



Applying Two Stay Two Stray (TSTS) Techniques by Using Picture Series to Improve Students' Speaking Skill

Rasdiana¹, Reski Alifah Ashari², Ade Mandala Putra³

Institut Agama Islam Negeri Parepare

Rassrasdiana393@gmail.com¹ ekkycantiks@gmail.com² adhe106@gmail.com³

Abstract

The purpose of this research was positively to find out whether applying two stay two stray techniques by using picture series to improve students' speaking skill at the second grade in MAN 2 Parepare. The results of this research give contribution for both the teachers and students. The teacher will be conscious that it is important to apply the technique in teaching. The students can enjoy the lesson so they can be easier to express their ideas and also confidence to speak by using the gesture. The subject of this research is XI MIA 1 class which is consisted of 27 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. It aimed to know whether applying two stay two stray techniques by using picture series can improve students' speaking skill. The result in this research was indicated that the improvement of the students' speaking skill. It was indicated by the students' mean score of post-test (72.26) was greater than pre-test (44.46). Even, for the level significant (p) 5% and $df = 26$, and the value of table is 1.706, while the value of t-test is 18.34. It means that the t-test value is greater than t-table ($2.29 \geq 1.706$). Thus, it can be concluded that the students' speaking skill is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Speaking Skill, Two Stay Two Stray and Picture Series.

1. Introduction

There are many students who are still poor in speaking. Such as, students still don't know how to express their ideas and feelings, they feel difficult to communicate each other by using English, and in the class five of twenty-seven students can speak English, and they feel confident to express their ideas and feelings, there are also some of them know how to speak but not confident. Only five of them always speak up in the class, the other students still shy to speak up.

Based on the problems, the researcher interests to solve the problems by applying a technique in cooperative learning model namely Two Stay Two Stray (TSTS) Technique, and researcher will use picture series to make students more interest in speaking. This technique can help students to explain things, because they work in team that we call cooperative learning. They will discuss with their

team, and then they will visit the other group to explain their group mate arguments. So not only five students speak up but almost all students will speak up. The title of her research is “Applying Two Stay Two Stray (TSTS) Techniques by Using Picture Series to Improve Students’ Speaking Skill at the Second Grade in MAN 2 Parepare”.

In relation with the background above, the problem of the research can be stated as follows: How is the students’ speaking skill before and after Applying Two Stay Two Stray Technique by using Picture Series? Is applying Two Stay Two Stray Technique by using Picture Series able to improve students’ speaking skill? The following are objectives of the research: To know the students’ speaking skill before and after applying two stay two stray technique by using picture series, and to find out whether applying two stay two stray technique by using picture series is able to improve speaking skill.

The researcher formulates the hypothesis as follow: Hypothesis Null (Ho) : There is no improvement in speaking skill through applying Two Stay Two Stray Technique by using picture series at the second grade in MAN 2 Parepare. Alternative Hypothesis (Ha): There is improvement in speaking skill through applying Two Stay Two Stray Technique by using picture series at the second grade in MAN 2 Parepare.

There are some significances of this research, as follows: For the English teachers, to improve students’ skill in speaking by applying two stay two stray techniques is very significant. Two stay two stray technique needs participation of all students to speak up, because this technique each student has to make interaction with the other group mate. Therefore, this situation can help the teacher to measure and find out the weakness with the students easily. Uswatunnisa (2016) said that English is a language with complex and different pronunciation system in each phoneme and it has many amount of vowels and other sound structures.

For the students, this research can motivate the students to speak in English seriously, so they will be confident to express their ideas and feeling. The researcher gives an alternative source and references to other researchers in their attempts to study two stay two stray techniques and especially to improve speaking skill. For the readers, it can enlarge the knowledge of the reader about two stay two stray techniques and especially to improve speaking skill.

2. Method

2.1 Research Design

The research design of this research was pre-experimental with pre-test and post-test. It aimed to know whether applying two stay two stray technique in cooperative learning by using picture series can improve the student's speaking skill at the second grade in MAN 2 Parepare.

2.2 Location and Duration of the Research

The location of the research took place at MAN 2 Parepare. The research used the quantitative research that has several times to collect and analyze data. The researcher did the research around one month for collecting data.

2.3 Population and Sample

The population of the research was the second year students of MAN 2 Parepare academic year 2018/2019. There were 6 classes in that school which were XI.Mia 1, XI.Mia 2, X.Mia 3, XI.lis 1, XI.lis 2, and XI.lis 3. The total of population was 144 students. The sample was taken by using purposive sampling. The researcher took the sample from the researcher is class XI.Mia 1. the class XI.Mia 1 which was consists of 27 students as the sample in this research.

2.4 The instrument and Process of Collecting Data

2.4.1 The Instrument

In collecting data, the researcher tested the students' speaking skill by giving questions about unforgettable moment in pre-test and holiday post-test and the researcher recorded by voice recorder. The pre-test was intended to see students' speaking skill before giving treatment, while the post-test was intended to know the students' improvement in speaking. The researcher asked to tell about unforgettable moment in measuring students' speaking skill before applying two stay two stray techniques by using picture series in the pre-test. The researcher asked the students telling their holiday to know the improvement after applying two stay two stray techniques by using picture series in post-test.

2.4.2 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

2.4.2.1 Pre-test

Before giving treatment, the researcher asked the students telling their unforgettable moment. The students were recorded by voice recorder. After

that, the researcher checked the students' record to know the students' speaking skill.

2.4.2.2 Treatment

After doing pre-test the researcher gave treatments to the students. The researcher applied two stay two stray technique by using picture series as a way to improve students' speaking skill. The treatment process was conducted for forth meetings.

On the first meeting, the researcher greeted the students, after that explained the procedure of two stay two stray technique. Next, applying two stay two stray techniques used picture series. Then, divided students into groups and each group consist of four to five students, after that giving picture series to each group. The students were given fifteen minutes to make story from the picture series about a turtle and deer after that two members every group visited the other group with the researcher instruction, and two of them stayed in their group. Next, the visitor and owner of group explained what have been discussed with their group. They shared each other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today. Finally, the researcher would give a conclusion about the picture series that have been discussed.

The second, third and fourth meeting, the researcher also did same procedure of the first meeting but used different title of the picture series. The title in the second meeting was Malin Kundang, the third meeting was a fox and a cat, and the fourth meeting was a deer and crocodile.

2.4.2.3 Post-test

After treatment, the researcher gave the students post-test. In this post-test, the researcher asked the students to tell their holiday. The students were recorded by voice recorder, same with the pre-test to make the researcher easier to know was there improvement after giving treatment.

2.5 Technique of Data Analysis

Some formula is applied in this research to process the data, they are speaking criteria and some scores applied for calculating.

3. Results

This chapter consists of the findings of this research and its discussion. It provides information about the result of data collected through the test that can be discussed in this section below:

3.1 Findings

The finding of this research consists of the classification students' pre-test and post- test. It aimed to find out the answer of the research question. The researcher gave two tests which are pre-test and post-test. The pre-test was given before treatment to know students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that applying two stay two stray techniques by using picture series is able to improve students' speaking skill at XI MIA 1 class in MAN 2 Parepare.

3.1.1 Students' Speaking Skill in Applying Two Stay Two Stray Technique by Using Picture Series

This section described the result of data analysis applying two stay two technique by using picture series at XI MIA 1 class in MAN 2 Parepare:

The researcher gave some questions to the students' as the pre-test to know the students' speaking skill. Every student got the questions and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skill based on the criteria of speaking skill which are fluency, accuracy, content and pronunciation before giving treatment.

After knowing the students' score in pre-test based on the criteria of speaking skill which are fluency, accuracy, content and pronunciation. The following table below is to know students speaking score in pre-test:

Table 1. The Rate Percentage of the Frequency of the Pre-test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	3	11.1%
3.	Fair	41-60	12	44.4%
4.	Poor	21-40	12	44.4%
5.	Very poor	0-20	0	0%
Total			27	100%

Source: (The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior speaking skill before applying two stay two stray techniques by using picture series. There were three students got the good score, twelve students got the fair score and twelve students got the poor score. The total score in the pre-test was 1203. It had shown that the students' speaking skill in the pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table. Thus, the mean score (X_1) of pre-test is 44.46.

Based on the result of the pre-test, the data showed that the average score of the pre-test is 44.46 from that analyzing. It had shown that almost of the 27 students skill in speaking was still low because most of the students got fair and poor score. They mostly have low score in accuracy, they spoke with very limited speaking vocabularies and ungrammatically as well as in fluency since they spoke unnaturally with many pauses. Thus, the standard deviation of pre-test is 10.88

After determining the mean score (X_1) of pre-test was 44.46 and standard deviation of the pre-test was 10.88. it had shown that the students' speaking skill were in low category. After knowing the students' score in post-test based on the criteria of speaking skill which are fluency, accuracy, content, and pronunciation. The following table below is to know students speaking score in post-test:

Table 2. The Rate Percentage of the Frequency of the Post-test

No.	Classification	Score	Frequency of pre-test	Percentage of pre-test
1.	Very Good	81-100	4	14.8%
2.	Good	61-80	22	81.5%
3.	Fair	41-60	1	3.7%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			27	100%

Source: (The rate percentage of the frequency of post-test)

In this table, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in applying two stay two stray technique by using picture series in speaking skill. Mean score of the post-test: $x = 72.26$. Thus, the mean score (X_2) of post-test is 72.26

Based on the result of the post-test, the data showed that the mean score of the post-test was 72.26. From that analysing, it could be seen that almost of the 27 students' speaking was very good and good score. Thus, the standard deviation (SD) of post-test is 7.81. The result of the pre-test and post-test were presented in the following:

Table 3. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	44.46	10.88
Post-test	72.26	7.81

Source: (The mean score and standard deviation of pre-test and post-test)

The data in table 3 shows that the mean score of pre-test was 44.46 (X_1) while the mean score of the post-test increased 72.26 (X_2). The standard deviation of pre-test was 10.88 while the standard deviation of post-test was 7.81. Standard deviation in pre-test was 10.88, it means the students' speaking skill different or the students' speaking skill far, after giving treatment each students have almost same level of speaking skill or the students' speaking skill not far. it proved from standard deviation in post-test was 7.81.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process that applying two stay two stray technique by using picture series.

Table 4. The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	4	0%	14.8%
2.	Good	61-80	3	22	11.1%	81.5%
3.	Fair	41-60	12	1	44.4%	3.7%
4.	Poor	21-40	12	0	44.4%	0%
5.	Very Poor	0-20	0	0	0%	0%
Total			27	27	100%	100%

Source: (the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test three (11.1%) students got the good score, twelve (44.4%) students got the fair score, and twelve (44.4%) students got the poor score while the rate percentage of the post-test, four (14.8%) students got the very good score, twenty-two (81.5%) students got the good score and one (3.7%) student got the fair score. The percentage in the post-test that students got the very good score was higher than percentage in the pre-test. It showed that students were able to improve the students' speaking skill after treatment through applying two stay two stray techniques by using picture series.

3.1.2 The Implementation of Applying Two Stay Two Stray Technique by Using Picture Series to Improve The Students' Speaking Skill at the Second Grade in MAN 2 Parepare.

This part presented the result of data analysis of applying two stay two stray technique by using picture series to improve the students' speaking skill at the second grade in MAN 2 Parepare.

3.1.2.1 T-test Value

To see the students' score, the following is T-test was statistically applied: To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{748}{27} = 27.7$$

The calculation the t-test value is 18.34

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

Table 5. The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	18.34	1.706

(Data source: Primary data processing)

3.1.2.2 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Quadrat in Normality test. The following table is the normality test:

Table 6. Normality Test

Interval	F _o	f _h	f _o - f _h	(f _o - f _h) ²	$\frac{(f_o - f_h)^2}{f_h}$
10 – 15	1	0.73	0.27	0.07	0.09
16 – 21	5	3.60	1.4	1.96	0.54
22 – 27	8	9.17	-1.17	1.37	0.15
28 – 33	7	9.17	-2.17	4.71	0.51
34 – 39	5	3.60	1.4	1.96	0.54
40 – 45	1	0.73	0.27	0.07	0.09
	27	27	0	10.14	1.92

Source: (Primary data processing)

Based on the table above, the researcher found value of Chi Quadrant = 1.92. And then, the value is equalized with value of Chi Quadrant Table (Appendix 6) with degree of freedom (df) 6-1 = 5. If df 5 and (α) 5%, so value of Chi Quadrant Table = 11.070. Because Chi Quadrant ≤ Chi Quadrant Table (1.92 ≤ 11.070). Thus, the sample is normally distributed.

3.1.2.3 Hypothesis Testing

The overall comparison between students' gain score in pre-test and post-test in previous sub chapter showed the improvement of the quality of students' speaking skill from poor to fair, fair to good, and good to very good classification. Then, the data of pre- test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with girl and boy.

For the level, significant (α) 5% and $df = 26$, and the value of the table is 1.706, while the value of t-test 18.34. It means that the t-test value is greater than t-table ($18.34 \geq 1.706$). Thus, it can be concluded the students' speaking skill through applying two stay two stray technique by using picture series is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

3.2 Discussion

3.2.1 The improvement of students' speaking skill through applying two stay two stray by using picture series.

From the previous result, it showed that the improvement of students' speaking skill through applying two stay two stray technique by using picture series because the mean score of the pre-test was 44.46 and the mean score of post-test was 72.26. The researcher concludes that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The researcher applied two stay two stray technique by using picture series in teaching speaking to make the students were easier to express their idea. The researcher measured the students' speaking by focusing on the aspect of speaking which are fluency, accuracy, content, and pronunciation. These aspects also were a guideline for the researcher in scoring students' speaking.

The data provided in a classification table based on the aspects of speaking from the test finding. There was an improvement skill after giving the treatment because the students score in the pre-test was 44.46 and it was very low score then the score of the post-test was 72.26 and it was very high score. In the pre-test, three (11.1%) students got the good score, twelve (44.4%) students got the fair score, and twelve (44.4%) students got the poor score. While four (14.8%)

students got the very good score, twenty-two (81.5%) students got the good score and one (3.7%) student got the fair score in the post- test. From the result, the researcher concluded that the students speaking skill from poor to good score, also from fair to very good score.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value 18.34 was greater than t-table value 1.706 table ($18.34 \geq 1.706$) with a degree of freedom (df) 26. It means the alternative hypothesis (H_a) was concluded that by applying two stay two stray technique by using picture series was able to improve the students' speaking skill at the second grade of MAN 2 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected. Based on the finding above the researcher conclude that there was an improvement of applying two stay two stray technique by using picture series in teaching speaking at the second grade of MAN 2 Parepare.

3.2.2 The ways of applying two stay two stray technique by using picture series in improving students' speaking skill.

After finished doing the research, the students felt happy and fun in learning English by applying two stay two stray techniques by using picture series. They were easier to express their ideas because of there were picture series, and they felt fun because they discussed with their group after that shared with the other group. So they were not only interacting with their group but also the other group. It would make them speaking, not only some of them but all students speaking.

In teaching English through applying two stay two stray techniques by using picture series had impact in improving the students' speaking skill. In fact, based on the finding most students have a good score in post-test. It means that, applying two stay two stray techniques by using picture series effective to be used in improving students' speaking skill. This model learning helped the student to express their ideas, and the media could make they were easier to speak, so they would not confuse to speak and communicate with each another.

The pre-test is one meeting before doing the treatment of the research. It held as the first meeting on Monday, May 7th, 2018. In pre-test, the researcher introduced herself. To make the students understood the researcher gave the

explanation about the purpose of the research, so the students knew what would be done. After that the researcher recorded the students answer by giving some questions about personal identity and the unforgettable moment to know the students skill in speaking by tape recorder to make easier evaluate the aspects of students' speaking.

In the second meeting on Monday, May 14th, 2018, the researcher greeted the students, after that explained the procedure of two stay two stray technique. Next, applied two stay two stray techniques by using picture series about a turtle and deer, then divided students into group each group consists of four to five members after that gave picture series every group. The students were given time fifteen minutes to make a story from the action in the picture series after that two members every group visited the other group with the researcher instruction, and two of them stayed in their group. Next, the visitor and group told story. They shared with other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today. Finally, the researcher would give a conclusion about the picture series that have been told. Most of the students were still shy to speak because of limited vocabularies and made some grammatical errors in their speaking.

On Tuesday, May 15th, 2018, was the second meeting, the researcher divided the students into group consists of four to five students and gave the picture series about Malin Kundang. The students were given time fifteen minutes to make a story about picture series after that two members every group visited the other group with the researcher instruction, and two to three of them stayed in their group. Next, the visitor and owner of the group telling story what have been discussed with their group. They shared with other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today.

Finally, the researcher would give a conclusion about the picture series that have been told. In this meeting, students' speaking better than the first meeting it made the students enjoy the learning process because they can share their ideas with their group mate and the other group. The third meeting on Monday May 28th, 2018, as the procedure of two stay two stray technique the researcher divided the

students into group consists of four to five students and gave the picture series about Fox and a Cat. The students were given time fifteen minutes to make a story from the action in the picture series after that two members every group visited the other group with the researcher instruction, and two to three of them stayed in their group. Next, The visitor and own of group explained what have been told with their group. They shared with other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today, two of them directly rice their hands to express their opinion.

On Tuesday, May 29th, 2018 was the fourth meeting. The researcher divided the students into group consists of four to five students and gave the picture series about a Deer and Crocodile. They made story from that picture series about fifteen minutes. Next, two to three visited the other group to share what has been told in their group. After sharing, they were back to their group. In this meeting, they seemed active looked from their gesture. They explained as deer and crocodile style.

In the last meeting, the researcher gave post-test on June 7th, 2018. In this meeting the researcher recorded by giving some questions about the students' holiday to make easier gave a score of speaking aspects which are fluency, accuracy, content and pronunciation by tape recorder. It aimed to know the students' speaking skill after doing the treatment.

Based on the first meeting until the last meeting, the students express their ideas in speaking with a different theme for each meeting. It was hoped to make the students confident to express their ideas and make easier to speak and also develop their ideas. Applying two stay two stray techniques by using picture series in learning to speak was able to help the students to speak English completely and fluently. As the conclusion, Applying two stay two stray techniques by using picture series had an impact in improving the students' speaking skill.

4. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking skill and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether applying two stay

two stray technique by using picture series was able or not to improve the students' speaking skill. Therefore, the researcher concluded that there was a significant difference of the students' speaking skill before and after treatment. The following are the description of the conclusion based on the problem statement of this research: T-test result in which the value of t-test was 18.34. It was greater than t-table was 1.706 at the level significance 0,05 and degree of freedom (df) was 26. The mean score of pre-test was (44.46), standard deviation was (10.88), and the mean score of post-test was (72.26) and the standard deviation was (7.81).

Based on the description of the result above, it can be proved by the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (44.46) is lower than the mean score of post-test (72.26). Then, the t-test (18.34) was greater than t-table (1.706). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

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