

IMPROVING STUDENT'S SPEAKING ABILITY BY IMPLEMENTING TWO STAY TWO STRAY METHOD

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ABSTRACT

Students get difficulty in speaking because they are nervous to express their ideas or thoughts directly and experience mispronunciations. The teacher should choose the best method to make the students improve their speaking ability. Therefore, the researchers focused their study on improving students' speaking ability by implementing Two Stay Two Stray method. Collaborative classroom action research was used as the research design in this research whose purposes were to describe the teacher's and the students' activities in the implementation of TSTS method and the supporting and obstructing factors found by the teacher when implementing TSTS method as well as to know whether or not TSTS could improve the student's speaking ability. The subjects of the research were 15 students at class VII A of MTs Al- Washoya. Meanwhile, the data were taken from the students' speaking test and the observation. Data analysis showed that the teacher's and the students' activities were as what was written in the lesson plan. The supporting factors were the students' enthusiasm and motivation in joining speaking class and the obstructing factors were that TSTS spent much time and caused the students' confusion in the first meeting. Then, the students' speaking ability got significant improvement in cycle two. Thus, it could be concluded that the implementation of TSTS method could improve the students' speaking ability.

Keywords: Improving, student's speaking ability, two stay two stray method

INTRODUCTION

English as international language is used to have communication with other people in every part of the world. English has four skills that must achieved by the students, they are speaking, writing, reading and listening. But speaking should be a priority in learning English because speaking is the way to make communication or interaction with other people. Aye & Phyu (2015) state that all of people in the world should be affective in speaking English to face the globalization era. Students should master speaking in order to be good communicators. The success of learning foreign language is when the learner has abilty to speak it (Tahir, 2015).

In learning speaking, the students get difficulty to share their opinions or ideas freely. There are some problems faced by the students in speaking, such as: 1) Less practice speaking English, 2) Less confidence in speaking English, and 3) Monotonous activities in learning speaking (Mairi, 2016).

From those statements above, it could be summarized that the way of the success in learning speaking if the students get more chance to speak. Therefore, the teacher becomes the most factor of the success in learning speaking. So that an English teacher should have many ideas to solve the problems. The teacher should apply the teaching and learning process in various techniques or methods that make the students interested in joining the teaching and learning process of speaking.

Most of the students in Junior High School had difficulties in learning speaking. They were afraid of making mistakes in speaking English. They also did not have confidence to pronounce the English words. These facts happened at class VII A of MTs Al-washoya Kertorejo Ngoro Jombang. The researchers found that the students at class VII A of MTs Al-Washoya had many weaknesses in speaking English. It was proven by the students' score in the first semester which was low. They got (4.5) in the average. The students' speaking score was under the school standard (KKM).

There were two factors affecting the students' low speaking ability. They were internal and external factors. The internal factors consisted of the student's low comprehension and low motivation. Meanwhile, the external factor was about the uninteresting method used by the teacher in the teaching and learning process. Monotonous activities make the student's bored to have communication with their friends using English. The teachers need to apply a good and interesting method to make the students more active in the class.

There are many kinds of methods in teaching speaking. But the researchers chose Two Stay Two Stray method to be implemented in the teaching and learning process. Lie (2010) suggests that the Two Stay Two Stray (TSTS) is one of the cooperative learning methods giving the members of the group opportunity to discuss the results and share information with other groups. In the discussion, the students are expected to be more active, both as a receptionist who delivers the results of the discussion and as a guest who asks information from other groups. The aims of Two Stay Two Stray method is to enhance students' cooperation in groups relating to real life that humans have as social beings who need help from others. The purpose of Two Stay Two Stray method is to make the students to be more active in the class, both in discussion, question and answer, explaining and also listening to

their friends' explanation. Besides that, in group working the students learn to be responsible, compact and help each other (Huda, 2014).

According to Suprijono (2010), the procedures of Two Stay Two Stray method are as follows:

- 1) The teacher divides the students into some groups. Every group consists of four students. The groups formed are heterogeneous and consist of the students with high, medium and low ability.
- 2) The teacher gives every group different topic to be discussed.
- 3) The teacher asks two students to leave their groups and come to another group to look for information. Two students who stay in group give information to the guest.
- 4) The guest returns to their own groups and reports their findings.
- 5) Every group presents their task in front of the class. The best group will get a reward from the teacher.

Two Stay Two Stray has many advantages (Wibowo, 2013). They are:

- 1) Being able to be applied in all of the classes or grades
- 2) Creating the students to be compact in learning process
- 3) Creating the students to be more active and confident
- 4) Creating the meaningful learning atmosphere.

There are many previous studies having been conducted by previous researchers who applied Two Stay Two Stray method in the teaching and learning English. Firstly, according to Annas et al. (2018), using Two Stay Two Stray method could develop young learners' speaking ability and motivation. It was proven by the significant improvement of the speaking scores of the students before and after the researcher applied the method. Secondly, the study by Lesia & Anggraini (2017) who found that using two stay two stray method made the students more active in the class and the students' speaking score became higher. Thirdly, the research conducted by Zamzam (2015) found that Two Stay Two Stray could improve the students' speaking ability.

However, from those previous studies above, no researcher looked for the supporting and obstructing factors in the implementation of TSTS in the teaching and learning of speaking.

Therefore, the researchers in this study focused on the implementation of Two stay Two Stray to improve the students' speaking ability. The purposes of this study were to describe:

- 1) The teacher's and the students' activities in the implementation of Two Stay Two Stray method in the teaching and learning process of speaking.

- 2) The supporting and obstructing factors found by the teacher in the speaking teaching and learning process.
- 3) Whether or not Two Stay Two Stray could improve students' speaking ability.

Review of Literature

Speaking

Speaking is the way to express or share opinions, ideas and feeling with other people orally. Speaking is the most important things in communication instruments (Ningsih, n.d.). Irawati (2014) states that speaking as an activity that produces utterances in the form of words and sentences to make communication with others verbally. Speaking is an active or a productive skill. It is an oral ability in expressing and presenting ideas, information, thoughts on various situations. Speaking skills can be measured from fluency, pronunciation, grammar, and comprehension. If the students got the best of them, the students would have good speaking skills. In line with this (Fachrurrazy, 2011) states that a good speaker should master several speaking components, such as grammar, vocabulary, pronunciation and fluency. It is strengthened by (Fachrurrazy, 2012) who argues that the target of speaking skills is an ability to share and express their ideas freely and spontaneously without being scared.

Two Stay Two Stray

Two Stay Two Stray method was developed by Spencer Kagan (2009) which aimed to make the students to be more active, responsible, compact, and help each other in the teaching and learning process. According to Halim (2019), Two Stay Two Stray is one of methods that gives the students more chance to have communication with others. Two Stay Two Stray can be the solutions to solve the students' problems and increase the students' achievement in the teaching and learning English because the way of the students learn is by doing something so the students will be more active in the class.

METHOD

Respondents

This research was a Collaborative Classroom Action Research in which the researcher was accompanied by a collaborator when doing the research. While the researcher implemented Two Stay Two Stray in speaking class, the collaborator observed the researcher. This research was conducted at class VII A of MTs Al-Washoya Kertorejo Ngoro Jombang which consisted of 15 students by implementing Two Stay Two Stray method.

Instruments

There are two instruments which were used in this research. They were speaking test and observation checklist. Speaking test comprised of pre-test and post-test and observation checklist. In pre-test and post-test, the students were assigned to make dialogs with their

friends using English in front of the class without paper. Both of pre-test and post-test were the same duties but only different words or sentences. Meanwhile, the observation checklist contained the questions of observations about ¹ the teacher's and the students' activities during teaching and learning speaking using Two Stay Two Stray method. The observation was done by the observer by researching how the teacher's and the students' activities in the class.

Procedures

² There were four steps used in the classroom action research. Those four steps were planning, implementing, observing and reflecting. In this research, the researchers did two cycles. The following are the detail explanations of the steps in conducting a cycle.

1. Planning

In planning section the researcher made the lesson plan, the media and success criteria of the research. The researcher used pictures and PowerPoint as the media in this research. The success criteria in this research followed the School Standart (KKM) which was (7.5) and the researcher determined the criteria of success if $\geq 75\%$ of the students got (7.5). If the result of the students had shown improvement and 75% of students reached at least the same or more than (7.5) so the cycle was successful. If less than 75% of the students got (7.5), the cycle continued to the next cycle.

2. Implementing

Before starting the lesson, the teacher gave the students pre-test to know how the students' ability before the teacher implemented Two Stay Two Stray method. Then the teacher implemented the method by deviding the students into four groups. Every group consisted of 3-4 students because the whole class consisted of 15 students. The teacher explained the material. After that, the teacher gave every group different topics. The students discussed with their group about the topic. Next, the teacher asked two students from every group to leave their group and look for information to the other groups. And two students who stayed in group gave the information to the guest. When time was up, the guest returned to their own group and discussed to finish the task. Every group presented their result in front of the class and the best group got a reward from the teacher. At the end of the class, the researcher reviewed the lesson and gave the student's post test to know the students' achievement after the teacher implemented the method to them.

3. Observing

The observer observed the teacher while the researcher was teaching in the class. She observed whether the researcher had done all the planning well or not by filling out the observation checklist. The observation checklist contained list of the activities that should

have been applied by the researcher. The observation checklist was used to know whether or not the researcher's and the students' activities in the class were appropriate with the lesson plan

4. Reflecting

In reflecting, the researcher got data from observation result and speaking test result. The observation result was evaluated by the researcher and the observer. The researcher also compared the result of pre-test and post-test in speaking test. If the result in post-test of speaking test showed that less than 75% of the students got (7.5), so it could be concluded that the research in that cycle was unsuccessful. Then, the research had to be continued to the next cycle.

Data collection

The data collection of this research used observation and speaking test which consisted of pre-test and post-test in every cycle. The observation data gave the result of the teacher's and the students' activities during teaching and learning process. Then, speaking test was analyzed to know how the students' speaking ability improvement after the researcher implemented the method of TSTS in the class. In doing speaking test, the researcher applied the criteria of success to know whether this cycle was successful or not. The criteria of success in this research was when $\geq 75\%$ of the student's got (7.5) score in the average.

Data analysis

The data analysis of this research got from the observation result, the speaking test result and T-test. The observation result was analyzed to know how the teacher's and the students' activities and what the supporting and the obstructing factors were during the teaching and learning process using TSTS in the class. The speaking test result included pre-test and post-test result. The researcher compared the pre-test and post-test result based on the success criteria. If the students' score could reach the success criteria, so the researcher analyzed the significant result of the pre-test and post-test by using T-test (Paired Sample Test) through SPSS version 25. But, if the students' score was under the criteria of success, the researcher did not analyze it by using T-test.

FINDINGS AND DISCUSSION

The teacher's and the students' activities in the implementation of two stay two stray method

Generally, the teacher had instructed the students to do the activities as what had been planned in the lesson plans so that both the teacher and the students did exactly what the lesson plans told. The following are the detail explanations of those activities. In this research, the

implementation of Two Stay Two Stray was conducted in two cycles. Every cycle consisted of two meetings. ¹⁰ The teaching and learning process in the implementation of Two Stay Two Stray was conducted in four meetings. It started from 10th March – 18th March 2020.

5. *Cycle one*

Cycle one consisted of two meetings. It started from 10th – 11th March 2020.

The teacher's activities

In fact, what the teacher did in pre-activity and post-activity both in the first meeting and second meeting was the same as the activities in the lesson plan. The following is the detail description of those activities.

After greeting, the researcher asked one of the students to lead their friends to pray together. Then, the researcher checked the students' attendance list. Next, the researcher explained the material and implemented the method of TSTS. The procedures of Two Stay Two Stray that the researcher did were as follows:

- a) The teacher asked the students to sit in the group
- b) The teacher gave every group different topics to be discussed
- c) The teacher asked two students of every group to visit the other groups and two students stayed in group gave information to the guest
- d) The teacher walked around the class and asked the students' difficulty
- e) The teacher asked every group to present their task in front of the class
- f) The teacher gave a reward to the best group
- g) The teacher reviewed ⁴ the material

⁴ During teaching and learning process, the researcher worked so hard to make the students understand about the material. The researcher walked around the class to ask the students' difficulty in the lesson and answered the students' question about the vocabularies. As soon as the time was over, the researcher asked two students who left their group to back to their own group and shared the information. Then, the researcher had the group to present their result in front of the class. There were for groups consisted of 3-4 students. It means there were four representative groups who came forward to explain the result. The best group got a reward from the teacher.

The student's activities

The students' activities from the first meeting began when the teacher opened the class. Students' activities followed the teacher's instructions. Here were the students' activities during Two Stay Two Stray was applied to them in the class.

- a) The students sat in their group and discussed the topic

- b) Every student shared their opinions and ideas to finish the task
- c) Two students of each group left their group and came to the other group to look for information
- d) Two students who stayed in their group gave information to the guest
- e) The guest came back to their own group and shared the information to all the members of group.
- f) Every group came forward to explain the result
- g) The students reviewed the lesson together with the teacher

While discussing, there were some of the students who were passive in their groups. They chose to be silent better than they shared opinions or ideas because they were afraid to make mistakes in speaking English.

6. Cycle Two

Cycle two consisted of two meetings. It started at 17th – 18th March 2020.

The teacher activities

Actually, the teacher's activities both in cycle one and cycle two were the same. After greeting, the researcher asked one of the students to lead their friends to pray together. Then, the researcher checked the students' attendance list. Next, the researcher explained the material and implemented the method of TSTS. The procedures of Two Stay Two Stray that the researcher did were as follows:

- a) The teacher asked the students to sit in the group
- b) The teacher gave every group different topic to discuss
- c) The teacher asked two students of every group to visit the other group and two students who stayed in group gave information to the guest
- d) The teacher walked around the class and asked the students' difficulty
- e) The teacher asked every group to present their task in front of the class
- f) The teacher gave a reward to the best group
- g) The teacher reviewed the material

In cycle two, before the researcher implemented the method, the researcher gave the students games to make them more interesting to join the lesson. Besides, games also built the students' motivation and got rid the students' boredom in learning speaking. As usual, the researcher walked around the class to accompany the students who got difficulty in the learning process. At the end of the class the researcher always reviewed the material together with the students.

The student's activities

The student's activities from the first meeting of the class began when the teacher opened the class. Student's activities followed the teacher's instructions. Here were the student's activities during Two Stay Two Stray applied to them in the class.

- a) The students sat in their group and discussed the topic
- b) Every student shared their opinion and ideas to finish the task
- c) Two students of each group left their group and came to the other group to looked information
- d) Two students who stayed in their group gave information to the guest
- e) The guest back to their own groups and shared the information to all the members of group.
- f) Every group came forward to explain the result
- g) The students reviewed the lesson together with the teacher

During discussion, all of the students could share ideas and opinions without being scared to make a mistake. The students also were really active in the class. They were compact in their groups to finish the task and confident while presenting the task in front of the class.

The supporting and obstructing factors in the teaching and learning process.

In teaching and learning speaking using Two Stay Two Stray method, the researcher found some supporting and obstructing factors, such as:

1. The Supporting Factors

The supporting factors found by the teacher during teaching and learning process were the students' enthusiasm and motivation. All of the students in the class showed their enthusiasm to join the lesson. It happened because Two Stay Two Stray was a new method applied in their class. Besides that, Two Stay Two Stray method had many activities so the students were not bored in the teaching and learning process. When they did not feel bored, the students became enthusiastic.

According to Borong & Pd (2016), there are some characteristics of the students' enthusiasm in the teaching and learning English, such as: interactive classrooms, students' activeness in answering questions, students' attention during learning process, previewing the lessons, and feedback from the students. Two Stay Two Stray provided many activities that were interactive so that the students enjoy doing many kinds of speaking activities that were instructed by their teacher. Their enthusiasm also built the researcher spirit to teach them. Both the teacher and the students were feeling happy in the teaching and learning process.

This condition could create the classroom atmosphere which was conducive. They had important role in the improvement of the students' speaking ability.

Besides that, Two Stay Two Stray method made the students motivation become higher in the teaching and learning process. Their motivation built their spirit to reach their purpose in learning speaking. Their motivation also became one of the factors of the success in teaching and learning process, especially in speaking class. The students' motivation has an important role in bringing the students to be successful in learning English (Vibulphol, 2016). In this case, the students had high spirit to speak more and more in order that their learning in speaking became successful.

2. The obstructing factors

During teaching and learning using Two Stay Two Stray method, the researcher found some problems in the class. They were that:

- a) Two Stay Two Stray method was spending time because there were many activities that were needed by the students to finish the task.
- b) In the first meeting of cycle one, there were some of the students were not able to work in their group because they were confused to have communication with their friends.

From those explanations above, the obstructions factors influenced the success of the process of teaching and learning speaking. Many activities of Two Stay Two Stray method spent the time. It made some of the groups not able to present their task and cut off the teacher's explanation. To solve this problem, the researcher gave additional time by having a class of presentation outside the time of the regular class. If it was not done, the researcher would not know how the students' achievement after the researcher applied TSTS method to them in the first meeting of the first cycle and the students did not have chance to present their task in front of the class. This condition was not good for the progress of their speaking ability. That was why in the second meeting of the first cycle, the researcher managed the time by giving the students time limitation while they were discussing or looking for information to the other groups. So, the researcher did not need to have the additional time anymore in the teaching and learning process.

Next, the other obstructing factor was the confusion of the students to have communication with their friends. It made the teaching and learning process did not go well because the students did not focus on their task but on the procedures of Two Stay Two Stray method. It caused the students not to discuss their task as the role that they had to do. When they came again to their own groups they only had little information about the topic of their discussion. Then, they stopped discussing because of less opinions, ideas and information to talk about. To

overcome the problem, the researcher accompanied them and explained more about the procedures of Two Stay Two Stray method until they really understood. So, the students were not confused with the procedures of the method anymore and the teacher did not have to experience this kind of problem in the next meeting.

Two stay two stray could improve the students' speaking ability

In cycle one, the mean score of the students' speaking test was (6.7) in pre-test and the mean score of post-test was (7.4). There were only 60% of the students who could reach the minimum score (7.5), while 40% of the students' scores were still under the minimum score. The students' score in this cycle could not reach the criteria of success which was $\geq 75\%$ of the students had to get the score (7.5). It could be said that cycle one was unsuccessful.. But, the students showed their improvement on their speaking ability after Two Stay Two Stray method was applied in teaching and learning speaking.

In cycle two, the mean score of the students' speaking test was (7.4) in pre-test and the mean score of post-test was (9.0). In this cycle, the students' speaking ability got higher improvement if it was compared to their speaking ability in cycle one. The percentage of the students who could reach the minimum score was 100% or all of the students could reach the minimum score. It could be concluded that this cycle was successful.

To know the significant improvement of the students' speaking ability in pre-test and post-test in cycle two, the researcher analyzed it by using paired sample test. The table below showed the result of paired sample test.

Table 1. Paired sample test

		Paired Differences							t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
Pair 1	Post test – pre test	16,0667	3,97252	1,02570	Lower	Upper					
					13,86676	18,26658	15,664	14	,000		

Based on the table above, it can be known that t_{score} of paired sample test was 15,664 with $df = 14$. T_{table} of the paired sample test was 1761. It means that t_{table} was higher than t_{score} meaning that the students' speaking ability improvement from pre-test to post-test was significant. It is also supported by the result of Sig.(2-tailed) (0.000) was lower than 0.05. It could be concluded that there was a significant difference between the mean score

of pre-test and post-test. Therefore, it could be said that Two Stay Two Stray method could improve the students' speaking ability.

The success of this research was influenced by the supporting factors found by the teacher in the teaching and learning process apart from the advantages of Two Stay Two Stray method itself. The students' enthusiasm and motivation were the factors that supported the teaching and learning process to improve the students' speaking ability. Besides those supporting factors, the role of the teacher to solve the obstructing factors in the implementation of TSTS had high impact toward the improvement of students' speaking ability.

The enthusiasm that the students had in the teaching and learning process made them more active to speak more and more. By doing this, the students got used to speaking English without being scared of making mistakes. It caused the frequency of the students to English become more. Practicing using the language that is being learnt could increase the students' skill (Oya et al., 2009). In other word, practice is very important in learning speaking. Without practicing the learners of a language will get nothing.

In addition, the students' motivation also contributed much in the increasing of their speaking ability. By having motivation, the students became more diligent to express and share their ideas or opinions in speaking class. Besides that, the students also learn the rules and procedures of the task well to have the best score in presenting their task. Students with high motivation build their spirit to share their ideas in the teaching and learning process (Hastuti et al., 2013).

Furthermore, the teacher is also the key of the success of the teaching and learning process. It is a duty for the teachers to manage the classroom as condusively as possible for their students' learning activities. Teachers should create a suitable method and a comfortable situation in making the students to become enjoy and fun to join the learning process. If the students feel enjoy and fun, the teaching and learning process can run well as what the teacher has planned. The students also can receive the teacher's information fully. When there is a problem occurring in the class, the teacher should be responsive to fine the solutions. It is what had happened in the class when implementing Two Stay Two Stray method in the speaking class where this study was carried out. The teacher directly got the ideas to make their students not lose their chance to speak by giving additional time outside the regular time. At that time, TSTS wasted too much time when being implemented in the first meeting of the first cycle. Fortunately, the teacher could handle the problem well so that the purpose of teaching and learning still could be reached. The

success of learning process consists of three main elements, namely, the teacher, the students and the learning material (Wafi, 2019).

All of those supporting factors and what the teacher did in the class, especially in handling the problems happening help the students to increase their speaking ability. Therefore, the students' speaking ability was significantly improved after being taught by using TSTS method.

B. CONCLUSION

Based on the result of the research above, the conclusion could be described as follows:

1. The teacher and the students did activities as what was written in the lesson plan.
2. During teaching and learning process, the researcher found some supporting and obstructing factors, such as :
 - a. The Supporting Factors
The supporting factors were the students' enthusiasm and motivation in the learning process.
 - b. The Obstructing Factors were as follows:
 - 1) Two Stay Two Stray method was spending too much time because there were some activities needed by the students to finish the task.
 - 2) Many students were confused in the first meeting to do the instruction in TSTS.
3. Two Stay Two Stray method could improve the student's speaking ability at class VII A of MTs Al-Washoya in the academic year of 2019-2020. It was proven by the students' speaking scores both pre-test and post-test in cycle one and cycle two. The result of pre-test in cycle one (6.7) increased to (7.4) in cycle two, and post-test (7.4) in cycle one increased to (9.0) in cycle two. The paired sample test result also showed that there was a significant difference of the mean score of pre-test and post-test for cycle two.

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