USING TWO STAY TWO STRAY TO IMPROVE SPEAKING ABILITY AT SMK KHARISMA NUSANTARA

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Abstract

The aims of this research are : (1) to know the ability of students' speaking skill in daily learning activity and (2) to increase students' speaking ability at SMK Kharisma Nusantara through Two Stay Two Stray Technique. The researcher used Classroom Action Research as the method. This research was conducted on the first grade of Kharisma Nusantara Senior High School in the academic year of 2018/2019. This research divided into two cycles and seven meetings. The researcher took three meetings for test and four meetings for treatment. Each cycle covered the step of planning, acting, observing, and reflecting. Every meeting consisted greeting, main activity, and closing. In the first meeting of cycle 1, the researcher gave the pre-test to all students as the population. Through this pre-test, the researcher knew the students ability. The treatments of first cycle were in second meeting and was done in third meeting. And the last meeting of cycle 1, the students were given the post-test by the researcher. While, the researcher continued the research on cycle 2, which consist three meetings. Two metings for giving the treatment, and the last meting for the post-test. The result shows that learning English speaking can increase with Two Stay Two Stray Technique. The students can more active when they are speaking.

Keywords: Speaking Skill, Two Stay Two Stray (TSTS) , CAR

INTRODUCTION

Language is a way of communicating that connect every one with others, either spoken or written. From it, the activities can become communicative. Through the language, we can communicate with a lot of people. Children can interaction with they parents and more by using language, the teacher teach us in the school, and more activities in this world can effective through communication by using language.

English is a foreign language that has been studied since the early. It has its own systems and structure of words that completely so that it is considered to be difficult from the our mother tongue. Macro skills and micro skills are taught in this foreign language. Macro skills have four aspect, they are; listening, speaking, reading, and writing. There are many difficulties in each skill. And the most difficult thing for the students is speaking.

Speaking is an important aspect to interaction in daily activities. When some people speaks, they can interact and use the language to deliver their argument, reason, and what they are feeling. Brown (2007: 4) in (Argawati & Syahrizal, 2016) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. Meanwhile, Thornbury (2005) in (Parmawati, 2018) says that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn. In the other side, according to Henry Guntur Tarigan (2008) cited in (Aini khoyimah et al., 2020) explains that speaking is a language skill that develops in the life of a child that is only preceded by listening skills, and at that time the ability to speak or say is

learned. So, speaking is an interactive process of teaching and learning activities that can increase students' skill to communicate with the others.

TSTS type is a learning model that begins with making groups, then discussing to solve the problems given by the teacher and then exchanging the results of the discussion with other groups, after exchanging then reviewing and discussing again with the group to draw conclusions (Suprijono, 2015:112) as cited in (Hidayat & Muhson, 2018).

According to Huda (2013) as cited in (Kurnia et al., 2017) the syntax of Two Stay Two Stray model can be seen from several stages as follows : (1) the teacher divides the students into several groups with each group consists of four students. The group formed is a heterogeneous group; (2) the teacher distributes sub-topics to each group to be discussed together with the members of each group; (3) students' work together in groups of four. It aims to provide opportunities for students to be actively involved in the thinking process; (4) after completing this step, two people from each group leave the group to visit another group; (5) two persons living in groups are assigned to share their work and information with guests from another groups; (6) guests excuse themselves and return to their own groups to report their findings from other groups; (7) groups match and discuss the results of their work; (8) each group presents their work. "By using TSTS structure, students will get used to respecting others' opinions and they can express their opinions to others and they can increase their confidence in expressing ideas" (Sulisworo & Suryani, 2014:59) as cited in (Wardana et al., 2018). Based on the statements above, TSTS is a type of learning which makes a group and discussing with the other groups, after that back to their group to discuss again what they get from other groups. From the explanation above, it can be concluded that speaking is one of macro skills which important to be implemented in daily activity.

METHOD

This type of research is Classroom Action Research. This research was conducted in two cycle through four stages: action plan, implement, observe, and reflection. The subjects of this research were students of first grade of SMK Kharisma Nusantara and the sample is class of X TBSM 2. Thus, the writer used tests, observations, and documentation technique for collecting data.

RESULTS AND DISCUSSION

Results

The research carried on the second semester students of Senior High School level for seven meetings. The seven meetings were categorized into two cycles. The result of each cycle will be organized on four steps of CAR, namely: (1) planning, (2) acting, (3) Observing, and (4) reflecting.

Cycle I. In the planning stage, the researcher made lesson plan before the research was begun to make an effective class. The lesson plans was about narrative text which was implemented using Two Stay Two Stray technique. It was implemented in treatments 1 and 2 (on the second and third meeting). After the step finished, the researcher continues to the next step, it is acting. In this step, the researcher comes to the classroom.

In the first meeting, the researcher gave a pre-test of speaking ability students' through reading a narrative text. One paragraph for one person. The researcher prepared a narrative text about

"Timun Mas". Then she asked the students for reading the text in group, each group consists 4 to 5 people. They had 15 minutes for reading and after that they were asked to retell the story without text in front of the class one by one.

The researcher has two treatments in cycle 1, they are in second and third meeting. As long as do both of the treatments, the researcher provided some file notes to capture what the students do in the learning activity. The processes are applied as below :

Table 1. Meeting in Cycle 1

	Acting	**Observing**
Meeting	Topic	Activity
1	Pre test	In the first meeting, the researcher gave a narrative text about "Timun Mas". The students were asked to read it, one paragraph for one person.
2	Treatment 1	The students were divided into eight groups, each group consist of four persons. The researcher gave the same text to all groups and they disscuss it.
3	Treatment 2	Two persons in every group stay at their group, and the other stray to another group for sharing what they get in each group. Then, the researcher gave it to the students for sharing in front of the class.
4	Post test	In this meeting, the researcher gave the same instruction in the first meeting, but it is without text.

Reflecting is the last step of CAR in cycle 1. In this step, the researcher made some implications basically on observations found during the teaching and learning process. It starts from pre-test. The students looked doubtless and unconfident when they read the text. Many strange words which they found in the text so that they passed some words in every sentence. They added that the test make them nervous because they had not been used to speak in English. The average pre-test score is only 43. It is still far from achieve KKM, which has the minimum score is 55. Many students have heard the story that the researcher gave. They know the storyline of the text but all of vocabularies are still strange. During the treatment 1 and 2, the students seems more active to learn with their group about the text. They seemed to enjoy because they can share with the other. On the first treatment, the students seemed doubt and confused. They afraid and shy if they do the mistake. But it changed when the researcher gave the directions. However, in the second treatment, the students also seemed confused at first. They did not know what they should do. After the researcher gave the istructions, they looked to enjoy in the learning process. The process of teaching and learning looked more effective when the students speak in English. Although their speaking is not full of English, but at least they understand and be confident when they share the learning with the other group.

In fourth meeting, the researcher gave the post-test to know the development of the treatments during learning process. The researcher asked the students to present what they get in group.

They presented in front of the class one by one. The result of pos-test was surprise. Eight from ten students can present fluently. And the average post-test score is 58.

Cycle II. There are different session with cycle 1. In cycle 2, there are treatment and post-test only. Two meetings for treatment, and final meeting for pos-test. For getting the satisfactory result, the researcher instruction the students looking for narrative text and then discuss with their group. The activity in cycle 2 can be followed in table 2 below:

Table 2. Meeting in Cycle II

	Acting	**Observing**
Meeting	Topic	Activity
5	Treatment 3	The students divided into eight groups, each group consist four persons. The researcher instruction the students to find a narrative text and they disscuss it.
6	Treatment 4	Two persons in every group stay at their group, and the other stray to another group for sharing what they get in each group. Then, the researcher gave to the students for sharing it in front of the class.
7	Post Test	In this meeting, the researcher gave the same instruction in the first meeting, but it is without text.

Reflecting of the observation would be discussed in this passage. There were many improvements in every meeting. The improvements were as follows: (1) their score on post-test 1 was increased. From 44 for pre-test, it was improved to 52 and their score became 55.5 for post-test 2, and (2) their quality of learning shown from their behaviour and attitude during teaching and learning activity.

The detail result of score can be drawn on table 3 below.

Table 3. The Data Result

	Pre-test	**Post-test 1**	**Post-test 2**
Minimum score	28	32	38
Maximal score	60	72	73
Mean score	44	52	55.5

While the improvements on attitude and behavior are presented in table 4 below:

Table 4. Improvement on attitude and behavior

Points	**Former condition**	**Improvements**
Activeness	In the first meeting, the students do not want to read the text instructed by the researcher at all. It because they afraid do the	The students are more brave to read, and can share with the others.

		mistake and shame on the others.	
Enjoyment		The students seemed doubt, they confused what should they do. They still feel unconfident when speaking in English using this technique.	Students are more confident to speak in English in front of their partner. And they feel enjoy when sharing a text that the researcher gave.
Curiousity		The students are ignorant when the researcher instruction to read and then speak in English. They do not matter the guidance from the researcher because of they lack of vocabulary.	The student more active for sharing the text which they found.
Knowledge		Their courageous in speaking of English is very low because they lack of vocabulary. They looked passive when discuss and presentation in front of their friend.	The student more interested in peaking when use Two Stay Two Stray Technique and they are begin to show their vocabulary.

Discussion

This research purposed to improve the ability in speaking and vocabulary by using Two Stay Two Stray technique. And use two cycles for seven meetings. Four meetings in cycle 1, three meetings in cycle 2. The process of teaching and learning run so well on the second semester students of Vocational High School level. The students seemed more active and enjoyment the process of teaching and learning. It means that use this method true can improve the students speaking ability to their vocabulary quantitatively.

CONCLUSION

Having conducted the research in using Two Stay Two Stray technique to improve students' speaking ability, the researcher can collect some conclusions that the method can improve students' speaking ability. Improvements include two points, namely: (1) increasing their average score. The average of pre-test was 44, the average score of post-test 1 was 52, while the average score of post-test 2 was 55.5. (2) improvement of their attitudes and behaviour. This can be seen from their increased liveliness, fun, curiousity and knowledge.

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