USING TWO STAYS TWO STRAY (TSTS) TECHNIQUE TO INCREASE STUDENTS' SPEAKING SKILL

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Abstract. Speaking is one of the important elements in communication. In order to make a good communication, speaker must have delivered clear information to receiver. The mastery of speaking skills in English is a priority for many foreign language learners such as in Indonesia. Teacher must be creative in using a good method or innovation technique to make the students interest to study English especially in speaking. Two Stay Two Stray is a cooperative learning technique that promotes better learning, improve student motivation, and increases enjoyment of the learning experience. The aim of the research is to know the using of Two Stay Two Stray technique in improve the students' speaking ability and to know what are the students' increases toward Two Stay Two Stray technique in teaching speaking. The research design is Classroom Action Research which consist of two cycles. The implementation of action research consists of planning, acting/implementing, observing and reflecting. In collecting the data, several instruments are used: observation, test and documentation. The analyzed data was the result of the students in every test and the result of observation conducted. From the result, test in cycle I and test in cycle II was getting improvement, in pre-test mean score was 25%, after that the researcher used Two Stay Two Stray as technique in teaching speaking, in the cycle I the students score of test doesn't improve 65%. So that, the researcher continued to the next cycle and the result of cycle II was successful, the students' score in test was improve 90%. So that, the used of Two Stay Two Stray brings a positive impact to the students' speaking skill.
Keywords: Two Stay Two Stray; Speaking Skill

A. INTODUCTION

Language is a tool of communication which convey a message. There are many kinds of language in the world including English language. English is an international communication language that spoken by millions of people all over the world. All of people from many different countries use English to communicate each other. There are several ways of communicating language. One of the ways is speaking. It is the way that a language communicated orally. Therefore, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much the people have improved in their spoken language proficiency (Richard, 2008:19).

Based on the observation of the English teaching-learning process, the students' speaking skills seemed getting less adequate attention. The class activities of students were dominated by an analyzing text and doing tasks from text book. The teacher did not give the students varied activities in learning English. Some of teachers still use the traditional strategies in teaching English that their effect the students immediate in the classroom teaching. They are sometimes bored, sleepy, lazy, going out from class because they are hungry, or the students make noisy situation in the class and disturb the teaching learning activities.

This is according to research conducted by Suyoto (2003: 32) states that "Learning to speak in schools has not been able to meet the demands of the required public speaking activities. Learning to speak in schools generally lack the sympathy of the students ". Therefore, there are still a lot of students who can't speak English although they have been learning for a long time.

The technique in teaching learning process is a way to implement a method that used by teachers in teaching learning process in order to students can interaction and the teaching learning process is effective. According to Lazarton Murcia (2001: 106) in teaching speaking, the teacher is expected to be able to promote student's speaking ability by employing several types of techniques such as discussion, role plays, and conversation based activities. Thus, it is expected that the strategies will explore the student's speaking performance.

Two stays two stray (TS-TS) is one of the learning technique from cooperative learning. Istiqomah (in Huda, 2011:95) as finding one of cooperative learning technique that each group can discuss and gives information not only with own group but also other groups, this technique is called two stays two stray (TS-TS). Two stays two stray (TS-TS) as a learning technique which gives the opportunity to group to share the result and information to another group. Students are though skills in order to be able to cooperate with their own group, as active listener, give explanation to another student, and making a discussion.

Using two stays two stray (TS-TS) is a suitable teaching technique to be used in the classroom to improve students' speaking skill. All students can be active when speaking lesson started. The students can accustom talk in small groups first, then talk in front of the class so that the students can speak with confidence without scared the wrong grammar. Maulani (2012:95) said that, "by using cooperative strategy, two stays two stray (TS-TS) the students were more encourage, could understand the material easily, and concentrated more and spoke more confidently". Besides that, students can more brave express their opinion when learning in progress and also learn a lot of new words from their friends, learn how to use the right grammar when the students speak with correct pronunciation.

Based on the explanation above, the researcher is interested to know the teacher of using two stays two stray (TS-TS) technique in improve the students' speaking ability and to know what are the students' increases toward two stays two stray (TS-TS) technique in teaching speaking.

B. MATERIAL AND METHOD
1. Research Design

In this research the researcher uses classroom action research. Classroom action research is aimed to reveal the students' real problem in a classroom. According to Robert (1995:293), "action research is the implementation of fact finding to practical problem in solving a social situation and it involves the collaboration and cooperation of researchers, practitioners and laymen" the research is used to improve the quality of action within it. It means that action research is used to solve the problem in social situation and it is collaborative research.

Classroom action research is done by the teacher to solve the problems in her teaching learning process and to improve the students teaching and learning process in the classroom. Kemmis (in Nunan, 1992:95). The researcher used classroom action research (CAR), exactly collaborative classroom action research. Classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it could be solved. According to (Kurrotul Aini, 2015:21).

The research based on the real classroom problem, the researcher collaborates with the English teacher as a partner, and use two stays two stray to solve the problem. If the method can solve the problem, it can be a references method in another teacher to solve some problem. The researcher was conducted in SMPN 3 Pamekasan. While the subject of the research is the students` in seventh grade at SMPN 3 Pamekasan which consist of 20 students on the class, 10 females and 10 males. This research uses two strays two stray (TS-TS) technique to increase

the students' speaking skill.

2. Research Procedure

The researcher uses classroom action research by using two cycles, in every cycle consists of one meeting. The implementation of action research uses the spiral activity, which consists of planning, acting/implementing, observing and reflecting (Hopkins, 1992:22).

a. Planning

In the research, planning is the first step of action research. Planning is made after researcher does the preliminary study. The teacher and the researcher play the cycle that will be given to the students in the class. It is aimed to implement strategy that used by the researcher in the class. The researcher also makes lesson plan, format of observation of the lesson plan, and so on. Furthermore, the researcher and the teacher decide to choose the topic for teaching.

b. Acting

Acting means instructional activities done by the researcher and the students in the class based on the planning that has been made before or the implementation of planning. The instructional activities use two stays two stray (TS-TS) for each cycle.

c. Observing

Observing is conducted during action given to the students. Observation is done by making field notes. The researcher goes around each group to observe the activity in the classroom. The researcher will share about the strength and weakness during the process. Besides, the researcher will give advice to the teacher in order to improve teaching and learning process in the next cycle.

d. Reflecting

Reflecting is conducted by the researcher and the teacher to evaluate acting and the students' progress in learning process. The reflection result is used to find out some weaknesses in the instructional activities that have been done. Then those weaknesses have to be revised and the revisions are aimed to improve teaching and learning process in next cycle.

3. Data Collection

In collecting the data, several instruments are used:

a. Observation

Observation was held in order to know the students` speaking skill, the students` behavior during teaching-learning process and to know the class management Kusumayati (2010:44). Observation was used by the researcher when the teaching and learning process took a place.

b. Test

Test instrument was used to collect data in the researcher. According to Arikunto (1998:37) there were many kinds of instruments such as test and field notes. Instrument for collecting data aims to support the success of the research. It helps the researcher to go the data and the information about the process of the students` especially the effectiveness of using two stays two stray (TS-TS) to increase students` speaking skill. There are four components of speaking skill concerned with fluency, accuracy, pronunciation, and intonation.

c. Field Notes

Field note is used to collect data related to situation of class/subject obtained in teaching learning process as well as classroom activities from cycle I and cycle II. These data are used to the improvement of next cycle in learning activity.

4. Data Analysis

The analysis conducted at the end of the action. The analyzed data was the result of the students in every test and the result of observation conducted by the researcher.

a. To know the teacher's activity when teaching and learning process runs by two stays two stray. The data gotten was looked for the average.

b. The students' progress was analyzed based on the evaluation of the students in speaking skill. The way used by the researcher was learning mastery of the students in English. The students were called to reach the standard, if the students can reach 70 and classically 85% of the students can reach 70.

c. Organize all of data gotten from research field, it means that the data gotten are organized into the instruments namely test and observation.

d. Making the table of the student's mastery or the researcher made diagram that showed the students' progress in speaking skill.

e. Calculate the students' speaking mastery.

f. To know the students' mean, score each test, the researcher used the formula: According to Burns (1999:59).

$$M = \frac{\Sigma X}{N}$$

M : The average of students' score
Σ_X : Total score
N : The number of students

To know the class percentage that achieve the KKM (passing grade) the researcher used formula: According to Burns (1999:63).

$$P = \frac{F}{N} \times 100\%$$

P : The class percentage
F : Total percentage score
N : Number of students

C. RESULT AND DISCUSSION
1. Result
a. Preliminary Study

In analyzing the data of pretest, the first step is to get the mean score of the class. It is calculated as following:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{830}{20}$$

M = 4,1

Based on the result of the preliminary study, the data showed that more than 75%, the students of Seventh Grade are disable to speak well, there were only 5 (25%) students who derived the score above the Criteria Minimum Score (KKM). Meanwhile the other 15 (75%) students were below that criterion. From the data above, the students who pass Criteria Minimum Score (KKM) 70 are 5 (25%) students of 20 students.

b. Finding in cycle 1

The first step is to get the mean score of the class in cycle I. It is calculated as following:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1445}{}$$

$$20$$
M= 7,2

Based on the result of the cycle I, the data showed that the mean score of the test of cycle I was 7,2.

The second step to know the percentage of student's score who passed KKM (70) post-test in cycle I. It is calculate by using:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{13}{20} \text{ X } 100\%$$
$$P = 65\%$$

From that calculation, the class percentage which pass the KKM is 13 students of 20 students. And there are 7 students are below the KKM. From that analyzing, it could be seen that almost of the Seventh-Grade students speaking was still low.

c. Finding in cycle 2

In this case, every action was planned as good as possible so that the speaking activities could be accomplished well.

The first step is to get the mean score of the class in cycle II. It is calculated as following:

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{1740}{20}$$
M= 8,7

Based on the result of the cycle II, the data showed that the mean score of the test of cycle II was 8,7.

The second step to know the percentage of student's score who passed KKM (70) post-test in cycle II. It is calculated by using:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{18}{20} \text{ X } 100\%$$
$$P = 90\%$$

From that calculation, the class percentage which pass the Criteria Minimum Score (KKM) are 18 students of 20 students. And there are 2 students are below the Criteria Minimum Score(KKM). It means that 90% students passed from Criteria Minimum Score (KKM). It shown that most of the students could improve their speaking skill. The students studied speaking more serious and more enthusiastic in learning English speaking in the class. Based on the

result of cycle II above, it was concluded that the students' speaking skill could improve.

2. DISCUSSION

Based the collected data and the decided criteria, the success (achievement) of this classroom action research can be retail that before using two stays two stray (TS-TS) the researcher conducted a pre-test. The students' mean score in pre-test was low in bellow the score in criteria of success, in cycle I the mean score of the student's test was 7,2, it means that the action in cycle I is not successful yet. So that, the researcher continues to the next action cycle II. The students' mean score in cycle II was 8,7. The percentage of the class success was 85%. It shown that cycle II improve from the cycle I. So that, the improving students' speaking skill by using two stays two stray (TS-TS) was successful.

From the result in pre-test, test in cycle I and test in cycle II was getting improvement, in pre-test mean score was 25%, after that the researcher used a two stay two stray (TS-TS) as technique in teaching speaking, in the cycle I the students score of test doesn't improve 65%. So that, the researcher continued to the next cycle (cycle II), and the result of cycle II was successful, the students' score in test was improve 90%. So that, the used of two stays two stray (TS-TS) brings a positive impact to the students' speaking skill.

D. CONCLUSION

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using two stays two stray (TS-TS) technique to increase students' speaking skill of the Seventh Grade at SMPN 3 Pamekasan.

Teaching speaking through two stays two stray (TS-TS) can be enjoyable experience for both teacher and students. In fact, students can increase their speaking after being taught by using two stays two stray (TS-TS). It can be seen by students' achievement in speaking test in each cycle. In the preliminary study the average of the students' achievement was 4,1. In the cycle I the average of the students' achievement was 7,2, in the cycle II the average of the students' achievement was 8,7. Students' speaking increased as well as their motivation in speaking and they were interested in speaking through two stays two stray (TS-TS). Result of the research show that the students increase their speaking efficiently and effectively.

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