

**ARTICLE**

***THE USE OF TWO STAY TWO STRAY STRATEGY TO IMPROVE  
THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY  
AT SMPN 3 WATES IN THE ACADEMIC YEAR 2015/2016***



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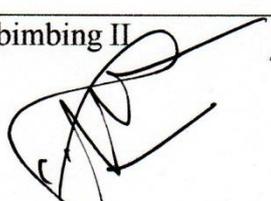
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## THE USE OF TWO STAY TWO STRAY STRATEGY TO IMPROVE THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY AT SMPN 3 WATES IN THE ACADEMIC YEAR 2015/2016

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### ABSTRACT

Speaking is part of English primary skill, which involves the order skills (listening, writing, and reading). While listening means receiving an information, then processed by the brain, finally producing it into an utterance. This research used experimental quantitative research which consisting of two variables. They are Two Stay Two Stray strategy as independent variable and speaking ability as dependent variable. The subject of the research was the eighth grade of SMPN 3 Wates. The populations of this research were 264 students, and the writer took one class as the sample 30 students consisting of 13 females and 17 males. The result of research is the writer found that the mean score of post-test (83.6) is higher than mean score of pre-test (64.13), then t-score was 19.806 at the degree of freedom of 24.806, t-table was 2.045 at the level of significance of 5% and 2.756 at the level of significance 1%. T-score  $19.806 \geq t\text{-table}$  and the level of significance is 5% (2.045). It means that it is very significant. So,  $H_0$  is rejected and  $H_a$  is accepted. Two Stay Two Stray strategy encouraged collaboration, increased self-esteem and participation, deepened understanding of concepts, and dispelled misunderstandings promptly. Based on the result of the research, it can be concluded that Two Stay Two Stray strategy is effective for students' speaking ability for helped students to attract the students' attention toward achievement of speaking skill and increase their motivation by actively involving in learning.

**KEYWORDS :** Two Stay Two Stray strategy, Speaking Ability.

### I. BACKGROUND

Speaking is one of the fundamental skills to be developed as a function of language is to communicate. Nunan (2005:2) states "Speaking is interactive process of constructing meaning that involves producing and receiving and processing information". It means that speaking is primary skill, which involves the order skills (listening, writing, and reading).

While listening means receiving an information, then processed by the brain, finally producing it into an utterance.

Speaking is part of English is taught at school. The goal of speaking which students have to reach is the ability to speak English.

By having good skill in speaking, the learners can make communication with the foreigner and

other people. Also, they will become the best speakers and they can use this language in many opportunities, such as: if they look for a job, speaking English fluently will be one of the requirements to get a job.

Moreover in speaking, learners can express their ideas, emotions, opinion, and they can get many vocabularies in direct communication. Thus, the students become fluent in speaking English and make them active in teaching learning process.

But unfortunately, a common problem for teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a class, such as asking questions to whole class, most of them just keep silent. The next problem is most of English teacher do not always teach their students about the way to speak English. They often focus on grammar instead of spoken English.

Based on the observation done by the researcher conducted at SMPN 3 Wates, there are some unexpected conditions happened during teaching learning process. The class is being taught by the teacher with 30 students. The teacher always focused only with

the sources given by the school with some interactive questions to lead the students to get into the topic. The teacher taught by using translation all the time, which made the researcher assumes that the teacher might think the translation method is the best way to make the students be able to understand English very well.

The students often have problems in grammar, vocabulary, comprehension, fluency, and pronunciation. In grammar, they afraid of making mistakes to speak out. So, it cause limited them to explore their idea. For the vocabulary, they seemed reluctant to use their dictionary because most of them did not bring the dictionary, so it makes their vocabulary did not develop. In comprehension, they difficult to understand what they talk because they did not know the meaning and only focus on memorize the script. In fluency, it will be different from who often speak and seldom. The students who seldom speak will have less fluency with speak as much as possible. In pronunciation, they say according their own way, different with the native speaker. Because it needed practice speak English more.

To solve the problem students' low speaking skill in communication, there are many ways that can be used to help students. One of them is strategy. Strategy in teaching used by teacher can help students to practice their English. Many strategies are used as the technique to involve students in teaching and learning process. One of them is cooperative learning. The appropriate teaching strategy like cooperative learning strategies helps the teacher to solve problem in the class because the cooperative learning strategies employ students centered activities rather than teacher centered activities. It can guide and facilitate a better atmosphere of learning. The strategy may also attract the students' attention toward achievement of speaking skill and increase their motivation by actively involving in learning. In addition, the use of appropriate strategy in teaching speaking can solve the problems occurring in speaking class. One of them is using Two Stay Two Stray strategy. In this strategy, the students can think the answer of the question themselves, then discuss it with their member and share the information to their member.

Two Stay Two Stray (also known as One Stay Three Stray (OSTS)) is one of the cooperative learning instructional strategies or structures that proposed by Spencer Kagan. Two Stay Two Stray is a learning strategy that gives a change for groups. This is done by visiting each other group and share information. So, it is clearly mentioned that in Two Stay Two Stray strategy, the students do not have to work and discuss the problem or task with their partner and share it with the class. Furthermore, all students will do the activities with their partner. It will increase students' participation.

Considering the statement above, the writer conduct the research entitled "The Use of Two Stay Two Stray Strategy to Improve the Eighth Grade Students' Speaking Ability at SMPN 3 Wates"

## II. METHOD

Variable is everything, which is the object or purpose of a research, or a factor to be investigated or the data of which to be taken. The writer concludes that variable is everything that will be investigated or observed in getting the data.

The dependent variable is variable that emerged as a result of the independent variable. It is often called output variables, criteria, consequently. On the other hands, Singh (2006: 136) continues, “ The basis on which the the effectiveness of the experimental variable is established or studied is known as the criterion variable.” It means that dependent variable is thing that is effected by another thing.

This research consists of two variables namely Two Stay Two Stray strategy as independent variable and students speaking ability as dependent one.

This research uses quantitative method. According to Delamont, (1992: viii), quantiative research is as the term suggested, concerned with the collection and analysis of data in numeric form.

There are many kinds of reseach design. The design of this research is experimental design because in this way, the writer made experiment to the eight grade students of SMPN 3 Wates. In this case, Ary (2002: 25) cited that “experiments are carried out in order to explore the strength of relationships between variables.” It means that the writer wants to know the strength of the use

of Two Stay Two Stray strategy in teaching speaking.

This research took place at SMPN 3 Wates located on Jl. Raya Kediri No. 449 Wonorejo Wates Kediri. This school is chosen because it is one of school have a good achievement in academic and non-academic domain.

The population of this research is the eighth grade students of SMPN 3 Wates Kediri in the academic year 2015/2016. The total population of the eighth grade students is 264 students. But, the writer just chose one class as the sample to represent the research that is VIII-G. There are 30 students consisting of 13 females and 17 males. It chosen because those sampled the purpose, made the writer is easier in collect the data.

The instrument used to get the data is test. The writer used test to measure the students’ speaking skill before and after being taught using Two Stay Two Stray strategy. The test was oral test and the first test were pre-test that gave before treatment and the last was post-test that gave after students are taught using Two Stay Two Stray strategy.

Speaking test concisted of one topic that students have to notice the

material to answer and make a discussion based on the guiding question on the material. In both test, pre-test and post-test are the same kind of test. The same kind of test is to be able to draw the difference of students' speaking skill before and after being taught using Two Stay Two Stray strategy. Here is a classification to get the score for the students. There are some criteria to analyze the students' speaking.

The technique of data analysis used by the writer is independent t-test. This technique is used to prove the hypothesis of the writer in the previous chapter. From this process, the writer is able to know whether this research is significant or not by looking at the result of pre-test and post- test.

Based on Ary (2010: 177), the formula of independent t-test sample is:

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

t = The score which want to find out

Md = Mean of different score (post test – pre test)

xd = Deviation of each subject (d-Md)

N = Sample

### III. RESULT AND CONCLUSION

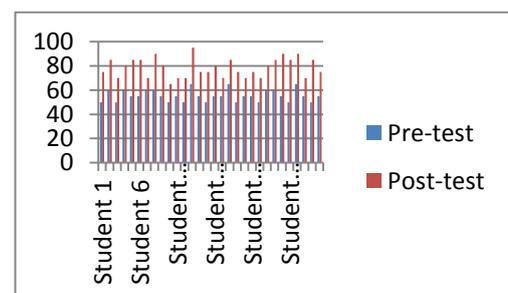
#### A. Result

Before the result is analyzed, the writer needed to know the condition of English teaching learning process. The condition of English teaching learning actually was good but the teacher often focused on teaching grammar, so the students' speaking skill was not good enough. They were not confident to speak English, it made a passive activities in class where the students only listened the explanation from the teacher without practicing speaking English.

The writer gave pre-test and post-test. The writer gave a topic to the students and prepared the dialogue about the topic. It was used to know the students' speaking ability before giving treatment by using Two Stay Two Stray strategy, such as: their grammar, vocabulary, comprehension, fluency, and pronunciation.

**Diagram 4.3**

**The result score of pre-test and post-test**



In testing the hypothesis, the computation of t-score was compared to t-table. If t-score was higher than t-table, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. From the result of the data analysis it can be found that t-score was 16.265. At the degree of freedom of 21.265 t-table was 2.045 at the level of significance of 5% and 2.756 at the level of significance of 1%. It means that t-score  $16.265 > 2.048$  of degree of significance of 5%. So, it is significant. Thus, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted.

The students' speaking skill was increasing through Two Stay Two Stray strategy can be seen from the table of average score between pre-test and post-test below.

**Table 4.3**  
**Average score between Pre-Test and Post-Test**

N (29 Student)	Pre-Test	Post-Test
TOTAL SCORE	1665	2355
MEAN	55.5	78.5

It can be seen from the table above that total score of pre-test was different from that of post-test. In pre-

test, it is 1665 and the score improved in post-test, it was 2355. Automatically, mean of pre-test and post-test was different too. Mean 55.5 is obtained in pre-test and mean 78.5 is obtained in post-test. So, post-test's mean also to be better than pre-test's mean.

## **B. Conclusion**

Based on the previous chapter, it can be concluded that speaking is what the learners say to what the learners see, feel and think. When the learners feel something, the learners want someone to hear them. The other hand, speaking can be called as oral communication and it is one of skills in English learning. This becomes one important subjects that the teacher should be given.

From the result of the writer's analysis, it shows that there is significant influence of using Two Stay Two Stray strategy to the eighth grade students of SMPN 3 Wates. Resulting t-score is 16.265 and t-table 2.045. So, t-score is higher than t-table. Based on the result, the writer concluded that using Two Stay Two Stray strategy gave a better result in students' speaking skill.

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