



**THE IMPLEMENTATION OF  
'KAGAN STRUCTURE: ONE STAY TWO STRAY'  
IN MANAGING CLASS-DISCUSSION  
IN SPEAKING CLASS OF  
GRADE VII OF JUNIOR HIGH SCHOOL  
An Action Research on the First Year Students of SMP Negeri 13 Semarang  
in the Academic Year of 2011/2012**

a final project

submitted in partial fulfillment of the requirements  
for degree of Sarjana Pendidikan in English

by  
Mahfudh Dimyati  
2201407182

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
2011**

## APPROVAL

The final project was approved by the Board of Examinations of the English Department of the Faculty of Languages and Arts of Semarang State University on August 2011.

### Board of Examinations

1. Chairman  
Drs. Dewa Made Kartadinata, M.Pd.  
NIP.195111181984031001 \_\_\_\_\_
2. Secretary  
Dr. Dwi Anggani Linggar B., M.Pd.  
NIP.195901141989012001 \_\_\_\_\_
3. First Examiner  
Drs. Hartoyo, Ph.D.  
NIP.196502231990021001 \_\_\_\_\_
4. Second Examiner / Second Supervisor  
Puji Astuti S.Pd., M.Pd  
NIP.197806252008122001 \_\_\_\_\_
5. Third Examiner / First Supervisor  
Drs.Ahmad Sofwan, Ph.D.  
NIP.196204271989011001 \_\_\_\_\_

Approved by:  
The Dean of FBS

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

## PERNYATAAN

Dengan ini saya,

Nama : Mahfudh Dimiyati

NIM : 2201407182

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 IMPLEMENTATION OF 'KAGAN STRUCTURE: ONE STAY TWO STRAY' IN MANAGING CLASS-DISCUSSION IN SPEAKING CLASS OF GRADE VII OF JUNIOR HIGH SCHOOL**

**An Action Research on the First Year Students of SMP Negeri 13 Semarang in the Academic Year of 2011/2012**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan diskusi dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung maupun sumber yang lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, August 2011  
Yang membuat pernyataan

Mahfudh Dimiyati  
NIM 2201407182

“A friend in need is a friend indeed”



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There is nothing perfect in this world and this final project is not an exception. I realize that there are so many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for betterment. I hope this final project will be useful for all the readers both English teachers and English students.

Semarang, August 2011

Mahfudh Dimiyati

## ABSTRACT

**Dimiyati, Mahfudh.** 2011. *The Implementation of 'Kagan Structure: One Stay Two Stray' in Managing Class-Discussion in Speaking Class of Grade VII of Junior High School. An Action Research on the First Year Students of SMP Negeri 13 Semarang in the Academic Year of 2011/2012.* Final project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Drs. Ahmad Sofwan, Ph.D. Second Advisor: Puji Astuti, S.Pd., M.Pd.

Key-word : Speaking, Class-Discussion, Cooperative Learning, One Stay Two Stray (OSTS)

The objectives of this research is (1) to explain the implementation of One Stay Two Stray strategy in managing class discussion, and (2) to prove whether One Stay Two Stray strategy can improve students' speaking skills. One Stay Two Stray is a learning strategy that gives a chance for a group discussion to share the result and information to other groups. This is done by visiting each other group and then sharing the information. The features of OSTs i.e. listening to others, paraphrasing, and reporting back, can help students improve their speaking skills. This study belongs to action research which consists of cyclical process. There were two cycles in this research. These cycles were conducted as treatment to improve the students' speaking skill that covers grammar, vocabulary, comprehension, fluency, pronunciation, and task. Observation sheet and questionnaire were used for collecting the data. The study indicated that the implementation of OSTs in managing class-discussion would help students improve their speaking skill if the teaching and learning process took place using the right procedures. The OSTs implementation could help students increased their interest and willingness of being in the class. They felt happy and enjoy the teaching learning activities. This study also indicated that students' behaviors of using language were also changed. With the help of OSTs features, i.e. listening to others, paraphrasing, and reporting can help students build their habit of using English and finally they can improve their speaking skill. In addition, the implementation of One Stay Two Stray strategy also can give students an interesting method of conducting class discussion. They agreed that by implementing One Stay Two Stray strategy in classroom teaching learning was successfully creating a warm atmosphere so that students enjoyed and felt relaxed during the lesson. Their interest towards the lesson has also increased, and 86% of students agreed to give score over 86 for One Stay Two Stray strategy.

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# CHAPTER I

## INTRODUCTION

This chapter deals with what is to be discussed in this final project. This chapter consists of the background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, definition of key terms and the outline of the study. Here is the discussion of each part of this chapter.

### 1.1 Background of the Study

People use language since many years ago. Language is used by human beings to share information to others. Its existence is definitely important for human beings to survive in this world. By using language, human beings can interact with others. People use language to express their mind, wishes, and ideas. Language predicts attitude and wishes of the users.

Since there are so many languages in the world, learning second or foreign languages is gradually becoming necessary. English is one of the languages that most people learn. English is used both as a means of oral and written communication, including the broadcasting and the writing of newspaper, magazine and technological as well as scientific books. Therefore, people who want to be acquainted with technology and scientific advances have to master this language well since it is much used in science and technology in almost all countries.

In language learning, there are some techniques or methods that teacher usually use to make his teaching learning process be more effective and successful. One of them is discussion. Language learning usually concern with the practice of using language, in this study is English. Discussion is regarded to be the effective method to make the students practice their English orally so that it could improve students' speaking skill.

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 teacher gives them a topic to be discussed in group and they try to find the conclusion or usually called "discussion result". Discussion often used in language learning as method of teaching speaking. Class discussion can help students understand more about the teaching material that given to be the topic of discussion because students get knowledge about the topic (which is actually the teaching material) both from teacher and also from other students in the group. By conducting class discussion students can practice their speaking and, finally, they can improve their speaking skills. By sharing ideas with their friends, they can add and enrich their knowledge about the topic discussed and also practice their speaking skills.

Since class discussion has an important role in teaching learning process, there are so many techniques that can be used to manage discussion. Dr. Kagan Spencer is one of the experts that concern about it. He proposed some structures that can be used in teaching learning process and each structure has its own

domain of usefulness. Those structures belong to cooperative learning. One of the structures in cooperative learning that suitable to be implemented in managing class discussion is One Stay Two Stray strategy.

One Stay Two Stray or sometimes called Two Stay Two Stray (TSTS) or One Stay Three Stray (OSTS) is one of the cooperative learning instructional strategies or structures proposed by Kagan. One Stay Two Stray is a learning strategy that gives a chance for a group to share the result and information to other groups. This is done by visiting each other group and share information. This strategy is the main concern the writer will discuss in this study.

Previous research done by Diana F. Dell (PhD student in School of Education at Capella University ó specialization in teaching and training online) entitled "Adapting Kagan Cooperative Learning Structures to Asynchronous Online Learning Communities" that is presented in partial fulfilment of the requirements of ED7692 Strategies for Building Online Learning Communities on June, 2003 concluded that much of a distance learning students' time is spent working in isolation and responding to instructor-created questions via a discussion board. The integration of cooperative structures in asynchronous electronic learning environment can serve to eliminate this isolation. This research shows that by using cooperative learning, in which One Stay Two Stray strategy belongs to, the teaching learning process will not be isolated and completely depends on the teacher so that the teaching learning process will be more effective.

When the writer was doing Praktik Pengalaman Lapangan (PPL / practice teaching) in Sekolah Menengah Pertama Negeri 13 Semarang since August to November 2010, the writer found some cases dealt with class discussion. The writer taught English for grade VII. When the writer was holding a discussion in speaking class, only the smart students that speak more in the discussion and the rest is just being the followers of the smart. This problem might happen because such type of discussion usually begins with teacher divides students into some groups and then gives them a topic to be discussed. Then teacher just let them discuss the topic and he does not act as the facilitator who circulates among the groups, and offers encouragement. This condition allows the smart to speak more and allows the lazy-to-speak to keep silent in the discussion. This type of discussion is usually called Conventional Discussion. In conventional discussion, there is only individual accountability with no group accountability. It may causes students think that they do not care if the other members in the group do not give their opinion about the topic given. These all proved that conventional discussion is not quite good to get the students really engaged in the teaching learning process.

When the writer did observation on the SKBM (Standar Ketuntasan Belajar Minimal individu/ Criteria Mastery of Learning), the writer got information that the SKBM of SMP Negeri 13 Semarang was 70. Moreover, 85% of the students in one class must get the minimum score to be stated that the teaching learning process in the class was successful. From VII A class the writer got their score (of English lesson, with the teaching material about advertisement)

and then compared with the SKBM which had result 30% of the students (8 students) got score of  $\times 70$  and 70% of the students (20 students) got score of  $\text{Ö}70$ . It meant that VII A class had not fulfilled the requirement of SKBM to be stated successful in their teaching learning process.

This case is being the principle for the writer to do the research of using Kagan structure: One Stay Two Stray to conduct a class discussion to improve the students' speaking skills.

## 1.2 Reasons for Choosing the Topic

In teaching learning process, method is one of the important things that teachers should pay attention to in order to make his teaching learning process more effective and successful. Methods of teaching gradually evolve from one form to another. Nowadays, the one that most experts recommend to is *cooperative learning*.

Cooperative learning is described as "a large group of instructional strategies in which students collaborate in order to reach a common goal." (Johnson et al, 2000). While Coffey (n.d) defines Cooperative learning as "An instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators." He adds that this method works to reinforce a student's own learning as well as the learning of his or her fellow group members.

Cooperative learning has more advantages than other structures, such as competitive learning. Their differences are displayed in the following table:

**Table 1.1 Differences between competitive and cooperative learning**

CHARACTERISTICS	
Competitive	Cooperative
1) Unequal participation of students, 2) Not all students participate, 3) No individual accountability, 4) Only ¼ of class talking at a time.	1) Equal participation of students, 2) All students participate, 3) There is individual accountability, 4) ½ of class talking at a time.

*Taken from: Kagan and Kagan, 1994*

These advantages of using cooperative are being one of the reasons for the writer for choosing the topic. The other reasons are:

1. SMP Negeri 13 Semarang is one of the RSBI schools in Semarang that has good reputation but the teaching learning process, especially in English lesson, still use the traditional methods that is, sometime, not effective to be implemented in teaching learning process.
2. Speaking is a language skill that most students afraid of. They consider that speaking in English is one of the hardest parts in learning English so that most of them choose to be passive in the teaching learning process. The writer tries to use cooperative learning to create a good atmosphere in the class during the teaching and learning process in order to make students feel free and not afraid of attending speaking class.
3. Cooperative learning is very flexible. It can be implemented in almost all fields of study, including language learning. It can increase the students' critical thinking, reasoning about course content (i.e. active learning) and

students might acquire better understanding of course content as they are required to explain topics to others in team.

4. One Stay Two Stray is one of the cooperative learning instructional strategies. It is a learning strategy that gives a chance for a group to share the result and information to other groups. This is done by visiting each other group and share information. This is very suitable to be implemented as a way to manage class discussion.

### **1.3 Statements of the Problem**

The writer has research questions which are formulated as follows:

1. How is One Stay Two Stray strategy implemented to manage class discussion?
2. How can the use of One Stay Two Stray strategy improve the students' speaking skills?

### **1.4 Objectives of the Study**

The objectives of this study are:

1. To explain the implementation of One Stay Two Stray strategy in managing class discussion,
2. To prove whether One Stay Two Stray strategy can improve the students' speaking skills.

## 1.5 Significance of the Study

Basically, the significance of the study covers: (1) the theoretical significance (2) the practical significance and (3) the further research and development. They are presented as follows:

### (a) The theoretical significance

The findings of this research are expected to add the existing references on teaching speaking, especially in class discussion management.

### (b) The practical significance

This research is expected to give the readers (in this case English teachers) an alternative way or method in teaching English, especially in managing class discussion, so that they can implement this method in real teaching learning process.

### (c) The further research and development

The research findings would also give some advantages for the further research and development as a reference and empirical evidence.

## 1.6 Definition of Key Terms

In order to avoid different interpretation between the writer and the reader some words and phrase related to the topic are explained as follows:

1. Speaking is a language skill, besides listening, reading and writing, which used for sharing ideas and feeling to others in various context of meaning and situation and its use is always accompanied by listening skill.

2. Class discussion is a kind of discussion that held in class used for alternative teaching method. It requires students and teacher to talk back-and-forth at a high cognitive and affective level, both with one another and with the subject matter being discussed.
3. Cooperative learning is a term that is used for referring to teaching learning methods which concern with the way of conducting discussion in which students can work together as a team to solve a problem or topic given.
4. One Stay Two Stray or sometimes called Two Stay Two Stray (TSTS) or One Stay Three Stray (OSTS) is one of the cooperative learning instructional strategies or structures. One Stay Two Stray is a learning strategy that gives a chance for a group to share the result and information to other groups. This is done by visiting each other group and share information.

## 1.7 The Outline of the Study

This study is divided into five chapters. In order to help the readers comprehend the study, this study is organized as follows:

Chapter one is introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of study, significances of the study, and definition of the key terms.

Chapter two presents General Concepts of Speaking; Discussion in Speaking Class; Kagan Structure: One Stay Two Stray; General Concepts of Action Research, and About the Study.

Chapter three deals with method of investigation, which presents, research design, setting of the study, subject of the study, methods of collecting data, procedures of the study, and method of analyzing the data.

Chapter four presents the findings from the data analysis and discusses the findings by relating them with theories and previous studies.

Chapter five is the final chapter that contains conclusions and suggestions on the basis of the research finding.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this study, some knowledge underlying the topic of the study taken from books and empirical studies related to the notions are presented. It involves General Concepts of Speaking; Discussion in Speaking Class; Kagan Structure: One Stay Two Stray; General Concepts of Action Research, and About the Study.

#### 2.1 General Concepts of Speaking

The discussions of general concepts of Speaking are divided as follows:

##### 2.1.1 Definition of Speaking

Speaking is one of the four skills that must be mastered by students in language learning besides listening, reading, and writing. Speaking skill is the main purpose of learning language. Someone cannot be regarded successful in language learning if he does not master this skill. For that reason, we, as an English teacher, must give a bigger portion of attention to this very crucial skill when we teach English to our students.

Before we go further to the topic about teaching speaking, it would be better if we find out what actually speaking is. By knowing the definition of speaking, the writer hopes that our teaching will be purposeful, and the objectives of our teaching will be clearer and precise.

After reading some books and research deals with this study, the writer has found out some theory about speaking. Bygate (1987: vii) says "Speaking is a skill which deserves attention every bit as much as literary skill, in both first and second language. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactionö.

"Speaking and writing are alike in that they both express our thoughts to others. Speaking is understood by listening, and speakers must use listening skills themselves to judge how their words are being received" (Elizabeth, 2003: vii)

From those definitions, it can be concluded that speaking is a language skill, besides listening, reading and writing, which used for sharing ideas and feeling to others in various context of meaning and situation and its use is always accompanied by listening skill.

When you are speaking, you must have intention. This intention determines your way of using your language. This intention often implicitly stated in your speak. For instance, when someone say "I am hungry" it does not mean that he want to tell you that he is hungry, but it might have mean that he ask you get some food or ask you to buy him some food. The use of "I am hungry" can be replaced with "I need some food" if your partner of speaking is your close friend, but it might not considered polite if your partner of speaking is your mother. The politeness of speaking deals with context of situation. Context of situation makes our speaking more meaningful.

Speaking has some functions that vary based on the speaker's intention or purpose. Some experts mention the function of speaking as follows:

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- (a) Hoge (2000:3) "Speaking is the key to getting results with English. Automatic speaking makes it easy to connect with native speakers. As an automatic English speaker, it's easy for you to make friends, participate in business meetings, talk to customers, understand movies, and get better jobs."
- (b) Brown and Yule (1983) quoted by Spencer-Oatey (2000:15) identify two main functions of language: "the *transactional* (or information-transferring) function and the *interactional* (or maintenance of social relationships) function."
- (c) Nation and Newton (2009:122) "The speaking is done in the learner's careful style in a clear and deliberate way with opportunity for the speaker to monitor the production."

In writer's point of view, the function of speaking is to share ideas and feelings to others, asks something to the partner and gain information from the partner. Speaking is generally used for transferring information from one to another by using oral or verbal form of communication.

### 2.1.2 Teaching Speaking

Speaking always becomes the main concern in language learning. The mastery of this skill determines the success of language learning. For that reason, the teaching of speaking increasingly becomes important. Actually there are lots of techniques that can be used in teaching speaking.

Nation and Newton (2009:115) suggest "The comprehension approach suggests that speaking should not be encouraged until learners have substantial

receptive experience and knowledge of the language system. It means that grammar is still becoming the main focus on teaching speaking. Students are given a list of grammar rules. They must memorize the patterns and then implement them in their speaking. This is usually called *Grammar Translation Method*. This method sometime makes students feel reluctant to speak because they are afraid of making some grammar-errors when they are speaking since the focus of teaching learning is the grammar itself. The problem of using this method triggers the raising of new methods. One of them is *Natural or Direct Method*. Hughes (2002:22) explains "They placed the spoken form at the forefront of their pedagogy, generally insisting on mono-lingual speech-based interactions between students and teacher and focusing on matters arising from prompts in the learning context."

Hughes mentions that the use of *Natural* or *Direct* method led to *Total Physical Response* approaches. In this approach, students' role is just simply imitate the teacher. Firstly, teacher gives some instruction in the target language and then students just simply do the action based on the instruction given by teacher. Hughes (2002:23) adds "Fundamental to all the approaches is the primary of speech, together with a move away from isolated sentences towards meaningful whole texts or interactions."

These are the fundamental principle of teaching speaking in the recent years. Teaching speaking of foreign language nowadays, not mainly focus on the use of correct grammar but it turns the focus to the students' ability to express their ideas and feelings with less concerning on the grammar. This new paradigm

the writer considered purposeful to help the students practice their speaking in a free way without concerning much in the grammar so that they do not feel fearful to share their ideas.

(Harmer, 1988:25) states:

There are three elements necessary for successful teaching and learning in the class: Engage, Study, and Active. Engage concerns with introducing the body of the lesson to the students, while study deals with explanation of the lesson itself, and what is more is an activate which is the chance to apply or practice of the knowledge that they have gotten....

These three elements of teaching and learning proposed by Harmer can be implemented in teaching speaking in the class. For instance, in a speaking class teacher may firstly give the topic to students that will be discussed. He explains a bit about it. This step belongs to "study". Then the teacher divides the students into several groups and asks them to discuss more about the topic given before. This step belongs to "engage". After that, teacher let them to discuss the topic and he acts as the facilitator. This step belongs to "active". This kind of teaching learning activity is in compliance with *cooperative learning* in which the students are simultaneously engaged in the lesson and being active because of the structures of cooperative learning itself. The more description of cooperative learning will be given in the next sub-chapter.

### 2.1.3 Classroom Activities in Teaching Speaking

According to Kayi (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 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 is 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 students 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.

#### 2.1.4 Speaking Assessment

Speaking is one of the language skills that students have to master in language learning. Because of that reason, the assessment of speaking is very important for teachers to be recognised. Nevertheless, in fact, assessing speaking is not as easy

as assessing other skills of language such as reading and writing. In reading and writing the object will be assessed can be seen quite clearly, but it quite hard in speaking.

Brown (2004:140) states:

From a pragmatic view of language performance, listening and speaking are almost always loosely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension.

Brown mentions that there are five categories of speaking assessment: (1) initiative, (2) intensive, (3) responsive, (4) interactive, and (5) extensive. *Initiative* only focuses on the test-takers' pronunciation. The test-takers only have to imitate the words, phrase, or sentences given by the tester; *Intensive* focuses on the production of short stretches of oral production. The component that is measured is the grammatical, phrasal, lexical, or phonological relationship. The examples of intensive assessment task are directed response task, reading aloud, sentence and dialog completion, and picture-cued task; *responsive* focuses on the response produced by test-takers. It includes interaction and test comprehension. The examples of responsive assessment task are very short conversation, standard greeting, simple request, and comments; *interactive* is similar to responsive. The difference between them lies in the length and complexity of the interaction; and *extensive* is a monolog-type of assessment task. The examples of this task are speeches, oral presentation, and story-telling.

According to Brown (2001), there are some aspects of speaking skill that are usually measured to assess someone's speaking skill. They are Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Tasks.

## 2.2 Discussion in Speaking Class

Discussion is a technique of teaching that requires students to work in group to share their ideas about a topic and find the conclusion that based on the member of the group's thinking. The detailed descriptions of discussion in speaking class are divided as follows:

### 2.2.1 What is meant by Discussion in Speaking Class?

Discussion has been existed in our society since many years ago. Along with the development of education, discussion is included in our education. It becomes an alternative way of teaching method. This type of discussions, which will be discussed in this chapter, is called class *discussion*. Class discussion is a kind of discussion that held in classroom teaching and learning with the purpose to build students' critical thinking of a given topic.

Class discussion usually conducted by teacher in speaking class because in class discussion students are expected to speak as much as they want about the topic given in their group for the time given.

Mandal (2004:88) mentions five purposes of a group discussion:

- (a) Inter-personal skill, i.e. how the candidates interact with and support each other, their team spirit and leadership abilities;

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- (b) Clarity of thought, power of logical reasoning and creative approach;
- (c) Effective communication and presentation style;
- (d) Comprehension of core issues; and
- (e) Capability to cope with the dynamics of a situation, including the limited time available.

### 2.2.2 The Ways of Conducting Class Discussion

According to Saskatoon Public Schools (n.d), there are several ways of conducting class discussion that teacher usually uses. Some of them are:

a) *Open-ended Discussions:*

- (1) Open-ended discussions begin with a question that has no answer of 'yes' or 'no' given by teacher or student;
- (2) Teacher lets students to think about the question;
- (3) Teacher gives pauses after one of the students gives responses to encourage different responses from other students;
- (4) Teacher clarifies students' responses when it is necessary;
- (5) Teacher holds student-student dialogues during the discussion whenever it is possible;
- (6) Teacher must respect students' questions and responses;

b) *Guided Discussions:*

- (1) Guided discussions begin with teacher gives questions that will be the theme or topic of the discussion;
- (2) Teacher acts as a guidance for the students;
- (3) By conducting guided discussion, students are expected to achieve a deeper understanding of the topic;
- (4) For preparation, it would be better if teacher assign the students to reading some article to introduce students to the topic and help them have a general knowledge about the topic to be discussed.

c) *Talking Stick Circles or Discussions:*

- (1) Talking stick circles or discussions can be used to encourage students to reflect on their experiences or discuss about their feelings;
- (2) The students sit in a circle;

- (3) Teacher provide a stick or other kinds of things that will be used in the discussion;
- (4) Student who is holding the stick have a chance to speak and share his ideas or opinion;
- (5) After this student has shared his ideas, he passes the stick to the students next to him;
- (6) Talking circles can be used with a large group or small groups;

### 2.2.3 Benefits of Conducting Class Discussion

Brookfield and Preskill (1999) make fifteen benefits of conducting class discussion. They are:

- (a) It helps students explore a diversity of perspectives;
- (b) It increases students' awareness of and tolerance for ambiguity and complexity;
- (c) It helps students recognize and investigate their assumptions;
- (d) It encourages attentive, respectful listening;
- (e) It develops new appreciation for continuing differences;
- (f) It increases intellectual agility;
- (g) It helps students become connected to a topic;
- (h) It shows respect for students' voices and experiences;
- (i) It helps students learn the processes and habits of democratic discourse;
- (j) It affirms students as co-creators of knowledge;
- (k) It develops the capacity for the clear communication of ideas and meaning;
- (l) It develops habits of collaborative learning;
- (m) It increases breadth and makes students more empathetic;
- (n) It helps students develop skills of synthesis and integration;
- (o) It leads to transformation.

Mandal (2004:91) states "the group discussion is a powerful tool to single out students with good communication, inter-personal and comprehension skills".

## 2.2.4 Whole Class Discussion in Speaking Class in the Framework of Cooperative Learning

Chapin, et al (2003:139) defines:

Whole-class discussion is the talk format that can be used at the beginning of a lesson to set the stage for what is to come and to clarify the parameters of the instructional task. Whole-class discussion can also be used during the last third of the lesson as a forum for students to share what they have discovered and then both summarize and generalize the important ideas.

Whole class discussion must involve all students in one class. All students must have equal right to speak. This creates a new problem in conducting the discussion itself. For example, if in a class there are 20 students and the teacher wants to conduct a whole class discussion, he needs to think hard to find a good way of managing 20 students that will speak all at once. If the teacher uses the inappropriate way of conducting class discussion, the discussion will be ineffective. The class will be so noisy or, on the other hand, some of the students will keep silent because the smart students dominate the discussion.

This case is being the basic reason of finding new ways of conducting class discussion. Conventional class discussion is conducted by dividing students into some groups and then gives them a topic to be discussed. Teacher gives them some times to discuss about the topic, then find the result, and tell it to the whole class. In this class discussion, not all of the students are engaged in the discussion itself. In this such a discussion, only the smart students will share the ideas. The rest will only listen to what he says and simply says "I agree with you". It will be so much different when the teacher implements cooperative learning in conducting the class discussion. In cooperative learning principles, students

engagement is being the focus of teaching learning process. All students in a group must have equal rights to speak their feelings and ideas. These principles only can be implemented by using the cooperative learning structures that will be discussed in the next sub-chapter.

### 2.2.5 Cooperative Learning in Language Learning

Yan Zhang (2010) states "Cooperative Learning refers to a systematic instructional method in which students work together in small groups to accomplish shared learning goals". While Johnson et al (2000) proposes "Cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction".

From those definitions, it can be concluded that cooperative learning is a term that is used for referring to teaching learning methods which concern with the way of conducting discussion in which students can work together as a team to solve a problem or topic given.

Cooperative learning is very flexible. It can be implemented in almost all of fields of study, including language learning. In language learning itself, the cooperative learning can be implemented in any single areas of teaching learning process. For instance, in conducting a class discussion in speaking class we might use cooperative learning strategy: type Numbered Head Together. Students are divided into some groups and then students in the groups are given name. If a group consists of 5 students so they are given name 1 to 5. After they discuss about the topic, teacher calls one of the students' name. Then the chosen students

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tell to whole class about the result of their discussion. This type of cooperative learning strategy is useful for giving every student equal right so that the students do not feel superior or inferior in the class.

The use of cooperative learning in language teaching has some advantages if we compare it with traditional language teaching, the following table displays the differences:

**Table 2.1 Differences between Traditional and Cooperative Learning**

Traditional language teaching		Cooperative language learning
Independence	None or negative	Positive
Learner roles	Passive receiver and performer	Active participator, autonomous learners
Teacher roles	The center of the classroom, Controller of teaching pace and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support.	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills.
Materials	Complete set of materials for each student.	Materials are arranged according to purpose of lesson. Usually one group shares a complete set of materials.
Types of activities	Knowledge recall and review, phrasal or sentence pattern practice, role play, translation, listening etc.	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction.
Interaction	Some talking among students, mainly teacher-student interaction	Intense interaction among students, a few teacher-student interaction
Room arrangement	Separate desks or students placed in pairs.	Collaborative small groups

Student expectations	Take a major part in evaluating own progress and the quality of own efforts toward learning. Be a winner or loser.	All members in some way contribute to success of group. The one who makes progress is the winner.
Teacher-student relationship	Superior-inferior or equal	Cooperating and equal

Taken From: Yan Zhang, 2010.

### 2.2.6 Cooperative Learning Instructional Strategies/Structures for Teaching Speaking

There are some instructional strategies/structures for teaching speaking of cooperative learning. Some of them are:

(a) Numbered Heads together

Students are divided into some groups. One group consists of 4 students. After they sit in their group, teacher gives name -Oneø -Twoø -Threeø and -Fourø to each member of the group. Then teacher gives a topic to the class to be discussed in a limited time. After the time is up, teacher calls the name one, two three, or four. The chosen students have to answer for his group.

(b) One Stay Two Stray

Students are divided into several groups. Each group consists of three students. One of the group member acts as *the host*, and the rest act as *the guest*. Students discuss a topic in their own group, after getting the temporary discussion result, the guests spread to other groups to gather information, and the host stays in his group to give information to the guests from other groups. After getting the information, the guests go back to their own group and discuss the topic once more to get the final discussion result.

(c) Round Robin

Students are divided into some groups. Teacher gives a topic, for example -Capital City. Teacher chooses one group and point out at one member of the group. The pointed-out student names one capital city. The next students, still in the group, name other capital cities that have not been mentioned by previous students. Teacher asks them to name capital city as much as the students can remember. If one of the members of the group has no answer, teacher moves to another group and do the same.

(d) Think - Pair ó Share

Students' seats are arranged in rows. Teacher gives a question or topic to the class. Then teacher asks students to think about their answers of the question or topic in a limited time, about 5 minutes. After the time is up, teacher asks students to turn back to face their friends and then share their answers with the partners. Finally after several minutes sharing, teacher asks students to share their answers to the whole class.

### 2.3 Kagan Structure: One Stay Two Stray

According to Bonk (n.d) cooperative learning is developed by five experts that have different emphasis in the object of their study:

1) Robert Slavin (Johns Hopkins University),

He emphasizes his study on the basic skill of cooperative learning i.e. STAD and TGT approaches.

- 2) David and Roger Johnson (University of Minnesota),

Their emphasis is on the use of learning together approach which usually used in problem solving.

- 3) Spencer Kagan,

His theory of cooperative learning called "Kagan Cooperative Learning". He focuses on structures approach which is simple and easy to use.

- 4) Elliot Aronson,

Aronson concerns with Jigsaw Approach.

- 5) Sharon and Sharon.

The emphasis of their study is group investigation. It involves inquiry, depth of understanding, and social skill.

### 2.3.1 What is One Stay Two Stray?

One Stay Two Stray (also known as *Two Stay Two Stray (TSTS)* or *One Stay Three Stray (OSTS)*) is one of the cooperative learning instructional strategies or structures that proposed by Spencer Kagan. One Stay Two Stray is a learning strategy that gives a chance for a group discussion to share the result and information to other groups. This is done by visiting each other group and share information.

The One Stay Two Stray strategy is developed by Spencer Kagan in 1992 and usually used with Number Head Together. The OSTS gives a chance for students to share information with other groups. It is different with because most of recent teaching learning activities which is commonly based on individual

works. Student works by himself and he does not allowed to cheat other students work. On the other hand, In fact, human beings are always depends on each other.

### 2.3.2 Benefits of Using One Stay Two Stray Strategy

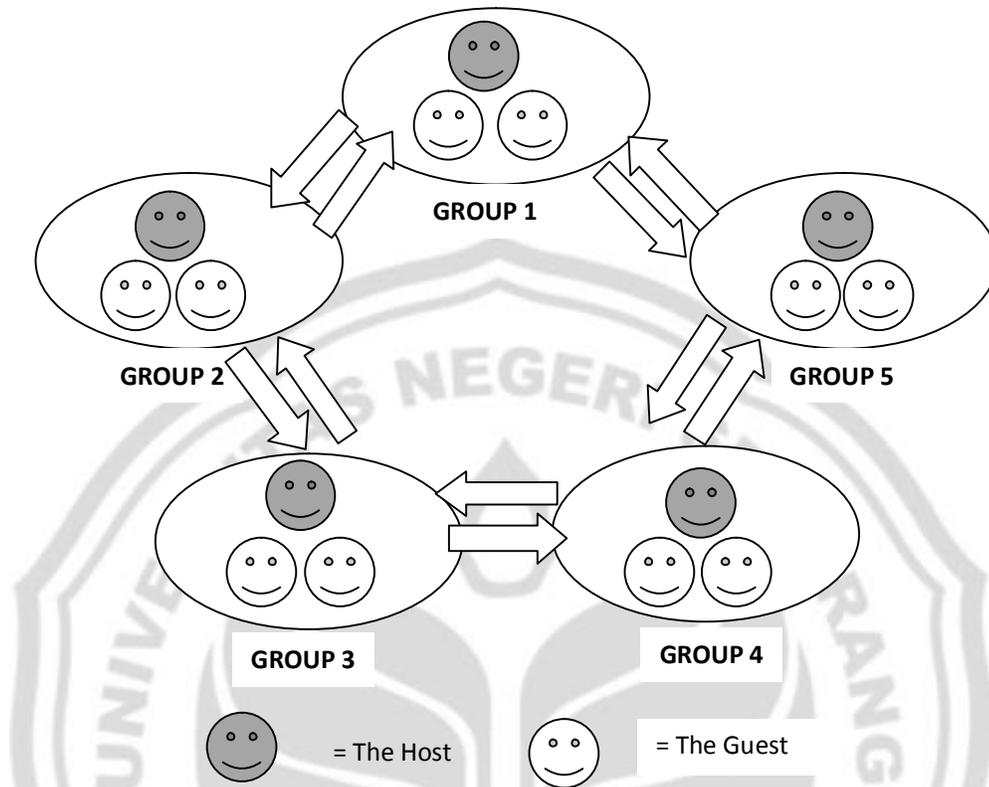
Coffey (n.d) mentions some benefits One Stay Two Stray strategy. They are:

- (a) It can be implemented in all field of study and grades;
- (b) It can increase the students' critical thinking about a topic or teaching material;
- (c) Students acquire better understanding of topic or teaching material because they get information from both his own group and other groups;
- (d) Its features, i.e. listening to others, paraphrasing, and reporting back, can help improve students' speaking skill
- (e) The activity in OSTs makes all students in the groups engage in the discussion.
- (f) It can increase students' social skills;
- (g) It makes students respect for others' opinions and perspectives; and finally,
- (h) Students can gain higher achievement and productivity during the teaching learning process;

There are five principle steps that should have been fulfilled in the implementation of One Stay Two Stray strategy in classroom teaching learning:

- (1) Preparation, (2) Teacher's Presentation, (3) Group Activity, (4) Group's Presentation, and (5) Evaluation (Faishal, 2008).

Here is the scheme of One Stay Two Stray strategy:



*Figure 2.1 Scheme of OSTS strategy*

## 2.4 General Concepts of Action Research

Mac Naughton and Hughes (2009:16) explain:

Action research is a cyclical process of ‘think ó do ó think’ to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we’ve done and its effects. Our thinking informs our practice; and our practice informs our further thinking. Action researchers call this cyclical process of ‘think ó do ó think’ the action research cycle (sometimes referred to as the action research spiral)

McNiff and Whitehead (2002:15)

Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be. If you feel that your practice is satisfactory you will be able to explain how and why you believe this is the case; you will be able to produce evidence to support your claims. If you feel that your practice needs attention in some way you will be able to take action to improve it, and then produce evidence to show in what way the practice has improved.

In writer's point of view, action research is a kind of ways of conducting research or experiment in which the researcher do a cycle, or more, that consists of at least two times of action which problem is based on the real situation that has been found in the initial observation.

#### 2.4.1 Types of Action Research

Ferrance (2000:3) mentions four types of action research. They are:

- (a) **Individual Teacher Research**  
Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis.
- (b) **Collaborative Action Research**  
Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.
- (c) **School-wide Action Research**  
School-wide research focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Or, the school may

be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action.

(d) District-wide Action Research

District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management.

### 2.4.2 The Steps in doing Action Research

Taylor, et al (2006:6) state that the action research process itself is a cyclical one and was originally developed by Lewin (1946, in Cohen et al., 2000) as a series of steps which included planning, action, observing, and evaluating the effects of the action.

While Ferrance (2000:9) explains the common steps of doing action research:

(a) Identification of problem area

Teachers often have several questions they wish to investigate; an important guideline in choosing a question is to ask if it is something over which the teacher has influence. Is it something of interest and worth the time and effort that will be spent? Sometimes there is a discrete problem that is readily identifiable. Or, the problem to be studied may come from a feeling of discomfort or tension in the classroom.

(b) Collection and organization of data

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data: (1) Interviews, (2) Journals, (3) Surveys, (4) Portfolios, (5) Questionnaires, etc.

(c) Interpretation of data

Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical

- assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or themes can be noted.
- (d) Action based on data  
Using the information from the data collection and review of current literature, design a plan of action that will allow you to make a change and to study that change. It is important that only one variable be altered. As with any experiment, if several changes are made at once, it will be difficult to determine which action is responsible for the outcome. While the new technique is being implemented, continue to document and collect data on performance.
- (e) Reflection  
Assess the effects of the intervention to determine if improvement has occurred. If there is improvement, do the data clearly provide the supporting evidence? If no, what changes can be made to the actions to elicit better results?

## 2.5 About the Study

This action research departs from a problem on the use of conventional class discussion found in the initial observation and it is conducted as an effort to solve the problem. In some cases, the use of conventional class discussion hardly improves students' speaking skills.

This study concerns on the implementation of One Stay Two Stay (OSTS) strategy in managing class discussion. OSTS is considered as an interesting alternative method of class discussion management which can increase students' enthusiasm and interests during the teaching learning process. The features of OSTS, i.e. listening to others, paraphrasing, and reporting back can help students improve their speaking skills.

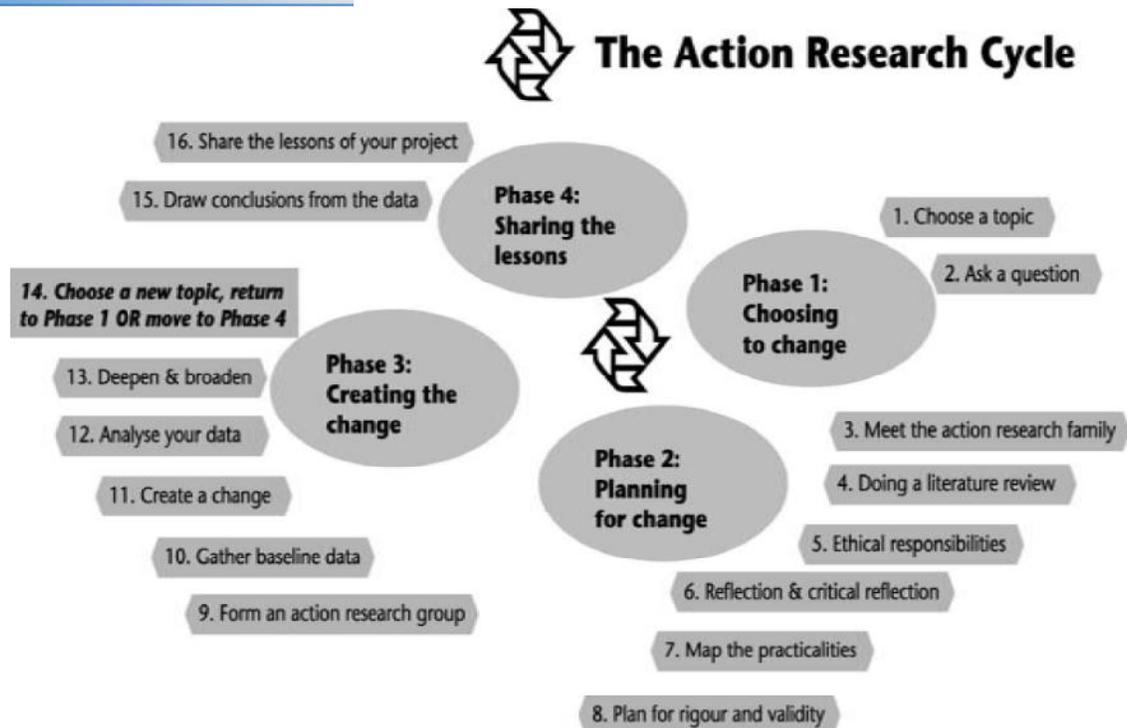
## CHAPTER III

### METHOD OF INVESTIGATION

This chapter deals with method of investigation which presents research design, setting of the study, subject of the study, methods of collecting data, procedures of the study, and method of analyzing the data.

#### 3.1 Research Design

Ferrance (2000:1) defines action research as "A process in which participants examine their own educational practice systematically and carefully, using the techniques of research", while Naughton and Hughes (2009: 1) state "Action research is a cyclical process of "think -> do -> think" to research and create change." They argue that action researchers must think about what they do at present, after that they have to do something to create change, and then think again about what they have done and its effects. Naughton and Hughes (2009: 1) add "Our thinking informs our practice; and our practice informs our further thinking. Action researchers call this cyclical process of "think -> do -> think" the action research cycle". They draw the action research cycle as follows:



**Figure 3.1 Action Research Cycle by Naughton and Hughes, 2009.**

While Taylor, et al (2006:6) state that the action research process itself is a cyclical one and was originally developed by Lewin (1946, in Cohen et al., 2000) as a series of steps which included planning, action, observing and evaluating the effects of the action.

a) Planning

Planning deals with the preparation and information needed by researchers before doing the research. The researcher must look for the answers of these questions:

- What do I see as the problem?
- What evidence can I collect to demonstrate that this is a problem?
- What do I see as a possible solution?

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- How can I direct/implement the solution?
- How can I evaluate the outcomes?
- What action must I then takes?

b) Action

Action deals with the researcher's action or treatment given to the subject of the study. The treatment given was the effort of the researcher in order to overcome the problem found in the initial observation. This step had main concern in collecting data i.e. which method used by researcher in doing the action to gather the data.

c) Observing

After doing the action, the researcher observed what have happened in the previous step. The researcher took notes (using observation sheet) of anything happened when he was doing the action.

d) Evaluating the effects of the action.

The next step was evaluating, or sometimes called reflection. In this step, the researcher checked whether the action he did was successful. If it was not, the researcher must have found the errors and solved it before conducted the second cycle in order to achieve the goal of the study.

In this step, the researcher used some instruments to gather the data from the subject of the study. The instruments were in the forms of observation sheet, and questionnaire.

### **3.2 Setting of the Research**

This study took place at SMP Negeri 13 Semarang which is located on Kendeng street, Sampangan, Semarang. It is one of RSBI schools in Semarang. Therefore, there is one bilingual class in every grade. The school also has a quite complete media and infrastructures that support the teaching learning process. For language teaching, this school is equipped with language laboratory, LCD, and audio system.

### **3.3 Subject of the Study**

Subject of the study in this research were VIIA students of SMP Negeri 13. There were 28 students with the proportion of 17 girls and 11 boys.

### **3.4 Method of Collecting Data**

In this research, researcher used the following data collection methods:

(1) Observation sheet

Observation sheet was used to record the action in each cycle of this research i.e. the implementation of OSTs. It included the students' activities during the teaching and learning process that covered their attention, enthusiasm, interests, behaviour, and responses. The researcher also noted the strengths, weaknesses, and anything happened during the implementation of OSTs.

## (2) Questionnaire

Arikunto (2006:128) states "A questionnaire is a number of written questions which are used to gain information from respondents about themselves or their knowledge, belief, etc." Based on this theory, the researcher used questionnaire for getting data or information about the students' responses towards this research (especially about the use of One Stay Two Stray strategy as the alternative method of teaching English).

### 3.5 Procedures of the study

Researcher conducted this action research in two cycles, in which every cycle consists of four phases, i.e. planning, action, observing, and evaluating or reflecting. Before making the plan of this research, the researcher has made the syllabus of teaching learning process (provided in *Appendix 2*) which was based on the competence standard and basic competence for Junior High School set by the government (see *Appendix 1*).

#### 3.5.1 First Cycle

##### a. Planning

Before giving the action in this research, the researcher made a plan that will be the foundation for the next steps. The plan was described as follows:

- (1) The researcher provided lesson plan which was being the guideline of teaching learning process (see *Appendix 3*).
- (2) The researcher provided PowerPoint slide containing the description and steps of implementing One Stay Two Stray strategy.

- (3) The researcher prepared some blank papers that were used in teaching learning process.

b. Action

The action of this research was done through these activities:

- (1) Researcher greeted students and checked the attendance list.
- (2) Researcher explained the students about the steps of discussion using OSTs.
- (3) Researcher divided students into some groups.
- (4) Students were given a topic to be discussed in their group.
- (5) Students discussed the topic in their group.
- (6) Students chose one of the group members to be the *host*, and the rest were the *guests*.
- (7) The *guests* spread out to other groups and collected information from other groups.
- (8) The *host* stayed in his own group and gave information about his group's discussion result to the guests from other groups that visited his group.
- (9) The *guests* went back to their own group and reported to the group about information they got.
- (10) Students discussed the topic once more.
- (11) Students made the conclusion of their group discussion result and reported it to the whole class.
- (12) Students left the groups and go back to their seats.

(13) Students were asked to give description of their classroom orally.

(14) Researcher summed up the material.

c. Observing

The researcher observed and took notes of the students' activities and participations during the teaching learning process in cycle one using the observation sheet.

d. Evaluating or reflecting

The researcher evaluated the result of the first cycle. This was useful for doing the second cycle, so that the second cycle would be better.

### 3.5.2 Second Cycle

a. Planning

The plan of this second cycle was similar with the first cycle, but it was added with the solution of the problems faced in the first cycle. The plan was like these:

- (1) The researcher provided lesson plan that was being the guideline of teaching learning process.
- (2) The researcher provided PowerPoint slide containing some pictures related to the topic discussed.
- (3) The researcher prepared some papers containing pictures. This was used for dividing students into groups.
- (4) The researcher listed the errors occurred in the first cycle and found the solutions to cope it.

b. Action

- (1) Researcher greeted students and checked the attendance list.
- (2) Researcher showed students some pictures related to the topic discussed via LCD.
- (3) Students were given papers containing pictures (one student got one picture).
- (4) Students with the same picture gathered to make a group.
- (5) Students were given a topic to be discussed in their group.
- (6) Students discussed the topic in their group.
- (7) Students chose one of the group members to be a *host*, and the rest were the *guests*.
- (8) The *guests* spread out to other groups and collected information from other groups.
- (9) The *host* stayed in his own group and gave information about his group's discussion result to the guests from other groups that visited his group.
- (10) The *guests* went back to their own group and reported to the group about information they got.
- (11) Students discussed the topic once more.
- (12) Students made the conclusion of their group discussion result and reported it to the whole class.
- (13) Students left the groups and go back to their seats.

(14) Students were asked to mention the procedures of brushing teeth orally.

(15) Researcher summed up the material.

c. Observing

The researcher observed and took notes of the students' activities and participations during the teaching learning process in cycle two using the observation sheet. These notes were the supporting data for the second cycle.

d. Evaluating or reflecting

The researcher evaluated the result of the second cycle. The researcher then observed and compared the second cycle with the first one. This was useful for measuring the improvements and behavioral changes of students during this study. The discussion of these all forms of data collection was done to draw a conclusion.

### 3.5.3 Questionnaire

After the researcher finished conducting the cycles of this action research, the questionnaire sheet was given to the object of the study. This questionnaire was useful for giving the description of students' responses toward the implementation of OSTs to the readers.

## 3.6 Method of Analyzing the Data

Researcher usually uses the term "analysis" in one of these three ways:

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- Analysis as obtaining data (e.g. analysing a book or a person's behaviour);
- Analysis as interpreting data (e.g. analysing a recording or a transcript);
- Analysis as the result of an analytical process (e.g. an analysis of a programme). (Charles 1998: 154) quoted by Naughton and Hughes (2009:171)

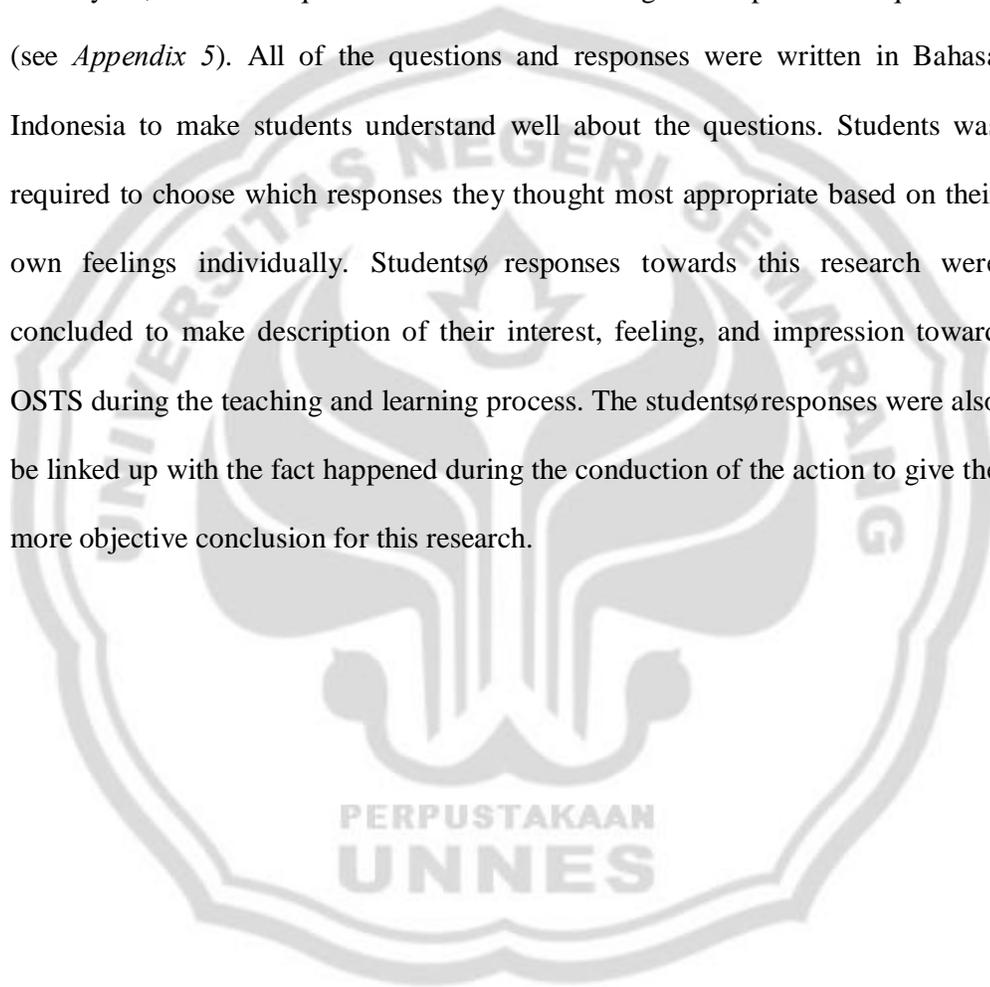
Based on the theory above, the researcher used analysis in the second way, i.e. as interpreting data. Naughton and Hughes (2009:171) describes "Data analysis is a process of organizing and sifting your data, then looking for and mapping any patterns or regularities in your data as a way to interpret it". Blaxter et al. (2001: 206) quoted by Naughton and Hughes (2009:171) state "Analysis is about the search for explanation and understanding, in the course of which concepts and theories will probably be advanced, considered and developed".

Basically, there are two types of data analysis. They are qualitative and quantitative analysis. In this study only qualitative analysis were used. The researcher also uses narrative and descriptive methods to present the findings generated from data of observation sheet and questionnaire.

On observation sheet, the researcher provided some blank papers to note the students' activities during the teaching and learning process that covered their attention, enthusiasm, interests, behaviour, and responses. The researcher also noted the strengths, weaknesses, and anything happened during the implementation of OSTs. The researcher then used interpreted those notes to support the qualitative analysis of the action. The analysis of speaking improvement was also measured using the observation sheet with the help of

evaluation result from every meeting that was became the complement of the teaching learning activities as planned in the lesson plan (*see Appendix 3*).

Another qualitative data was gathered through questionnaire. This questionnaire was given to students at the end of cycle two which was conducted on May 21, 2011. The questionnaire consisted of eight multiple-choice questions (*see Appendix 5*). All of the questions and responses were written in Bahasa Indonesia to make students understand well about the questions. Students was required to choose which responses they thought most appropriate based on their own feelings individually. Students responses towards this research were concluded to make description of their interest, feeling, and impression toward OSTs during the teaching and learning process. The students responses were also be linked up with the fact happened during the conduction of the action to give the more objective conclusion for this research.



## CHAPTER IV

### DATA ANALYSIS

In this chapter, the researcher presents the research findings and analyzes it by using some theories by experts. The analysis includes the analysis of action and its procedures. It also includes the analysis of questionnaire. At the end of this chapter, the researcher gives interpretation toward this research result with the use of observation sheet and draws conclusion for this study.

#### **4.1 The Procedures of One Stay Two Stray (OSTS) strategy in Class-Discussion Management**

Data of observation sheet showed that implementation of OSTs in managing class-discussion would help students improve their speaking skill if the teaching and learning process took place using the following procedures:

- (a) Firstly, plan your teaching learning activities systematically and efficiently. Therefore, your teaching and learning process will not waste so much time and your step-by-step procedures of implementing OSTs could be done in your expected time.
- (b) Begin your teaching with explaining the material which will be the topic of discussion a bit to the students so that they have prior knowledge about the topic they will discuss,
- (c) Prepare the class to have a whole-class discussion.

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- (d) Introduce students with the rules of OSTS. Explain step-by-step procedures of the implementation of OSTS in managing class-discussion. Make sure that your explanation is understandable for them.
- (e) Divide students into group of three ( one group consists of three members),
- (f) Give students a topic to be discussed in groups. Give them a limited time (about 7 to 10 minutes) to discuss the topic and make temporary discussion result,
- (g) Stop the discussion when the time is over. Ask students to choose one of their group members to be *the host*, and the other two members are *the guests*,
- (h) Explain the task of *the host* and *the guests*; *the host* stays in his group, and *the guests* spread to other different groups to listen to other groups' temporary discussion results. Give them 5 minutes to do these tasks,
- (i) Remind the students when the time is over. Ask the guests to go back to their own group and report back the information they got from other groups to the other members of their group,
- (j) Let the students compare their own discussion result with other groups' Ask them to discuss the topic once more and make the final discussion result. Make sure that they do not only copy other groups' discussion result.
- (k) Ask *the host* of each group to present the groups' final discussion result to the whole class.
- (l) You sum up the discussion and draw some conclusions of the topic.

The above description of procedures of One Stay Two Stray strategy implementation has answered the first objective of this study (i.e. to explain the

implementation of One Stay Two Stray strategy in managing class discussion) which has been drawn in Chapter I.

## **4.2 Analysis of the Action**

The research was conducted during the regular schedule of the class. In this research, the researcher gave action to the subject of the study four times that was divided into two cycles. Every cycle consisted of two meetings. Here was the detail description of each cycle.

### **4.2.1 Cycle One**

Cycle one consisted of two meeting with the teaching materials focus on spoken descriptive. The detail description of each meeting is displayed as follows:

#### **4.2.1.1 First Meeting of Cycle One**

The first meeting of cycle one was conducted on May 12, 2011. On that day, there was no absent student. All of the 28 students were present and given materials about spoken descriptive. Based on the lesson plan which the researcher provided, the students' activities during the teaching learning process are divided into three stages of activities. They are:

##### **(a) Exploration**

It began with teacher greeted students and then checked their attendance by calling them one by one. Researcher started the lesson by showing them a book and asking them what it looked like. The students' answers were driven to the use of adjectives to describe something. This was done because the

researcher wanted to know whether they were able to describe something using adjectives.

(b) Elaboration

This stage began with researcher explained what adjective is and its function. Then researcher gave them a worksheet that contained list of words. Students were asked to find which belonged to adjective. They had to do this in groups, so the researcher divided them into groups.

Since there were 28 students in VIIA class, the researcher divided them into 9 groups. One group consisted of three members, but there was one group that consisted of four members. In this group division, the researcher got difficulty of doing this group division that was when the researcher divided students into several groups, there was one student (A22) that was rejected by other students to join their groups. They did not want to make a group if he belonged to their group. The researcher solved this problem by asking them the reason why they did not want to involve him in their discussion. After getting the reason, the researcher then asked the whole class to imagine if they were in his position. The researcher said that they should not discriminate others if they did not want to be discriminated. Finally, they understood and were willing to accept him to be a part of this discussion. This problem did not appear again in cycle two.

After students sit in groups, the researcher explained what they had to do in group discussion. Besides they had to find which words that belonged to adjectives, they also asked to give other examples of adjective.

They had to finish making temporary answer in 10 minutes. After the time was up, the researcher stopped the discussion. The researcher asked the groups to choose one of the group members to be labelled as *host*, and the other members of the group were labelled as *guest*.

After students decided which would be the *host*, and which would be the *guests*, the researcher told them that they were going to have a game. The game was called One Stay Two Stray. The researcher explained the rules of playing this game: the *host* must have stayed in his group and he had a task of informing his group's answer to the *guest* who visited his group, while the *guest* must have spread to other groups to gather information from the *host* of other groups. After they understood the rules, the researcher gave them three minutes to do this task.

When the time was up, the researcher asked the *guests* from each group to go back to their own groups and report the information they got to other group members. The groups then given five minutes to discuss the topic once more and were asked to make the final discussion result. Finally, the groups had to report their group's discussion results to the whole class in turn with the researcher as the moderator.

As mentioned in the lesson plan (*see Appendix 3*), the researcher gave students performance test to complete the teaching learning process. This test required students to give the description of their house orally. They were given five minutes to think about their house, and then came forward to the front of the class to describe their house individually.

(c) Confirmation

The researcher ended the meeting with summed up today's activities. The researcher also summed up the discussion of the day and drew some conclusion about it. The meeting ended with the researcher said thanks and see you.

#### 4.2.1.2 Second Meeting of Cycle One

The second meeting of cycle one was conducted on May 14, 2011. The teaching material of that day was still concern in the production of spoken descriptive. Here are the details:

(a) Exploration

The second meeting of cycle one began with the researcher said good morning and checked their attendance. Then the researcher brushed up the students mind about the last meeting's material by asking them whether they remembered what they had learned in the last meeting.

Then the researcher showed them some pictures of rabbit and watermelon. The researcher then asked them to describe those pictures to measure their understanding of using adjective to describe something and they showed their ability of using adjective quite well.

(b) Elaboration

Then the researcher went on to the next activity i.e. discussion using OSTs rules. The researcher asked them to sit in their groups and then choose one of their friends to be described. This was being the topic for the group-

discussion. Students had 5 minutes to discuss the topic in their group for about 10 minutes to make temporary discussion result. After the time was up, the researcher asked the guests from each group to visit other groups to gather information from other groups. This activity was done in 5 minutes. Then the guests went back to their own groups and reported the information they got to other group members. Finally they were given 5 more minutes to discuss the topic once more and made the final conclusion of their discussion result and reported it to the whole class.

For the evaluation, the students were asked to describe their classroom orally. They had five minutes to think about their answers, then came forward to the front of the class, and then performed it.

(c) Confirmation

The researcher closed the meeting by summing up the today's lesson and said good-bye.

#### 4.2.2 Cycle Two

Cycle two was done after the researcher finished conducting cycle one. The researcher reflected cycle one to conduct cycle two. From cycle one, the researcher analyzed and found out some errors happened in cycle one. It was useful for making cycle two more effective.

Cycle two was done in two meetings concerning on teaching spoken procedure text. Here was the detail:

#### 4.2.2.1 First Meeting of Cycle Two

The first meeting of cycle two was done on May 19, 2011 with the description as follows:

(a) Exploration

This meeting began with the researcher showing students some pictures of people doing actions. They were asked to say what the actor does in the pictures. Students' responses were driven to the use of verb to state an action.

(b) Elaboration

The students were given explanation about imperative. How to use verb in imperative and how to use imperative to create a procedure text? Next activity was the students discussed in group a topic given by the researcher using One Stay Two Stray strategy. They were given a list of words and asked to find the verbs and find the meaning of those verbs. They were also given some pictures containing people cook noodle. They were asked to use imperative to state the action of the actors in the pictures. Students discussed the topic in their group for about 10 minutes to make temporary discussion result. After the time was up, the researcher asked the guests from each group to visit other groups to gather information from other groups. This activity was done in 5 minutes. Then the guests went back to their own groups and reported the information they got to other group members. Finally they were given 5 more minutes to discuss the topic once more and made the final conclusion of their discussion result and reported it to the whole class.

After the discussion, students were given evaluation. The first meeting's evaluation was done by asking students to use verbs and imperatives to show some action happening in their class orally.

(c) Confirmation

The first meeting of cycle two ended with the researcher concluded the discussion result and gave summaries of activities done in the meeting.

#### 4.2.2.2 Second Meeting of Cycle Two

Second meeting of cycle two was done on May 21, 2011. The details were displayed in the following description:

(a) Exploration

This meeting began with the researcher reviewing last meeting's materials and related it to the next material i.e. how to produce spoken procedure. Students were brushed up with the researcher asked what they had learnt in the last meeting, and they remembered that in the last meeting they talked about the use of verbs. Then researcher showed them a picture of instant noodle. The students were asked what materials needed to cook an instant noodle and how to serve it. Some students answered it in Bahasa, and the rest just kept silent. The researcher did not give them the right answers of these questions because these questions would be the topic of today's discussion.

(b) Elaboration

The researcher gave an example of procedure text entitled "how to make jelly". The researcher explained about the structures and related it to the use of

imperative to produce spoken procedure. Then students sit in their group and discussed the topic about how to make procedures of serving fried instant noodle in One Stay Two Stray rules. Students discussed the topic in their group for about 10 minutes to make temporary discussion result. After the time was up, the researcher asked the guests from each group to visit other groups to gather information from other groups. This activity was done in 5 minutes. Then the guests went back to their own groups and reported the information they got to other group members. Finally they were given 5 more minutes to discuss the topic once more and made the final conclusion of their discussion result and reported it to the whole class. In the end of this meeting, students were asked to answer the questionnaire.

(c) Confirmation

The researcher ended the meeting with summed up today's activities. The researcher also summed up the discussion of the day and drew some conclusion about it. The meeting ended with the researcher said thanks for taking a part in this study and said good-bye.

### **4.3 Students' Responses and Behaviours toward One Stay Two Stray Strategy**

As mentioned in Chapter III, after the researcher finished conducting the cycles of this action research, the questionnaire sheet was given to the object of this study. This data got from questionnaire was useful for giving the readers description of the students' feelings, responses and behaviours towards the implementation of

OSTS in their class. This questionnaire consisted of eight questions dealt with the implementation of OSTs (see Appendix 5).

From the students' responses of the questionnaire, the researcher could draw some conclusions:

(a) Question No.1

The entire students of VII-A enjoyed being in the class when One Stay Two Stray strategy was used in the teaching learning process. This was shown by 9 students chose option *a) sangat menikmati* and 19 students chose option *b) cukup menikmati*.

The students' feeling of enjoyability was also can be seen during the conduction of the action. They seemed to be not boring when the teaching and learning process was running. They seemed to be happy to follow the activities in the class.

(b) Question No.2

The students' interest towards the use of One Stay Two Stray strategy in the classroom teaching learning was quite high. The result shown that 8 students chose option *a) menarik*, 16 students chose *b) cukup menarik*, and 4 students chose *d) biasa saja*.

The students' interest was also could be seen from their desirability on the researcher's teaching. They even some times wanted to have longer time when the OSTs was used in the teaching learning activities. When the researcher said that the time was over, some of the students said *“yaah..”* or *“huu...”* (Expressions of disappointment). They also sometimes asked

*õbesok ngajar lagi tho pak? Pake game lagi ya pak*” (Will you teach us again tomorrow, sir? Use this game again sir).

(c) Question No.3

All of the students decided that speaking was the most difficult skill in learning English. They all (28 students) chose option *b) speaking* as the obstacle in mastering English. This might be caused by the wrong teaching method their teacher uses in speaking class. This could make students feel hesitant to speak.

(d) Question No.4

The use of One Stay Two Stray strategy in teaching speaking was helpful. Students felt that it could solve their problem in learning speaking. It was proved by 9 students chose *a) Ya, sangat*, and 17 students chose *b) cukup*. Only 2 students chose *c) kurang*.

In the first meeting of the cycle one, some of the students chose to keep silent during the teaching learning process. When the researcher asked them why they did not want to speak and share their ideas, they answered that they felt hesitant to speak and they did not know what they had to speak because they did not accustomed to practice their English orally. However, with the help of OSTs structures they could develop their habit of using their English orally. They could practice their English more frequently because the activities on OSTs required every members of the group to speak. In addition, the features of OSTs i.e. listening to others,

paraphrasing and reporting back can help students improve their speaking skills.

(e) Question No.5

Students felt so relaxed and happy during the teaching learning process.

The use of One Stay Two Stray strategy in teaching speaking could create warm atmosphere in the class. It was proved by 22 students chose *a) ya, sangat*, and 5 students chose *b) cukup*. Only one student chose *c) kurang*.

(f) Question No.6

All of the students felt refreshed by the use of this method. 18 students chose *a) ya, sangat* and the rests (other 10 students) chose *b) cukup*.

In the end of first meeting of cycle one, the researcher asked the students about the use of OSTs in their class. Some of them answered *Enak pak... rak mboseni koyo biasane* (It is good, sir. We don't get bored as usual).

(g) Question No.7

It was quite effective to use One Stay Two Stray strategy in managing classroom discussion with the purpose of improving students' speaking skills, so that the teaching learning process was effective as well. This was shown by 18 students chose *a) sangat efektif* and 10 students chose *b) cukup efektif*.

(h) Question No.8

Overall, most of the students gave score 86 to 90 to the One Stay Two Stray strategy. As shown in *Table 4.11*:

No	Choices	Number of students	Percentage
1	a) > 90	5	18 %
2	b) 86 ó 90	19	68 %
3	c) 71 ó 85	4	14 %
4	d) 51 ó 70	0	0 %
5	e) < 50	0	0 %

*Table 4.1 Result of Question Number Eight*

#### 4.4 Discussion

Generally, there were five principle steps that should have been fulfilled in the implementation of One Stay Two Stray strategy in classroom teaching learning: (1) Preparation, (2) Teacher's Presentation, (3) Group Activity, (4) Group's Presentation, and (5) Evaluation (Faishal, 2008).

First step was preparation. The researcher has made some preparations, both for cycle one and cycle two, before starting to implement One Stay Two Stray strategy in classroom teaching learning. Firstly, the researcher prepared the lesson plan which was based on the competence standard and basic competence for grade VII set by government. From the lesson plan, the researcher then composed the teaching materials. The lesson plan and teaching materials, later, used for the guideline of teaching learning activities. The researcher did not get any difficulty in doing this first step.

Second step was teacher's presentation. In this case, the researcher acted as the teacher. In the beginning of cycle one, the researcher explained about the general knowledge of the materials. Then the researcher divided the students into several groups and explained them about how to discuss a topic using One Stay Two Stray strategy. In cycle two, the researcher did the same activity as done in cycle one. The only different was that in cycle one the researcher explained the

ways of discussing a topic using One Stay Two Stray strategy, but in cycle two the researcher just simply asked them to discuss in One Stay Two Stray strategy as explained in cycle one. The only difficulty was the rejection of A22 that was explained in above sub chapter.

Third step was group activity. The group activity was the main activity of the One Stay Two Stray strategy implementation. The group activity began with the researcher gave students a topic to be discussed in their group. Then the students discussed it in their group to make a temporary discussion result. Next, they chose one of their group members to be the host and the rests were being the guests. The guests visited other groups to collect information and listen to their opinion about the topic given and then got back to their own groups and informed it to other members in their groups. Finally, they discussed the topic once more and made final discussion result. In doing this step, the researcher did not get any serious problem. All of the activities were done quite well, but in cycle one the students still felt confused about the ways of discussing a topic using -One sty two stray. When they discussed the topic in their own group, they could speak their ideas freely, but when they asked to share their group's discussion result to other group, they felt hesitant to speak and share their ideas. This might be caused by they felt unfamiliar with this method of discussion and extremely different with their habit of discussion. They thought that if they shared their ideas to other groups, the other groups would take advantages of them. The other groups would just simply cheat their answer. To solve this problem, the researcher explained to them that by sharing ideas with other groups, they could enrich their knowledge.

Other group could not just simply cheat other group's works but they could only use information got from other groups to enrich their knowledge and then they could add their discussion result with the information but still based on their own group's thinking. After the researcher gave explanation why they had to do that, it was gradually getting better in the next meetings. In the last meeting of cycle 2 (or meeting four), the students have been quite accustomed to this method and they did not feel so much confused and hesitant as shown in the first meeting. It was proved by their positive enthusiasm during the process of teaching learning. However, it was still not satisfactory because they still did not willing to share all of their ideas to other groups. They did not want to share all of their ideas with other groups. They only shared information that they thought not so important. They did it because every group wanted to be the best group with the best answer.

Forth step is group's presentation. In this step, the students of each group reported their final discussion result to the whole-class. The researcher acted as the moderator who organized the discussion report to make it going well. Almost there was no significant problem in doing this step. The discussion report was going well and well-organized.

The last step was evaluation. Besides the post-tests that have been explained in the sub-chapter above, the different evaluation was also done. In cycle one, the students were asked to give description about their house orally, and in the cycle two the students were asked to use verbs and imperatives to show some action happening in their class orally. These both evaluations were done in semi-formal formats. The researcher did not give any score to the students for

these evaluations. The researcher just simply took notes of their speaking ability.

This step was running quite well.

From the explanation of implementing One Stay Two Stray strategy in classroom teaching learning above, it can be concluded that the implementation of One Stay Two Stray strategy had fulfilled the requirements of implementing OSTs in classroom teaching learning. The only difficulty in implementing One Stay Two Stray strategy in VII-A class was in third step: group's activity. As explained above, every group wanted to be the best group with the best answer. There was like a 'vague competition' in the class. Therefore, those students did not want to share all of their ideas with other groups. However, overall the implementation of One Stay Two Stray strategy in VII-A class was quite successful when it was seen from the fulfilment of those five steps.

These five steps of implementing One Stay Two Stray strategy was also relevant to the theory of Harmer (1988:25) 'There were three elements necessary for successful teaching and learning in the class: Engage, Study, and Active'. In this implementation of One Stay Two Stray strategy, the students were engaged in the step two, three, four, and five. In step two, students were engaged in the teaching learning process as the listener and trainee. As the listener, students had to listen to the researcher's general explanation about a topic would be discussed. As the trainee, students were trained by researcher to discuss a topic using One Stay Two Stray strategy in a right and organised order. In step three, students were engaged as the actor in the teaching learning process. They played the role of the 'real learner'. They learned a topic by themselves by discussing it in groups.

In step four, students were engaged as the reporter. They were required to report their discussion result to the class. Researcher acted as the moderator. In step five, student were engaged as the test-takers. Researcher gave evaluation to the students both written and spoken.

The second point was study. In this implementation of One Stay Two Stray strategy, this -studyø was shown in step two, three, four, and five. In step two, students studied the material by listening to the researcher explanation and asked questions related to the material they did not understand. In step three, students studied the material themselves in groups. In step four, students studied to report their discussion result to the whole class. In step five, students studied to practice their speaking skills by responding the instructions given by researcher.

The last element of successful learning was active. The activeness of students in this One Stay Two Stray strategy implementation can be seen in step two, three, four, and five. In step two, students were required to be active to ask questions they did not understand about the materials. In step three, students actively discussed a topic in their own group then gather information from other groups and made conclusion. In step four, students of each group were active to report their discussion result to the whole class in turn. In step five, students were active practicing their speaking skill.

From the explanation above, it can be concluded that the teaching learning process which demonstrated by the researcher (in this case the use of One Stay Two Stray strategy to manage class discussion in speaking class of grade VII) was

successful because it had fulfilled the three elements (engage, study, and active) proposed by Harmer.

These above explanation supported *sub chapter 4.1* to answer the first objective of this study: to explain the implementation of One Stay Two Stray in managing class discussion.

The second goal of this study was to prove whether One Stay Two Stray strategy could improve the students' speaking skills. The improvement of students' speaking skills could be seen from the students' behavioural changes of the use of some aspects of speaking skill which covered Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Task. the improvement of each aspect of speaking skill was displayed in the following description:

a) Grammar

In this study, the researcher used genre-based approach as the guideline of teaching. Therefore, the teaching materials used were based on genre. In genre-based approach, the teaching learning process must include grammar as a part of the teaching materials. In the first cycle, the researcher used '*descriptive*' as the main material. In the beginning of the lesson, the researcher inserted material of grammar which covered the use of present tense and adjective. In the second cycle, the researcher used '*procedure*' and inserted grammar of imperative and verb use as the part of teaching materials.

The data from observation sheet showed that students' use of grammar was slightly improved from meeting to meeting. In the first meeting, almost of the students used incorrect grammar to utter their ideas during the discussion.

The researcher only counted three of the students used quite acceptable grammar and the rests used incorrect grammar. The researcher then helped them by giving them some expressions usually uses in discussion such as the expression of giving opinion, rejecting opinion, presenting discussion result, etc. The researcher also gave them some patterns of the tense that might be used during the teaching learning process. For example, in the first cycle the researcher gave them the pattern of present tense and the use of adjective. It was useful because the teaching material of the first cycle was spoken descriptive. In the end of the cycle two, some of the students were using a more acceptable grammar but most of them were still using wrong grammar.

The improvement of students' use of grammar also can be seen from the evaluation of each meeting. This evaluation result showed that during the implementation of One Stay Two Stray strategy, there was an improvement in the use of grammar, but it was not satisfactory. Most of the students did not use the right grammar in their speaking. 25% of students used totally wrong and unacceptable grammar, 64% of students used wrong grammar but it was still acceptable, and only 21% of the students used grammar almost properly.

b) Vocabulary

The teaching of vocabulary was done in the whole teaching learning process. In the beginning, some target words were given through the example of text. In the middle of the lesson, students were given exercise that contained list of words. The students' mastery of vocabulary increased quite significantly during the action. This might be caused students not only enriched their

vocabularies from researcher, but also from their friends during the discussion, both in their own group and other groups. This was shown by their use of some new words in their discussion. They used some new words they found in the worksheet which contained list of words.

From the evaluation of last meeting of this research, the result showed that 42% of students have very good vocabularies, 35% of students have satisfactory vocabularies, and only 23% of students have weak vocabularies. It indicated that the implementation of One Stay Two Stray strategy was quite effective in adding vocabulary of the students.

#### c) Comprehension

The students' comprehension of the peer's statement was quite good. In the first meeting, the researcher observed that some of the students could understand what their peers said. They also understood the researcher's instruction that delivered in English. During the implementation OSTs, their comprehension of peer's statement were improved since one of the OSTs features i.e. listening to others enabled them practiced their listening skill. They became accustomed to hearing the peers speaking in English.

From the last meeting evaluation, in the percentage, we could see that 32% of students have outstanding comprehension, 53% of students have very good comprehension, and 15% of students have satisfactory comprehension. This was the most significantly improved aspect if we compared with other aspects of speaking skill.

d) Fluency

Fluency dealt with someone's habit of using language. In the first meeting of this action research, the students' fluency in speaking class was quite low. They often seemed nervously uttered something. They did not freely utter their sentence. They also still thought of what they would say. However with the use of OSTs as an alternative interesting method in class-discussion management, the students' fluency were gradually improved. It was proved by their way of uttering something. They practiced their English speaking skills during the discussion in groups. In addition, for *the host*, they practiced their speaking skills when giving presentation of his group's discussion result to *the guests* who came to his group. For *the guest*, they practiced their speaking skills when they finished collecting information from other groups and got back to their own group and then report it to other group members. In the end of the action, they could utter their sentence quite smoothly although still with confusion of ideas.

The last meeting evaluation showed that 3% of student had outstanding fluency, 10% of students had very good fluency, 57% of students had satisfactory fluency, 25% of students had weak fluency, and 5% of students had very weak fluency. Overall, it was not satisfactory that 30% of students were still weak in their fluency.

e) Pronunciation

Students improve their pronunciation in two ways. The first was by listening to others. By listening to others, they could know and then determine which

the right pronunciation of some words was. The second way was by practicing their pronunciation. When the students had known how to pronounce some words, they had to practice it a lot to make them accustomed with pronouncing those words. OSTs enabled them to improve their pronunciation in those two ways.

From the last meeting of this research, it could be seen that 3% of students (one student) was outstanding in his pronunciation, 25% of students (7 students) were very good in their pronunciation, 50% of students (14 students) have satisfactory pronunciation, 19% of students (5 students) have weak pronunciation, and 3% of students (one student) was very weak in his pronunciation.

f) Task

The tasks in this study included the discussion itself and evaluation. In discussion, students were required to work in groups to discuss and find the answer of the questions or instructions given by researcher. In evaluation, students were asked to speak up in the class that was based on the special instruction given by researcher as explained in the above sub-chapter. The evaluation here did not belong to data collection. It was done only for completing the teaching learning process activities in which evaluation became a part of teaching learning activities.

From the last evaluation, the researcher saw that 17% of students could do the task outstandingly, 64% of them were very good, 14% of students were satisfactory, and 5% of them were weak. The improvement of task was very

small because the students have shown a good achievement when the researcher implemented the OSTs.

As a whole, the implementation of One Stay Two Stray strategy in managing class discussion in speaking class of grade VII was quite effective. If it was conducted with right procedures, it could help students increased their interest and willingness of being in the class. They felt happy and enjoy the teaching learning activities found in OSTs. This study also indicated that students' behaviour of using language were also changed. They who firstly used totally wrong grammar could develop their habit of using more acceptable grammar. Their understanding of partner's utterances was also improved.

Nevertheless, there was a difficulty or problem in implementing One Stay Two Stray strategy for grade VII. Since students of grade VII was still in the transition between childhood and adolescence, their habit of playing was still dominant. Even in the class, they often played with their friends instead of listening and following the lesson. This created a problem for the researcher to control them in the teaching learning process. They also had to be led to do the discussion using One Stay Two Stray strategy and had to be kept in track in discussing the topic. If they were letting to do the discussion freely, instead of discussing the topic, they would just playing and chitchatting with their friends. The researcher could cope this problem by controlling them when conducting the discussion and providing interesting materials (*see Appendix 4*) so that students did not feel bored and chose to just play with their friend in the class.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is the end of this final project report. In this chapter, the writer draws some conclusions of the research and some suggestions for the readers, both English teachers and English learners, and for the future research dealing with the use of cooperative learning in language class.

#### 5.1 Conclusions

The writer conducted this classroom action research in class VII-A of SMP Negeri 13 Semarang. After analyzing the data gathered from the cycles of this action research, the writer could draw the following conclusions:

The notes the researcher took during the One Stay Two Stray (OSTS) implementation showed that OSTs must be implemented in right procedures to reach the goal of teaching and learning. Data of observation sheet supported that implementation of OSTs in managing class-discussion would help students improve their speaking skill if the teaching and learning process took place using the right procedures as the writer provided in Chapter IV.

The OSTs implementation could help students increased their interest and willingness of being in the class. They felt happy and enjoy the teaching learning activities. This study also indicated that students' behaviour of using language were also changed. With the help of OSTs features, i.e. listening to others,

paraphrasing, and reporting can help students build their habit of using English and finally they can improve their speaking skill. The data showed that the students' pronunciation and fluency got better from meeting to meeting. It also showed that the students' comprehension of peers' utterance was being better from the first meeting.

The implementation of One Stay Two Stray strategy also can give students an interesting method of conducting class discussion. They agreed that by implementing One Stay Two Stray strategy in classroom teaching learning was successfully creating a warm atmosphere so that students enjoyed and felt relaxed during the lesson. Their interest towards the lesson has also increased, and 86% of students agreed to give score over 86 for One Stay Two Stray strategy.

## 5.2 Suggestions

According to the writer's experience of conducting action research concerned in the use of One Stay Two Stray strategy, the following suggestions are offered for the readers (especially English teacher and English learners) and for the next researchers:

For English learners, practice is the best way of learning a foreign language, in this case is English. By practicing English frequently, you can improve your English and indirectly form your habit of using English. You can practice your English in the class during the English lesson or outside the class with your friend. In class, with the use of One Stay Two Stray strategy you can practice your English with your friends both in your own group and other groups. The features of OSTS, i.e. listening to others, paraphrasing and reporting back,

enable you to practice your English more intensively with your peers. Besides practicing your speaking skill in class, it would be better to practice it outside the class. You should join an English club or community in which you can have peers to practice your English. The experience of using OSTS in school, then, can be implemented outside the class with your friends in the club or community. The key of success in practicing your English is -do not feel hesitant to speak up. The more you practice, the better you will be.

For English teachers, along with the development of teaching method, as English teachers, you were required to get the grip of those methods so that you can teach English using various methods. One of new methods you should practice to implement is *Cooperative-Learning-Based Methods*. There were so many structures of cooperative learning you can use in your teaching, one of them is One Stay Two Stray strategy. The advantage of using cooperative learning in your teaching is you can create a warm atmosphere in your class. Students and teacher is equal. No one dominates the class, so that students will feel relax and enjoy during the teaching learning process, and finally the goal of your teaching could be reached easily.

For next researchers, after conducting this research, the writer felt there were so many things must be observed deeper. The writer suggests the next researchers to explore this teaching method deeper and try to apply this method in different object of study and different skills or even different field of study to measure the effectiveness of using this method in classroom teaching learning, so that we can get the objective point of views toward the use of this method.

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**Kelas VII, Semester 1**

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima</p> <p>melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Membaca</b></p> <p>5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p>
<p><b>Menulis</b></p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

**Kelas VII, Semester 2**

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Membaca</b></p> <p>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat</p>	<p>11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p> <p>11.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>
<p><b>Menulis</b></p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

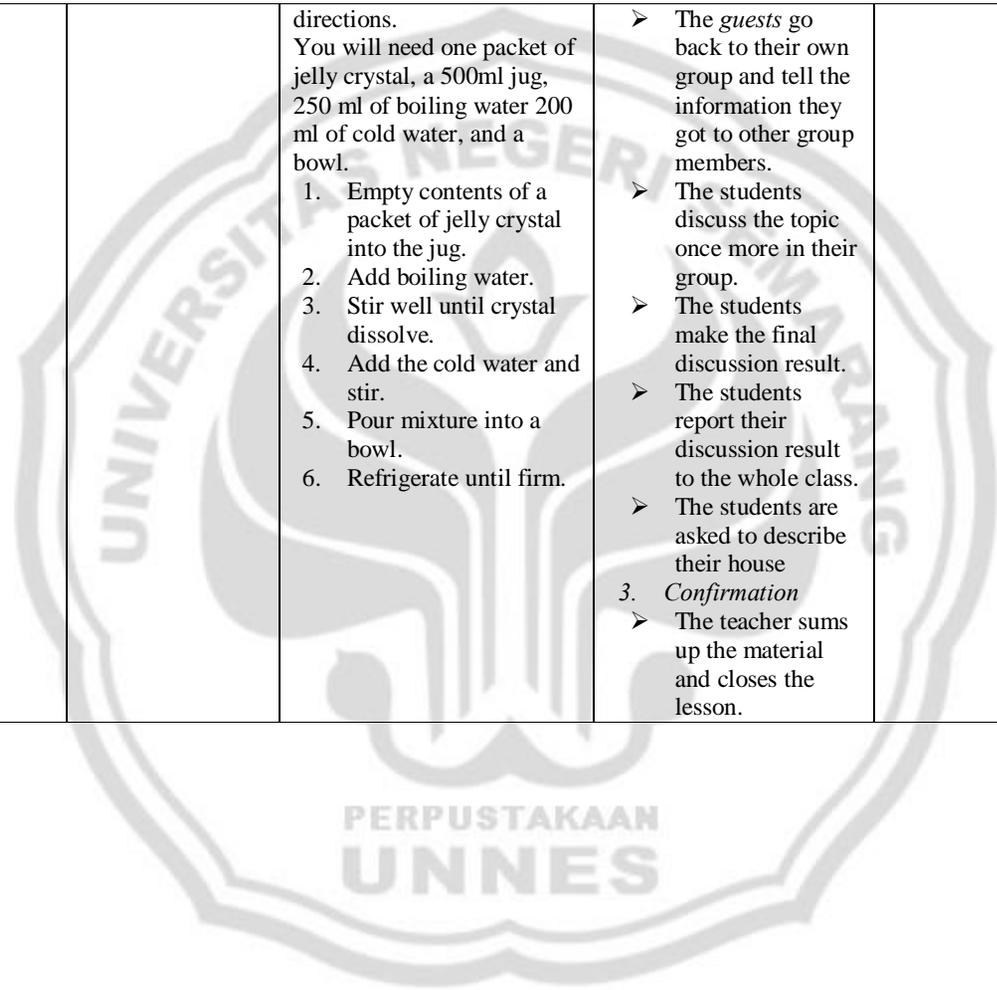
## SYLLABUS

School Name : SMP N 13 Semarang  
Grade/ Semester: VII/2

Competence Standard	Basic Competence	Indicators	Material	Learning Activity	Evaluation	Time Allocation	Source/Material Teaching Aid
<b>Speaking</b>  10. Mengungkapk an makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	Students are able to: 1. Differentiate adjective from other types of word. 2. Give descriptions of an object orally. 3. Differentiate verb from other types of word. 4. Mention the steps of making something.	<b>Grammar</b> Present tense (+) S + VI s/es + O (-) S + does/do + not + O (?) Does/do + S + VI + O?  Imperative (+) VI s/es + O. (-) does/do + not + O.  <b>Vocabulary</b> Adjective 1. Beautiful 2. Smart 3. Big 4. Clever 5. Handsome  Verb 1. Cut	1. <i>Exploration</i> ➤ Teacher greets the students. ➤ The teacher checks students' attendance and asks their condition. ➤ Students are shown a book. ➤ The students are asked what it looks like. 2. <i>Elaboration</i> ➤ The students are given a paper containing lists of words. ➤ The students are asked to choose which belongs to	Written test: 1. When you are describing something, which types of words you use? (Verb / adverb / adjective / noun) 2. Which word belongs to Adjective? (Big / chair / morning / sit) 3. Give another example of adjective! 4. When you want to state an action, which	8 x 40 minutes (4 meetings)	1. Textbook 2. Pictures 3. PowerPoint 4. Teacher

			<p>2. Fold 3. Begin 4. Beat 5. Become</p> <p><b>Dialogue</b> Dialogue Dandy : I've never been to Borobudur before. What is it like? Kayla : It's very beautiful. The temple is extravagant. Beautiful stone carvings surrounded the temple and the statues are amazing too. Dandy : Wow, I wish I can see it for myself. Kayla : Actually, my parents are taking me there again this vacation. What if you come and join us? Dandy : How can I say no? Of course I'd love to come. Kayla : Great. I'm sure my parents won't mind.</p> <p><b>Monologue</b> How to Make Jelly Jelly can be made very simply by following these</p>	<p>adjective.</p> <ul style="list-style-type: none"> <li>➤ The students sit in group consist of three students.</li> <li>➤ The students are explained about how to do discussion using <i>One Stray Two Stray</i>.</li> <li>➤ The students are given topic to be discussed.</li> <li>➤ The students discuss the topic in their group and make a temporary discussion result.</li> <li>➤ The students choose one of group members to be <i>the host</i> (one group has one host), and the rest becomes <i>the guest</i>.</li> <li>➤ The <i>guests</i> spread out to other groups to gain information from them about the topic.</li> <li>➤ The <i>host</i> stays in his/her group.</li> </ul>	<p>types of words you use? (Verb / adverb / adjective / noun)</p> <p>5. Which word belongs to -Verbø? (Sweet / child / grey / cook)</p> <p>6. Give another example of verb!</p> <p>Spoken Test</p> <p>1. Describe your house orally! I give you five minutes to prepare yourselves!</p> <p>2. Please explain the steps of brushing your teeth orally! I give you five minutes to prepare yourselves!</p>	
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			<p>directions. You will need one packet of jelly crystal, a 500ml jug, 250 ml of boiling water 200 ml of cold water, and a bowl.</p> <ol style="list-style-type: none"> <li>1. Empty contents of a packet of jelly crystal into the jug.</li> <li>2. Add boiling water.</li> <li>3. Stir well until crystal dissolve.</li> <li>4. Add the cold water and stir.</li> <li>5. Pour mixture into a bowl.</li> <li>6. Refrigerate until firm.</li> </ol>	<ul style="list-style-type: none"> <li>➤ The <i>guests</i> go back to their own group and tell the information they got to other group members.</li> <li>➤ The students discuss the topic once more in their group.</li> <li>➤ The students make the final discussion result.</li> <li>➤ The students report their discussion result to the whole class.</li> <li>➤ The students are asked to describe their house</li> </ul> <p>3. <i>Confirmation</i></p> <ul style="list-style-type: none"> <li>➤ The teacher sums up the material and closes the lesson.</li> </ul>			
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## RENCANA PELAKSANAAN PEMBELAJARAN

SCHOOL : SMP Negeri 13 Semarang  
SUBJECT : Bahasa Inggris  
GRADE/SEMESTER : VII/II  
TIME ALLOTMENT : 4x 45menit (2x pertemuan)(*Cycle 1*)

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### A. COMPETENCE STANDARD

Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

### B. BASIC COMPETENCE

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

### C. INDICATORS

By the end of the lesson, students are able to:

1. Differentiate adjective from other types of word.
2. Give descriptions of an object orally.

#### D. TEACHING METHOD

1. Explanation
2. Discussion (One Stay Two Stray)
3. Exercise

#### E. SOURCE AND MEDIA

1. Textbook
2. Pictures
3. PowerPoint
4. Teacher

#### F. MATERIAL OF LEARNING

##### 1. Present tense

(+) S + VI s/es + O...

(-) S + does/do + not + O...

(?) Does/do + S + VI + O...?

##### 2. Vocabulary

###### Adjective

- |              |           |
|--------------|-----------|
| 1. Beautiful | 7. Black  |
| 2. Smart     | 8. Round  |
| 3. Big       | 9. Thin   |
| 4. Clever    | 10. Thick |
| 5. Handsome  | 11. Soft  |
| 6. White     | 12. Wet   |

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- 13. Hard
- 14. Sharp
- 15. Flat
- 16. Dark

- 17. Bright
- 18. Cute
- 19. Silver
- 20. Long

### 3. Dialogue

Dandy : I've never been to Borobudur before. What is it like?

Kayla : It's very beautiful. The temple is extravagant. Beautiful stone carvings surrounded the temple and the statues are amazing too.

Dandy : Wow, I wish I can see it for myself.

Kayla : Actually, my parents are taking me there again this vacation. What if you come and join us?

Dandy : How can I say no? Of course I'd love to come.

Kayla : Great. I'm sure my parents won't mind.

### G.STEPS OF LEARNING

#### ❖ *First meeting*

ACTIVITIES	SCRIPTS
<p><i>1. Exploration</i></p> <ul style="list-style-type: none"> <li>➤ Teacher greets the students.</li> <li>➤ The teacher checks students' attendance and asks their condition.</li> <li>➤ Students are shown a picture of ball</li> </ul>	<p>Teacher : Good morning, class.            Students : Good morning, sir.            Teacher : How are you today?            Students : Fine, thanks. What about you, sir?            Teacher : Very well, thank you. Alright, today we are going to have a special activity. We</p>

- The students are asked what it looks like.

## 2. *Elaboration*

- The students are given a paper containing lists of words.
- The students are asked to choose which belongs to adjective.

will have a game. But before we begin to have a game, I will show you this. What is it?

Students : Ball.

Teacher : Right. It is a book. What does it look like?

Students : Brown, round...

Teacher : That's right. Do you know what those words are called?

Students : hmm...

Teacher : Those are called Adjective. From the examples, can you mention the function of these words?

Students : -

Teacher : Adjective is used for describing something. OK, now I have a sheet containing list of words. Find the words that belong to adjective! Now, please make a group of three.

Have you sit in your groups?

Students : Yes, sir.

- The students sit in group consist of three students.

- The students are explained about how to do discussion using *One Stray Two Stray*.
- The students are given topic to be discussed by teacher.
- The students discuss the topic in their group and make a temporary discussion result.
- The students choose one of group members to be *the host* (one group has one host), and the rest becomes *the guest*.

Teacher : Now, discuss with your friend about this type of word. Which belong to -adjectiveø? And find other examples of adjective! Please make the discussion result. I give you 10 minutes to discuss with your friend.

OK. Time is up. Now, every group chooses one of the group members to be *the host*. And the rest becomes *the guests*.

Students : OK, sir.

Teacher : Have you finished choosing? Well. I will explain the rules of this game. *The host* stays in your group. Your duty is to present your groupø discussion result to *the guest* from other groups that visit your group. For *the guests*, you have to visit other group and gather some information from their hostø presentation. Understand? OK, I give you three minutes

<ul style="list-style-type: none"> <li>➤ The <i>guests</i> spread out to other groups to gain information from them about the topic.</li> </ul>	<p>to do this. Do it now!</p> <p>Students : Understand, sir.</p>
<ul style="list-style-type: none"> <li>➤ The <i>host</i> stays in his/her group.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ The <i>guests</i> go back to their own group and tell the information they got to other group members.</li> </ul>	<p>Teacher : OK. Time is up. Now go back to your own group and share what you got from other group to your group members. Discuss once more about the topic, and make the final discussion result. OK?</p>
<ul style="list-style-type: none"> <li>➤ The students discuss the topic once more in their group.</li> </ul>	<p>Five minutes from now!</p>
<ul style="list-style-type: none"> <li>➤ The students make the final discussion result.</li> </ul>	<p>Students : -</p>
<ul style="list-style-type: none"> <li>➤ The students report their discussion result to the whole class.</li> </ul>	<p>Teacher : Group 1 please report your discussion result to the whole class!</p>
<ul style="list-style-type: none"> <li>➤ The students report their discussion result to the whole class.</li> </ul>	<p>Students : -</p>
<ul style="list-style-type: none"> <li>➤ The students are asked to describe their house</li> </ul>	<p>Teacher : Now, Please try to give description about your house orally! I give you five minutes to prepare yourselves!</p>

<p>3. <i>Confirmation</i></p> <ul style="list-style-type: none"> <li>➤ The teacher sums up the material and closes the lesson.</li> </ul>	<p>Teacher : Today we've learned about what is adjective word. From the discussion we can sum up that.....</p> <p>Ok. That is all for today, thank you for your attention and see you.</p> <p>Students : See you, sir.</p>
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❖ *Second Meeting*

ACTIVITIES	SCRIPTS
<p>1. <i>Exploration</i></p> <ul style="list-style-type: none"> <li>➤ Teacher greets the students.</li> <li>➤ The teacher checks students' attendance and asks their condition.</li> <li>➤ The teacher brushes up their memories of last meeting.</li> <li>➤ Students are shown some pictures.</li> <li>➤ Students are asked to mention some adjectives related to those pictures.</li> </ul>	<p>Teacher : Good morning, class.</p> <p>Students : Good morning, sir.</p> <p>Teacher : How are you today?</p> <p>Students : Fine, thanks. What about you, sir?</p> <p>Teacher : Very well thank you. Well, did you still remember what we have learned in the last week?</p> <p>Students : Yes, sir. We learned about adjective word.</p> <p>Teacher : Excellent. And today we're still going to discuss about adjective. As we learned last</p>

## 2. Elaboration

- The students sit in group consist of three students.
- The students are given topic to be discussed by teacher that is to describe their friend.
- The students discuss the topic in their group and make a temporary discussion result.
- The students choose one of group members to be *the host* (one group has one host), and the rest becomes *the guest*.
- The *guests* spread out to other groups to gain information from them about the topic.
- The *host* stays in his/her group.
- The *guests* go back to their own

week, adjective is usually used for describing something. Ok, now I have some pictures for you. What is this? How can you describe this object?

Students : It is water melon and rabbit. It is red and sweet. It is white and funny

Teacher : Great. You have already known how to use adjective well. Now please make a group and do one stay two strayø like what we have practiced last week. Choose one of your friends and give description of him. Understand? You may start from now!

group and tell the information they got to other group members.

- The students discuss the topic once more in their group.
- The students make the final discussion result.
- The students report their discussion result to the whole class.

- The students go back to their own seats and answer some questions given by teacher individually.
- The students are asked to describe their classroom.

### 3. Confirmation

- The teacher sums up the material and closes the lesson.

Teacher : Group 1 please report your discussion result to the whole class!

Students : -

Teacher : Now, go back to your own seats and answer the questions in your worksheet individually.

Now, Please try to give description about your classroom orally! I give you five minutes to prepare yourselves!

Today we've learned about what descriptive text is. From the discussion we can sum up that.....

Ok. That is all for today, thank you for your attention

	and see you.
Students	: See you, sir.



## RENCANA PELAKSANAAN PEMBELAJARAN

SCHOOL : SMP Negeri 13 Semarang  
SUBJECT : Bahasa Inggris  
GRADE/SEMESTER : VII/II  
TIME ALLOTMENT : 4x 45 menit (2x pertemuan)(*Cycle 2*)

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### A. COMPETENCE STANDARD

Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

### B. BASIC COMPETENCE

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

### C. INDICATORS

By the end of the lesson, students are able to:

1. Differentiate verb from other types of word.
2. Mention the steps of making something.

#### D. TEACHING METHOD

1. Explanation
2. Discussion (One Stay Two stray)
3. Exercise

#### E. SOURCE AND MEDIA

1. Textbook
2. Pictures
3. PowerPoint
4. Teacher

#### F. MATERIAL OF LEARNING

##### 1. Imperative

(+) VI s/es + O....

(-) does/do + not + O...

##### 2. Vocabulary

###### Verbs

- |           |           |
|-----------|-----------|
| 1. Cut    | 9. Draw   |
| 2. Fold   | 10. Drink |
| 3. Begin  | 11. Eat   |
| 4. Beat   | 12. Get   |
| 5. Become | 13. Hold  |
| 6. Bend   | 14. Meet  |
| 7. Break  | 15. Put   |
| 8. Catch  | 16. Ride  |

17. Set

19. Wake

18. Take

20. Write

### 3. Monologue

#### How to Make Jelly

Jelly can be made very simply by following these directions.

You will need one packet of jelly crystal, a 500ml jug, 250 ml of boiling water 200 ml of cold water, and a bowl.

7. Empty contents of a packet of jelly crystal into the jug.
8. Add boiling water.
9. Stir well until crystal dissolve.
10. Add the cold water and stir.
11. Pour mixture into a bowl.
12. Refrigerate until firm.

#### G. STEPS OF LEARNING

##### ❖ *First meeting*

ACTIVITIES	SCRIPTS
<p><i>1. Exploration</i></p> <ul style="list-style-type: none"> <li>➤ Teacher greets the students.</li> <li>➤ The teacher checks students attendance and asks their condition.</li> <li>➤ Students are shown a sequence of pictures of action.</li> </ul>	<p>Teacher : Good morning, class.</p> <p>Students : Good morning, sir.</p> <p>Teacher : How are you today?</p> <p>Students : Fine, thanks. What about you, sir?</p> <p>Teacher : Very well thank you. Well, look at this picture. What can</p>

<ul style="list-style-type: none"> <li>➤ The students are asked what the figures in those pictures do.</li> </ul>	<p>you see? What does the boy do?</p> <p>Students : Eat.</p> <p>Teacher : What about this one? And this one?</p> <p>Students : Run. Sleep.</p> <p>Teacher : Great. Alright, the word :eatø :runø and :sleepø belong to which type of word?</p> <p>Students : _</p> <p>Teacher : They are verbs. Verbs are the words that usually used for stating action.</p>
<p>2. <i>Elaboration</i></p> <ul style="list-style-type: none"> <li>➤ The students are given a paper containing lists of words.</li> <li>➤ The students are asked to choose which belongs to verb.</li> <li>➤ The students sit in group consist of three students.</li> <li>➤ The students are explained about how to do discussion using <i>One Stray Two Stray</i>.</li> <li>➤ The students are given topic to be discussed by teacher.</li> <li>➤ The students discuss the topic in their group and make a temporary</li> </ul>	<p>OK, now I have a sheet containing list of words. Find the words that belong to verb! Now, please make a group of three and do in :One Stay two Strayø rules!</p> <p>Students : Yes, sir.</p>

discussion result.

- The students choose one of group members to be *the host* (one group has one host), and the rest becomes *the guest*.
- The *guests* spread out to other groups to gain information from them about the topic.
- The *host* stays in his/her group.
- The *guests* go back to their own group and tell the information they got to other group members.
- The students discuss the topic once more in their group.
- The students make the final discussion result.
- The students report their discussion result to the whole class.
  
- The students are asked to use verbs and imperatives to show some action happening in their class orally.

Teacher : Group 1 please report your discussion result to the whole class!

Students : -

Teacher : Now, please use verbs and imperatives to describe orally actions which usually happen in your classroom! I give you five minutes to prepare yourselves!

<p>3. <i>Confirmation</i></p> <ul style="list-style-type: none"> <li>➤ The teacher sums up the material and closes the lesson.</li> </ul>	<p>Teacher : Today we've learned about what is descriptive text. From the discussion we can sum up that.....</p> <p>Ok. That is all for today, thank you for your attention and see you.</p> <p>Students : See you, sir.</p>
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❖ *Second Meeting*

ACTIVITIES	SCRIPTS
<p>1. <i>Exploration</i></p> <ul style="list-style-type: none"> <li>➤ Teacher greets the students.</li> <li>➤ The teacher checks students' attendance and asks their condition.</li> <li>➤ The teacher brushes up their memories of last meeting.</li> <li>➤ Students are shown a picture of instant noodle.</li> <li>➤ The students are asked to mention</li> </ul>	<p>Teacher : Good morning, class.</p> <p>Students : Good morning, sir.</p> <p>Teacher : How are you today?</p> <p>Students : Fine, thanks. What about you, sir?</p> <p>Teacher : Very well thank you. Well, did you still remember what we have learned in the last week?</p> <p>Students : Yes, sir. We learned about verbs.</p> <p>Teacher : Good. OK, I will show you something. What can you see from this picture?</p>

the materials needed to cook the instant noodle.

## 2. Elaboration

- The students sit in group consist of three students.
- The students are given topic to be discussed by teacher that is to find out the step of serving instant noodle.
- The students discuss the topic in their group and make a temporary discussion result.
- The students choose one of group members to be *the host* (one group has one host), and the rest becomes *the guest*.
- The *guests* spread out to other groups to gain information from them about the topic.
- The *host* stays in his/her group.
- The *guests* go back to their own group and tell the information they got to other group members.

Students : That's noodle.

Teacher : Can you mention what materials needed to cook an instant noodle? And can you mention the steps of serving this instant noodle.

Now please sit in your group and discuss it with your friend in -one stay two strayø rules.

- The students discuss the topic once more in their group.
- The students make the final discussion result.
- The students report their discussion result to the whole class.
- The students go back to their own seats and answer some questions given by teacher individually.
- The students are asked to mention the steps of brushing their teeth.

### 3. Confirmation

- The teacher sums up the material and closes the lesson.

Group 1 please report your discussion result to the whole class!

Students : -

Teacher : Now, go back to your own seats and answer the questions in your worksheet individually.

Teacher : Now, please explain the steps of brushing your teeth orally! I give you five minutes to prepare yourselves!

Today we've learned about what is descriptive text. From the discussion we can sum up that.....

Ok. That is all for today,

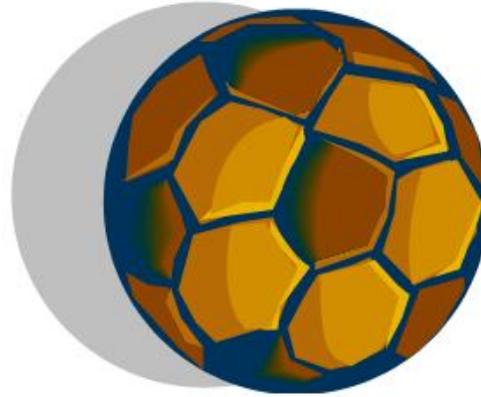
	<p>thank you for your attention and see you.</p> <p>Students : See you, sir.</p>
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## Teaching Materials

### 1. Cycle One

WHAT IS IT?

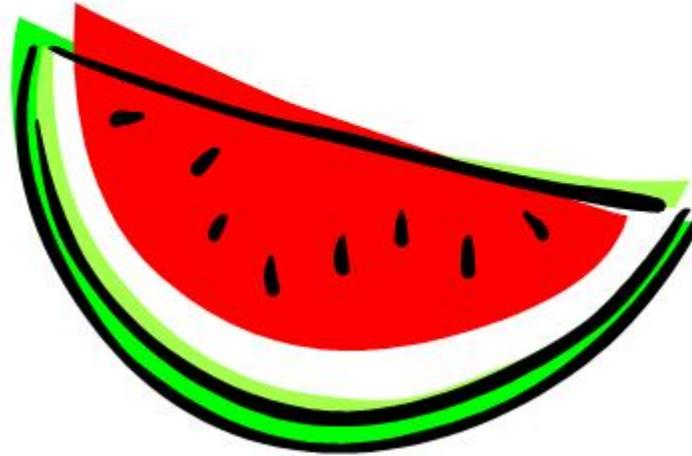


DESCRIPTION OF THE PICTURE:

- Ball
- Round
- Brown
- Used for playing football

WHAT IS IT?

WHAT DOES IT LOOK LIKE?



WHAT IS IT?

WHAT DOES IT LOOK LIKE?



- Red
- Green
- Sweet
- Grey
- Funny
- Cute

These are called 'Adjective'

## ADJECTIVE (KATA SIFAT)

- Is used for describing something

for example:

to describe “water melon”

adjective: red, sweet, and fresh



## WE WILL PLAY A GAME!

Make a group of 3 and discuss about the topic!

Choose one of your group member to be *the host*. And the rest will be *the guests*.

Do 'one stay two stray'!

Cycle Two



## VERBS

Used for stating an action.

Example:

- Go
- Study
- Cook

## IMPERATIVE

Patterns:

- (+) V s/es + O....  
→ fry the eggs.
- (-) does/do + not + O...  
→ do not fry the eggs.

## PROCEDURE

### Ingredients:

one packet of jelly crystal, a 500ml jug, 250 ml of boiling water 200 ml of cold water, and a bowl.

### Steps:

- Empty contents of a packet of jelly crystal into the jug.
- Add boiling water.
- Stir well until crystal dissolve.
- Add the cold water and stir.
- Pour mixture into a bowl.
- Refrigerate until firm.

Lampiran 5



PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
**SMP NEGERI 13 SEMARANG**

Jl. Lamongan Raya, Sampangan, Semarang 50236 ☎ TU : 024-8316241, KS : 024-8508713  
Fax : 024-8316241 ✉-Mail : sekretariat@smpn13smg.sch.id, smp13smg@ymail.com

**SURAT KETERANGAN**

**Nomor : 870 / 228**

1. Dasar : Surat Universitas Negeri Semarang Fakultas Bahasa dan Seni, Nomor : 1446/H37.1.2/PL/2011, Tanggal : 28 April 2011, Perihal : Permohonan Izin Penelitian.
2. Sehubungan hal tersebut diatas, bersama ini Kepala SMP Negeri 13 Kota Semarang menerangkan bahwa :

NO	NAMA	NIM	KETERANGAN
1.	<b>MAHFUDH DIMYATI</b>	2201407182	Bahasa dan Sastra Inggris S1

Yang bersangkutan benar – benar telah selesai melaksanakan Penelitian di SMP Negeri 13 Semarang pada bulan Mei 2011 s.d selesai, dalam rangka tugas mata kuliah Skripsi dengan judul **THE EFFECTIVENESS OF CLASSROOM DISCUSSION USING KAGAN STRUCTURE : ONE STRAY, TWO STRAY IN SPEAKING CLASS OF SEVENTH GRADERSOF JUNIOR HIGH SCHOOL.**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 27 Juni 2011

Kepala Sekolah



**Drs. Siswanto, S.Pd, M.Pd**

NIP. 19590228 198303 1 015