

ARTICLE

***THE EFFECT OF USING TWO STAY TWO STRAY TO THE
STUDENTS' SPEAKING ABILITY AT SECOND GRADE
STUDENTS OF MTS NU HASAN MUCHYI
ACADEMIC YEAR 2015/2016***



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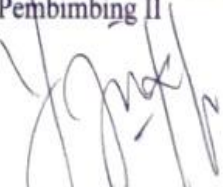
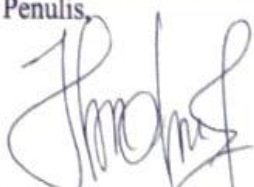
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**THE EFFECT OF USING TWO STAY TWO STRAY TO THE
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ABSTRACT

This research is aimed to investigate the students' speaking ability before and after being taught using two stay two stray and to investigate whether there is any effect of two stay two stray at MTs NU Hasan Muchyi academic year 2015/2016. The researcher examined four aspects of speaking, those are fluency, pronunciation, grammar and vocabulary. This research used quantitative approach. The sampling technique which was used in this research was clustering sample. The sample of this research were the eighth grade students, especially VIII B which consist of 22 students. Beside that, the researcher uses experimental one group pre-test post-test. The students were given pre-test, two meetings of treatments and post-test. The researcher concluded that two stay two stray had effect in students' speaking ability. It was proven by the mean of pre-test (44.27) was lower than post-test (56.13). Beside that, the result of t-score was higher than t-table, t-score was 6.003 at the degree of freedom 21 and t-table was 2.831 at the level of significance of 1% (0.01). Students' speaking ability was increasing after being taught by using two stay two stray. From this research, it can be said that by using two stay two stray the students' speaking ability was increasing.

Keywords: Speaking Ability, Two Stay Two Stray

I. INTRODUCTION

There are four basic skills to be learnt in learning English such as listening, speaking, reading and also writing. Among the four, speaking as one of four skills in English which is very important because people in general can speak well enough in their community. Speaking is the way to communicate with others to achieve certain goals or to express their opinions, intentions, hopes and some points. So, students can express their feeling, ideas, or send intended message directly by speaking.

According to Kayi (2006: 1) speaking is the process of building and sharing meaning through the use of verbal and non-verbal communication. Verbal communication is an activity which people do to produce sound that express their idea while non-verbal communication is a system consisting of a range of features often used together to aid expression. Speaking which is used for verbal and non-verbal communication is the way to communicate with other people. Meanwhile, speaking is the most important skill, because it is one of the abilities to carry out conversation. Nowadays, lots of educators, governments, ministers of education, employers of the companies and

organization want staff who can communicate in English.

In addition, Louma (2004: 1) states that speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This statement means that in language teaching learning process the teacher should improve students' ability in speaking. The progressing of the students in speaking skill must be scored in objective way. However, in real situation in English class, speaking activities do not work as it is expected because of many factors prevent students from speaking English. The students are not confidence to speak English, they are afraid of making mistakes and sometimes they do not understand what they wanted to say.

Ur (1996: 121) states that some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas, shy, low participation, and students' preference to use their mother language. Although speaking has several difficulties, the researcher will try to reduce the difficulty in order to the students of junior high school can speak up in the teaching learning process. In teaching learning process, students find difficulty to express their ideas, some of students know about

the meaning of the sentence which is spoken by the teacher but sometimes they cannot express it because they are confused to say some words. As a result, they speak Indonesian. Then, they lack of confidence when they are asked to practice, they looked shy and do not feel enthusiastic in the teaching learning process. According to Ur (1996: 121) teacher can solve some problems of speaking by using group work, base the activity on easy language, interesting topic, giving some instruction and keep the students speaking. That's why the researcher tries to give them special treatment by using cooperative learning two stay two stray.

The research was conducted in MTs NU Hasan Muchyi. As researcher knew that speaking ability of eight grade students were quite low then the researcher wanted to give treatment to the students by using two stay two stray in order to make the speaking ability of students get better.

Two stay two stray is one of the cooperative learning which provides an opportunity to share the results and other information to the group. This is done because a lot of teaching and learning that characterized the activities of the individual. According to Lie (2010: 69) states that two stay two stray (Two Lives Two guests) is a technique in which students learn to solve problems together

members of the group, then two students from the group exchange information to two other group members were staying. In two stay two stray, the students are required to have the responsibility and active learning in every activity. It is done because a lot of learning activities are individual oriented activities. The students work by alone and are not allowed to look at the other students' work. But, two stay two stray is oriented in group and students can share their opinion with another group.

The researcher formulates the problem of this study as follows:

1. How is the students' speaking ability before being taught using two stay two stray at MTs NU Hasan Muchyi?
2. How is the students' speaking ability after being taught using two stay two stray at MTs NU Hasan Muchyi?
3. Is there any effect of two stay two stray at MTs NU Hasan Muchyi?

II. METHOD

The researcher used quantitative approach and experimental research design. In finding the data relating to the variable of the research, it was necessary to decide where the research conducted. The researcher chose VIII B of MTs NU Hasan Muchyi in academic year 2015/2016. It was located in Pugu street. This research used clustering sampling which was taken

from B class and consisted of 22 students, 12 male and 10 female.

The data of this research were taken from the students' score. The researcher decided to use oral test, then the form of test students had to describe plants orally. The inter raters took the score of speaking included: grammar, vocabulary, fluency, pronunciation. The students speaking score were collected based on the rubric of speaking from brown (2001: 406-407). The data of this experimental research was collected through Pre-test, treatments and post-test. The aims of the activities were to know whether the students would have a good changing in their learning or even became worse after getting the treatments. This study used method of quantitative analysis to process the data.

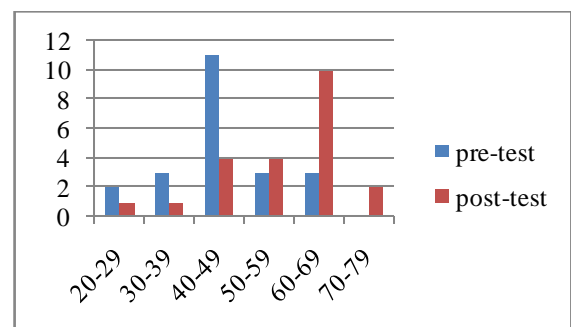
All the data collected from the pre-test score and post-test score were analyzed using SPSS version 21. The data which got from the pre-test score compared with the post-test score using the formula of paired sample t-test with the significance 1% (0,01). To know the difference students' speaking ability before and after being taught using two stay two stray and to proved the hypothesis. If there is the students score average is no significance difference the (H_0) is accepted and (H_a) is rejected, but if if the students score average

is significance difference the (H_0) is rejected and (H_a) is accepted.

III. RESULT AND CONCLUSION

A. RESULT

From the chart below, the reader can see the improvement before and after treatment clearly. Frequency of pre-test was marked with blue while post-test was red. Frequency of post-test score increases than the frequency of pre-test. Therefore, according to the calculation of SPSS and the diagram above, the researcher concludes that the students' speaking score is increasing and two stay two stray had significance impact to the students' speaking ability.



Based on analysis from SPSS above, the table shown that quarrel of mean score of speaking ability pre-test and post-test is 11.955 which got from mean of post-test minus pre-test. Standard deviation between pretest and post-test is 9.341 that got from standard deviation of post-test minus pre-test furthermore average standard error that got by the same way. Lower and upper is distance of difference value that tolerance. The result used significance value 95%, by

using significance value 95%, distance of quarrel score of pre-test and post-test from 16.096 up to 7.813 and the t-table 2.831 at the level of significance of 1% with degree of freedom is 21 that got from the total of student minus 1. It means t-test is higher than t-table ($6.003 > 2.831$) and sig. (2-tailed) from the table is 0.000 with the level of significance of 1%. Because of t-test is higher than t-table and P value t-test is lower than level of significance of 1% ($0.000 < 0.05$) it means H_0 is rejected and H_a is accepted.

B. CONCLUSION

Two stay two stray is appropriate technique to use in teaching speaking so that students can express their idea and share their information to other students. By using two stay two stray, students are more active in teaching learning process.

After analyzing the result of the research, the researcher got the data about students' speaking ability before being taught by using two stay two stray, the result showed that the mean of grammar, vocabulary, fluency and pronunciation are 2. It means that the students' speaking ability before being taught using two stay two stray was low.

Then, the result of students' speaking ability after being taught using two stay two stray showed that the mean of grammar, vocabulary, fluency and

pronunciation are 3. It also supported by the mean score of post-test (56.13) was higher than the mean of pre-test (44.31). It means that the students' speaking ability after being taught using two stay two stray was increasing.

From the data that have been analyzed by the researcher using SPSS version 21, it was shown that there was very significant effect of two stay two stray to students' speaking ability to the second grade students MTs Hasan Muchyi.

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