the written test. For pre-test, the students were asked to write a recount text with the topic “memorable day” which consists of 70 words. For the post-test, they were asked to write a recount text with the topic “holiday” which consists of 70 words. The data was collected from the pre-test and post-test result. The data was analyzed by using t-test and statistical formula to prove the hypothesis. The result showed that the students’ mean score in writing result of post-test is better than pre-test, which is 81.3 > 67. Based on the hypothesis, Ha is accepted since t-test is higher than t-value at the level of significant 0.05 (8.75> 2.086). It proves that the use of stay and stray can improve the students’ writing skill in recount text.

Keywords: Stay and stray technique, writing skill, recount text.

1. INTRODUCTION

Writing is expressing ideas or feelings through written information. According to Marzuki & Kurniasih (2014, p. 2), writing gives some advantages to both the writer and the reader because they can communicate information without being limited by place and time. By learning writing, the students can try to express their ideas and opinions to compose a text (Darmasanti & Sari, 2013). Therefore, writing is one of the English language skills taught, learned, practiced, and mastered by students. Daviec & Pearce (2000, p. 96) say that good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. By reading activities, students can get a good command in learning writing such as the use of spelling, word, and punctuation.
Good writing needs some specific training to make good sentences such as gathering information and ideas relevant to the topic, organizing the information and ideas into logical sequences and editing the writing into a final text. (Faroh, et al, 2016). By practice, students can easily express their idea into sentences because a good deal of practice can develop students’ writing skill. Therefore, practice is really needed in learning writing.

Unfortunately, to most students, mastering writing skill is still a hard work. Based on the researcher’s experience when she had internship program (PPL) from February 18th to June 4th, 2016 at SMP 13 Banda Aceh, it is found that many students still face the problems in doing writing. When the students were asked to write the recount text, they are lack of knowledge about the text. It can be seen from the writing test given for 15 students from three classes (VIII-3, VIII-4, VIII-5) with average score are 6.24. Based on that result, the average score of students in some aspects of writing skill are still low. For content, the students got 9 (very poor). For organization, the students got 6.14 (very poor). For vocabulary, the students got 6 (very poor).

For language use, the students got 7.3 (very poor), and for mechanics, the students got 2.5 (poor). The test results showed that the students’ writing skill in every aspect is still low. According to an English teacher, she states that the cause of this condition is the students are lack interest in developing writing skill so that the students’ activities of learning process tend to be low. It means that the students’ motivation and improvement of the lesson during the learning process was less. The interview result of the students shows that some of them assume that writing English is difficult to learn. They have mindsets that English is difficult language so they just give up for it.

In junior high school, the students should create some texts such as descriptive, recount, report, and narrative text. One of the texts that should be learnt by the students is recount text. The recount text is the story that enable people to retell the series of events or experiences in the past for the purpose of informing or entertaining the reader (Mulyani & Al-Hafizh, 2012, p.226). Yet the students are still confused about it. Most students are confused about the grammar used in writing recount text. They do not know the generic structure of recount text is.

Considering to the facts above, there is an urgent need to apply a technique that can help to solve the problem. It is important to apply a technique in the process of teaching writing. Harmer (2001, p. 260) states that in language classes teachers and students can take advantages to make writing as a cooperative activity, with a great benefit to all those involved.

As Barkley & Major (2005) state that in stay and stray students who work in groups can benefit from the feedback of additional peers. In this technique, students make points or decisions together and send one group member to another group to describe their progress or share information.

Based on the explanation above, the researcher is interested to conduct research about “Teaching Students’ Writing Skill through Stay and Stray”. Based on that case, the researcher has formulated the research question as follow: Can stay and stray improve the students’ writing skill?
2. LITERATURE REVIEW

2.1 Teaching Writing

For some teachers, teaching writing is a difficult work. They have some factors, which have often been neglected in teaching writing. One of them is the teacher’s way in teaching writing. Johnson, Johnson, and Smith (1991) as quoted by Speak (2002, p. 6) they state that the teacher’s new job is to provide the opportunities for students to take responsibility for their learning as active learners. Therefore, the students’ knowledge can increase effectively. Good writers will be able to control grammar, spelling, linking words and so on effectively (Watkins, 2008, p. 71). According to (Heaton, 1988, p. 21), there are some aspects in writing. They are content, organization, vocabulary, language use, and mechanics.

In the aspect of content, the students should be able to think creatively and develop their thoughts. In this case, the students are able to express and develop the ideas into written information (Ayu, 2016). In the aspect of organization, the students should be able to write in an appropriate manner so that the writing can be delivered well to the reader and should be able to select, organize, and order relevant information. In the aspect of vocabulary, the students should be able to manipulate sentences and paragraphs, and use language effectively (Mawaddah et al, 2016). In the aspect of language use, the students should be able to write correct and appropriate sentences. In the aspect of mechanics, the students should be able to use punctuation and spelling correctly in their writing.

2.2 Stay and Stray Technique

One of the techniques in cooperative learning is stay and stray. Stay and stray was developed by Kagan (1992). Crawford, et al. (2005, p. 63) state that stay and stray is a cooperative learning activity for sharing ideas within a classroom which is putting students in responsible roles in which their function as expert providers of information to others. Even though, by sharing ideas within a classroom, the students can feel enjoy and can feel more comfortable to study.

According to Steven (2006, p. 193) stay and stray technique gets groups share with other groups rather than with entire class and role the students as stay (host) and strayer (visitor). In this activity, students take a break from their work (often at making points or decisions) and send one group member to another group to describe their progress.

Byrne (2003, p. 23) mentions that students are encouraged to work together in pairs or groups and to share writing task and this removes the feeling of isolation which bothers many learners. Therefore, stay and stray can be very useful to some students who get bored easily by learning activity. Lie (2002, p. 61) states that stay and stray can be used for all subjects and for all age levels of the students and also this technique provides an opportunity for the group to share results and information with other groups. According to Kagan as cited by Suprijono (2009, p.93), there are some steps in applying stay and stray as follows:

1. The students work in groups of four or five.
2. After conducting a discussion of the material in the group finish, two students leave their home group and visit each other in the group while the two students would remain staying in their own group to receive two visitors from other groups.
3. Then the two students who stay in these groups will be responsible for distributing the work, information, and knowledge to the two guests who came to the group.
4. After exchanging opinions and information so the guests will have excuses their selves and returned to the group and then they will share their findings back to the group, respectively.
5. In addition, the group will discuss the results of their works.

2.3 Recount Text

Based on Depdiknas, n.d. (2004), the recount text is a text, which tells the writer’s experiences or events in the past which contains orientation, events, and reorientation. Orientation provides the information on who, where and when the events that occurred in the past. Events tell what happened in sequence. Reorientation provides the conclusion of all the events.

3 METHODS

3.1 Research Method

In this research, the researcher used quantitative method. Anderson (2000, p.3) states that quantitative research involves a large number of respondents, which means that the process must be objective, quantitative, and statically valid. Meanwhile, the researcher used pre-experimental type of one group pre-test – post-test design. This type involves one group, which was given pre-test, treatment, and post-test. The population of this research was the second grade students at SMPN 13 Banda Aceh.

There are five classes of the second grade, which consist of 170 students in this school. Meanwhile, the sample of this study was class VIII-5 with 21 students, which consists of 13 male and 8 female. It was selected by using purposive sampling. Purposive sampling was done by specifying the criteria of the sample (Rozak, 2012).

The class VIII-5 was chosen because based on the researcher experience in teaching practice in this class. She found that the students’ ability in writing skill were weak. In addition, the students in this class were selected based on the informal observation before doing the pre-test. In collecting data for this study, the researcher used test to collect the data.

The data was collected from the pre-test and post-test. The pre-test was conducted before the treatments and the post-test was conducted after the treatments. At the pre-test, the students were asked to write a recount text with the topic “memorable day” which consists of 70 words. There were 21 students followed the test. The duration of pre-test was 30 minutes. At the post-test, the students were asked to write a recount text with the topic “holiday” which consists of 70 words. There were 21 students followed the test. The duration of post-test was 30 minutes. To analyze the collected data, the writer used statistical formula as Rozak (2012). The components of the formula namely; mean score, standard deviation and hypothesis testing.
4 FINDINGS AND DISCUSSION

4.1 The Findings of Pre-Test

In the first meeting, the researcher gave the post-test to the students. There were 21 students who followed the test. The purpose of the test is to know the students writing skill before using stay and stray technique in teaching and learning process. It is aimed to see the students’ ability in writing recount text before the treatment is given. Furthermore, the specification score of students is shown in the following chart of distribution of frequency of pre-test.

Based on the figure above, the results of pre-test showed that the mean of pre-test was 67. The highest score of pre-test was 89, which only one student got it. Yet, there were seven students who passed the score target (KKM), which is 70. Meanwhile, the lowest score of pre-test was 56, which only one student got it.

4.2 The Findings of Post-Test

After implementing the treatment, the researcher conducted the post-test to the students in order to find out whether there was the improvement of the students’ writing skill due to the use of stay and stray technique or not. There were 21 students who followed the test. Furthermore, the specification score of students is shown in the following table of distribution of frequency of post-test.
The highest score of post-test was 94 which was achieved by a student. Otherwise, the lowest score of post-test was 60 which three students had it. Therefore, compared with pre-test, the data shows that all the students got better score after the treatment. It can be concluded that according to the score target (70), 17 students (80.9%) passed it.

4.3 Discussion

After collecting and analyzing the data, it is necessary to discuss the result of the research. Its purpose is to find out whether stay and stray technique can improve students’ writing skill or not. Accordingly, the result of the research proves that stay and stray can improve the students’ writing skill in writing recount text. Since they were given some treatments by using stay and stray. There were three meetings in conducting treatments.

At the first treatment, on September 1, 2016, after greeting the students and doing attendance list, the researcher started the learning process by introducing recount text from the social function, language feature and generic structure. The researcher introduced the recount text by showing a video with the title my birthday party. Yet, some students did not pay attention to the researcher at that time. They made noisy in the class, such as talking with other friends. There were some students who were active to ask and respond to researcher’s question.

After that, the researcher divided the students into 5 groups, which consist of 4 to 5 students in each group. Next, the researcher asked the students about their experience in the form of recount text. Then, the researcher asked students to identify the generic structure, linguistic feature, and social function of the passage given by the researcher about my birthday party. Finally, the researcher asked each group to present their works to the other group in order they can evaluate together effectively.

At the second treatment, on September 6, 2016, the researcher asked the students to sit into their own groups as done in the last meeting. The researcher gave some examples of recount text and gave more information about the recount text to the students. Then, the researcher and students read together the example of the recount text given. After the students understood about the material then
the researcher taught writing to the students by using stay and stray technique. It made students pay attention.

Before the researcher did the action, the researcher began to explain to the students about stay and stray technique and gave overview how to work with it. At the first, the students faced difficulties about it, yet not long after that, by brief explanation from the researcher, students could understand about Stay Stray technique. The researcher asked students to write down a short recount text about their unforgettable experiences.

Thus, the students began to draft what they want to write. After they finished developing their paragraphs, they combine it into a recount text. Then, the students reviewed and revised their texts before they present it to the other groups. After that, all strayers of each group, which consist of two students needed to visit the other groups to give comment, suggestion, and feedback to other group works. Meanwhile, for all the stayers, they presented what they had been discussed in the written form of the recount text. Their job is to answer the strayers questions about the text.

After 30 minutes passed, the researcher reminded the students that the time was up so that they needed to come to their own groups. Then, they shared the information from both the stayers and strayers. They can revise their work before it was submitted to the researcher. Finally, the researcher collected the students’ works.

At the last treatment, on September 7, 2016, the researcher gave back the students’ works that have been corrected. The researcher chose a student to write her own text on the whiteboard to discuss together and asked the students’ problems in doing writing. The researcher gave feedback to the students’ writing result in the previous meeting. The researcher gave comment and suggestion to the students’ works in order to have a better writing text. Iqbal et al. (2016) suggested to have the comment and suggestion about the content, organization, vocabulary, language use, and mechanics of the students’ writing results. The researcher chose three groups as the best groups.

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Difference (D)</th>
<th>T-test</th>
<th>T-value (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>1408</td>
<td>67</td>
<td>7.08</td>
<td>301/</td>
<td>8.75</td>
<td>2.086</td>
</tr>
<tr>
<td>Post-test</td>
<td>1709</td>
<td>81.3</td>
<td>5.05</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it describes that there are significant differences between pre-test (67) and post-test (81.3) (see appendix 3 & 4). It is clear that the mean of post-test is higher than the mean of pre-test. Based on the degree of freedom, the t-value for the degree of freedom (df) 20 at the level of significant 5% t-value = 2.086 and for the level of significant 1% t-value = 2.845 (see appendix 9). It means that the t-test is higher than t-value at the level of significant 0.05 (2.086) and the level of significant 0.01 (2.845). Hence, the alterative hypothesis (H_a) of this research; the use of stay and stray improves the students’ writing skill is accepted while the null hypothesis (H_o) of this research; the use of stay and stray does not improve the students’ writing skill is rejected.
5 CONCLUSION AND SUGGESTION

The main objective of this research was to find out whether teaching students’ writing skill in writing recount text through stay and stray technique is effective for students at VIII-5 SMPN 13 Banda Aceh or not. Based on the discussion, it shows that teaching students’ writing skill through stay and stray technique improves the students’ writing ability in writing recount text. It is evidenced by the improvement of the students’ learning outcomes. The result of the research showed the students’ score in the post-test are higher than the pre-test score, which is 81.3 > 67. The students received the good improvement in each aspect of writing such as content, organization, vocabulary, language use, and mechanics.

From the conclusion above, there are some suggestions that are suggested by the researcher to the teacher and other researchers. For the teacher, the researcher expects that stay and stray technique can help teacher in teaching English, especially in writing skill. The teachers are expected to develop the teaching of writing recount text by increasing the exercises in writing. The teacher should let the students study interactively and attractively along with the other students instead of working individually. For other researchers, this research can give advance and valuable experience in process of looking for knowledge, especially about stay and stray technique.

REFERENCES


