
IMPROVING STUDENTS' SPEAKING SKILL THROUGH TWO STAY TWO STRAY STRATEGY

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan Strategi Two Stay Two Stray. Penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas X MIA-1 di SMA Teladan Sei Rampah yang terdiri atas 32 orang siswa. Penelitian ini dilakukan dalam dua siklus yang terdiri atas tiga pertemuan dalam masing-masing siklus. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi catatan diari, dan kuisioner. Berdasarkan hasil tes berbicara, nilai siswa terus mengalami peningkatan. Pada tes orientasi, nilai rata-rata siswa 39.5. Tidak ada siswa yang memperoleh nilai ≥ 75 . Pada pertemuan pertama di Siklus I, nilai rata-rata siswa 43. Tidak ada siswa yang memperoleh nilai ≥ 75 . Pada pertemuan kedua, nilai rata-rata siswa 47.30. Tidak ada siswa yang memperoleh nilai ≥ 75 . Pada pertemuan ketiga, nilai rata-rata siswa 49.36. Tidak ada siswa yang memperoleh nilai ≥ 75 . Pada pertemuan pertama di Siklus II, nilai rata-rata siswa 57.5. Siswa yang memperoleh nilai ≥ 75 berjumlah 5 orang (15.6%). Pada pertemuan kedua, nilai rata-rata siswa 72.8. Siswa yang memperoleh nilai ≥ 75 berjumlah 20 orang (62.5%). Pada pertemuan ketiga, nilai rata-rata siswa 82.30. Siswa yang memperoleh nilai ≥ 75 berjumlah 30 orang (93.75%). Berdasarkan lembar observasi, catatan diari, dan kuisioner ternyata proses belajar mengajar berjalan lancar. Siswa aktif dan antusias dalam pembelajaran. Strategi Two Stay Two Stray dapat meningkatkan keterampilan berbicara siswa.

Kata kunci: Two Stay Two Stray, Strategi, meningkatkan, keterampilan, berbicara

ABSTRACT

This study is aimed at improving students' speaking skill through Two Stay Two Stray Strategy. This study was a classroom action research. The subject of the research was the students of class X MIA-1 at SMA Teladan Sei Rampah consisting of 32 students. The research was conducted in two cycles consisting of three meetings in each. The instruments for collecting data were speaking test, observation sheet, diary notes and questionnaire. Based on the speaking test results, students' scores kept improving in every test. On the orientation test, the mean score was 39.5. There were no students gaining score ≥ 75 . In the first meeting of Cycle I, the mean score was 43. There were no students gaining score ≥ 75 . In the second meeting, the mean score was 47.3. There were no students gaining score ≥ 75 . In the third meeting, the mean score was 49.36. There were no students gaining score ≥ 75 . In the first meeting of Cycle II, the mean score was 57.5. The number of students gaining score ≥ 75 was 5 (15.6%). In the second meeting, the mean score was 72.78. The number of students gaining score ≥ 75 was 20 (62.5%). In the third meeting, the mean score was 82.30. The number of students obtaining score ≥ 75 was 30 (93.75%). Based on the observation sheet, diary notes, and questionnaire, it was revealed the learning process ran well. The students were active and enthusiastic in learning. Thus, Two Stay Two Stray Strategy can improve students' speaking skill.

Keywords: Two Stay Two Stray, Strategy, improve, speaking, skill

INTRODUCTION

According to Koşar and Bedir (2014), speaking is an interactive process of constructing meaning that consists of producing and receiving information. Speaking as one of language skills requires communicative competence along with pronunciation, grammar, vocabulary, fluency and comprehension skill (Arismayang: 2016). It has an important role in communication. It is the means through which people can communicate with others to accomplish certain goals or to express their feelings, opinions, intentions, hopes and viewpoints. People who speak a language are referred to “speakers” of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

In education setting, speaking is one of the four basic competences which students should master skillfully. The Curriculum of 2013 of Senior High School states that the students of Grade X are expected to be able to communicate in English equally to novice level. But in fact, based on the observation conducted at SMA Teladan Sei Rampah it was found that the students of Grade X still have difficulties in mastering English, particularly speaking skill. Dewi (2016) states that there are several factors that make it possible to make students speaking skills unsuccessful as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English-speaking country to continue education or tourist visit.

In addition, teaching speaking may become an effortful task for teachers since they encounter not only issues related to students but also related to other matters. Students

may get inattentive and find out the learning process of speaking uneasy. Another problem which may occur from the learning environment is that there are various levels of students’ speaking skill in one class. It usually impacts students’ self-confidence relatively significantly, particularly those who are in the low level.

Based on the observation at SMA Teladan Sei Rampah, exciting and fun ways of learning speaking are infrequently conducted. Teachers more focus on completing the textbook and consider that practicing speaking is not essential. Whereas, teaching strategy employed by teachers can help them accomplish the standard of curriculum. Kagan (2009) promotes Two Stay Two Stray (TS-TS) Strategy to teach speaking. The structure of TS-TS is one type of Cooperative Learning that provides opportunities for the group and information to other groups. This is done because many teaching and learning activities are colored by individual activities. Students work alone and are not allowed to see the work of other students. Even though in reality life outside of school, human life and work depend on each other.

Studies have proven that TS-TS Strategy contributed to the accomplishment of teaching goals. For example, Maharani (2016) conducted a study aimed at finding out if the using of TS-TS as a technique significantly improved students’ speaking ability. The results indicated that Two Stay Two Stray technique is effective in improving the students’ speaking ability. Kasmains and Rismanto (2017) conducted a classroom action research to find out the effectiveness of Two Stay and Two Stray Strategy in enhancing students’ speaking ability. The finding revealed that Two Stay and Two Stray Strategy boosted speaking ability of English Department students of FKIP of Bengkulu University. Furthermore, Annas et al (2018) investigated the Effect of Using the Two Stay Two Stray Technique to Develop Young Learner’s Speaking Skills and Motivation. The finding showed that using the TS-TS technique improved the speaking skills of the sample young learners.

Kasmains and Rismanto (2017) assert that in TS-TS Strategy the students are given an opportunity to talk about the topic that will be discussed in a group of four people. They will talk for 15 minutes. Once they get a solution to a given matter, two of them will go to other groups as "the visitor" to tell the results of their discussions. Whereas, two people who stay in a group called "the stay" will wait the visitors from other group members to share the results of their discussions earlier. Hence, they will get used to work in small groups. This will give a sense of confidence and repetitive exercise that also help the students to master the topics which will be discussed later in class. This strategy will also provide the students with natural atmosphere experiences because they are not directly assisted by lecturers but by their own friends. It will certainly provide a different experience and motivate them to vary the use of different vocabulary, and eventually smoothness (fluency) will occur.

Considering the elaboration of the theories above, there is a hypothesis that TS-TS strategy could improve students' speaking skill. Moreover, responding to the issues found at SMA Teladan Sei Rampah mentioned earlier, there is an interest to conduct a research aimed at improving students' speaking skill through Two Stay Two Stray (TS-TS) Strategy of Grade X SMA Teladan Sei Rampah.

RESEARCH METHOD

This study was a Classroom Action Research. The concept in this research is the adaptation of Arikunto (2009) who states that action research is one type of investigation that has participatory, collaborative, and spiral reflective characteristics that have the purpose of improving and improving the system, methods, processes, substance, competencies, and situations.

The research procedure is described in the following figure:

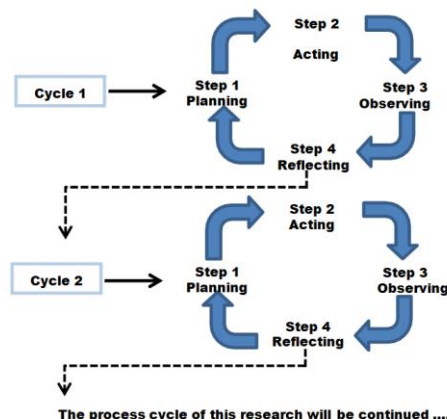


Figure 1: The Procedure of Action Research adopted from Mertler *Action Research: Improving Schools and Empowering Educators* (2019)

The concept used in classroom action research is a cycle process. Mertler (2012) mentions that action research is a four-step cyclical process, which consists of the following steps: planning for action research, acting on the plan, developing an action plan for the next cycle, and reflecting on the process.

The location of the study was at SMA Teladan Sei Rampah. The subject of this research was the Grade X students consisting of 32 students with 18 female and 14 male students. In order to make the groups of four, the students were divided into eight groups.

In this research, the data collected were in the form of quantitative and qualitative data. The quantitative data are anything that can be expressed as a number, or quantified. Examples of quantitative data are scores on achievement tests, number of hours of study, or weight of a subject. In gathering the qualitative data, the instruments employed were observation sheet, diary notes and questionnaire. Thus, the instruments used in

this research were speaking test, observation sheet, diary notes, and questionnaire

To ensure that the test administered was good, the validity and reliability of the test were established. According to Harrison (1983:140) the validity of the test means the test measures what is intended to measure, whether it is achievement of the skill of language or attitude towards a language. There are three types of validity, namely; content validity, criterion related validity and construct validity. The construct validity was established in the speaking test of this study since the only way to measure speaking skill is by asking the sample to speak.

The reliability established in the test was inter-rater reliability calculated by using Person's Product Moment Formula:

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

There were two cycles conducted in this study with three meetings in each. Each cycle contained four steps namely: planning, action, observation, and reflection.

At the end of each cycle, a test was administered to observe the improvement of students' speaking skill. After the reflection in Cycle I, it was found out that there was an urgency to implement Cycle II.

The classroom action research covers qualitative and quantitative data. The qualitative data are obtained from the observation sheet, diary notes and questionnaire. The observation sheet was employed to describe the situation during the teaching and learning process. The diary notes were used to record students' obstacles in speaking and the solutions. The questionnaire consisted of some questions to investigate students' opinions and perception about the application of TS-TS Strategy in learning speaking.

In this study the quantitative data were the students' scores on the speaking test. The students were required to perform n

responsive type of since this type is in accordance with the activities in TS-TS Strategy that is using conversation, standard greeting and small talk, simple request and comments. The students were assigned to practice a conversation. The students were tested on the criteria according to Hughes (2003:131) namely: pronunciation, vocabulary, grammar and fluency. The scores were used to analyze the improvement of the students' speaking skill in each cycle.

To find out the class mean score in each cycle, the following formula was applied:

$$x = \frac{\sum x}{N}$$

Notes :

X = Mean

$\sum x$ = Total score

N = The total number of students

To categorize the number of mastering student, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

Notes :

P = Percentage of students gaining score ≥ 75

R = The number of students gaining score ≥ 75

T = The number of students taking the test

RESEARCH FINDING AND DISCUSSION

Research Finding

In this research two types of data were analyzed. They were quantitative and qualitative data which had been gathered from two cycles. Each cycle consisted of three meetings. Thus, totally there were six meetings in this research.

The quantitative data were collected from the test results which were administered in two cycles. It was given to the students in every meeting of both cycles. The first test administered was an orientation test. It was

given before conducting the action in Cycle I. In the orientation test, the students were asked to perform a self-introduction in front of the class with English language. On the orientation test, the total students' scores ($\sum x$) was 1264 and the number of students (N) was 32, and the mean (X) was 39.5. The number of students gaining score ≥ 75 on the orientation test was 0 (0%)

Cycle I

In 1st meeting of Cycle I, the mean score was 43 which meant 0% of the students gained score ≥ 75 . In 2nd meeting of Cycle I, the mean score improved to 47.3. It could be concluded that in 2nd meeting of Cycle I there was no student obtaining score ≥ 75 . In 3rd meeting, the mean was 49.6. There was no student obtaining score ≥ 75 . The lowest total score obtained by the students among the five components of speaking rubric was accent. Thus, the indicator of accent criteria failed.

Cycle II

In 1st meeting of Cycle II, the mean score kept improving. The mean of students' score was 57.5 with the number of students gaining score ≥ 75 was 5 students (15.6%). In 2nd meeting of Cycle II, the mean score improved significantly from 57.5 to 72.78. The number of students' passing the test with score ≥ 75 was 20 students (62.5%). In 3rd meeting of Cycle II, there was an improvement of the number of students who obtained score ≥ 75 . Based on the data, it can be observed that the students' scores in 3rd meeting of Cycle II were better than those in the previous tests. The mean of students' score was 82.3 with the number of students obtaining score ≥ 75 in 3rd was 30 students (93.75%).

The qualitative data were gathered by employing observation sheet, diary notes, and questionnaire. The observation sheet was used to observe the condition that happened during the teaching and learning process. It was completed by the English teacher of the school as the observer. It was focused on the situation of teaching learning process in which Two Stay Two Stray

Strategy was applied. Things observed were students' activities and behavior, students' speaking skill, and the interaction between teacher and students. From the results, it can be concluded that teaching learning process ran well and TS-TS Strategy helped the teacher create a good learning atmosphere. The students were active in the class activity, didn't hesitate to practice speaking, and enjoyed the class. The situation of teaching learning process was comfortable, lively and enjoyable.

In the observation conducted in the first meeting, the researcher interviewed students to investigate their problems in speaking and opinions about studying speaking in groups and took notes by using diary notes. While in the second meeting, the students' gave comments and responses about the implementation of TS-TS Strategy. Most of the students said that they liked English very much, but they still felt difficult to speak confidently.

The questionnaire sheet was used to find out students' opinions, perceptions and responses about the use TS-TS Strategy in the teaching learning process of speaking. The results revealed that the students agreed that the application of TS-TS Strategy helped them speak confidently and bravely. They had team members to work and discuss the topic together. Their motivation improved because they were encouraged to perform their best to the other groups.

Discussion

In this classroom action research, the quantitative and qualitative data were collected from all meetings in both cycles. In the first meeting, the students were given an orientation test. Based on the results, it was found that students' speaking skill was still low. They didn't have ideas to speak and didn't know how to say it. The first cycle was then conducted and students were given treatment by applying TS-TS Strategy in learning speaking. Although they still had problem, the results in the second meeting were better than those in the first meeting.

The qualitative data were gathered from observation sheet, diary notes, and questionnaire sheet. The observation revealed that the students could cooperate within their groups and other groups. It resulted the situation of the class became more lively. The students were also motivated to speak, share, comment and gain information from their friends. From the questionnaire it was found out that the students agreed that the implementation of TS-TS Strategy helped them speak freely and confidently. Their motivation kept improving because they were boosted to exhibit their best to the other groups. They said that their tediousness in studying speaking had been solved by the application of TS-TS Strategy. The TS-TS Strategy successfully made them active, confident and the class atmosphere became enjoyable and fun. Based on the analysis of both quantitative and qualitative data, it was revealed that the application of of TS-TS Strategy improved students' speaking skill.

CONCLUSION AND SUGGESTION

In accordance with the research finding above, it can be concluded that the use of Two Stay Two Stray Strategy can improve students' speaking skill. This was shown during the learning process. It was found that the average students' scores in every evaluation kept improving. In the first meeting, all of the students were in the low level of speaking ability. But currently they can speak English in the average level or at least good enough to speak English although sometimes some of them still need more time to construct sentences before speaking.

The observation results showed that the students exhibited good attitudes and responses during the learning process by applying TS-TS Strategy. The diary notes revealed that TS-TS helped students become more confident to practice speaking. The questionnaire showed that students agree that the application of Two Stay Two Stray Strategy could improve their speaking skill. It can be concluded that the application of Two Stay Two Stray Strategy can improve students' speaking skill. The idea of creating

more fun and collaborative learning brings good impact to students. They felt motivated and confident to take part actively in the speaking activities.

In relation to the conclusion drawn above, some points are suggested. The English teachers are suggested apply TS-TS as a strategy to boost the students' motivation in learning speaking or other subjects which it could be of benefit. It brings good impact to the students and provides an opportunity for the students to collaborate with partners. The concern to consider is that there is a need for teachers to mix and manage students with diverse abilities in one group. For students, they should subside their fear to practice speaking English and change their attitudes towards learning speaking. Students should realize that speaking is an essential skill. If they find it uneasy to learn, there are ways to master it as long as they are willing to practice it consistently. For schools, it is expected that they enhance the standard of teaching learning of speaking by providing more chances for teachers to develop students' speaking skill. For other researchers, it is recommended to conduct similar studies with larger subject in different locations. Finally, the use of TS-TS Strategy is proposed to EFL practitioners in responding to monotonous the learning of speaking and promoting students' speaking skill since this required skill is often neglected.

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