

**TEACHING CAUSATIVE VERB BY USING TWO STAY TWO STRAY
STRATEGY AT THE SECOND YEAR OF MAN MASAMBA**



A THESIS

**Submitted to the English Language Studies Program of S1
Tarbiyah
Department of State College for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for the Degree in
English Education Study Program**

**By
HALMIAH
10.16.3.0039**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2015**

**TEACHING CAUSATIVE VERB BY USING TWO STAY TWO STRAY
STRATEGY AT THE SECOND YEAR OF MAN MASAMBA**



**Submitted to the English Language Studies Program of S1
Tarbiyah
Department of State College for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for the Degree in
English Education Study Program**

**By
HALMIAH
10.16.3.0039**

**Supervised By :
1. Madehang, S.Ag., M.Pd
2. Wahibah, S. Ag., M. Hum**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO**

2015

THESIS APPROVAL

This thesis entitled “Teaching Causative Verb by Using Two Stay Two Stray Strategy at the Second Year of MAN Masamba”, which is written by HALMIAH, Reg. Number. 10.16.3.0039. English S1 Study Program of Tarbiyah Department of State institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Tuesday, February 10th 2015 M, coincide with Rabiul Akhir 20th 1436 H. it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Education Study Program.

Palopo, February 10th, 2015 M
Rabiul Akhir 20th 1436 H

COMMITTEE OF EXAMINATION

1. Dr. Abdul Pirol, M.Ag.	Chairman	(.....)
2. Dr. Rustan, S., M. Hum.	Secretary	(.....)
3. Amalia Yahya, SE., M.Hum.	Examiner I	(.....)
4. Amir Faqihuddin Assafari, S.Ag., M.Pd.I.	Examiner II	(.....)
5. Madehang, S.Ag., M.Pd.	Consultant I	(.....)
6. Wahibah, S. Ag., M. Hum.	Consultant II	(.....)

Approved by:

Rektor IAIN Palopo

Dekan Fakultas
Tarbiyah and Ilmu Keguruan

Dr. Abdul Pirol, M.Ag.
NIP 19691104 199403 1 004

Drs. Nurdin K, M.Pd.
NIP 19681231 199903 1 014

CHAPTER I

INTRODUCTION

A. Background

English is very important language in the world. We can make diplomatic relationship. On science, economy, technology, art, education, in in many cases English have important role in communication, therefore in Indonesia, and English has a foreign position in education policy. It is the first foreign language through to Indonesian students from the fourth, fifth, and sixth, grades in elementary school up to university. These prove that English is crucial in Indonesian education system.

Sometimes the learners get problems in learning English as a foreign language because the influences of their mother tongue. It gives influence to the learner in studying English. In English language, there are four skills, writing skill, listening skill, speaking skill, reading skill. This research wants to elaborate one of the four essential skills in learning English namely grammar. In this case, improving students' grammar skill through teaching caustive verb by using *two stay two stray strategy*.

Some people who can speak in English but sometimes they do not pay attention to grammatical aspect, they have opinion that as long as it conveys, what the people can understand but when they want to convey theirs ideas in writing forms should pay attention to grammar, so people when read it understand what is conveyed by the writer. Many students' make erros in speech and writing perfomance in terms of grammatical because they do not understand when the learn English language, especcially grammar. Their teachers have to know about technique in teaching English i n order the students' can undestand. The researcher interasted to improve

their skill in learning causative verb by using two stay two stray strategy of MAN Masamba, because causative verb is part of grammar.

Grammar aspect is always considered as the most important thing in language learning. It is difficult for us to communicate accurately and to be understood in communication if we do not have the knowledge about the grammatical aspect as well as how to use this knowledge in our actual speech. In forming sentence sometimes people make mistake as they do not master grammar. When the researcher interview with the English teacher of MAN Masamba that the problems face by the students' are, they have limited vocabulary particular verbs as well as the forms of verb they also don't know the formula of causative sentences. Therefore the writer interested in conducting a research on title "Teaching causative verb by using two stay two stray strategy at the second year of MAN Masamba.

Based on the description above, the writer tries to apply one of the strategy of learning, to reveal whether the two stay two stray strategy can improve students' skills in teaching of grammar in the form of causative verb. The teacher chose this learning condition to get used to discover, find, discuss anything related to teaching in these learning strategy students' more active in solving existing problems or to find the problem. Moderate teachers act as mentors or provide instruction on how to solve the problem.

Based on the cases above, the writer will make a research "Teaching Causative Verb by Using Two Stay Two Stray Strategy at the Second Year of MAN Masamba" as the title. Two Stay Two Stray Strategy is choosing as a strategy because while arranging sentences, the students' can understand the grammar and also the

meaning or the point of the sentences. The writer is interested in improving students' grammar ability by using *two stay two stray* in learning causative verb.

B. Problem Statement

Based on the explanation above, the writer formulates the research question as follows:

“Is two stay two stray strategy effective to improve the students' ability in learning causative at the second year of MAN Masamba”

C. Objective of the Research

The objective of the research is to find out whether or not the two stay two stray strategy effective to improve their grammar skill in learning causative at the second year of MAN Masamba.”

D. Significance of the Research

The result of the research is useful:

1. To give new information to the English teacher especially to MAN Masamba as effort to motivate the students to increase their students' grammar.
2. To give contribution and solution the learners of English especially at the second year students of MAN Masamba to find out the effectiveness of two stay two stray strategy in increase their grammar with fun.

E. Scope of the Research

The research is focused on the improvement of the students' grammar and particularly causative verb by using two stay two stray strategies at the second year of MAN Masamba. The researcher emphasizes on the causative verb (active and passive) which covers, *have*, *get*, and *make*.

F. Operational Definition

Based on the title is “Teaching causative verb by using two stay two stray at the second year of students MAN Masamba.” The research gives definition as follow:

1. causative verb is groups of verb which is used to ask someone to do something, the form of causative verbs are have, get and make.
2. Two stay two stray is one of cooperative learning that students are grouped and by which each the group can share information one another.

CHAPTER II **REVIEW OF RELATED LITERATURE**

A. Previous Studies

In writing this thesis, the researcher found some researchers as follows:

1. Siti Hanna in her thesis (using causative in English, Sekolah Tinggi Agama Islam Negeri Palopo) states that teacher should explain the use of had in other that it can be distinguished have as causative and have expression idiom.¹
2. The research Hernawati in her thesis (Improving Student Grammar Achievement through Method at the Seventh year of SMPN 2 Palopo) states that one of effective method to improve student grammar achievement is situational language teaching method, so if the teacher wants to improve student grammar achievement, the teacher should try this method.²

In this research, to distinguish both of the research above the writer uses *two stay two stray* strategy in teaching causative verb, to improve students grammar and the writer takes sample at the second year of MAN Masamba, so that students can understand about causative and be able to explain to the other student.

1 Sitti Hanna, *using causative in English*, (STAIN Palopo : 2005).

2 Hernawati, *Improving Student Grammar Achievement Through situational Language Teaching Method At the Seventh Year of SMPN 2 Paolo*, (STAIN Paolo) p.60

B. Concept of Grammar

Grammar is the structural foundation of our ability to express ourselves. The Longman Dictionary of Applied Linguistics defines it as a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. According to Michael Swam Grammar is the rule that says how words are combined arranged and changed to show different meaning.³

Sentences are acceptable if they follow the result set out by the grammar of the language. For example, in English one rule state that a subject followed by a verb followed by an object is grammatical. The sequence of words “the bit dog the man the” is ungrammatical because it violates this rule.⁴

Grammar is the rules in language for changing the form of words and joining them in to the sentences.⁵

1. Principle for Teaching Grammar

³ Michael Swam, *Practical English Usage* (New York : Oxford Univercity Press, 1995), p.10

⁴ Risdamayanti, *Teaching Personal Pronouns By Using Poster At The Eighth Year Students' Of Mts. Al-Mawasir Padang Kalua* (STAIN Palopo:2014), p.6

⁵Hornby, *Oxford Advanced Learner's Dictionary*, (Ed; 6th Great Clarendon Street, Oxford Oxford University press. 2003), p.586

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in order they can commit it successfully. According to Nunan, there are:

a) Integrate both inductive and deductive methods into your teaching

In the deductive classroom, the teacher give a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In the deductive teaching, you work from principles to example. In inductive procedure reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

b) Use tasks that make clear the relationship between grammatical form and communicative function

Grammar-based courses are relatively in effective because the teach grammar as an abstract system, present the language is isolated sentences and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical items. For example, when the passive voice was introduced, typically students were given a list of sentences in the active voice (the boy broke the window), (the dog bit the man), along with the model of how to form the

passive. (the window was broken) the task for the students was to turn the active voice sentences in the the passive. Such a procedure does not give students any insights in the communicate contexts in which they should use he passive reather than active voice. However, the solution proposed by some do away with teaching garammar altogether is not solution. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

c) Focus on the development of procedural rether than declarative knowledge

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time at all know learners who can give a more-or-less.standard text book explanation of a grammatical rule or principle, but who violate the rule when using language cmmunicative knowledge. In fact the fast majority of native speakers fall in this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of precedural knowledge, it is not necessary and

sufficient condition for the development of such knowledge. Students need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning by doing principle is one that has come to use through the approach to education known as experimentalism.⁶

2. Component of Grammar

According to Richard Norquist in his article, the most important

parts grammar are:

a. Nouns

There are words that are used to name person, places or things. Noun is derived from a latin word and these are the only expression that tell us about a person, place, animal or thing. There can be of various types such as common nouns, concrete nouns, abstract nouns, etc. Examples of nouns are Ram, Bobby, Mumbai, Car, Sky, Moon, Mahatma Gandhi, Lamp, Cow, Buffalo, Computer, Boys, and Girls etc.

b. Pronouns

A pronoun is a word that takes the place of a noun.⁷ The meaning they have depends on the noun they replace called the antecedent. They have case (different forms according to their function in the sentences), number (singular) and person

⁶ David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press), p.158-160.

⁷ Howard Sargeant, *Basic English Grammar*. (United States of America 2007), p. 25

inclusion of the speakers and the person addressed. In addition, the third person singular pronouns have gender (different forms according to certain categories of meaning expressed by antecedents: male vs female, animate vs inanimate, etc.) there are various types of pronouns like personal pronouns, subjective pronouns, objective and prepositional. Example are: he, she, they, them, these, their, her, him, etc.

c. Verbs

These are doing words. They convey an action occurrence or state of being. These words explain and tell about the action which is being performed in the sentences. These are further divided into finite verbs and non-verbs. Example are playing, singing, throwing, enjoying, watching, etc

d. Adverbs

These are words which modify the meaning of verb, adverb or another adverb. It provides information about the time, place, manner and frequency about the action words in the sentences. Examples are quickly, quietly, never, tomorrow, today, sadly, often, incredibly, briefly, etc.

e. Adjectives

There are words that are used to describe a noun. These can be further divided into attributive, predicate, absolute, and nominal.

Examples are angry, fast, beautiful, busy, shy, caring, little, huge, good, bad, etc.

f. Conjunctions

There are words that join two sentences together. These are further divided into coordinating, correlative, and subordinating conjunctions. Examples are so, and, but, before, since, which etc.

g. Interjections

These are words that express sudden expressions or feelings. These words are usually followed by a punctuation mark. These can be phrases or simple sentences. Examples are Alas, Hurray, Bravo, etc.⁸

C. Concept of Causative Verb

Causative has been a part of English grammar which is essential to compressed in sentence construction in case of making something happen. To know what causative is we need to clarify the definition.

Causative is used because the subject is not able to do something by himself/ herself, so he/she asks someone else to do this job.

In passive causative, the object of doer is usually implied and not stated.

⁸ <http://www.1-language.com/articles/english-grammar-components>

Example : I have my tooth pulled

She had the car washed

Note : The object of doer is not stated

In active causative, the doer is directly stated and comes after the predicat.

Example : I have a dentist pull my tooth

She had someone wash the car.

Note : The object of doer are stated: the *dentist* and *someone*.⁹

Natalia, Lade, and Michael in Site Hanna thesis state that there is some definition given on causative, such as:

1. Causative construction is to show that a causative is needed if something must happen (Natalia).
2. Causative verb is used to show a wish, where the first person causes another person to do something for the first person.
3. The causative are used to indicate that one person cause someday to do something for him/her by paying. Asking or forcing the person. The causative verbs are having, get and make (Michael and Marry).¹⁰

⁹ Sri Sadono, *Cara Baru Belajar Cerdas Bahasa Inggris untuk SMA*, (Jakarta: Erlangga), p.42

S	Have	Noun (Someone)	V1 (Infinitive)
I will	Have	Him	Do the exercise
My father	Has	A workman	Paint the door
She	Has	Roky	Wash the shoes

a.

a.

a.

a.

a.

Kind of causative

1. Active causative

In sentences of active causative, there are a few difference between usage of verb of *have* and *get* that is the form of there is and inexistence "to" after object¹¹. Paying attention pattern usage of *have* and *get* follow as

a. Causative Have

b. Causative Get

11 Kendi Mas Media, *Good For User Toefl* (Yogyakarta; Kendi Mas Media), p.131

S	Get	Object (someone)	To Infinitive
I	Get	My sister	To work my homework
Yayan	Gets	Ana	To close the window
Rika	Gets	Her friend	To typed the letter
Mirsan	Gets	Me	To come early today
The teacher	Gets	The students	To do their exercise

c. Causative Make

Make can be followed only by a clause in the active sentences, and can be usage in the active voice. It is stronger than *have* or *get* it means force.¹²

S	Make	Object (Someone)	V1
I	Make	John	Close the window
She	Makes	Roky	Wash the shoes
He will	Makes	Them	Paint the wall
I	Make	Rudy	Bring the motorcycle

¹² <http://englishahkam.blogspot.com/2011/08/causative-verbs.html>

2. Passive Causative

a. Causative Have

S	Have	Object (Noun)	Past participle
I will	Have	The exercise	Done by him
My father	Has	The door	Painted by a workman
She	Has	The shoes	Washed by Roky

b. Causative Get

S	Get	Object (Noun)	Past participle
I	Get	My homework	To worked by my sister
Yayan	Gets	The window	To closed by Ana
Rika	Gets	The letter	To typed by her friend
Mirsan	Gets	Earlier today	To came by me
The teacher	Gets	The homework	To done by the students'

c. Causative Make

S	Make	Object (Noun)	Past participle
I	Make	The window	Closed by john
She	Makes	The shoes	Washed by Roky
He will	Makes	The wall	Painted by them
I	Make	The motorcycle	Brought by Roky

The other meaning of causative *make, have, and get*, but in the sentences not causative as follows:

1. *Have* the other meaning
 - a. They had their lawyer to change their will (it is not causative)
 - b. Have a good time (is not causative)
 - c. I have slight headache (is not causative)
 - d. We are going to have our car fix before we go to raja (is not causative)

The example above is not causative

2. *Get* the other meaning

The other uses of get that are not causative are:

- a. I got my pencil on the table
- b. I got you
- c. I got it
- d. I am getting tired
- e. I am getting bored
- f. She always get a lot letters everyday

3. *Make* the other meaning
 - a. I make cake yesterday (is not causative)
 - b. Make a good time (is not causative)

D. Concept of Learning

Concept learning, also known as **category learning, concept attainment**, and **concept formation**, is largely based on the works of the cognitive psychologist [Jerome Bruner](#). Bruner, Goodnow, & Austin defined concept attainment (or concept learning) as "the search for and listing of attributes that can be used to distinguish exemplars from non exemplars of various categories." More simply put, concepts are the mental

categories that help us classify objects, events, or ideas, building on the understanding that each object, event, or idea has a set of common relevant features. Thus, concept learning is a strategy which requires a learner to compare and contrast groups or categories that contain concept-relevant features with groups or categories that do not contain concept-relevant features.¹³

Concept learning also refers to a learning task in which a human or machine learner is trained to classify objects by being shown a set of example objects along with their class labels. The learner simplifies what has been observed by condensing it in the form of an example. This simplified version of what has been learned is then applied to future examples. Concept learning may be simple or complex because learning takes place over many areas. When a concept is difficult, it is less likely that the learner will be able to simplify, and therefore will be less likely to learn. Colloquially, the task is known as *learning from examples*. Most theories of concept learning are based [on the storage of exemplars](#) and avoid summarization or overt abstraction of any kind.

1. Learning Concepts by Concept Mapping

¹³ Jerome Bruner, [http://Concept Learning \(Wikipedia The Free Encyclopedia\).Html](http://Concept Learning (Wikipedia The Free Encyclopedia).Html)

Concept mapping is a valuable visual learning and thinking technique that helps students understand and communicate a concept and its connections between examples and ideas.

Concept mapping serves several purposes, helping

students:

- a. Brainstorm and generate new ideas.
- b. Discover new concepts and label propositions that connect them
- c. More clearly communicate ideas, thoughts and information
- d. Integrate new concepts with older concepts
- e. Enhance knowledge on any topic and evaluate the information

Concept mapping is a valuable theory of learning that teachers can use to evaluate a student's level of understanding.

A concept map is meant to be constantly changed, added to and reconstructed as new information and knowledge is learned (which is why it's usually easier to concept map using a computer); the goal is to have the student be able to explain each part of the concept map and their reasoning behind the concepts and connections they made.¹⁴

2. Modern Psychological Theories of Concept Learning

It is difficult to make any general statements about human (or animal) concept learning without already assuming a particular psychological theory of concept learning. Although the classical views of [concepts](#) and concept learning in philosophy speak of a process of [abstraction](#), [data compression](#), simplification, and summarization, currently popular

¹⁴ Thinkspiration, <http://TheImportanceBehindConceptLearning>, (Thinkspiration The Inspiration Software Blog).Html

psychological theories of concept learning diverge on all these basic points. The history of psychology has seen the rise and fall of many theories about concept learning. [Classical conditioning](#) (as defined by [Pavlov](#)) created the earliest experimental technique. [Reinforcement learning](#) as described by [Watson](#) and elaborated by [Clark Hull](#) created a lasting paradigm in [behavioral psychology](#). [Cognitive psychology](#) emphasized a computer and information flow metaphor for concept formation. [Neural network](#) models of concept formation and the structure of knowledge have opened powerful hierarchical models of knowledge organization such as [George Miller's Wordnet](#). Neural networks are based on computational models of learning using [factor analysis](#) or [convolution](#).¹⁵ Neural networks also are open to [neuroscience](#) and [psychophysiological](#) models of learning following [Karl Lashley](#) and [Donald Hebb](#).

3. Rule-Based Theories of Concept Learning

Rule-based theories of concept learning began with [cognitive psychology](#) and early computer models of learning that might be implemented in a high level computer language with computational statements such as [if:then](#) production rules. They take classification data and a rule-based theory as input

¹⁵ Watson, [http://Concept Learning, \(Wikipedia, The Free Encyclopedia\).Html](http://Concept Learning, (Wikipedia, The Free Encyclopedia).Html)

which are the result of a rule-based learner with the hopes of producing a more accurate model of the data. The majority of rule-based models that have been developed are heuristic, meaning that rational analyses have not been provided and the models are not related to statistical approaches to induction. A rational analysis for rule-based models could presume that concepts are represented as rules, and would then ask to what degree of belief a rational agent should be in agreement with each rule, with some observed examples provided (Goodman, Griffiths, Feldman, and Tenenbaum). Rule-based theories of concept learning are focused more so on [perceptual learning](#) and less on definition learning. Rules can be used in learning when the stimuli are confusable, as opposed to simple. When rules are used in learning, decisions are made based on properties alone and rely on simple criteria that do not require a lot of memory.

Example of rule-based theory:

"A radiologist using rule-based categorization would observe whether specific properties of an X-ray image meet certain criteria; for example, is there an extreme difference in brightness in a suspicious region relative to other regions? A decision is then based on this property alone."

4. Prototype Theory of Concept Learning

The prototype view of concept learning holds that people abstract out the central tendency (or prototype) of the examples

experienced and use this as a basis for their categorization decisions.

The prototype view of concept learning holds that people categorize based on one or more central examples of a given category followed by a penumbra of decreasingly typical examples. This implies that people do not categorize based on a list of things that all correspond to a definition, but rather on a hierarchical inventory based on semantic similarity to the central example.

The central examples as follows:

1. To illustrate, imagine the following mental representations of the category: Sports.
2. The first illustration demonstrates a mental representation if we were to categorize by definition.
3. Definition of Sports: an athletic activity requiring skill or physical prowess and often of a competitive nature.¹⁶

E. Concept of Strategy

In general strategy has congeniality as a bow outline in acting in reaching target which has in determining. Strategy earn in interpreting as common/ public pattern of activity of and teacher of students in materialization of school activity to reach target which have in marking with lines.

First, a brief historical note on the study of second language learners' strategies. As our knowledge of second language

¹⁶ Ibid.

acquisition increased markedly during the 1970s, teacher and researchers came to realize that no single research finding and no single method of language teaching would be used in an era of universal success in teaching second language. We saw that certain learners seemed to be successful regardless of methods or techniques of teaching. We began to see the importance of individual variation in language learning.¹⁷

According to Newman and Logan elementary strategy of meaning each; every effort covers four problems that are:

1. Identifying and stipulating of result quality and specification which must in reaching and becoming effort target, by considering society aspires needing it.
2. Consideration and election of special approach which is good for to reach target.
3. Consideration and stipulating of stages; steps which in going through since early to the last
4. Consideration and stipulating of standard size measure and yardstick to use assess efficacy of done/conducted to try.¹⁸

1. Components of Strategy

Richard P. Rumelt described strategy as a type of problem solving. He wrote that good strategy has an underlying structure he called a *kernel*. The kernel has three parts:

¹⁷ H. Douglas Brown *Principles of Language Learning and Teaching*, (by Person Education, 2007), p.132

¹⁸ Drs. H Abu Ahmadi, *Strategi Pembelajaran*, (Ctk I, Bandung.1997).

- a. A *diagnosis* that defines or explains the nature of the challenge;
- b. A *guiding policy* for dealing with the challenge; and
- c. Coherent *actions* designed to carry out the guiding policy.

President [Kennedy](#) illustrated these three elements of strategy in his [Cuban Missile Crisis](#) Address to the Nation of 22 October 1962:

1. Diagnosis: "This Government, as promised, has maintained the closest surveillance of the Soviet military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere."
2. Guiding Policy: "Our unswerving objective, therefore, must be to prevent the use of these missiles against this or any other country, and to secure their withdrawal or elimination from the Western Hemisphere."
3. Action Plans: First among seven numbered steps was the following: "To halt this offensive buildup a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back."

Rumelt wrote in 2011 that three important aspects of strategy include "premeditation, the anticipation of others' behavior, and

the purposeful design of coordinated actions." He described strategy as solving a design problem, with trade-offs among various elements that must be arranged, adjusted and coordinated, rather than a plan or choice.¹⁹

2. Formulating and Implementing Strategy

Strategy typically involves two major processes: *formulation* and *implementation*. Formulation involves analyzing the environment or situation, making the diagnosis, and developing the guiding policy. It includes such activities as strategic and [strategic thinking](#). Implementation refers to the action plans taken to achieve the goals established by the guiding policy.

[Bruce Henderson](#) wrote that "Strategy depends upon the ability to foresee future consequences of present initiatives." He wrote that the basic requirements for strategy development include, among other factors:

- a. extensive knowledge about the environment, market and competitors;

¹⁹ Richard P. Rumelt, <http://Strategy>, (Wikipedia the Free Encyclopedia).html

- b. ability to examine this knowledge as an interactive dynamic system; and
- c. the imagination and logic to choose between specific alternatives. Henderson wrote that strategy was valuable because of: "finite resources, uncertainty about an adversary's capability and intentions; the irreversible commitment of resources; necessity of coordinating action over time and distance; uncertainty about control of the initiative; and the nature of adversaries' mutual perceptions of each other."²⁰

F. Cooperative learning

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and

²⁰Bruce Henderson, [http://Strategy, \(Wikipedia the Free Encyclopedia\).html](http://Strategy,(Wikipedia%20the%20Free%20Encyclopedia).html)

Smyth describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom. The first and most important element is Positive Interdependence. The second element is individual and group accountability. The third element is (face to face) primitive interaction. The fourth element is teaching the students the required interpersonal and small group skills. The fifth element is group processing.²¹

Philosophers and psychologists in the 1930s and 40's such as [John Dewey](#), [Kurt Lewin](#), and Morton Deutsch also influenced the cooperative learning theory practiced today. Dewey believed it was important that students develop knowledge and social skills that could be used outside of the classroom, and in the democratic society. This theory portrayed students as active recipients of knowledge by discussing information and answers in groups, engaging in the learning process together rather than being passive receivers of information (e.g., teacher talking, students listening).

Lewin's contributions to cooperative learning were based on the ideas of establishing relationships between group

²¹ Ross and Smyth, [Http: //Cooperative Learning \(Wikipedia\). Html](http://Cooperative Learning (Wikipedia). Html)

members in order to successfully carry out and achieve the learning goal. Deutsch's contribution to cooperative learning was [positive social interdependence](#), the idea that the student is responsible for contributing to group knowledge.

Since then, David and Roger Johnson have been actively contributing to the cooperative learning theory. In 1975, they identified that cooperative learning promoted mutual liking, better communication, high acceptance and support, as well as demonstrated an increase in a variety of thinking strategies among individuals in the group. Students who showed to be more competitive lacked in their interaction and trust with others, as well as in their emotional involvement with other students.

In 1994 Johnson and Johnson published the 5 elements (positive interdependence, individual accountability, face-to-face interaction, social skills, and processing) essential for effective group learning, achievement, and higher-order social, personal and cognitive skills (e.g., problem solving, reasoning, and decision-making, planning, organizing, and reflecting).²²

1. Types Of Cooperative Learning

a. Formal Cooperative Learning

²² Anonymous http://en.wikipedia.org/wiki/Cooperative_learning

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 2008). In formal cooperative learning groups the teachers' role includes (see Figure 4).

Making preinstructional decisions as follows :

1. Formulate both academic and social skills objectives,
2. Decide on the size of groups,
3. Choose a method for assigning students to groups,
4. Decide which roles to assign group members,
5. Arrange the room, and
6. Arrange the materials students need to complete the assignment.

In these preinstructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The

arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and provides data for group processing.

Explaining the instructional task and cooperative structure. Teachers

1. Explain the academic assignment to students,
2. Explain the criteria for success,
3. Structure positive interdependence,
4. Structure individual accountability,

Explain the behaviors (i.e., social skills) students are expected to use, and emphasize intergroup cooperation (this eliminates the possibility of competition among students and extends positive goal interdependence to the class as a whole).

Teachers may also teach the concepts and strategies required to complete the assignment. By explaining the social skills emphasized in the lesson, teachers operationalize the social skill objectives of the lesson and the interaction patterns (such as oral rehearsal and jointly building conceptual frameworks) teachers wish to create.

Monitoring students' learning and intervening to provide assistance in completing the task successfully or using the targeted interpersonal and group skills effectively. While

conducting the lesson, teachers monitor each learning group and intervene when needed to improve taskwork and teamwork.

Monitoring the learning groups creates individual accountability, whenever a teacher observes a group; members tend to feel accountable to be constructive members. In addition, teachers collect specific data on promotive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing.

Assessing students' learning and helping students process how well their groups functioned. Teachers

- 1) Bring closure to the lesson,
- 2) Assess and evaluate the quality and quantity of student achievement,
- 3) Ensure students carefully discuss how effectively they worked together (i.e., process the effectiveness of their learning groups),
- 4) Have students make a plan for improvement, and
- 5) Have students celebrate the hard work of group members.

The assessment of student achievement highlights individual and group accountability (i.e., how well each student performed) and indicates whether the group achieved its goals (i.e., focusing on positive goal interdependence). The group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use

of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of promotive interaction and the patterns of interaction need to maximize student learning and retention.

b. Informal Cooperative Learning

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and precue the next session, and provide closure to an instructional session. The teacher's role for using informal cooperative learning to keep students more actively engaged intellectually entails having focused discussions before and after the lesson (i.e., bookends) and interspersing pair discussions throughout the lesson. Two important aspects of using informal cooperative learning groups are to,make the task and the

instructions explicit and precise and require the groups to produce a specific product (such as a written answer). The procedure is as follows.

- 1) **Introductory Focused Discussion:** Teachers assign students to pairs or triads and explain the task of answering the questions in a four to five minute time period and the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required.
- 2) **Intermittent Focused Discussions:** Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question (specific enough so that students can answer it in about three minutes) that requires students to cognitively process the material just presented. The procedure is:
 - a. Each student formulates his or her answer.

- b. Students share their answer with their partner.
- c. Students listen carefully to their partner's answer.
- d. The pairs create a new answer that is superior to each member's initial formulation by integrating the two answers, building on each other's thoughts, and synthesizing.

2. Cooperative Base Groups

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, & Holubec). Members' primary responsibilities are to:

- a. Ensure all members are making good academic progress (i.e., positive goal interdependence).
- b. Hold each other accountable for striving to learn (i.e., individual accountability), and
- c. Provide each other with support, encouragement, and assistance in completing assignments (i.e., promotive interaction).²³

²³ Johnson, & Holubec, [Http://Cooperative Learning \(Operation Home Introduction; 2008\).html](http://Cooperative_Learning_(Operation_Home_Introduction;_2008).html)

In order to ensure the base groups function effectively, periodically teachers should teach needed social skills and have the groups process how effectively they are functioning. Typically, cooperative base groups are heterogeneous in membership (especially in terms of achievement motivation and task orientation), meet regularly (for example, daily or biweekly), and last for the duration of the class (a semester or year) or preferably for several years. The agenda of the base group can include academic support tasks (such as ensuring all members have completed their homework and understand it or editing each other's essays), personal support tasks (such as getting to know each other and helping each other solve nonacademic problems), routine tasks (such as taking attendance), and assessment tasks (such as checking each other's understanding of the answers to test questions when the test is first taken individually and then retaken in the base group).

The teacher's role in using cooperative base groups is to:

- a. Form heterogeneous groups of four (or three),
- b. Schedule a time when they will regularly meet (such as beginning and end of each class session or the beginning and end of each week),

- c. Create specific agendas with concrete tasks that provide a routine for base groups to follow when they meet,
- d. Ensure the five basic elements of effective cooperative groups are implemented, and
 - e. have students periodically process the effectiveness of their base groups.

The longer a cooperative group exists, the more caring their relationships will tend to be, the greater the social support they will provide for each other, the more committed they will be to each other's success, and the more influence members will have over each other. Permanent cooperative base groups provide the arena in which caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the educational experience, increase achievement, and improve the quality of school life.

3. Integrated Use Of All Three Types Of Cooperative Learning

These three types of cooperative learning may be used together (Johnson, Johnson, & Holubec). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The

lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.

Basic Elements of Cooperation

Not all groups are cooperative (Johnson & F. Johnson, 2009). Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, five essential elements need to be carefully structured into the situation: positive interdependence, individual and group accountability, promotive interaction, appropriate use of social skills, and group processing (Johnson & Johnson, 1989, 2005). Mastering the basic elements of cooperation allows teachers to:

- a. Take existing lessons, curricula, and courses and structure them cooperatively.
- b. Tailor cooperative learning lessons to unique instructional needs, circumstances, curricula, subject areas, and students.

- c. Diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups.²⁴

The first and most important element is positive interdependence. Teachers must give a clear task and a group goal so students believe they “sink or swim together.” Positive interdependence exists when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. If one fails, all fail. Group members realize, therefore, that each person’s efforts benefit not only him- or herself, but all other group members as well. Positive interdependence creates a commitment to other people’s success as well as one’s own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.

The second essential element of cooperative learning is individual and group accountability. The group must be accountable for achieving its goals. Each member must be accountable for contributing his or her share of the work (which ensures that no one “hitch-hikes” on the work of others).

²⁴ Johnson & Johnson [Http:// Cooperative Learning \(Operation Home Introduction; 1989, 2005 \). Html](http://Cooperative Learning (Operation Home Introduction; 1989, 2005). Html)

The group has to be clear about its goals and be able to measure:

- a. Its progress in achieving them and
- b. the individual efforts of each of its members. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher as individuals.

The third essential component of cooperative learning is promotive interaction, preferably face-to-face. Promotive interaction occurs when members share resources and help, support, encourage, and praise each other's efforts to learn. Cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person).

There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning. It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals.

The fourth essential element of cooperative learning is teaching students the required interpersonal and small group skills. In cooperative learning groups students are required to learn academic subject matter (taskwork) and also to learn the interpersonal and small group skills required to function as part of a group (teamwork). Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in taskwork and teamwork. Group members must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills. Teachers have to teach teamwork skills just as purposefully and precisely as teachers do academic skills. Since cooperation and conflict are inherently related, the procedures

and skills for managing conflicts constructively are especially important for the long-term success of learning groups. Procedures and strategies for teaching students social skills may be found in Johnson (2009) and Johnson and F. Johnson (2009).

The fifth essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the process of learning results from the careful analysis of how members are working together.

These five elements are essential to all cooperative systems, no matter what their size. When international agreements are made and when international efforts to achieve mutual goals (such as environmental protection) occur, these five elements must be carefully implemented and maintained.²⁵

G. Concept of Two Stay Two Stray

TSTS is a one model making of cooperative learning. “Two” guests staying two” developed by Spencer Kagan and commonly

²⁵anonymous <http://www.co-operation.org/home/introduction-to-cooperative-learning/>

used in conjunction with models Numbered Head. TSTS structure which is one type of cooperative learning groups that provide opportunities to share results and information to other groups. This done because a lot of teaching and learning activities are colored with individual activities. Students work alone and are not allowed to see the work of other students. Whereas in real outside of school, life and human labor depend on each other.²⁶

Two say two stray was developed by Spencer Kagan. In this technique, each group (containing four members) is given an opportunity to share the result of their group discussion to other groups by sending their two “representatives” to the other groups in the class. The other two members will stay whitin their group and become host for the “guests” who oare coming from other groups to search for information.²⁷

The students cooperates in goup and amount four members in each group.

1. After finising, two people from each becoming guest both of other group.

²⁶ [Http://www.ras.ec.com/.../model-pembelajaran-kooperatife-tipe-two.html](http://www.ras.ec.com/.../model-pembelajaran-kooperatife-tipe-two.html).

²⁷ Isjoni, *Cooperative Learning Mengembangkan Kemampuan Belajar Kelompok*, (Bandung: Alfabeta, 2011),p.75

2. Two of one who remain in group undertake to allot result of information an activity to their guest
3. Guest take leave and back to themselves group and report their finding from other group.
4. Group checks off and study result of their activity
5. Conclusion.²⁸

According to Lie two stay two stray learning model constitute a learning model where students study to solve problem with member its group, then two students of that group commutes second information to member in other group whom stay on in the group. In two stay two stray learning model students responding to have responsibility and active in each learning activity.

Cooperative learning model two stay two stray type which is one of cooperative learning type that give chance to distributes to instruct and information to other group. Two stay two stray learning enable students for share information with the other groups (Huda,). Using learning two stay two stray strategy will lead the students' for active.

Two stay two stray strategy develop by spencer kagan on year. This strategy gets to be used in all students. Structure two stay two stray give change to the group to distribute result and

28 Anonymous <http://fisika.um.ac.id/skripsi/100-anggita-yuliasari.html>

information with the other groups, in this case did by each other visit or get guest among to other group for information share.

According to Lie two stay two stray strategy steps as follows :

- a. The students working in the own group.
- b. After finishing, two person of each between group will leave its group and each group get second guest from the other groups.
- c. Two remaind person in this group to allot result their job and give information to their guest.
- d. Guest takes and return to their own group and report their finding of the other group.
- e. Group match and work through their job result.

Steps in learning two stay two stray terminological Nadya in Eni are as follows:

a). Formation heterogeneous group. Development a group in the class a given by the teacher know clever student and poor student. Developing in this group has to get heteregoneous character. Students in the other groups consitute mixture of cleaverness, zoom, gender and tribe. So won't find group that clever students and the other way.

b). Material explanation and group activity. The teacher give information on the pleases with activity that did by students and relevansi is activity with tutorial material. Upon teacher give study materia, the students must make a group. The teacher gives task and each group work it. If the student getting trouble

in the interpretation material, the students can ask for teacher help.

c). Group decides the most answer really and ensuring each member in the group to understand that answer.

d). After finishing. Two person of each groups will leave its groups on call dealout their job and information result to expect their guest.

e). Guest take leave and return to their own group and report their finding of the other groups.

f). The groups matches their finding to the other groups.²⁹

1. The Advantages Two Stay Two Stray Strategy

Learning Two Stay Two Stray strategy model (Two Remained Two

Guests) having excess for example:

- a) Can be applied on all class.
- b) The students' More studying wherewith.
- c) Gets More orientation to active the students' mind
- d) Increasing motivation and student studying result.
- e) Giving chance to student to determine alone concept by solves problem
- f) Giving chance to student as to establish creativity in doing communication with the own group.
- g) To accustom the students' for attitude opened to the friends'
- h) Increasing students learned motivation

2. The Disadvantages of Two Stay Two Stray

The weakness of the two stay two stray strategy

- a) Needing so long time.
- b) The student doesn't want studying in the group, particularly which unaccustomed learned a group will perceive intern and hard for collaborates.
- c) To learn, need a lot of preparation (material, fund and energy).

²⁹Anonymous <http://yusran-physics.blogspot.com/2014/04/model-pembelajaran-kooperatif-type-two.html>

d) Like as the group as ordinary, clever student gains control the way discussion, so student that insufficiently clever have few chance to issue its opinion.

e) The teacher get some difficulty to manege in the class.

To overcome the weakness above in learning two stay two stray strategy. so that, before learning process the teacher must be prepare and to form groups whom heterogenous can to looked from gender and academic ability. Formoting group heterogeneousing to give chance for mutually teaches and for mutually to support so that to make easier manegement in the class because with existence one people have tall ability academic whom expected be able to help the other member.³⁰

H. **Conceptual Framework**

Presenting causative verb by using *two stay to stray* lead the students to understand the rule of grammar and how to make a few sentences about causative in the context. In English learning process, the teacher thaught the students causative verb as English material. In several meeting by using *two stay two stray* as the strategy, the *two stay two stray* were selected by the teacher in teaching process.

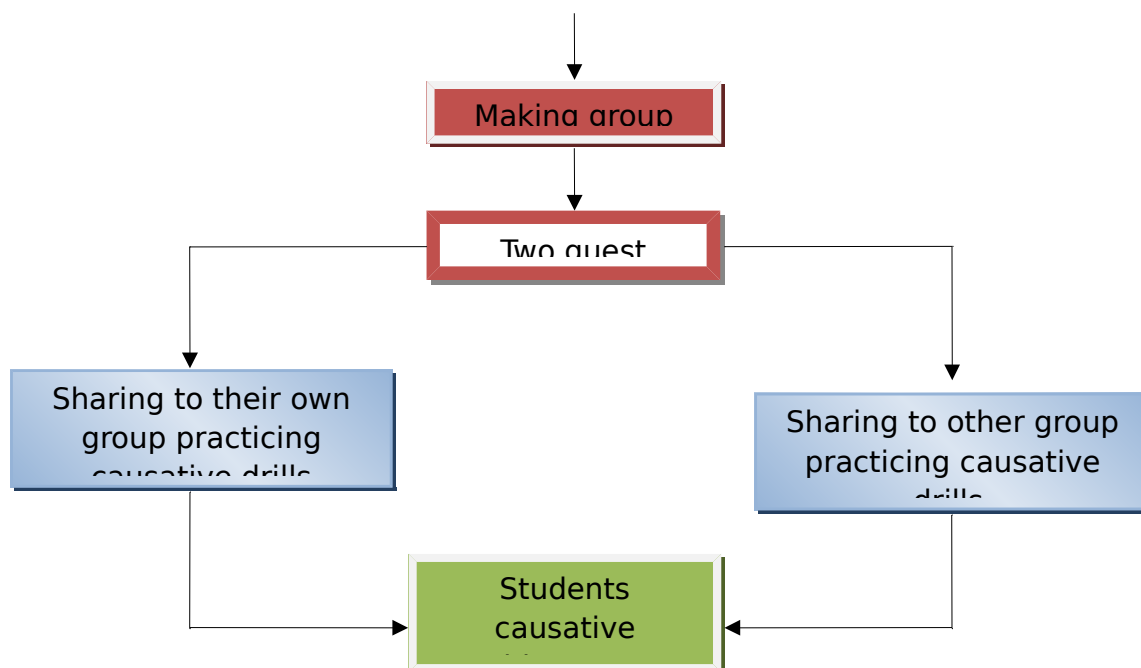
Students
Causative



³⁰Anonymous<http://www.a>
ODE_TWO_STAY_TWO_STRAY

Two Stay Two
Stray Strategy

20/PEMBAHASAN_MET



Based on the diagram above, we can see that the students of MAN Masamba gave some treatment some treatment by giving them material, so after doing the treatment the students ability improved.

I. Hypothesis

In this research the writer proposed the following hypothesis: there is a grammar skill improve at the second year students of MAN Masamba through teaching causative verb by using two stay two stray.

H_0 : There is no significant difference of students grammar at the second year students' of MAN Masamba before and after treatment.

H_1 : There is significant difference students' grammar at the second year of MAN Masamba before and after treatment

J. Criteria of Hypothesis Acceptability

If $t_0 \geq t_t$ it means the null hypothesis rejected

If $t_0 \leq t_t$ it means the null hypothesis is accepted.³¹

In which:

t_0 = test of significance (t-test)

t_t = level of significance on once tailed test (t-table)

31 Anas sudijono, *Pengantar Statistik Pendidikan*, (jakarta: Raja Grafindo, 1995), p.289

.CHAPTER III
RESEARCH METHOD

A. Research Method

1. Method

The method that researcher applied in this research is pre-experimental research design. To know whether by using *two stay two stray* in causative verb improve their skills.

The writer conducted pre-experimental method with one group pre-test, treatment, and post test. The students did the pre-test, got the treatment, and post-test. It aims to know the improvement of the students' grammar in teaching causative verb by using *two stay two stray*.

2. Design of the Research

A pre-experimental method consist of pre-test and post-test where the design of the research used formula as follows:

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where: O₁: pre-test
X : treatment
O₂: Post-test¹

B. Variable and Operational Definition

1. Variable

The research has two kinds of variable, namely dependent variable and independent variable. Dependent variable is students grammar skill, while independent variable is *two stay two stray* strategy.

2. Operational Definition

Students grammar skill in teaching causative verb by using *two stay two stray* to understand about causative and make a few sentences, achievement of the

¹ Suharsimi Arikunto, *Prosedure Penelitian* (Cet. IV, Rineka Cipta, 1997).

students grammar skill by using two stay two stray strategy specially the second year students' of MAN Masamba.

Two stay two stray strategies is one strategy in learning process, specially apply grammar skill. This limitation is based on the consideration that have learn object. The text that used in this research was explanation about causative.

In this research, the researcher applied strategy two stay two stray for measure effectiveness of students in improving grammar skill specially the second year student of MAN Masamba, and consist of one class a research sample.

C. Population and Sample

1. Population

The population of this research was the second year of Madrasah Aliyah Negeri (MAN) Masamba 2013/2014 in academic year. They consist of 3 classes namely: XI IPA , X IPA 2 and XI IPS, the number of population are 39 students at the second year of MAN Masamba.

2. Sample

The researcher applied purposive sampling technique, where the writer took class XI IPA 1 as sample. It contained of 10 students, the researcher selected the class because of the class have low ability in learning causative verb.

D. Instrument of the Research

In this research, the researcher used causative test namely changing causative form causative *have* to causative *get* and *make*. In order to find out effectiveness of the students in grammar skill through using *two stay two stray* strategy.

E. Procedure of Collecting Data

The procedure of collecting data in this research as describes follow;

1. Pre-test

The pre-test conducted before the treatment: the writer gave the students a text about causative and asked them to read and for several minute. The students was asked to answer the question, which consist of text essay.

2. Treatment

In the treatments, the researcher would conduct a treatment by using two stay two stray in teaching causative verb. It consisted of six meeting. The steps as

follows:

- a. The first meeting, the researcher explained about causative *“have”*
 - 1). Gave students’ material about causative have and gave practice
 - 2). Divided students into group of four people of each group in apply two stay two stray strategy.
 - 3). Gave the students’ chance to practice in their own group.
 - 4). After finishing, two people from their group become guest in the other group.
 - 5). Assigned two people who arrive in their group to allot result and their information to their guest.
 - 6). The group members gave also practicing about causative *“have”* to the two guest.
 - 7). Guest leaved and back to their group and report their finding (their sentences) from the other group to their group.
 - 8). After arriving, they practice the drill of causative *“have”* to their members of group.
 - 9). The reseacher gave chance to each group to compare and discuss the result of their work.
 - 10). After finishing, the reseacher gave some questions about the material in learning causative verb.
- b. Second meeting, the researcher explained about causative verb. *“have”*
 - 1). Gave students’ material about causative have and gave practice
 - 2). Divided students into group of four people of each group in apply two stay two stray strategy.
 - 3). Gave the students’ chance to practice in their own group.
 - 4). After finishing, two people from their group becoming guest in the other group.
 - 5). Assigned two people who arrive in their group to allot result and their information to their guest.

- 6). The group members gave also practicing about causative “*have*” to the two guest.
 - 7). Guest leaved and back to their group and reported their finding (their sentences) from the other group to their group.
 - 8). After arriving, they practice the drill of causative “*have*” to their members of group.
 - 9). The reseacher gave chance to each group to compare and discuss the result of their work.
 - 10). After finishing, the reseacher gave some questions about the material in learning causative verb.
- c. Third meeting, the reseacher expalined about causative verb, “*Get*”
- 1). Gave students’ material about causative “*get*” and gave practice
 - 2). Divided students into groups of four people of each group in apply two stay two stray strategy.
 - 3). Gave the students’ chance to practice in their own group.
 - 4). After finishing, two people from their group become guest in the other group.
 - 5). Assigned two people who arrive in their group to allot result and their information to their guest.
 - 6). The group members gave also practicing about causative “*Get*” to the two guest.
 - 7). Guest leaved and back to their group and reported their finding (their sentences) from the other group to their group.
 - 8). After arriving, they practice the drill of causative “*Get*” to their of members of group.
 - 9). The reseacher gave chance to each group to compare and discuss the result their work.
 - 10). After finishing, the reseacher gave some questions about the material in learning causative verb.
- d. Fourth meeting, the reseacher explained about causative verb. “*Get*”
- 1). Gave students’ material about causative “*get*” and gave practice

- 2). Devided students into group of four people of each group to apply two stay two stray strategy.
 - 3). Gave the students' chance to practice in their own group.
 - 4). After finishing, two people from their group becoming guest in the other group.
 - 5). Assigned two people who arrive in their group for to allot result and their information to their guest.
 - 6). The group members gave also practicing about causative "*Get*" to the two guest.
 - 7). Guest leaved and back to their group and reported their finding (their sentences) from the other group to their group.
 - 8). After arriving, they practice the drill of causative "*Get*" to their of members of group.
 - 9). The reseacher gave chance to each group to compare and discuss the result their work.
 - 10). After finishing, the reseacher gave some questions about the material in learning causative verb.
- e. Fifth meeting, the reseacher explained about causative verb. "*Make*"
- 1). Gave students' material about causative "*Make*" and gave practice
 - 2). Devided students into group of four people of each group to apply two stay two stray strategy.
 - 3). Gave the students' chance to practice in their own group.
 - 4). After finishing, two people from their group becoming guest in the other group.
 - 5). Assigned two people who arrive in their group to allot result and their information to their guest.
 - 6). Teh group members gave also practicing about causative "*Make*" to the two guest.
 - 7). Guest leaved and back to their group and reported their finding (their sentences) from the other group to their group.
 - 8). After arriving, they practice the drill of causative "*Make*" to their members of group.

9). The researcher gave chance to each group to compare and discuss the result their work.

10). After finishing, the researcher gave some questions about the material in learning causative verb.

f. Sixth meeting, the researcher explained about causative verb. “*Make*”

1). Gave students’ material about causative “*Make*” and gave practice

2). Devided students into groups of four people of each group to apply two stay two stray strategy.

3). Gave the students’ chance to practice in their own group.

4). After finishing, two people from their group become guest in the other group.

5). Assigned two people who arrive in their group for to allot result and their information to their guest.

6). The group members gave also practicing about causative “*Make*” to the two guest.

7). Guest leaved and back to their group and report their finding (their sentences) from the other group to their group.

8). After arriving, they practice the drill of causative “*Make*” to their members of group.

9). The researcher gave chance to each group to compare and discuss the result their work.

10). After finishing, the researcher gave some questions about the material in learning causative verb.

3. Post-test

The writer distributed post-test to the class. This test aimed to know the effectiveness of using two stay two stray in teaching causative verb for students. It would take 60 minutes to do the test.

F. Technique of Data Analysis

To give score or get nominal percent which analysis the students’ active perception the research uses the following formula.

Score = Total correct answer X 100

Total text items

Calculating the mean score of student

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

Where:

M : Mean score

$\sum X$: Total of raw score

N : Total number of respondent

The score is classified into criteria interpretation score as follows:

- a. Excellent : 95-100 is classified as excellent
- b. Very good: 86-95 is classified as very good
- c. Good : 76-85 is classified as good
- d. Fairly good : 66-75 is classified as fairly good
- e. Fairly : 56-65 is classified as fairly
- f. Fairly poor : 36-55 is fairly poor
- g. Poor : 0-35 is poor

Calculating the rate percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where :

P= percentage

F=frequency

N= total sample

Calculating the standard deviation by using the following formula:

$$SD = \sqrt{\frac{(n\sum X_i)^2 - (\sum X_i)^2}{n(n-1)}}$$

Where:

- SD : Standard deviation
 $(\sum X_1)$: The sum of X_1 score
 $(\sum X_1^2)$: The square of X_1 score
 N : Total sample²

Calculating the t-test to know the difference between the result of pre-test and post-test by using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(n-1)}}}$$

Where:

- t : Test of significance
 Md : Mean deviation between pre-test and post-test
 $\sum D$: The mean of difference score
 $\sum X d$: Difference deviation and mean deviation
 N : Total number of sample
 1 : Constant number³

2 Ridwan, *Belajar Mudah Penelitian: Untuk Guru- Karyawan dan Penelitian Pemula*, (Bandung: ALFABETA,2004),p.122

3 Suharsimi Arikunto, *Prosedure Penelitian* (Jakarta: PT Rineka Cipta, 1992),p.327

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the previous description, it is aimed at analyzing this research used pre-experimental method. The description explained the result of the research (pre-test and post-test). It is about the teaching causative verb by using two stay two stray at the second year of MAN Masamba.

1. The students score obtained through test

Table 4.1

Table Score of Students in Pre-test and Post-test (X_1 and X_2)

Respondent	Value of Students Correct Answer		Score	
	Pre-test	Post-test	Pre-test	Post-test
R1	5	7	50	70
R2	2	4	20	40
R3	4	8	40	80
R4	6	9	60	90
R5	4	7	40	70
R6	4	6	40	60
R7	2	4	20	40
R8	3	5	30	50
R9	3	6	30	60
R10	5	7	50	70

The table above showed the value of the students' correct answer and their score in doing (pre test and post test). It showed the different between the result pre-test and post-test, where almost all of students which taken as sample in the research got low score in pre test and become high in post-test,

even there was not students got high score in pre-test and become low in post-test. The highest score in pre-test was "60" and just one students got it, the lowest score in pre test was "20" and just three got it, while in post-test the lowest score "40" and just two students got it, the highest score was "90" and there was one students got it.

2. The students score of percentage of the test

Table 4.2
Rate Percentage of Students Score

No	Clasificatio n	Score	Frequency		Percentage	
			Pre- test (X ₁)	Post- test (X ₂)	Pre- test	Post- test
1	Excellent	90-100	-	1		10%
2	Good	70-80	-	4		40%
3	Fairly	60-50	3	3	30%	30%
4	Poor	40-30	5	2	50%	20%
5	Bad	20-0	2	-	20%	-
Total			10	10	100%	100%

The table above, shows that in pre-test, all students got unexpected score, where none of the students got "excellent, good" score. The number of students taken as a sample in this research got fairly score were 3 (30%), the most students got

poor score namely 5 (50%) and the students got bad score were 2 (20%). It means that all the students grammar skill in teaching causative verb is still low, because there were no student got expected score, all students got unexpected score. And in post-test shows the score of students in in pre-test was different, where we can see from the above that from 10 (100%) just a few students got expected score, where the students got expected score, "excellent score were 1 (10%), and good were 4 (40%)" and a few the students got unexpected score in post-test, where, fairly score 3 (30%) and poor score got 2 (20%) students.

3. The students score of Deviation and Gain Square of the test

Table 4.3

The Students Score Deviation and Gain Square of the test

Respondent	Pre-tets X_1	X_1^2	Post-test X_2	X_2^2	D= Deiation $D= X_2 - X_1$	D^2
R1	5	25	7	49	2	4
R2	2	4	4	16	2	4
R3	4	16	8	64	4	16
R4	6	36	9	81	3	9
R5	4	16	7	49	3	9
R6	4	16	6	36	2	4
R7	2	4	4	16	2	4
R8	3	9	5	25	2	4

R9	3	9	6	36	3	9
R10	5	25	7	49	2	4
Total	$\Sigma X_1=38$	$\Sigma X_1^2=160$	$\Sigma X_2=60$	$\Sigma X_2^2=421$	$\Sigma D=25$	$\Sigma D^2=67$
	8	60		1		67

The table above we had gotten $\Sigma X_1= 38$, $\Sigma X_1^2=160$, $\Sigma X_2=60$, $\Sigma X_2^2=421$, $\Sigma D=25$, $\Sigma D^2=67$. The next finding are the mean score of pre-test (X_1) and post-test (X_2). The difference of standard deviation between variable(X_1) pre-test and (X_2).

The student mean score of pre-test and post-test

After classified the students score , the next finding are the mean score of pre-test and post-test and the different of standard deviation between variable (X_1) pre-test and variable (X_2) post-test as follows:

a. Pre-test

$$M = \frac{\Sigma X_1}{N}$$

$$M = \frac{38}{10}$$

$$M = 3.8$$

b. Post-test

$$M = \frac{\Sigma X_2}{N}$$

$$M = \frac{63}{10}$$

$$M = 6,3$$

4. The mean score of pre-test (X_1) and post-test (X_2) can be presented as follows:

Table 4.4

The Students Mean Score

Component	Pre-Test	Post-Test
Mean	3,8	6,3

The table above indicates that the mean score of students in the post-test was very different with their mean score in the pre-test, where in the pre-test 3,8 and the post-test became 6,3 or post-test > pre-test = 6,3 > 3,8.

a. Standard Deviation of Pre-test (X_1) and Post-test (X_2)

The following are the standard deviation of pre-test (X_1) and post-test (X_2):

a) Standard Deviation of pre-test

$$SD = \sqrt{\frac{n(\sum X)^2 - (\sum X)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{10(38)^2 - (38)^2}{10(10-1)}}$$

$$SD = \sqrt{\frac{10(1444) - (1444)}{10(10-1)}}$$

$$SD = \sqrt{\frac{14440 - 1444}{10(9)}}$$

$$SD = \sqrt{\frac{12996}{90}}$$

$$SD = \sqrt{144,4}$$

$$SD = 12,01$$

b) Standar deviation of post-test

$$SD = \frac{\sum X}{n(\sum X)^2 - \sum X} \sqrt{\sum X}$$

$$SD = \sqrt{\frac{10(63)^2 - (63)^2}{10(10-1)}}$$

$$SD = \sqrt{\frac{10(3969) - (3969)}{10(10-1)}}$$

$$SD = \sqrt{\frac{39690 - 3969}{10(9)}}$$

$$SD = \sqrt{\frac{3571}{90}}$$

$$SD = \sqrt{396,9}$$

$$SD = 19,92$$

5. The standard deviation of pre-test and post-test can be presented as follow:

Table 4.5

Standard deviation of pre-test and post-test

Component	Pre-test	Post-test
Standard Deviation	12,01	19,92

The table above shows that standard deviation of pre-test and post-test, where standard deviation of pre-test 12,01 and post-test 19,92. It shows a difference although not very big.

Test of significant

After finding the mean score and standard deviation of pre-test and post-test the next finding in test of significance, as follows:

$$t = \frac{md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

$$\sqrt{\frac{\sum X^2 d}{n(n-1)}}$$

$$\sum X^2 d = \frac{\sum D^2 - (\sum D)^2}{n}$$

$$\Sigma X^2d = 67 - \frac{(25)^2}{10}$$

$$\Sigma X^2d = 67 - \frac{625}{10}$$

$$\Sigma X^2d = 67 - 62,5$$

$$\Sigma X^2d = 4,5$$

$$Md = \frac{\Sigma D}{n}$$

$$Md = \frac{25}{10}$$

$$Md = 2,5$$

$$t = \frac{2,5}{\sqrt{\frac{4,5}{10(10-1)}}}$$

$$t = \frac{2,5}{\sqrt{\frac{4,5}{10(9)}}}$$

$$t = \frac{2,5}{0,22}$$

$$t = 11,36$$

t-table

Level of significance (α) = 0,05 or 5%

Degree of freedom (df) = n-1

$$= 10-1$$

$$= 9$$

= 2,262

Table 4.6
t-Test and t-Table Value

Component	t-Table	t-Test
t-Value	2,262	11,36

The table above indicates that the result of t-test was greater than t-table. T-Value above compared with t-table for certain real level $\alpha = 0,05$ by the degree of freedom $n-1$. The Value is 2,262. It means that t-test was greater than t-table or $11,36 > 2,262$. It means that the students in teaching causative verb by using two two stray at the second year of MAN Masamba.

All above result used null Hypotesis and the alternative hypotesis based on the research question by concidering.

1. Null hypothesis (H_0) is comparing hypothesis from alternative hypothesis which tested by the researcher by using statistic. Null hypothesis means students teaching causative verb does not improve by two stay two stray strategy at the second year of MAN Masamba
2. Alternative hypothesis (H_a) is hypothesis form which formed by the researcher in her reseearch. Alternative hypothesis means students teaching causative verb is improve by using two stay two stray strategy at the second year of MAN Masamba.

The base taking decision : by compare the value of t-test with t-table as follows : if value of t-test $>$ value of t-table, so H_0 rejected means improve. If value of t-test $<$ value t-table , so H_0 accepted means not improved.

B. Discussion

Based on the result of testing (pre-test and post-test) that have described above, it can be proved that teaching causative by using two stay two stray at the second year of MAN Masamba is effective to improve students causative ability at the second year of MAN Masamba because it can improve the students causative verb. The table 4.4 shows that the mean score of students in pre-test is 3,8 and in the post-test rise become 6,3. It also seen in the table 4.4, where in the pre-test, all students took as sample in this research got unexpected score fairly, poor and bad. While in the post-test (after doing the treatment process) was changed, where just 50% got expected score the table 4.4 shows that there were the students got excellent score were 2 (20%) and got good score in post-test were 3 (30%). And in the post-test after doing treatment process a few students got unexpected score namely, the students got fairly score were 3 (30%) and the students got poor score were 2 (20%). It is also seen in pre-test 100% of students got unexpected score, and in the post-test just 50% the students got expected score and the students got unexpected score were 50%. It mean that all the students in the pre-test in teaching causative verb is still low because there were no students got expected score, all the students got unexpected score while in the post-test shows that

from 10 students, but just 50% got expected score and 50% got unexpected score.

Based on the discussion above, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there was a significant different between the result of pre-test and post-test

In pre-test there were 10 questions of test about causative verb where the text were based on the students' mastery of English. There were only 1 respondent who got 6 score, 2 respondents who got 5 score, 3 respondents who got 4 score, 2 respondents got 3 score, 2 respondents got 2 score. From the 10 questions none of respondents got correct answer.

In the third question "*I.....Amirullah mend the door, a). Have, b). Get, c). Has, d). Gets,*" in this question there were 2 respondents had correct answer with the answer "*a). Have*" there were 8 respondents had incorrect answer. In the sixth question, *Any gets her mather.....? a). To repair this mobile, b). Repaire this mobile, c). Repaired this mobile, d). Repairing this mobile.* In this questio there were 4 respondents had correct answer with the answer "*a). To repair this mobile*" the correct answer because the question causative discuss about causative "*Get*", because the causative add word "*To*" in form causative Get. There were 6 respondents had incorrect answer. In the ninth

question “*they.....the employer sign the document, a). Make, b). Makes, c). Get, d). Got,*” there were 4 respondents had correct answer with the answer “*a). Make*”. There were 6 respondents had incorrect answer.

Based on the analysis of the table classification and percentage rate of the students’ in pre-test and the students’ mean score in the table 4.4 the researcher concluded that the students’ in learning causative verb were in poor category. It was found that none of them got excellent and good. There were only 3 respondents (30%) classified as fairly 5 respondents (50%) classified as poor and 2 respondents (20%) as classified bad. It means that most of the respondents were still on lower ability in learning causative verb.

After giving pre-test the researcher gave treatment for six meeting, in the treatment the students in MAN Masamba be expected can understand in learning causative by using two stay two stray strategy, the first the students’ must know about the form causative. All of this activity exposed in a condition where cooperative learning applied. The students’ work in the group and they can share information and the students can solves problem in the group about the material, by studying in the small group.

After giving six treatment the researcher gave post-test to know the respondents' improvement in learning causative verb. Post-test there were 10 questions of the text about causative where the text based on the students' mastery of English. It was found that there was 1 respondent got 9 score, 1 respondent got 8 score, 3 respondents got 7 score, 2 respondents got 6 score, 1 respondent got 5 score, 2 respondents got 4 score.

In the first question "choose the correct answer about statement of causative, give the () the sentences there are :
 I have Ani cut my hair Amir cut my Hair Any had cut may hair I have long hair. In this question all of respondents had correct answer with the correct answer is the first statement, "I have Ani cut my hair". Because the statement is the form of causative verb. In the third statement "choose the correct answer of causative, give the (√) the sentences there are: My sister gets this book on the table. I get the point
 One of the children get a pocket book. My mother gets arief to put the book on the table. In this question there were 7 respondents had correct answer with the correct answer " My mother gets arief to put the book on the table." And there were 3 respondents had the incorrect answer. In the fifth statement
 Robi made the cover of the books Robi had made the cover of that book

Robi makes his son take a books in the library *Robi had the made the cover of that books before its aranged in the library.* In this statment there were 8 respondents had correct answer with the answer “*Robi makes his son take a books in the library.*” And there were 2 respondents had inccorect answer.

Based on the table of classification and percentages rate of the students' in post-test and the students' mean score (see table 4.4) the researcher found that some improvment of the respondents' learning causative verb trough cooperative learning. There was 1 respondent (10%) classified as excellent, 4 respondents (40%) classified as good, 3 respondents (30%) classified as fairly, 2 respondents (20%) classified as poor. The researcher concluded that respondents were in average catagory after giving treatments by cooperative learning two stay two stray strategy.

One of the strategy that can be used in using two stay two stray strategy. Two stay two stray was developed by Spencer Kagan (1992). In this strategy, each group (containing four members) is given an opportunity to share the result of their group discussion to other group by sending their two representatives to the other groups in the class. The other two members will stay within their group and become host the guest who are coming from other groups to search information. After

the researcher use this strategy, the students' can improve their skill in learning causative verbs in the calss.

The researcher believes that the right choice of two stay two stray strategy in teaching causative verbs, not only to activate the students mind but also open students that teaching causative verbs is not always boring activity, the students can explain the material to the other students with used two stay two stray strategy in teaching causative verbs without bored. The teacher role is only as facilitator for building and developing the knowledge itself. Through two stay two stray strategy in teaching causative verb the students' are supposed to have capability to increase their own skill in teaching causative verb.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research of data analysis in the pervious chapter, the researcher would like to conclude that teaching causative verb by using two stay two stay strategy at the second year of MAN Masamba in 2014/2015 academic year was effective in improving students causative ability. This improvement is proved by calculating the difference of both test (pre-test and post-test) by using test analysis, where the result of t-test value is 11,36 the value is greater than t-table value (2.262) for $\alpha = 0,05$ level of significance and the degree of freedom (9) or value of t-test > value of t-table or $11,36 > 2.262$, so H_0 rejected. It also proved by the mean score of students in post-test was greater than pre-test or post-test > pre-test or $3,8 > 6,3$. It means, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it can be said that the students in teaching causative verb by using two stay two stray strategy at the second year of MAN Masamba was effective.

B. Suggestion

Based on the conclusion above, the writer would like to put forward some suggestion for English teacher, the students, and the researcher as follows:

1. For the teacher, it is better ti use an interasting strategy. the researcher suggests the teachers to use two stay two stray

strategy in teaching causative because it can motivate the students and be active in learning causative verb.

2. To improve the students' skill in learning causative verb, the English teacher should give more practice in creative ways to enlarge students' competence in improving their skill in learning causative verbs, particularly drilling.
3. For the next researcher, to hope the next research would more active to improve in learning process in the class to improve the students' skill, this research can be one of the references for them in conducting other researchers with more detailed information about interactive activities to improve students in teaching causative verb.

BIBLIOGRAPHY

- Ahmadi H. Abu, *Strategi Pembelajaran*, (ctk I, Bandung), 1997
- Arikunto Suharsimi, *Prosedure Penelitian* (Cet. IV, Rineka Cipta), 1997.
- Brown H Douglas *principles of languange learning ang teaching*, (by person Education), 2007.
- Bruner, Jerome. <http://Concept Learning> (Wikipedia The Free Encyclopedia). Html. Accesses on April 14th 2015
- Hanna Sitti, *using causative in English*, (STAIN Palopo), 2005.
- Henderson Bruce, <http://Strategy>, (Wikipedia the Free Encyclopedia).html. Accesses on April 14th 2015
- Hernawati, *Improving Student Grammar Achievement Through situational Language Teaching Method At the Seventh Year of SMPN 2 Palopo*, (STAIN Palopo)
- Hornby, *Oxford Advanced Learner's Dictionary*, (Ed; 6th geat Clarendon Street, oxford OX₂6OP, Oxford University press), 2003
- Isjoni, *Cooperative Learning Mengembangkan Kemampuan Belajar Kelompok*, (Bandung: Alfabeta), 2011
- Johnson, & Holubec, <http://Cooperative Learning> (Operation Home Introduction; 2008).Html Accesses 12th October
- Johnson & Johnson <Http:// Cooperative Learning> (Operation Home Introduction; 1989, 2005). Html Accesses 12th October
- Media Kendi mas, *good for user toefl* (Yokyakarta; kendi mas medi).
- Nunan David, *Practical English Language Teaching*, (New York: Cambridge University Press).
- Swam Michael, *Practical English Usage* (New York : oxford Univercity Press), 1995.

Ridwan, *Belajar Mudah Penelitian: Untuk Guru- Karyawan dan Penelitian Pemula*, (Bandung: ALFABETA), 2004.

Ross and Smyth, [Http: //Cooperative Learning \(Wikipedia\)](http://Cooperative Learning (Wikipedia)).
Accesses on 12th October

Risdamayanti, *Teaching Personal Pronouns By Using Poster At The Eighth Year Students' Of Mts. Al-Mawasir Padang Kalua* (STAIN Palopo), 2014.

Sadono Sri, *Cara Baru Belajar Cerdas Bahasa Inggris untuk SMA*, (Jakarta: Erlangga).

Sargeant Howard, *basic english grammar*. (United States of America), 2007.

Sudijono Anas, *Pengantar Statistik Pendidikan*, (jakarta: Raja Grafindo), 1995.

Suharsimi Arikunto, *Prosedure Penelitian* (Jakarta: PT Rineka Cipta), 1992.

Thinkspiration, [http:// The Importance Behind Concept Learning, \(Thinkspiration The Inspiration Software Blog\).Html](http://The Importance Behind Concept Learning, (Thinkspiration The Inspiration Software Blog).Html).
Accesses on April 14th 2015.

Watson, [http://Concept Learning, \(Wikipedia, The Free Encyclopedia\).Html](http://Concept Learning, (Wikipedia, The Free Encyclopedia).Html). Accesses on april 14th 2015.

<http://englishahkam.blogspot.com/2011/08/causative-verbs.html>.
accessed on june 12th 2014

<Http://www.ras.ec.com/./model-pembelajaran-kooperatife-tipe-two.html>.accessed on may 4th 2014.

<http://fisika.um.ac.id/skripsi/100-anggita-yuliasari.html>. accessed on september 11th 2014.

Anonymous <http://www.1-language.com/articles/english-grammar-components>. accessed on october 23th 2014.

Anonymous [http ://www.co- operation .org/home /introduction -to -cooperative-learning/](http://www.co-operation.org/home/introduction-to-cooperative-learning/). Accessed on september 11th 2014.

Anonymous <http://yusran-physics.blogspot.com/2014/04/model-pembelajaran-kooperatif-type-two.html>. Accessed on october 23th 2014.

Anonymous http://www.academia.edu/8266320/PEMBAHASAN_METODE_TWO_STAY_TWO_STRAY. Accessed on june 23th 2014.