

HALAMAN PENGESAHAN SKRIPSI

**THE EFFECT OF USING TWO STAY TWO STRAY TECHNIQUE ON
STUDENTS' WRITING SKILL OF RECOUNT TEXT AT EIGHTH
GRADE SMPN 37 MEDAN**

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula yang
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CHAPTER I

INTRODUCTION

1.1 The Background of Study

Skills are taught to students in the field of education. As a medium of everyday human communication, language plays an important role in human life. Students who study English must become proficient in four language skills, one of which is writing. Writing is an important skill for students to master. They use it to communicate with each other, as a means of ideas and expression of emotions, because when they write down their ideas and emotions creatively, they communicate them on paper in the best way and for the best purpose. Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts, and feelings in written form. Harmer (2004:31) says that writing is a way to produce language and express ideas, feelings, and opinions.

Researcher has conducted observations at schools. Based on observations that researcher conducted on students in eighth grade at SMPN37 Medan, students at this school experienced difficulties in writing, one of which was writing recount text. This is caused by several factors such as lack of knowledge and understanding in writing, not having ideas for writing, students often make mistakes when writing due to lack of vocabulary knowledge and not paying attention to the grammar used when writing. Researchers assume that this problem arises because of methods or techniques in teaching writing. It is important to solve these problems so that students better understand the writing material.

The teacher's role must also be competent in teaching to improve students' understanding of writing, not just providing material to write without explanation, there is no approach to students to find out whether students can understand or not, and lack of appropriate methods or techniques. This makes students lack understanding, lack interest, and motivation and makes students bored. So they cannot extract more knowledge from the texts they write.

Table 1.1 Data Observation

No	Student s	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	MP	16	14	12	5	4	51
2	AD	16	14	12	5	5	52
3	RR	16	18	15	9	4	62
4	SS	16	14	15	5	5	55
5	KA	12	10	12	5	4	43
6	DF	12	10	7	5	4	38
7	R	16	14	15	9	4	58
8	GS	16	14	7	9	5	68
9	ML	16	10	7	9	4	46
10	MR	16	10	12	9	4	51
11	KS	12	10	7	9	5	43
12	IS	16	10	7	5	4	42
13	FR	16	14	7	9	5	51
14	AS	12	10	12	9	4	47
15	MS	16	14	15	20	5	70
16	MM	16	14	12	9	4	55
17	FR	16	10	12	9	5	52
18	MR	16	14	7	9	4	51
	Total						935
	Mean						51,9

From the results of observations, researcher saw that the writing skills of students in eighth grade were still weak, which could be seen from the scores of each student on content, organization, vocabulary, grammar, and also mechanics.

The total score for all students was 935 with an average score of 51,9.

To help students solve these problems, interesting techniques are needed in teaching writing. Many techniques or methods can be used for writing. For this

reason, the author proposes a "Two Stay Two Stray" technique. According to Suprijono (2010:93), "Cooperative learning Two Stay Two Stray is one part of the cooperative learning that puts students in small groups of up to four until five people". This Technique can help the students enjoy and be active during the teaching and learning process, especially in writing. By using Two Stay Two Stray in writing recount text, students were active in discussions, asked questions, sought answers, and also shared ideas in teaching teaching teaching-learning process. So it makes it easy to understand and implement recount text in writing.

A recount is a piece of text that retells past events, which are usually told in which they happened. The social function of recount is to retell events to inform or entertain. According to Knapp (2005) basically, recount text is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people.

From the explanation above, the researcher argues that the two stay two stray technique is a learning model that functions to solve problems together with group members and two students from the group exchange information with other group members, with students are more active and enjoy participating in learning, especially in writing.

Based on the explanation above, the researcher conducted research entitled The Effect of Using the Two Stay Two Stray Technique on Students' Writing Skill of Recount Text at Eighth Grade SMPN 37 Medan.

1.2 The Problem of Study

Based on the background described above, the problem revealed in this study is as follows:

Does of using two stray technique significancy affect on students' writing skill of recount text at eighth grade SMPN 37 Medan?

1.3 The Objective of Study

By the problem study, the objective of this study is:

To find out whether using two stay two stray technique is significantly effective on students' writing skill of recount text at eighth grade SMPN 37 Medan.

1.4 The Scopes of Study

In this research, the topic raised is the effect of using the two stay two stray technique on students' recount text writing skills. Writing recount text titles is an unforgettable experience. This research is experimental. The population is limited to class VIII students at SMPN 37 Medan.

1.5 The Significances of Study

Two expectations are made regarding the study's significance they are theoretically and practically:

1.5.1 Theoretically

Two stay two stray technique can affect learning so that it can become theoretical support for further research activities related to writing recount texts. The rest is research that can add value to the world of education.

1.5.2 Practically

The practical benefits expected in this research are:

1. For Teachers, providing information and understanding about the two stay two stray technique increases their ability and willingness to teach

by emphasizing the importance of professionalism in creative, innovative, and interesting teaching methods.

2. For students, students more motivated to learn to write, students more focused on learning, encourage student activity and increase student understanding by exploring students' potential in writing, train students to think critically and analytically, encourage student collaboration with learning partners, and provide an interesting and memorable learning experience and optimize student participation.
3. For schools, to improve the learning process carried out by teachers so that the objectives of providing education in schools can be achieved optimally and increase the quality of education, especially in learning to write.
4. For researchers, can be used as a basis for writing further research. Develop insight and knowledge about the use of appropriate techniques or strategies in the learning process. To measure the extent to which students achieve good writing skills using the two stay two stray technique. Find out the effect of the two stay two stray technique on writing comprehension in recount text at SMPN 37 Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

This chapter presents a literature review and explanation of the material to be discussed and the author also presents several related theories to strengthen this research. This research also uses several concerns and terms in the theoretical explanation of the concept terms used. (Anthoni Seow, 2002).

2.1.1 Definition of writing

Writing is one of the four English language skills used to convey ideas, opinions, thoughts, and feelings in written form. According to Harmer (2004:31), Writing is a way of producing language and expressing ideas, feelings, and opinions. Also, Abbas (2006:125), writing skills are the ability to express ideas, opinions, and feelings to other parties through written language.

Writing is to express oneself, to provide information to persuade, and to create a literature work Furthermore, according to Suparno and Yunus (2008:1), writing is the delivery of a message (communication) using written language as a medium or tool. In writing In communication there are at least four elements involved: (1) the writer as transmitter of the message, (2) the content of the writing or message, (3) the channel or media in the form of writing, and (4) the reader as the recipient of the message. This is a tool for communication with other people.

Based on several explanations above, the researcher concluded that writing Skill is the skill of expressing ideas, feelings, or opinions in written form. By using writing, people can communicate with other people in written form to convey information, content, objectives, and suggestions. It's also a good process and a creative process to create ideas for readers.

2.1.2 Process of writing

The writing process is the step before beginning to write. According to Harmer (2004:13), the writing process is a way of looking at what people do when they compose written text. Harmer also (2004: 4) adds that the writing process is the stage a writer goes through to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping, lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat and other).

Harmer (2004:4-6) states that there are four elements in the writing process. Namely planning, drafting, editing (editing and revising), and the final version.

1. The first step of writing is planning. Planning means that experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.
2. The second step of writing is drafting. We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds

into editing, several drafts may be produced on the way to the final version.

3. The third step of writing is editing (reflecting and revising). Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.
4. The last step of the writing process is the final version. It is almost possible to write a perfect paragraph. Once writers have edited their draft, making the changes they consider necessary. They produce the final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now already to send the written text to its intended audience.

2.1.3 The Components of Writing

Jacobs (2014), states that five aspects must be considered in writing which consist of content, organization, vocabulary, use of language, and mechanisms. To succeed in writing they must understand the aspects because without one aspect there is no writing. This component can help students master their writing

1. Content

Content refers to the substance of the writing, the main idea experience (unity), a collection of related statements presented by the author as a unit in developing a subject. Body paragraphs function more to convey ideas than to fulfill the special functions of transition, restatement, and emphasis.

2. Organization

It refers to the logical organization of content (coherence). It's barely more than an attempt to piece together a jumble of facts and ideas. Even in early drafts, he may still be looking for order, trying to establish patterns in his material, and working to bring the specifics of his subject into line with the half-formed idea of purpose.

3. Vocabulary

Vocabulary is an important aspect of language teaching. Vocabulary refers to the selection of words according to the content. It begins with the assumption that the author wants to express ideas as clearly and directly as he or she can. As a general rule, there should be clarity on the main objective.

4. Grammar

Grammar is a description of how language behaves. Without knowing grammar, the writer cannot make their language communicative to many readers from different situations.

5. Mechanics

Mechanics refers to the use of conventional language graphics, namely the steps of arranging letters, words, and paragraphs, using structural knowledge and several others that are related to one another. We must pay attention to the use of punctuation marks and the application of words in sentences. Finally, the components of writing are very important

because they are connected. Therefore, in recognizing writing skills students are involved in mastering many of these components to increase their.

2.2. Recount text

2.2.1 Definition of Recount Text

Anderson, M., & Anderson, K. (1997) define a recount as a text that recounts historical events, typically in the chronological order that they happened. Its goal is to give the audience an explanation of what happens and this indicates that a recount text tells readers about prior experiences and provides them with background information on those events. Where the structure of the recount text is orientation, events, and re-orientation. This indicates that a recall text informs readers about past occurrences by narrating experiences from the past.

2.2.2 The Purpose of Recount Text

Recount has a social purpose that's retelling an event with a purpose to inform or entertain the readers. In recount text, the writer must have the intention to retell a story and entertain the reader and also inform what happened and when it happened.

2.2.3 Types of Recount Text

According to Hyland (2008:135), there are three types of recount

1. Personal recount: a retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry)
2. Factual recount: recoding the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

3. Imaginative recount: taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave, how I invented)

2.2.4 The Generic Structure of Recount Text

Neutron (2010: 7) a recount text usually has a main section as follows:

1. Orientation: Introducing the definition and specification of the subject matter or related to natural phenomenon.
2. Events: Containing a series of sequential events presented from someone's experience.
3. Reorientation: Ending of the story containing the writer's comment.

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

Example of Recount Text

1. orientation

I spent my last holiday in Samosir. I went to Lake Toba. My family and I went there early morning.

2. Event

We went to Lake Toba by private car. I had prepared everything before we went to

Samosir. It took about 3 hours to get there. In Lake Toba, I saw some tourists. I could learn and practice speaking English with one of them. Her name was Jasmine. She was very friendly. It was my first time to speak English with foreign tourists.

3. Reorientation

We went back at 04:30 in the evening. It was a great holiday for me.

2.3. Two Stay Two Stray Technique

2.3.1 Definition of Two Stay Two Stray Technique

Two stay two stray technique is developed by Spencer Kagan in 1992. Kagan (1992, p. 63) states that "this technique is very effective because it can be used in all subjects and for all levels of learners age. This learning technique is also commonly called to as the two lives two guests". Two stay two stray essentially is a group discussion. This technique can be applied for every subject at any level of the students. The form Two Stay Two Stray allows the group members to share and inform the other group members about the results of their group discussion. Here the students work in a team.

According to Suprijono (2010:93), "Cooperative learning Two Stay Two Stray is one part of the cooperative learning that puts students in small groups of up to four until five people". This Technique can help the students enjoy and be active during the teaching and learning process, especially in writing. To direct students to be active, in discussing, asking questions, looking for answers, explaining, and also listening to material explained by friends. In this process, there will be activities to listen to the material for students. According to Huda (2014:207), the TS-TS technique is a group learning system with the aim that

students can work together, be responsible, help each other solve problems, and encourage each other to achieve. This model trains students to socialize well.

2.3.2 The characteristics of the learning model two stay two stray

According to Sutikno (2014: 104), there are characteristics of the learning model two stay two stray such as :

1. The Two Stay Two Stray model provides an opportunity for groups to share results and information with other groups by Students working together in groups of four as usual.
2. Once finished, two people from each group will leave their group and each visit the other group.
3. The two people who live in the group are tasked with sharing the results of their work and information with the guests who come.
4. Guests excuse themselves and return to their groups and report their findings from the other groups.
5. Groups compare and discuss the results of their work.

2.3.3 Advantages of Two Stay Two Stray

Lie (2002) points out the advantages of Two Stay Two Stray explained as follows:

1. Giving an opportunity to the students to decide their own concept by solving the problem which is given to them.
2. Giving an opportunity to the students to build their creativity and to communicate with their friends in group.
3. Forming the habit of the students to open minded with their friends.

4. Increasing the students' motivation in learning.
5. Students' writing abilities can be improved.

2.3.4 Disadvantages of Two Stay Two Stray

Lie (2002) points out of Disadvantages Two Stay Two Stray as follows:

1. Needs more time for discussions.
2. Students who seldom work in groups find it difficult to cooperate.
3. Generally, fluent students in discussion usually dominate the discussion.

2.3.5. Step Implementation of Two Stay Two Stray

The following are the steps for implementing the two stay two stray (Lie, 2004:700) :

1. The students are set in group of four students
2. Then two students of each group leave the group, each of two students stray to the other groups.
3. The two staying students have ask to share information and work result to their guest.
4. The guest excuse themselves and back to their group and report their findings from other groups.
5. The group matches and discusses the information.

2.4. Previous Related Research Findings

Several previous related studies have been found regarding this research and have been observed.

The first researcher was "The effects of Two Stay Two Stray (TSTS) technique on teaching writing". This research was conducted by Riskayanti, N.,

Muslem, A., & Gani, S. A. (2016, November). This experimental study aimed to investigate if there was any significant difference in writing ability between the students who were taught by using two stay two stray (TSTS) technique and those who were taught by using individual writing technique. Two classes of the first grade students of SMAN 4 Banda Aceh were selected randomly as the sample of the study; experimental and control groups. Each group consisted of 28 students. The instrument used in this study was a set of pre and post-tests. This study used t-test to see the difference achievement between experimental and control groups in terms of writing descriptive text. The result showed that the students in EG achieved better performance in writing descriptive text. P-value got from T-test was 0.02; it was less than the level of significance (0.05). Furthermore, the mean score of the post-test of the EG increased 13.35 points compared to the pre-test, while there was a progress of 6.67 points in the CG. The result also showed a great improvement in the five aspects of writing (content and mechanical, organization, vocabulary, and grammar. In conclusion, students' achievement in writing descriptive text improved significantly through TSTS technique.

The second research was "The Effect Of Using The Two Say Two Stray (TSTS) Technique In Descriptive Text at grade X of SMK Al-Fajar Sibuhuan". This research was conducted by Lia Anggrieni Tanjung (2019). The purpose of this research was to know the Writing Skill at Grade X of SMK Al-Fajar Sibuhuan in Descriptive Text. Based on the researcher in SMK Al-Fajar Sibuhuan, the result of the students in writing descriptive text at X grade of SMK Al-Fajar Sibuhuan is still relatively low. It is below the KKM standard. While the KKM score was 60 and this is still relatively low. The purpose of this research

was to find the effect of two Stay two Stray techniques on students' writing skill in descriptive text at grade X of SMK Al-Fajar Sibuhuan. The research method used was Experimental; Post Test Only Design. Sampling was used with the Random Sampling technique. The total sample was 40 students in class X. The sample of control class was 20 students and the sample of the experimental class was 20 students. The results of this experiment showed significant results in the final test by used the TSTS technique. The researcher used a T-test Aksen. This was because the data was normal but not homogeneous, with criteria (sig) smaller than (α) at a significant degree of 5%. Finally, a significant use of using the Two Stay Two Stray technique on students' writing skill in descriptive text at grade X of SMK Al-Fajar Sibuhuan.

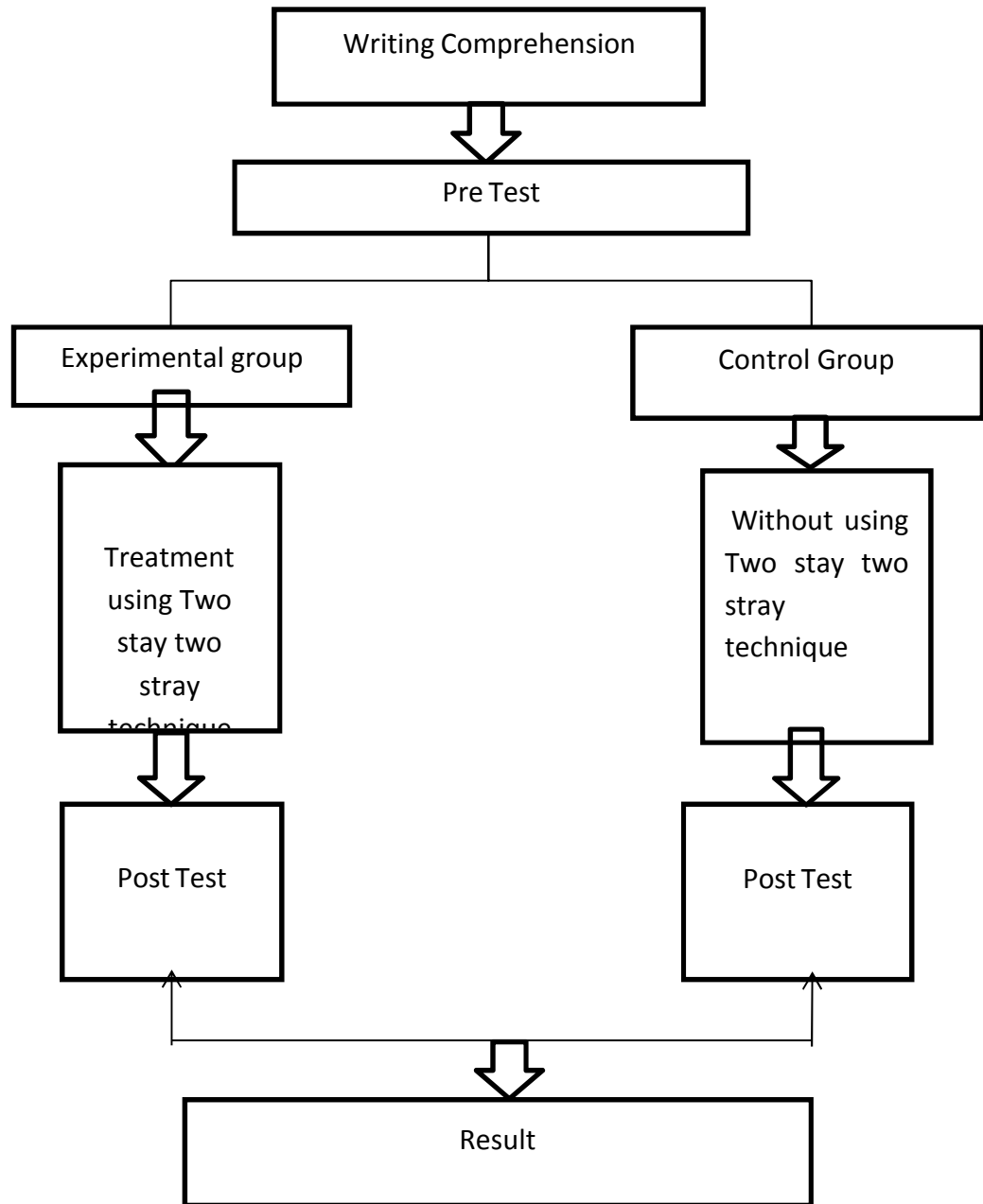
Thirth research was " the effectiveness of two stay two stray combine with think talk write to improve students' writing skill on students at MTs Negeri 1 Serang". This research was conducted by Siti Julaeha (2019). The aims of the research are 1) to find out the students' writing skill, 2) to know the use of teaching two stay two stray combine with think talk write method to improve students' writing skill. The method that used for this research is experimental with two classes, called experiment and control class using pre-test and post-test technique. The writer collects the data from 71 students' spread two classes, one class as the experiment class and another class as control class. The population is the third grade of MTs Negeri 1 Serang, class IX-A 1 as experiment class which consist of 36 students and IX-B 2 as control class which consist of 35 students. The writer uses quasi experiment method which the data gathered through pre-test and post-test. Based on result, the average score of experiment class in Pre- Test is

75,72 and 80,91. While, the average score of control class is 72,68 in Pre- Test and 77, 8 in Post- Test. The result shows that the hypothesis value of t_o is higher than t_t (t_{table}); $2,25 > 1,995$. $H_a: t_o > t_t$: it means that two stay two stray method has significant effect on students' writing skill, so the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. Based on the findings, it can be concluded that the use of two stay two stray technique is effective for learning process writing text, especially at the third grade of MTs Negeri 1 Serang.

In previous research, there are similarities and differences with the research that researchers conducted. The similarities are using the two stay two stray technique, quantitative method, and experimental. The fundamental difference in the research that researchers conduct is measuring the effect of using the two stay two stray technique on students regarding recount text.

In this research, the researcher focused on seeing the effect of using on students' writing skills of recount text in and using the Experimental Research method. This research instrument is a quantitative method, using an experimental design, and a research design that used a comparison between the two stay two stray technique and the control class with conventional techniques.

2.5. Conceptual Framework



From the conceptual framework above, students face problems in learning english. One of the crucial problems is understanding writing. Based on the problems above, researchers applied the Two Stay Two Stray Technique to overcome these problems. This learning process was carried out through

experimental research between the Two Stay Two Stray technique and the control class. Where the experimental class used the Two Stay Two Stray technique and the control class used traditional techniques.

2.6. Hypothesis

The hypothesis was made up of the words hypo and thesis. Missing/less/weak Hypo. And a thesis is a theory or claim that turns out to be evidence. Hypotheses can therefore define weak truth statements for studying a problem and must be proven true. Based on the literature review and previous research, it can be concluded that the researcher would like to make the hypothesis as follows

2.6.1. Alternative hypothesis (H_i)

There is a positive and significant effect of using two stay two stray technique on students' writing of recount text at eighth Grade SMPN 37 Medan.

2.6.2. Null hypothesis (H_o)

There is no positive and significant effect of using the two stay two stray technique on students' writing of recount text at eighth Grade SMPN 37 Medan.

3.4 Technique of Data Collection

In collecting data, the researcher used a writing test. Students should write recount writing by paying attention to coherence, integrity, and clarity in their writing.

The steps that were conducted by the writer are as follows:

1. Giving pre-tests for all students in eighth grade SMPN 37 Medan. The goal is to find out how good the student is at understanding recount text. The function of the pre-test is to know the mean score of the experimental

class and control class.

2. Choosing the control class and experimental class.
3. Giving a pre-test to the control class to write their *unforgettable experience* in 3 paragraphs(for minimum).
4. Giving treatment for the experimental class and no treatment for the control class. The experimental class will teach to write recounts by using writing text.
5. Giving post-test to both classes to write their *unforgettable experience* in 3 paragraphs (for minimum).
6. Calculating and comparing the scores from pre-test and post-test to find the effect of using two stay two stray on students' writing of recount text.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research used a quantitative method. According to Creswell (2014), quantitative research is method for evaluating objective theories by evaluating the relationship between variables. Researcher employe experimental design. In this study, the experiment was carried out in two groups. Where the experimental class uses the two stay two stray technique and the control class uses conventional techniques. In this study, the data used were pre-test and post-test to find out whether there was an effect of using the two stay two stray technique on students' writing comprehension skills in recount texts at SMPN 37 Medan.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experiment	√	Using Two Stay Two Stray Technique	√
Control	√	Using Conventional Technique	√

3.2 Population and Sample

For action research in the classroom, populations and samples were typically used. Researchers in the study provide a clear explanation of each as follows:

3.2.1 Population

Sugiono (2010:117) population is a spatial generalization and the existence of certain qualities and characteristics of a topic or subject that researchers want to find before making a decision. the entire research topic (Arikunto, 1990:115). The population of this study was all students eighth grade at SMPN 37 Medan.

3.2.2 Sample

Sugiyono (2010:118) said the sample is part of the number and characteristics owned by the population. That is a small group or subject of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. So, the sample is a portion of a population taken using a certain method that has the same properties and characteristics and can represent the entire population studied. Research results that are successfully obtained from a sample produce conclusions later.

The sampling technique was carried out by researchers using random sampling. Samples were taken from eighth grade class A, totaling 23 students were the experimental class, and eighth grade C, totaling 23 students in the control class.

3.3. Research Instrument

The instrument used by the researcher is a writing test. The requirements students should have in writing :

- a) Students should have a minimum of 3 paragraphs as recount generic structure (orientation, event, reorientation).
- b) Students should pay attention to coherence, unity, and clarity in their writing.

3.4 The Validity Test

Validity test is determined by how well it allows its results to be translated into relevant and practical conclusions. According to Best and Kahn (2006:289), validity refers to an instrument's or procedure's ability to measure what it is intended to measure. The content validity of the test, which measures how effectively it captures the material and learning objectives covered during the instructional period, is the focus of this study.

There are 3 types of validity tests, namely :

1. Content validity

The extent to which a research instrument accurately measures all aspects of a construct.

2. Construct Validity

The extend to which a research instrument (or tool) measures the intended construct.

3. Criterion validity

The extent to which a research instrument is related to other instruments that measure the same variables.

From the explanation above, the validity test used in this research is content validity.

According to Husein Umar (1998: 195), to test the level of validity of instruments in research, the Pearson Product-Moment Correlation Coefficient analysis technique is used with the following formula:

$$r_{xy} = \frac{\sum nXY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} : Pearson correlation coefficient between the instrument items to be used and the variables in question

X: Score of the instrument item to be used

Y : Score of all instrument items in that variable

n : Number of respondents

3.5 Normality Test

Normality test used to know whether the data of the sample which was used in the research has a normal distribution or not. According to Sudjana, (2005:466) normality test is conducted to know whether the data from the sample are normal or not. In testing the data, the researcher used Lilliefors's formula Lilliefors' s which is the steps as follows:

- a. Observing X_1, X_2, \dots, X_n should be raw numbers Z_1, Z_2, \dots, Z_n by using this formula :

$$Z_1 = \frac{x_1 - \bar{x}}{s}$$

Where :

X_1 : The score obtained by the 1st student

\bar{x} : Average score

s : standard deviation

3.6 Technique of Data Analysis

There are five components scoring for writing they are content, organization, vocabulary, grammar, and mechanics. The assessment criteria were explained by J.B. Heaton.

Table 3.2 Scoring the student's writing

Criteria	Score		Level
Content	24-30	Very good	The detail is clear, focused, and interesting, as well as complete and complex. Concentrated, the main idea stands out, and other ideas aren't dominated.
	16-23	Good	Even though the overall product isn't particularly engaging, it is clear and focused. Support is an attempt, although it might be minimal or apparent, insubstantial or broad.
	12-15	Fair	Lack of logical sequencing and development concept is confused or fragmented and a lack of purpose.
	9-11	Poor	Not fluent, lack communication skills, and it's uninteresting
	5-8	Very poor	There is no organization, and there isn't enough to evaluate because it isn't meaningful.
Organization	18-20	Very good	Ideas are expressed clearly and fluidly. Encourage logical sequencing; well-organized means that the presentation's order and structure are appealing. It takes the reader on a journey through a powerful beginning, well-placed detail, and a solid ending.

	14-17	Good	Despite the reader's ability to follow what is being stated, the overall arrangement may be ineffectual at times due to poor evidence and significant concepts that stand out logically but incomplete sequencing.
	10-13	Fair	There is a lack of logical sequencing, and the growth is halting; the writing is fragmented, and the thoughts are overly comprehensive.
	7-9	Poor	Transitions are unstable, making the relationship between ideas hazy, incomplete, or perplexing.
	5-6	Very poor	There is no organization, and there is insufficient information to evaluate.
Vocabulary	18-20	Very good	Practical word choice and its use are specific and accurate.
	15-17	Good	There are adequate errors in words/idioms, choices, and language use that are communicated, although they rarely pique the reader's interest. The overall meaning is simple to understand.
	12-14	Fair	The author has difficulty in making sentences because they have limited words.
	7-9	Poor	Many errors in the words used, as well as the language, is unclear and abstract. Many repetitions of words, weak verbs, and some words dominate.
	5-6	Very poor	There are many errors in the words used, colorless, wrong to be validated, and incorrect spelling.
Grammar	23-25	Very good	Complex construction consists of errors, numbers, word/function sequences, pronouns, and prepositions.
	20-22	Good	Practical, straightforward, minor problems in sentence construction.
	16-19	Fair	A significant problem in simple construction often occurs; agreement, strain, word/function sequence, pronouns, prepositions, and fragments.

			Not communicating.
	9-15	Poor	It can't be understood or evaluated because of grammar errors.
	5-8	Very poor	There is almost no mastery of sentence construction rules.
Mechanic	5	Very good	It is not a problem of spelling, punctuation, capitalization, or paragraphing to demonstrate mastery of convention.
	4	Good	There were a few spelling, capitalization, and paragraphing errors that were not observed.
	3	Fair	There are a few problems with spelling, punctuation, capitalization, and paragraphing errors.
	2	Poor	There are numerous problems with spelling, grammar, and capitalization
	1	Very poor	Unsecured writing.

The rating classifications were used to provide the grades obtained by students.

The following classifications were used :

Table 3.3 Classifying the students' Pre-test and Post-test scores

(brown,2004,p,280)

No	Classification	Scale
1	Very Good	90-100
2	Good	80-89
3	Fair	70-79
4	Poor	60-69
5	Very Poor	Bellow 60

To get the mean of a student's writing score use the formula:

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

Mx : Mean

X: Individual score

N: Number of students

To find out the result of the test and whether it is statistically significant, the researcher applied a t-test. Arikunto (2010:345) states that to test the hypothesis, the T-test formula was used. This formula is to know the effect of this research, the writer used a test, and this test is used to know whether the hypothesis of teaching writing by using two stay two stray technique is affected or not.

The data was analyzed by using some steps, namely:

1. Tabulating the score of the students in pre-test and post-test experimental and control group
2. Finding the mean of two groups
3. Comparing the mean of two groups
4. Calculating the score of two groups
5. Analyzing the data by using the T-test formula

As formula below:

$$t = \frac{m_x - m_y}{\sqrt{\frac{D_x^2 + D_y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:

t: : total score

Mx: mean of the experimental group

My: mean of control class

Dx^2 : the deviation square of the experimental group

Dy^2 : the deviation square of the control group

Nx: the sample of the experimental group

Ny: the sample of the control group.

