

Improving Students Speaking Ability Toward Learning Model Two Stay Two Stray At SMAN 1 Rantau Selatan

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ABSTRACT

This research aims to describe that improving the speaking ability toward learning model two stay two stray at SMA N 1 Rantau Selatan jl.Kihajar Dewantara no.01 Rantauprapat. This research conducted as Classroom Action Research (CAR) with research steps referring to Arikunto model and conducted for two cycles, while each cycle consisting of planning, acting, observing and reflecting. The research setting was in SMA N 1 Rantau Selatan, the subjects of this research was student at XI grade and the total of the students in the class was 40 students. In this research, there were two types of data: quantitative data and qualitative data. The quantitative data were collected through test, namely pre-test and post-test. The qualitative data were collected through questionnaire to the students. The quantitative data were analyzed using descriptive statistic: find out the mean of the scores in the test. The research finding indicate that Learning Model Two Stay Two Stray was effective in 2 aspects: (1) in improving students' ability: students' speaking level and socials' skill increased, students could bravely and confidently speak in front of class by using paper consist about materials (2) in improving class situation: the atmosphere in the class became alive , student enjoyed the speaking activities, there were many chances for student to practice their speaking ability: student had great motivation to learn speaking, speaking became easy and fun to the students. The result showed that implementation learning model Two Stay Two Stray effective toward activity, learning interest and improving their ability in speaking English.

INTRODUCTION

Globalization era, most of the people are being rushed to study English in the world, English is one of language widely used as a means of communication among nations weather as the first language or the second language. In this case can not be denied that English is more and more important to follow the progressing of civilization. So, English plays an important role in all aspect of life, Such as education, politic, economic, social, and culture. English as an international language occupies the first position in the world communication today. English for indonesia has become a bridge or a major window to compete

in the world of civilization. Language is the best communication tool human being. Without extensive knowledge of the language, then people will have difficulty in communicating. All were influenced by the prevailing social- cultur factor in communicating.

The mastery of English is very important in this modern era because English is used to as an international language. English is used communicate with other people from different country and to read some literatures from the other country.

Based on the reason above, the Indonesian government has realized the importance of English and has decided that English becomes a compulsory subject at school. As us know there are four basic skill in English such as listening, speaking, reading, and writing but the most important skill is speaking because teacher always uses English in giving some information and explaining the material during teaching learning activities in the class.

In SMA N 1 Rantau Selatan, many students who study English are still having problems to communicate with others because their speaking ability has not developed appropriately. Sometimes students are afraid speaking in front of the class, getting difficult to start English conversation in the class, students are not active in learning speaking English, and students speaking level are low.

Speaking is very important to do something especially to speaking in front of the class. Lack of courage can be problem to speak English although the students have sufficient vocabulary and good grammar. Lack of confidence can influence the students' speaking ability. Students who have low ability but high confidence will master English well. If the students make a mistake in front of class, the students will feel shy with their friend. So, students are getting difficult to start English conversation in the class. In this case, Social's skill is also needed by students. It makes them becoming more respect of somebody's opinion, creating habit on students to listen each other, sharing, giving an opinion, open mind of critic and teaching students to always care. To teach in the class, teachers must prepare themselves very well. Successful teaching in the class is influenced by many aspects such as teacher skill and school facilities. Learning style is a way that we like in doing the thinking process and understand the information. Learning style to learn English will influence student's ability in mastering English. With various methods, student will enjoy the class and they will not be bored in the class. Therefore, they can enjoy and like the lesson. Teacher can choose one to do it in the class on the student character.

Model must be able to increase the students' ability in learning English, especially in speaking English. And, method has to be able to manipulate, see-able, listenable, and readable. At last the teacher hopes that model can motivate his students to speak English to communicate their need especially in the

classroom and in their daily need in general.

Two Stay Two Stray is a suit for increase speaking skill because Two Stay Two Stray is one of types of cooperative learning model. Difference to the other type of cooperative learning, the structure of *Two Stay-Two Stray* provides opportunities to submit work or information to the other groups. The sharing activities familiarize students to respect the each other opinions. Student can learn to express their opinions to others. Recognition of the other student opinion can enhanced self-confidence and motivate the students to express their ideas or opinions. Students feel their existence are trusted and valued because each member has very important role and task in the implementation of inter-group opinion sharing. These interactive situations occur because the group cannot solve the task sharing opinions without the good cooperation between group members.

In addition, the presence of friends in a group can lead to mutual motivation in learning; they can help each other to overcome difficulties, mutual respect, ideas or opinions, as make the students well prepared for the task, and be attentive during learning. Using this learning model, student not only become more independent, not rely on the teacher, but also this model give encouragement to think and to participate actively in learning. This one model promotestudents to dare to ask and argue, so hopefully the physics learning process become more meaningful and able to nurture students' critical thinking skills.

Considering the issues above , the researcher is motivated to conduct class room action research in which the research will use Two Stay Two Stray in the speaking instructions, in my research on the title “ Improving Students Speaking Ability Toward Learning Model Two Stay Two Stray at SMA N 1 Rantau Selatan.

REVIEW OF LITERATURE

Tarigan in Kusmaryati (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.

Lado in Kusmaryati (1961: 240) points out that speaking ability is described as the ability to report facts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

Classroom Activities in Teaching Speaking

According to Kayi in Dimyati (2006), there are some activities that usually used in speaking class. Some of them are:

(a) Discussions

Discussion is a kind of teaching technique that allows students to share their feelings and ideas about a topic (usually given by teachers) with their friends. Discussion usually begins with dividing students into several groups then the teacher gives them a topic to be discussed in group and they try to find the conclusion or usually called 'discussion result'.

(b) Role-Play

In role-play activity teacher firstly gives a situation, for example: 'You are a new student in a junior high school. Today is your first day. You come to the school. When you are at school, you walk through the corridor to find your class but you fail. When you are confused, someone's coming to you.' After giving the situation, teacher asks students to act as the characters found in the situation. This activity can help students develop their speaking skill because students must speak what they should speak based on the situation.

(c) Simulations

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more detailed. In simulations, students can bring properties to the class to create a real environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. It is sometimes called 'mini drama'.

(d) Information Gap

Information gap is an activity that requires students to work in pairs. One student will get different information with other students. That is why this activity must be done in pairs because it cannot be completed if there is no cooperation between students. Information gap activities have many purposes such as solving a problem or collecting information. This activity is effective because everybody has the opportunity to talk in the target language. No student will dominate this activity because they depend on each other.

(e) Brainstorming

This activity begins with teacher gives a topic and then students produce ideas in a limited time that has been determined by teacher. Brainstorming is effective because learners can produce ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized by teacher about their ideas so that students will not be afraid of sharing their ideas feeling and they are allowed to say anything they want to say.

(f) Story-telling

This activity can be done in two ways: (1) retelling story, or (2) telling story. Retelling story means that students telling a story that has already been exist in his own way, while telling story means that students create his own story that based on his experience or his imagination. Story telling can make students have creative thinking.

Two Stay Two Stray (TSTS)

Learning model has various techniques. One of them is Two Stay Two Stray. Two Stay Two Stray technique is adapted from Spencer Kagan in Huda (1990). This technique will bring students to active in leaning process, because students will learn more though process constructing and creating working in group in sharing knowledge. Nevertheless, individual responsibility is still the key of succes in learning English. This learning process is believed as being able to give chance to students to be involved in discussion. It also encourages critical thinking and is willing to take responsibility of their own learning by enhancing of their reading comprehension.

According to Lie in Shoimin (2007: 11) Two Stay Two Stray is a technique that gives the students change to share their ideas, argument and information to other groups. In this technique, there are some activities. Then, by using this technique, students help each others. The high level and the low level of students will work together to achieve the purpose of their group.

Istarani in Sukmayati (2012:202) clarifies that in Two Stay Two Stray classrooms, students work together in groups twice; in their own group and in the other groups. Each member of the groups has responsibility to win the competition in order to get group reward. This reward is received based on individual contribution to their home group. Huda in Sukmayati (2011:129)TS-TS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. TS-TS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become ‘strayers’ and other two students become ‘stayers’).

According to Crawford in Sukmayati (2005) TS-TS offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups.

The Syntax of Two Stay Two Stray (TSTS)

Syntax models of two stay two stray consists of several stages below.

- Preparation

At this preparatory stage, things that teachers do is create a syllabus and system of assessment, instructional design, teachers prepare students assignments then divide students into groups each group consisting of four students. The group also formed a heterogeneous group, for example, a group consisting of high ability students, two students capable of being, and low-ability students. This is done because the type

learning model two stay two stray aims to give students the opportunity to learned each other and supports each other.

- Presentation of teachers

At this stage the teacher to indicators of learning, introducing and explaining the material in accordance with lesson plans that have been made

- Group activities

In this learning activity using an activity sheet that contains the tasks that must be learned by each student in the group. After receiving an activity sheet that contains issues relating to the concept of matter and its classification, students learn in small groups (four students), which is discussing the issue with members of his group. Each group completed or solves the given problem in their own way. Then, two of the four members of each group to leave the group and visit another groups, while two members who live in the working group tasked with delivering results and information they for guest. After obtaining information from two members who stay, guests excused him to go back group each and report its findings and match and discuss the results of their work.

- The formalization

After studying in groups and resolve a given problem, one of the groups presented the results of group discussion to be communicated or discussed with other groups. Then the teacher directs students to forms discussed and formal.

- Evaluation of the group and award

Phase evaluation is done to determine how much the ability of students to understand the material has been obtained by using cooperative learning model of two stay two guests. Each student is given a quiz containing questions of learning outcomes with two models stayed two guests then followed by giving awards to a group that scores the highest average.

According to Lie in Huda (2007; 61), Two Stay Two Stray consists of some steps as follow:

- a. The students are set in group of four students
- b. Then two students of each group will leave the group, each of the two students will stray to other groups.
- c. The two staying students have task to share information and work result to their guests.
- d. The guests excuse themselves and back to their group and report their findings from other groups.
- e. The group matches and discusses the information

Kamaroesid in Sukmayati (2009:128) suggested in his book. The planning included:

- (1) preparing the teaching scenario
- (2) designing the lesson plan used in teaching using Two Stay-Two Stray strategy
- (3) selecting and preparing the materials
- (4) preparing the students' worksheet
- (5) Preparing the criteria for success
- (6) Designing the instruments for data collection including test items, students' observation sheet, teacher's observation sheet, and field note.

RESEARCH METHOD

This research will be conducted at SMA N 1 Rantau Selatan, jl. Ki Hajar Dewantara No 1, regency of Labuhanbatu on October 2018. So, the researcher chooses this school to implement learning model Two Stay Two Stray (TSTS) to increase English speaking ability of students in this school. The school was chosen due to the feasibility for the researcher to get the data in answering the problems. For this research, the researcher used CAR (Classroom Action Research). CAR (Classroom Action Research) is way that can be used by teachers to explore innovative learning systematically, objectively, and contextual.

Action research is classroom based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. Classroom action research is a research that has a basis in the class.

Instrument of Collecting Data

1. Test

Arikunto in Enisa (2013: 193) states that test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.

The researcher gave students some tests (pre-test and post-test) to collect the data. The researcher gave oral tests and analyzed the scores to measure the students' improvement in speaking. The tests consist material to be described by the student.

Pre-test is used to know the ability of the student before the researcher gives the treatment. The researcher uses other method to teach in the class. The researcher formulates the lesson with the students. After that, the researcher gives instruction to the students to present the lesson in the class. Then, the researcher gives the score based on the scoring rubric.

Post-test is given to know the ability of student after the researcher gave the treatment. The researcher asks the students to practice in front of the class. Then, the researcher observes the students and gave score based on the rating

scale suggested by Barzt, there are four element of speaking to be scored: fluency, quality of communication, pronunciation, and effort to communicate. The researcher will get the students speaking score using the following computation.

$$\text{Speaking Score: } \frac{\text{obtained score}}{\text{Maximal score}} \times 100\%$$

2. Questionnaires

Arikunto in Enisa (2013: 194) states that a questionnaire is a number of written questions which are used to gain information from the respondents about themselves or their knowledge.

After collecting data, the researcher analyzes data. In Classroom Action Research, the researcher analyzes the data during first action research. To get qualitative data, the researcher gets from descriptive statistic. Such as daily average values, active students, etc. This data is taken from student score. The researcher compares the all students' score from the pre-test until the post-test. Qualitative data is taken from the information about student activity during the teaching process, students' action, students' confidence to perform and speak English in the class.

Analysis of the First Activity (Pre-test)

In this first step, the researcher collects the first data. The researcher did the pre-test. The pre-test used to know the ability of the students before the treatment. The pre-test was done on Thursday November 10th 2016. The researcher used a model teacher, the teacher tough in the class using other method. The researcher formulates the lesson with the students. After that the researcher gave instruction to the students to practice in front of class. Then, the researcher gave the score based on the scoring rubric.

In this study, the researcher and the teacher collaborated to make a planning, acting, observing and reflecting. The researcher used two cycles in learning process in the class.

Analysis the Activities of Cycle I

The first cycle started in the second meeting. It was done in two meetings, as the follow :

a. Planning

In the phase the researcher prepared the lesson plan before teaching in front of

the class The planning consists of: designing the lesson plan, creating a learning media, and creating an instrument for observation.

b. Acting

In this phase the first meeting in cycle I, in the classroom the researcher will give the greeting and check the attendance list of students before. The researcher will give treatment in the class. The researcher as teacher applied the lesson plan had been arrange before. Next, the researcher asked the students about their prior knowledge about descriptive text and gave example a word (thing, animal, place and person). The researcher took one of them, it is a cat, after that another students write the description of a cat in the whiteboard. And then spoke in front of the class one by one. After the teaching and learning process the researcher explained the learning model of teaching and learning process. The reseacher gave motivation to more active in learning process.

In the second meetings, the researcher explained descriptive text about noun. In this teaching and learning process the researcher not implemented conventional learning model but the researcher the better learning model namely TSTS (Two Stay Two Stray. The first steps, the researcher explained of rhe leraning model TSTS. The second steps is the researcher explained TSTS chart and also gave the example to support.

In the last activity, the researcher asked the students if there any question related to the lesson. Furthermore, discussing about what they have learned together. Finally, the researcher gave the post-test to know their ability after teaching and learning process.

c. Observing

The observation was done by a researcher. It did to observe students attitude during the teaching and learning process. Based on the observation result most of the students enthusiast and enjoyed the speaking ability toward learning model Two Stay Two Stray.

d. Reflection

The reflection was done to evaluate the teaching and learning process. The result of thr first cycle did not reach the goal deterimed. So they students needed more explanation about the way to comprehend the text and they also need reinforcement in other to support them. Therefore, the second cycle would be done by repeating the steps in the first cycle in other to solve the problem.

Analysis the Activities of Cycle II

The cycle Iiwas conducted in two meetings, it is similar to the Cycle I, the

researcher also conducted this cycle in same four phases as follows :

a. Planning

in this phase the lesson plans were prepared the teaching and learning speaking process was emphasized by using learning model TSTS. Beside preparing lesson plans, post-test and descriptive text about noun also prepared. At this time, the students would be active and interesting learning model TSTS than though in the cycle 1.

b. Acting

in this phase the first meeting cycle II the teacher also used the learning model TSTS. The first step, the teacher also reviewed the students memories of the learning model TSTS and the teacher motivated them to do the better than before . the second steps, the teacher also gave the students material about noun with descriptive text a word (thing, animal, place and people) . It will be continued by applying learning model TSTS and TSTS chart. The third steps, The teacher gives the students assignments. After that the students discussing the issue with members of his group. Each group completed or solves the given problem in their own way. Then, two of the four members of each group to leave the group and visit another groups, while two members who live in the working group tasked with delivering results and information they for guest. After obtaining information from two members who stay, guests excused him to go back group each and report its findings and match and discuss the results of their work. After studying in groups and resolve a given problem, one of the groups presented the results of group discussion to be communicated or discussed with other groups. Then the teacher directs students to forms discussed and formal.

In the last activity, After studying in groups and resolve a given problem, one of the groups presented the results of group discussion to be communicated or discussed with other groups. Then the teacher directs students to forms discussed and formal. The test is same as with the first cycle.

c. Observing

The researcher observes the learning activity. At this stage, the observation of students during learning process, the continuation of the first cycle. In this second cycle the students will make more some progress and better than the first cycle.

d. Reflection

The researcher reflects the implementation of the second cycle. During the activity the students will have many progresses. The researcher will analyze and conclude the implementation of the learning process. In this second cycle the students must become more active than the previous cycle and successful.

FINDINGS

The result of the research indicate that there was an improvement on the students speaking ability toward learning model TSTS. After collecting the data, the mean of the pre-test was low (65.10 %) and then in the Cycle I was done. After doing the action toward TSTS. Learning model in cycle I, the result of the first post-test had increased from the pre-test (7147.5 %). After giving the action in cycle II, the result of the second post-test had increased from cycle I (8097.5%). It implied that learning model TSTS was effective in improving students ability in speaking. The qualitative data that were taken from observation sheet also showed that the students' interest in speaking ability had increased because they could share their knowledge and their opinion in speaking test competitively so they were more active.

CONCLUSIONS

Based on the result of the study, the conclusions are as follows:

1. Students English speaking ability at the second year of senior high school at SMA N 1 Rantau Selatan is improved by using learning model TSTS. In the first cycle, there is improvement in pre-test (65.10), Cycle I (7247.5) and Cycle II (8097.5).
2. In cycle I some students show the increase of students score and there are some students that just keep silent during learning process. The students

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