IMPROVING THE VII-A STUDENTS’ SPEAKING ABILITY THROUGH TWO STAY TWO STRAY METHOD AT SMP MUHAMMADIYAH 2 KALISAT IN THE 2013/2014 ACADEMIC YEAR

THESIS

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2014
ABSTRACT


Keywords: Speaking Ability, Two Stay Two Stray method.

Speaking skill is one of the abilities which are very important in studying language because it is used to express ideas, feeling, and thoughts. Dealing with the effort to improve the students’ speaking ability through the available teaching method, Two Stay Two Stray Technique was used in this research.

In this research, the problem is “How can the Two Stay Two Stray method improve the VII-A students’ speaking ability at SMP Muhammadiyah 2 Kalisat in the 2013/2014 academic year?” The action hypothesis of the research is the use of Two Stay Two Stray method can improve the VII-A students’ speaking ability at SMP Muhammadiyah 2 Kalisat in the 2013/2013 academic year by sharing knowledge and experiences with other groups and making the students braver to speak English.

Classroom action research was applied in this study. The action research was carried out to improve the VII-A students’ speaking ability by using Two Stay Two Stray method at SMP Muhammadiyah 2 Kalisat. This classroom action research was done with sequence of steps, namely the planning, implementing, observing and reflecting. The classroom observation used a field note to identify the students and teacher activity, while the speaking test used scoring criteria to measure the students speaking skill.

The implementation in Cycle 1 the students were divided into six groups and in Cycle 2 the students were divided into six groups and they were given the topics before the action. So, in cycle 2 the students were more active to speak English because the students have opportunities to ask and gave their opinion. In cycle 1 the percentage of the students who got score >65 is 65% students. And in the Cycle 2 the percentage of the students who got score >65 is 80%. It means that the requirement of 75% of the students’ active involvement and achieve the standard score in the teaching learning process is fulfilled in cycle 2.

It can be concluded that the use of Two Stay two Stray method can improve the VII-A students’ speaking ability at SMP Muhammadiyah 2 Kalisat in the 2013/2014 academic year.
ABSTRACT


Kata Kunci: Keamapuan Berbicara, Metode Two Stay Two Stray.

Keterampilan berbicara ialah salah satu dari kemampuan- kemampuan yang sangat penting di dalam pembelajaran bahasa karena keterampilan tersebut dapat digunakan untuk mengekspresikan ide-ide, perasaan, dan pikiran. Berhubungan dengan usaha untuk meningkatkan kemampuan berbicara siswa dengan menggunakan metode yang ada, metode Two Stay two Stray telah digunakan dalam penelitian ini.


Penelitian tindakan kelas telah diterapkan dalam penelitian ini. Penelitian diterapkan untuk meningkatkan kemampuan berbicara siswa kelas VII-A dengan menggunakan metode Two Stay Two Stray di SMP Muhammadiyah 2 Kalisat. Penelitian tindakan kelas ini telah di laksanakan dengan beberapa tahapan, diantaranya perencanaan, penerapan, pengamatan, dan refleksi. Proses pengamatan kelas menggunakan field note untuk mengidentifikasi kegiatan siswa dan guru, sedangkan tes berbicara menggunakan scoring criteria untuk mengukur kemampuan berbicara siswa.

Penerapan di siklus 1 siswa dibagi menjadi enam grup dan di siklus 2 siswa juga dibagi menjadi enam grup dan mereka diberi beberapa topic sebelum melakukan diskusi. Kemudian di siklus 2 para siswa menjadi lebih aktif untuk berbiara bahasa inggris karena para siswa mempunyai banyak kesempatan untuk bertabah dan membagi opini mereka. Di siklus 1 nilai persentase siswa yang mendapat nilai diatas 65 ialah 65%. Dan di siklus 2 nilai persentase siswa yang mendapat nilai diatas 65 ialah 80%. Itu berarti bahwa penetapan 75% dari total siswa yang aktif dalam proses belajar mengajar dan mencapai standar skor telah terapai di siklus 2.

1. INTRODUCTION

Speaking is an important skill where it is one of the keys in English communication. Based on Kasper (1979:17), speaking a language means more than referring to the world; it also means relating to one’s interlocutor. It means we should master English because English is an international language. By mastering speaking in English we can get more information and knowledge in the world.

Speaking as one of the language skills should be learned by the students. It is very important because it can support the other skills. It is used to practice how to express ideas, feeling, and thoughts in the target language. According to Tarigan (1887:89), speaking can improve other language skills.

Most of students in the Junior High school have difficulty in delivering their idea orally to their friends or in front of the class. They were afraid of talking and shared their idea orally. It is because of less motivation and practice in speaking English. They preferred to be silence when the teacher asked them to speak. These facts were happened in SMP Muhammadiyah 2 Kalisat especially in the VII-A class. Based on the result of informal interview done by the researcher with the English teacher in this school, the students in VII-A were less active in the teaching and learning process of speaking.

The researcher offers one of the strategies that can be applied in teaching speaking skills; it is Two Stay- Two Stray method. Two Stay- Two Stray is the teaching method which developed by Spencer Kagan (1992). Structure of Two Stay
Two Stray (TS-TS) strategy gives the groups opportunity to share result and information to other groups.

Based on the statement of the problem, the purpose of the study is: to investigate the way how Two Stay-Two Stray method can improve the speaking ability of VII-A students at SMP Muhammadiyah 2 Kalisat in the 2013/2014 academic years.

2. REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS

Speaking is ability of saying sounds articulation or words expression, expressing and conveying mind, idea and feeling (Tarigan, 1990:15). According to Johnson (1995:5), speaking ability refers to students’ ability in expressing their ideas in spoken form including in fluency and accuracy in pronunciation, vocabulary and grammar. Brown and Yule (1995:103) note that one of the main purposes in teaching speaking is to make the students able to communicate the information effectively in spoken language.

Based on the statement above, one of the main purposes in teaching speaking is making the students able to communicate the information effectively in spoken Language.

Two Stay -two Stray (TS-TS), is a cooperative learning technique that reduces racial conflict among school children, promotes, better learning, improve student motivation, and increases enjoyment of the learning experience. The TS-TS technique was developed in the 1992 by Spencer Kagan.

TS-TS as a learning technique which gives the opportunity to group to share the result and information to another group. Students are though skills in order to be
able to cooperate with their own group, as active listener, give explanation to another student, and making a discussion.

Learning with TS-TS technique starts with dividing groups. After the groups are divided the teacher gives problem task that they must discuss it (Suprijono, 2009:93).

Steps in Two Stay -Two Stray (TS- TS)

According to Huda (2011:141), there are six steps in Two Stay- two Stray (TS- TS), as follow:

a. Students work in small group which consists of four (4) members.
b. Teacher gives the assignment to each group to be discussed by each group.
c. Two members of each group become visitors to another group.
d. Two members stay in group. They are assigned to share the result and information from the discussion of their group to their visitors.
e. The visitors ask to be excused to leave and go back to their group and report the result of the group which they visit.
f. Each group compares and discusses their result.

Strength and Weakness of the Two Stay Two Stray (TS-TS)

As we see the steps, Two Stay Two Stray (TS TS) has several strength and weakness.

The following are the strength of Two Stay Two Stray:

a. Giving the opportunity to students to determine self-concept by solving problem.
b. Giving the opportunity to students to create creativity in communicating with their group mate.

c. Making students accustomed to be opened to their friends.

d. Increasing the student’s motivation.

e. Helping teacher in achieving learning, as the steps in cooperative learning are easy to apply at school.

Here are the weaknesses of Two Stay Two Stray (TS-TS):

a. It needs long time to discuss.

b. As usual, the clever students dominate the discussion, so student who has low level achievement has little opportunity to express their opinion.

c. Students who never learn in group feel strange and difficult to cooperate.

Advantages of Two Stay Two Stray (TS-TS)

There are six advantages of Two Stay two Stray (TS-TS), as follow:

a. Students in each group get information from the two different groups at once.

b. Students learn to express their opinion to another student.

c. Increases the student’s achievement and memorizing power.

d. Increases the critical thinking ability.

e. Increases the communication ability to another student.

f. It also increases the friendship.

3. RESEARCH METHOD

The design of this research is classroom action research. This classroom action research consists of four stages in each cycle, namely planning, acting,
observing, and reflecting. In planning stage, lesson plans are constructed and instructional materials are prepared. Then, in the acting stage, all the activities set in the lesson plan are implemented. The observation stage is done during the implementation of the action. Finally, the reflection of the action given to the subject can achieve the research objective. This cycle is characteristic of action research not only one intervention to do this research, but also it could be more than one cycle. Action research involves problem-posing, not just problem solving.

The subject of this research is the VII-A students. They consist of 26 students, 15 males and 11 females. This research is conducted in SMP Muhammadiyah 2 Kalisat because the students speaking ability is still low. The reason why the researcher chooses this class is based on the information from the English teacher that their speaking ability is needed to be improved.

Arikunto (2010:193) states that test is a set of questions or other instruments used to measure skill, aptitude, knowledge, intelligence of individuals or groups. Speaking test is conducted in this research. It is expected to measure the seventh grade students’ speaking ability through Two Stay Two Stray technique at SMP Muhammadiyah 2 Kalisat. The teacher will asked to the students some questions dealing with the materials to measure their ability in understanding, answering and responding the materials individually. In addition, ability test is a test which is used to measure the individual’s ability after learning something (Arikunto, 2010:194). The form of the test given is subjective test in the form of oral test.
Observation is used to get the data about the teaching and learning speaking process in the classroom. Observation is conducted to know the actions that happen during teaching speaking through Two Stay Two Stray technique. In this actions research, observation is conducted in each meeting of each cycle.

The most common method of recording the data during observation is field notes. The researcher will record ideas, strategies, reflections, and hunches, as well as note patterns that emerge. These are field notes; the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study.

In this research, field notes are used in order to get data about the students’ activity in the classroom during the learning and teaching process.

4. THE RESULT OF THE RESEARCH

In this research, the speaking test in the first was conducted on 3\textsuperscript{rd} of June 2014 to measure the students’ understanding about the material. The evaluated aspects including: grammar, vocabulary, pronunciation, and fluently. And the topic used in speaking test was about advertisement. There were 17 students who got score $>65$ and 9 students who got $<65$ in speaking ability and the result of the first cycle test will be presented in the appendix.

Based on the result of the students score above, the teaching speaking through Two Stay Two Stray method in cycle 1 still could not reach the mean of students standard passing score (M=65) and the requirement of the students scoring is $>75\%$. From the data above it can concluded that the first cycle was not successful.
The speaking test of the 2\textsuperscript{nd} cycle was conducted on 5\textsuperscript{th} of June 2014. The topic used was advertisement. There were 21 students who got score >65 and 5 students who got <65 in speaking ability.

5. DISCUSSION

The result of speaking test in the first cycle showed that the mean score of the students speaking ability was 64, 807 and the percentages requirement of students score >65 was 65\%. It means that the standard mean score and the percentage requirement of speaking subject had not been achieved. The researcher found that in the first cycle the students still got difficulty in delivering their idea and almost shy in speaking English with their friend. That was because they weren’t brought their dictionary and they were less self-confidence. Another reason that indicated the students difficult in discussing is because this method never applied in this class. From this reason the researcher continued the action research to the next cycle.

The result of the speaking test in the second cycle showed that the mean score of students’ speaking ability was 67, 69 and the percentage of students who got score >65 was 80\%.

From the previous explanation above, the researcher is able to recognize the application of teaching speaking using Two Stay Two Stray which is conducted. Teaching speaking using Two Stay Two Stray is a good technique. There are number of good reasons of it, such as the students’ ability in speaking when they were taught using Two Stay Two Stray is slightly different from their ability when they taught use other technique. The difference is not only on the students’ ability but also on the learning process.
6. CONCLUSION AND SUGGESTION

The researcher implemented several actions to improve students speaking ability, there are:

1. The researcher divided the class into small groups. Each group consisted of four students.

2. The researcher gave advertisement text to each group to be discussed.

3. The teacher asked two members of each group to visit the other groups and they have to get information from the group they visited.

   Every group have chance to present their result of visitation.

Here are some suggestions that can be offered to the students and the English teacher

1. The students

   In getting a good result in speaking activities, the students need guidance and a lot of practice in speaking by using Two Stay Two Stray method with the teacher or with their friends. They have to pay much attention to the teacher’s explanation related to the material. They also should to be active in the class.

2. The English teacher

   The teacher should be more creative in choosing the material and selective in using the suitable technique in teaching speaking in order to make the students interests in learning speaking.
3. To other researcher

To the other researcher who wants to conduct the research with the same technique, the researcher hopes that this research may be very useful as the reference and may this research suitable with the same problem.

7. REFERENCES


