THE EFFECTIVENESS OF *TWO STAY TWO STRAY* AS A TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY

(A Quasi Experimental Research at Tenth Grade Students of
SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016)

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

Octavia Puspaning Maharani

2201411009

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF SEMARANG

2016

i

PERNYATAAN

Dengan ini saya,

Nama : Octavia Puspaning Maharani

NIM : 2201411009

Prodi / Jurusan : Pendidikan Bahasa Inggris / Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni, Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi (Final Project) yang berjudul:

"THE EFFECTIVENESS OF *TWO STAY TWO STRAY* AS A TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY (A Quasi Experimental Research at Tenth Grade Students of SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi (Final Project) ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidak benaran, saya bersedia menerima akibatnya.

Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang, 21 Januari 2016

Yang membuat pernyataan

Octavia Puspaning Maharani

NIM. 2201411009

i

APPROVAL

This final project, entitled **THE EFFECTIVENESS OF TWO STAY TWO STRAY AS A TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY** (A Quasi Experimental Research at Tenth Grade Students of SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016), has been approved by the Board of the Examination of the English Department of Faculty of Languages and Arts of Semarang State University on January 21st, 2016.

Board of Examination

1. **Chairperson**

   Prof. Dr. Subyantoro, M.Hum.
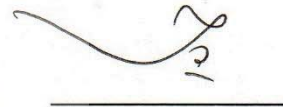   NIP 196802131992031002

2. **Secretary**

   Galuh Kirana Dwi Areni, S.S.,M.Pd.
   NIP 197411042006042001

3. **First Examiner**

   Sri Wahyuni, S.Pd., M.Pd.
   NIP 197104082006042001

4. **Second Examiner/ Second Advisor**

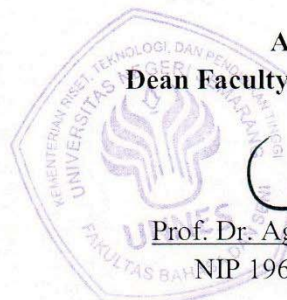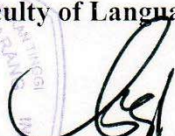   Novia Trisanti, S.Pd.,M.Pd.
   NIP 197611062005012002

5. **Third Examiner/ First Advisor**

   Dr. Abdurrahman Faridi, M.Pd.
   NIP 195301121990021001

Approved by
Dean Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M. Hum.
NIP 196008031989011001

iii

"There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle."

To:

my parents (Drs. Khabib Khambali and Endah Wahyuni Setyowati,)

my brothers (Mayhendra Maharaja and Dasagusta Mahadeva,)

my sister (Millencia Laura Mahadevi), and

all of my best friends.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First and foremost, I praise to Allah Almighty for the blessing, health, and inspiration during my study and in completing this final project. I would like to express my sincerest gratitude to Dr. Abdurrahman Faridi, M.Pd as my first advisor and Novia Trisanti, S.Pd, M.Pd as my second advisor for giving me guidance, advice, and suggestion during the process of writing the final project.

My honor also goes to all lecturers of English Department of Semarang State University for all the guidance and lectures during my study. My thanks also go to Wahid Hidayat, S.I.P., the headmaster of SMA Taruna Nusantara, for his permission, Drs. Heru Prasetyo, the English teacher for his kindness, and the students of X-1, X-2, and X-7 for their cooperation.

I also would like to dedicate my sincerest thanks to my parents, my brothers and my sister who always give me support and love. My thanks also go to my best friends, Sari, Utik, Nunung, Retno, Dewi, and Fia, thanks for the beautiful friendship and every time we have shared together. My special thanks are expressed to Taufik Hidayat who always motivates me to be better and better.

The last, there is nothing perfect in this world and this final project is not an exception. Therefore, suggestions and criticisms are always needed for its betterment. I hope this final project will be useful for all readers.

The Writer

ABSTRACT

Maharani, Octavia P. 2016. *The Effectiveness of Two Stay Two Stray as a Technique in Improving Students' Speaking Ability (A Quasi Experimental Research at the Tenth Grade Students of SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016)*. Final Project. English Department, Faculty of Language and Arts, Semarang State University. First Advisor: Dr. Abdurrachman Faridi, M.Pd. Second Advisor: Novia Trisanti, S.Pd, M.Pd.

Keywords: Two Stay Two Stray, Speaking, Experimental Research

This research is about using *Two Stay Two Stray* technique for teaching speaking in senior high school. Two Stay Two Stray is an interactive technique that encourages the participants to be more creative and active in group work. This research aimed to find out whether or not Two Stay Two Stray technique is effective to teach speaking at the tenth graders of SMA Taruna Nusantara Magelang in the academic year of 2015/2016. The research design used was quasi experimental research. Tests and observation checklist were used as the instruments to collect the data and information. Before conducting the experiment, try out was given to 30 students of X-7 to make sure that they were valid and reliable. The researcher used class X-1 as the experimental group and X-2 as the control group. Both classes were in the same level, background, and competence.

The result of the pre-test showed that the mean score of the experimental group was 62.27 and the mean score of the control group was 60.47. After the treatment, the mean score of experimental group was 83. 86 and the mean score of control group was 77.86. It could be seen that there was an improvement after the treatments dealing with their speaking ability. From the t-test computation of the post-test score, the t-value was higher than t-table (t-value > t-table = 4.167 > 2.750). Therefore, the null hypothesis was rejected and the working hypothesis was accepted. It means that there is a significant difference between the experimental group and the control group.

The results indicate that *Two Stay Two Stray* technique is effective in improving the speaking ability at the tenth graders of SMA Taruna Nusantara Magelang in the academic year of 2015/2016. It is suggested that the findings of this study could be applied regularly and continously or developed by the English teachers to have a better speaking teaching.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHARTS

LIST OF FIGURES

Figure   **Page**

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This Chapter deals with the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

English is getting more and more important in communication world. It is used as a medium for communication among people all over the world in both spoken and written forms. English is the first foreign language in Indonesia. It is taught in all levels of school in Indonesia, including elementary school, junior high school, and senior high school. In senior high school, English teachers have to make their class interesting with various methods, techniques, instrument and material in order to stimulate students to learn language skills effectively, especially in speaking.

The result of observation that the researcher conducted in SMA Taruna Nusantara showed that speaking is also the most frustrating for students in senior high school. The students sometimes face many problems in learning English, especially in speaking. The preliminary observation revealed that: (1) the students,

sometimes, know what they want to say but they are shy to speak, (2) the students have low motivation in learning English, (3) the students are less confident because of their low motivation, (4) the students are afraid of making mistake, (5) many students who want to speak to other usually face some troubles such as cannot produce their ideas, argument or feeling communicatively, and (6) they sometimes can understand what other say but cannot be able to communicate it.

In teaching English as a foreign language, teachers should teach four language skills (listening, speaking, reading and writing) particularly in order to make the students able to use English communicatively. Teaching speaking is considered to be difficult among the four skills. Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Learning to speak is obviously more difficult. It means that more effort is required by the students and various interesting activities are also required by the teacher.

In order to enable students to express their ideas in speaking, teachers should apply creative methods and create various strategies. For example, in oral language class, the students should be taught with cooperative learning activity, so that, they can practice English communicatively. Cooperative learning is a method of learning that involves students to work together in groups, obtain knowledge and enhance social skills. One of the alternatives techniques is using *Two Stay Two Stray* which is developed by Kagan (1994). In this technique, there are four people in each group that will discuss a topic. Then, two of them will stay as the expert and two others will

stray to another group. The *Two Stay Two Stray* technique is used to encourage students to speak English communicatively.

1.2   Reasons for Choosing the Topic

The researcher chooses this topic because of some considerations. Firstly, teaching English as a foreign language for senior high school is not as easy as teaching junior high school. Senior high school students are in the adolescence stage of human development. Santock (1993) in Alhasan (2010) states that adolescence stage is a transitional period in the human life cycle from childhood to adulthood. It is the period in everyone's life which begins at the end of childhood and ends at the beginning of adulthood. In this stage they search the answer of who they really are. Therefore, the students of senior high school are more difficult to teach rather than the students in elementary school and junior high school in terms of teaching foreign language.

Secondly, at this time some of the English teachers still face the difficulties in improving students' speaking skill. English teachers face some problems when they are teaching speaking. The students are passive in the oral English class and have low interaction in speaking English. For instance, when the teacher asks them a question, most of students tend to keep silent because they are too shy to express their opinions and they are afraid of making mistake. Finally, the class is only dominated by the teacher (teacher-centered). This condition, of course, affects the students' ability in

speaking skill. Therefore, some of senior high school students are still lack of the ability in speaking skill.

Thirdly, nowadays, many teachers do not use an appropriate technique in their teaching. However, teaching speaking for senior high school needs an appropriate technique. Therefore, teachers should apply some techniques or methods to encourage the students to speak in English.

1.3   Research Questions

Based on the background of the study and the reasons for choosing the topic, the aim of this research is to answer the following questions, namely:

1.3.1   Is there any significant difference between the students who are taught using *Two Stay Two Stray* and those who are taught using classical guided teaching?

1.3.2   Is *Two Stay Two Stray* technique effective to teach speaking at the tenth grade students of SMA Taruna Nusantara Magelang?

1.4   Objectives of the Study

In this research the researcher has three purposes to be achieved as follows.

1.4.1   to find out whether there is any significant difference between the students who are taught using *Two Stay Two Stray* and those who are taught using classical guided teaching,

1.4.2   to find out whether *Two Stay Two Stray* technique is effective to teach
speaking at the tenth grade students of SMA Taruna Nusantara Magelang.

1.5   Significances of the Study

The researcher hopes that the result of this research will have some significances as
follows.

1.5.1   Practical Significance

The use of *Two Stay Two Stray* technique may help the students to improve their
speaking ability. It can give motivation for the teachers to be more creative and
innovative in teaching English especially, in teaching speaking. The use of *Two Stay
Two Stray* technique also can make the next researchers understand how to develop
the way of teaching in order to make the students improve their achievement.

1.5.2   Theoretical Significance

This research can motivate the students to get communicative way in learning
speaking. It may give the teachers reference about how to improve students' speaking
ability using appropriate technique. This research can be useful as a reference for the
next researchers who have the interest in the same topic.

1.5.3 Pedagogical Significance

This result can become a way to improve the students' speaking ability. The students may feel comfortable to express their idea or argument using this technique. It may improve the teachers' knowledge about the technique of teaching English in a particular skill, so that, the teachers will not face difficulties in learning English. This result will answer the researchers' problems and expand the researchers' knowledge about teaching English before they become the real teacher.

1.6 Outline of the Study

Systematically, this study is organized into five chapters. Chapter I discusses the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study and outline of the report.

Chapter II presents review of related literature, containing previous studies, review of the theoretical background, and theoretical framework which supports the research.

Chapter III is divided into seven sub sections. They are research design, population and sample, variables, hypothesis, research instrument, method of collecting data, and method of analyzing data.

Chapter IV presents the result of data analysis and the discussion of research finding. The last chapter, Chapter V, presents conclusions of the study and provides more suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the general theories according to some experts that are needed in this research. It is divided into three sections. The first section presents review of the previous studies. The second section presents review of the theoretical background. The last section presents theoretical framework.

2.1. Previous Studies

There has been a number of researchers conducted some studies related to the use of *Two Stay Two Stray* technique in improving English speaking skill.

One of the studies was conducted by Arsyanti (2014) entitled *Talking Chip Technique to Improve Students' Speaking Ability And Motivation* (Classroom Action Research at the Eighth Grade of SMP 6 Pekalongan in the Academic Year 2013/2014). The objectives of implementing Talking Chip technique were to find out how Talking Chip technique was applied in teaching spoken recount text. It was aimed to find out the students' speaking ability and the appropriate teaching technique to improve students' speaking ability. The research design was a classroom action research. The students showed positive responses and enthusiasm in learning spoken recount text using Talking Chip technique. The improvement of their enthusiasm, engagement, and performance during teaching

and learning process using Talking Chip technique was significant. Based on her research, it can be concluded that Talking Chip technique can be applied to teach speaking class and it can improve students' speaking ability.

Another review of previous studies related to this research was conducted by Fitriani (2014) entitled *The Use Of Two-Stay-Two-Stray Technique to Improve Students' Motivation in Learning Reading Comprehension (Experimental Research of Eight Grade Students of SMP Negeri 01 Petarukan, Pemalang in the Academic Year of 2013/2014).* This research focused on how to measure improvement of students' motivation in learning reading comprehension of the grade VIII students. The research design was an experimental research. Based on her research, it can be concluded that *Two Stay Two Stray* technique can help the students to show their ability in group processing, individual and group accountability, positive interdependence, believe in their own ability, actively communicate with the teacher, find the relevance of English with daily life, construct their new knowledge based on the previous understanding.

Next, Zanwar (2014) conducted a case study about *The Use of Jigsaw Technique to Improve Student's Speaking Ability in Junior High School (The Case of the Eighth Grade Students of "SMP N" 1 Tembarak in the academic year of 2013/ 2014).* His study focused on improving students' speaking ability using Jigsaw technique. Based on his research, it can be concluded that the implementation of a jigsaw technique in teaching and learning speaking could successfully improve the students' ability during the speaking activity because: First, the students are demanded to practice speaking step by step and they also

had the same chance with the others to practice their speaking so they could be familiar with speaking activity. Second, the use of jigsaw in speaking class made the teaching and learning process more interesting and fun so students become enthusiastic and motivated to speak.

Furthermore, Tsou (2005) conducted a research entitled *Improving Speaking Skill through Instruction in Oral Classroom Participation.* His study focused on improving speaking skill using instruction. The subject of the study was Taiwanese students who learn English as a foreign language. Based on his research, it can be concluded that using instruction in oral classroom participation does not only improve the students' speaking proficiency but also improve their attitudes in the teaching and learning process.

Temerová (2007) conducted a research in her thesis entitled *How to Improve Students' Communication Skill.* She focused on finding factors which can improve students' communication skill. The subjects of her study are the students of Military Language Institute in Vyškov. Based on her research, motivation has the important role in the learning process. It was proved that students´ progress in speaking a foreign language depends on their motivation and encouragement from their teachers. If there are no stimulating factors and the students are not motivated, it leads to boredom in class.

There were differences between these researches above and this research. This research was about applying *Two Stay Two Stray* technique to improve students' speaking ability, whereas, these researches above were about applying Talking Chips Technique, Jigsaw technique, and instruction in oral classroom

participation. The researcher applied *Two Stay Two Stray* technique to improve students' speaking ability because this technique can give the students chances to express their ideas communicatively and creatively either in their own group or in the other group. They also should be active in teaching learning process and master the material they discussed because they have responsibility to deliver the material to the other group. Finally, since the research about using *Two Stay Two Stray* to improve students' speaking ability was rare, the researcher intended to study deeper about this as a technique to improve students' speaking ability.

2.2. Review of the Theoretical Background

The theoretical background in this study includes the explanation of the general concept of *Two Stay Two Stray*, speaking skill, teaching speaking, assessing speaking, and teaching speaking using *Two Stay Two Stray* technique.

2.2.1 General Concept of Two Stay Two Stray Technique

2.2.1.1 Cooperative Learning

Teachers have to know theory about language learning and teaching so that they are able to use appropriate method or technique in teaching based on students' need, so the teaching and learning process can run well. One of the famous methods is cooperative learning that has many student-centered techniques. Kagan (1994) states that cooperative learning is a successful teaching strategy. It is done by forming small teams, with different level of ability students in each team, use a variety of learning activities to improve their understanding of a subject. They share information and come to each other's aid. They are a team whose players must work together in order to achieve goals successfully (Brown, 2001:47).

There are four basic elements of cooperative learning (Kagan, 1994). First is positive interdependence. It places students on the same side, so a gain for one is associated with a gain for another and they cannot succeed alone. Second, individual accountability – occurs when all students in a group are accountable for doing a share of the work and for mastery of the material to be learned. Third, equal participation – occurs when each members of the group is afforded equal shares of responsibility and input. And the last, simultaneous interaction – occurs when class time is designed to allow many student interactions during the period.

Cooperative learning aims to improve students' ability in language skills and social skills. They learn to appreciate and work with others. According to Larsen (2000) in Faridi (2012), there are nine principles of cooperative learning. The principles are:

1) Students are encouraged to think cooperatively,
2) Students often stay together in the same groups for a period of time,
3) Individual and class effort are commented,
4) Social skills need to be explicitly taught,
5) Language acquisition is facilitated by students interacting in the target language,
6) Each student is individually responsible,
7) Responsibility and accountability for each other's learning are shared,
8) Each group member should be encouraged to feel responsible in participating and learning,
9) Teacher teaches cooperation

Cooperative learning has many techniques of presentation, such as Numbered-Heads-Together, Jigsaw, Talking Chips, Inside-Outside circles, Round Robin Brainstorming, Round Table, Think-Pair-Share, Team-Pair-Solo, Student teams-Achievement Divisions (STAD), and Stay-Stray.

2.2.1.2 *Two Stay Two Stray technique*

There are many techniques in the cooperative learning. One of them is *Two Stay Two Stray. Two Stay Two Stray* is a teaching technique adopted from One Stay Three Stray by Spencer Kagan (1994).

The procedure of *Two Stay Two Stray* starts with forming groups of four. Each group choose one topics or material that has been provided by the teacher. Then, they discuss their topic. After that, they choose two members to stay as the expert of the topic or material that they have. The other two members stray, they leave their group individually, not as the pair, and sit down next to the person as stayers to find out what the other groups have done, the *Two Stay Two Stray* technique is used. The stayers explain their group's topic or material that they have discussed before. The strayers ask question then discuss with the stayer. After that, the strayers return to their home groups and tell about what they find.

The class discusses, first in groups and then as the whole class, how *Two Stay Two Stray* involves components of cooperative learning and how it can be used in other contexts (Fitriani, 2014: 16).

The structure of *Two Stay Two Stray* technique gives the groups opportunity to share result and information to other groups. The four elements of cooperative learning stated by Kagan (1994) can be applied. They are positive interdependence, individual accountability, equal participation, and simultaneous interaction. When two members stray to another group, process of sharing information, which completes each other, happens. When the students have to be the stayers, they are accountable for mastering their own group material to be presented to the strayers from another group. When the students have to be the strayers, they are accountable for mastering the other group material to be presented to the stayers from their own group. Each member of the group has the same participation in learning and sharing process. In addition*, Two Stay Two Stray* allows many student interactions during the learning process in order to improve their speaking ability.

2.2.2   Speaking Skill

Harmer (2001:87) defines speaking activity as an activity or a task which asks students to have speaking ability to communicate, express thought, ideas, or feeling orally.

Speaking skill in a second or foreign language is not easy to be learned. Thornburry (2005:1) states that speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers or politicians, may produce even more than that. So natural that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language. It is because foreign language involves other language elements, such as grammar, rhythm, fluency, pronunciation and intonation. Furthermore, a speaker has to think about how to deliver the message in order to convey the right meaning to audience or listener. As stated by Kayi (2006) as follows.

> Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Based on the above definition, the researcher infers that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, to entertain and that all can be learned by using some teaching learning methodologies.

2.2.3 *Teaching Speaking*

Teaching speaking is different with teaching other skills. All language teaching methods prioritize speaking but less as a skill in its own right than as a means of practicing grammar (Thornburry, 2005: 28). Speaking is a productive skill, so that, teaching speaking needs interactive and communicative method and technique.

One of techniques is group work. Group Work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It is a central to maintaining linguistic interaction in the classroom (Brown, 2001:177).

Nunan (2003) in Kayi (2006) stated the definition of teaching speaking as follows.

1) Produce the English speech sounds and sound patterns
2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4) Organize their thoughts in a meaningful and logical sequence.
5) Use language as a means of expressing values and judgments.
6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

2.2.4   Assessing Speaking

Brown (2004:141), stated that there are five types of assessing speaking which students are expected to carry out in the classroom. The five types are presented as follows.

The first is imitative, in this type of performance, students are asked to repeat or imitate the teacher's speech or tape recorder. The teacher's speech is only focused on some elements of languages, such as lexical, grammatical, and intonation.

The second is intensive, in this type of performance, students deal with their linguistic difficulties such as phonological and grammatical aspects of language. In intensive speaking performance, learners focus on phonological and grammatical aspects. In intensive speaking, a teacher may give the learners some pair work activities. Then, he asks the learners to practice some dialogues which contain some grammatical patterns and expressions.

The third is responsive, in this type of performance, students may give short replies to teacher or even students have an initiative for asking questions or comments. There was a limited interaction between a learner and the teacher, or between learners.

The fourth is interactive. It can take two forms of transactional language and interpersonal exchange. Brown (2004:142) states as follows.

> The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

The fifth is extensive (monologue), this performance is to develop students' global oral ability of producing spoken language which is more formal and deliberate. Students not only deliver the message or information to the audience but also think about the structure and the appropriate way to deliver the message in order to make the speech understandable. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners and either highly limited (perhaps to nonverbal responses) or ruled out altogether (Brown, 2004: 142).

In assessing students' speaking ability, teachers should pay attention to various aspects and look at students' performance in detail. In order to measure productive skills like speaking, teachers need an instrument to cover all aspect in speaking. That instrument can be a rubric. As stated by Griffith (2012) as follows.

> It requires a device or instrument to measure the skill. Typically, this tool is a rubric. A rubric includes the specification of the skill being examined and what constitutes various levels of performance success.

Speaking assessment by using rubrics aims to measure the improvement of the students. We can determine students' improvement. Not only in what aspect they are good but also in what aspect they are weak and need more effort.

2.2.5 *Teaching Speaking Using Two Stay Two Stray*

It has been mentioned before in the above discussion that *Two Stay Two Stray* is one of the technique that can improve speaking skill. Through this technique the

students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Based on the definition above it is clear that *Two Stay Two Stray* has criteria as a technique to teach speaking because *Two Stay Two Stray* is a cooperative learning technique that promotes better learning, improves students' skill, and increases enjoyment of the learning experience. Besides, this technique also focuses in group work; working in groups is believed to solve the problem. The students who cannot speak in a large class will be more comfortable and can speak out in smaller group. Group member can complete each other's strengths and weaknesses in English. The researcher hopes that this technique can be relevant technique to give solution from the challenges of speaking lesson.

The researcher concludes that *Two Stay Two Stray* technique is recommended to teach speaking skill because there are discussion and opportunity to practice speaking in this technique to every member of the group when they present to the members of the team and when they present in front of the class.

2.3 Theoretical Framework

The theoretical framework of this study starts from the idea whether *Two Stay Two Stray* technique is effective in improving students' speaking ability or not.

From both previous studies and theoretical studies above, the researcher created a brief conclusion. Teachers who teach speaking should be creative teachers who could apply many kinds of techniques in teaching to develop students' speaking ability and make the students understand the importance of

learning. Teachers have to choose techniques which are appropriate to improve students' speaking ability. There are many techniques to improve students' speaking ability. *Two Stay Two Stray* technique is one of the techniques that can be used in teaching speaking. Using this technique, the students are demanded to be active in teaching learning process and master the material being taught because they had responsibility to deliver the material to the other group.

In order to know whether or not this technique was effective, the researcher used experimental research which compared two groups; those were experimental group and control group. The experimental group was taught by using *Two Stay Two Stray* technique while the control group was taught by using classical guided teaching. The researcher used tests and observation checklist as the instruments to get the data. To measure the students' score in spoken monologue text, the researcher modifies Brown's rating scale. The further explanation will be discussed in Chapter III.

The theoretical framework of the present study visualized below.

Figure 2.1. Theoretical Framework

| Experimental group | → PRE-TEST ← | Control group |

TREATMENT

| Using Two Stay Two Stray | → POST TEST ← | Using Classical Guided Teaching |

| Experimental group's posttest average score | Comparing the mean scores using t-test formula | Control group's posttest average score |

Determining whether any significant difference between two groups
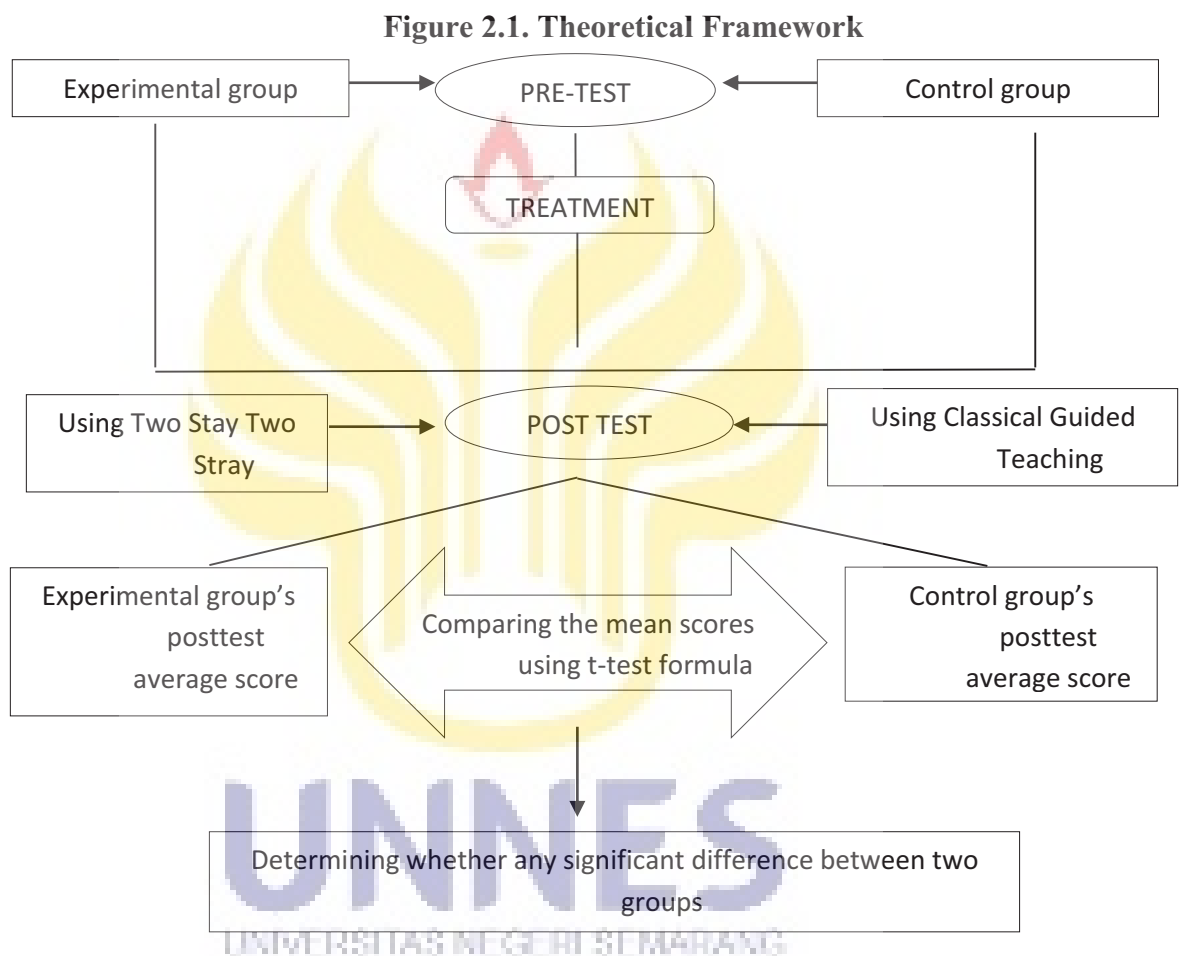
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the research and data analysis which have been discussed in the previous chapter.

5.1 Conclusion

The purpose of this research is to find out whether or not the use of *Two Stay Two Stray* is effective for teaching speaking at the tenth grade students of SMA Taruna Nusantara in the academic year of 2015/2016. Based on the research that has been done, the researcher drew some conclusions.

Firstly, there was a significant difference between the students taught by using *Two Stay Two Stray* technique and those who were taught by using classical guided teaching. It was proven by the calculation of the mean of the post-test (83.86) that was higher than the mean of pre-test (62.27). The obtained t-value (4.167) was higher than the t-table (2.750) which meant that there was a significant difference of the post-test result between experimental and control groups. Besides tests, the researcher also conducted an observation to know the students' improvement during the teaching and learning process using *Two Stay Two Stray* technique. The students showed positive responses in learning spoken descriptive text using *Two Stay Two Stray* technique. The improvement of the students during the teaching and learning process using *Two Stay Two Stray* technique was significant.

Secondly, the use of *Two Stay Two Stray* for teaching speaking at the tenth grade students of SMA Taruna Nusantara in the academic year of 2015/2016 is effective because there was improvement of the students' speaking achievement. It helps the students in learning English independently, especially speaking skill, and develops social skill among students of senior high school. *Two Stay Two Stray* can be used as a technique in teaching speaking because it is effective, simple, and this technique gives the students new experience in improving their speaking skill. By applying this technique, the students were encouraged to be active and creative. They need to work in group and compete with the other groups to solve the problem. It gave them more motivation during the learning process. In addition, teaching speaking using *Two Stay Two Stray* was very helpful for the improvement of the students' speaking ability because in this technique the students were not just listen to the teacher but also communicated with the others to discuss the material.

5.2 Suggestion

After drawing some conclusions, the researcher would like to propose some suggestions related to the teaching speaking at SMA Taruna Nusantara which hopefully will be useful for the teachers, the students and the next researchers.

Theoretically, *Two Stay Two Stray* will help students, especially the tenth graders of SMA Taruna Nusantara to motivate themselves in learning and improving their speaking ability. For English teachers, they should find an active and interesting technique in teaching speaking because active learning can

motivate the students and lessen boredom during the learning process. For next researchers, theoretically, they are expected to use the the result of this research as their reference to conduct reasearch in the same topic.

Practically, for the students, they should use *Two Stay Two Stray* technique to help them improve their speaking ability. For English teachers, they should apply or develop *Two Stay Two Stray* technique in order to guide the students in achieving the better speaking achievement. For the next researchers, based on this research they can use *Two Stay Two Stray* technique or another interesting activities to be applied in teaching and learning process.

Pedagogically, this research would be useful for education field. It has shown that *Two Stay Two Stray* is effective for teaching speaking at the tenth graders of SMA Taruna Nusantara Magelang in the academic year of 2015/2016. Students are expected to be able to gain new knowledge and new vocabulary easily in a fun way. For the teachers, they should find strategies about the technique of teaching English in a particular skill, so that, the teacher will not face difficulties in learning English. For the next researchers, they are expected to do further research regarding *Two Stay Two Stray* and teaching speaking to be able to provide answers to teaching problems and to expand the knowledge about teaching English, particularly teaching speaking.

In addition, the researcher found that applying *Two Stay Two Stray* technique needs a lot of time, so that, teachers should manage the time efficiently. This technique also makes the class noisy when the students do the presentation in

each group, so that, teacher should control the class in order to keep the class comfortable to learn and not disturbing the other classes.

REFERENCES

Alhassan, H. 2010. *Senior High School Adolescents Perception of Responsible Parenting and Its Impact on Their Education in the Tamale Metropolis.* Dissertation. Department of Psychology and Education, Faculty of Educational Studies, University of Education, Winneba

Arikunto, S. 2002. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara

Arikunto, S. 2006 *Prosedur Penelitian Suatu Pendekatan Praktik. (Rev VI)*. Jakarta: Rineka Cipta.

Arsyanti, Y. 2014. *Talking Chip Technique to Improve Students' Speaking Ability and Motivation (Classroom Action Research at the Eighth Grade of SMP Negeri 6 Pekalongan in the Academic Year 2013/2014)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University

Azwar, S. 2009. *Reliabilitas dan Validitas*. Jogjakarta: Pustaka Pelajar Offset.

Bachman, L. F. 2004. *Statistical Analysis for Language Assessment*. Cambridge: CUP

Bailey, S. 2006. *Academic Writing a Handbook for International Student*. New York: Routledge

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman

Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practice*. New York: Longman

Brown, J. D. 1988. *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press

Faridi, A. 2012. *Language Teaching Theories*. Semarang: UNNES PRESS

Fitriani, Y. 2014. *The Use of Two-Stay-Two-Stray Technique to Improve Students' Motivation in Learning Reading Comprehension (Experimental Research of Eight Grade Students of SMP Negeri 01 Petarukan in the Academic Year of 2013/2014)*. Final Project. English Department. The Faculty of Languages and Arts of Semarang State University

Griffith, W.I., Hye-Yeon Lim. 2012. 'Performance-Based Assessment: Rubrics, Web 2.0 Tools and Language Competencies' MEXTESOL Journal, Vol. 36, No. 1. Available at http:/ 66 sol.org/ [accessed 13/01/2015]

Harmer, J. 2001. *The Practice of English Language*. London: Pearson Education Limited

Huda, M. 2014. *Model-Model Pengajaran dan Pembeajaran*. Yogyakarta: Pustaka Pelajar

Jacobs, G.M. et al. 1997. *Cooperative Learning*. San Clamente, CA: Kagan Publishing

Kagan, S. 1994. *Cooperative Learning*. San Clamente, CA: Kagan Publishing

Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. In The Annual Review of The Internet TESL Journal, Vol. XII, No. 11. Available at http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html [accessed 13/01/2015]

Sugiyono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

Sukestiyarno. 2012. *Olah Data Penelitian Berbantuan SPSS*. Semarang: UNNES PRESS

Temerová, L. 2007. *How to Improve Students' Communicative Skills*. Thesis. Department of English Language and Literature, Faculty of Education, Masaryk University Brno

Thornbury, S. 2005. *How to Teach Speaking*. New York: Longman

Tsou, W. 2005. 'Improving Speaking Skill through Oral Classroom Participation' Foreign Language Annals Vol. 38 No. 1, pp. 46-55

Tuckman, B. W. 1978. *Conducting Educational Research*. London: Harcourt Brace Jacobovitz

Zanwar, S. 2014. *The Use of Jigsaw Technique to Improve Student's Speaking Ability in Junior High School (The Case of the Eighth Grade Students of "SMP N" 1 Tembarak in the academic year of 2013/ 2014)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University