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PROMOTING SKILL OF SPEAKING VIA TWO STAY TWO STRAY STRATEGY AMONG THE ENGLISH STUDENTS OF FKIP OF BENGKULU UNIVERSITY

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Abstract

The study is aimed at describing the effectiveness of two stay and two stray in enhancing students' speaking ability. The paper is derived from the research result conducted among the 35 English department students of FKIP of University of Bengkulu. Classroom action research design with 3 cycles was applied to encourage students' speaking skill. Observation checklist, fieldnote and speaking test instruments were used to capture students' progress (reflection and evaluation) . Observation was done to see how well the strategy was understood and implemented by the students. Fieldnote aimed at jotting down success and constraints of the strategy usage and tes instrument was administered to evaluate the grading and scoring development during the first, second and third cycles. Reflecting and evaluating were conducted at the end of every cycle. Based on observation and fieldnote that the students'participation were getting increased in every cycle. Besides, the average score and grade at the end of 3 cycles were getting improved. Mean score of cycle 1 was 59.00, cycle 2 was 65.00 and final cycle was 72.00. It can be concluded that two stay and two stray strategy boosted speaking ability for English department students of FKIP of Bengkulu University.

Keywords: *Speaking Skill, Two Stay TwoStray, Students of FKIP UNIB*

1. INTRODUCTION

learning success is not only determined by intellectual ability of a person. There are many factors which are influential for an individual in studying a certain matter. Among all of those factors are facilities, times, media, motivators, teaching techniques and others. One of those factors is teaching strategy. Teaching strategy is one of a very important factors since appropriate way of teaching by considering about the characteristics of students and the fields of study can affect the level of the students' or college students' mastery in learning. According to Ahmadi and Prasetya (2005) a strategy may be defined as the teacher's effort in creating an environment system that probably teaching process happened. In other words, teachers are the main motivator (primary motivator) in the classroom. Students' activeness in the classroom is determined by the creativity of the teachers.

Regarding to the level of learning mastery, Speaking for Discussion (Speaking) subject is one of the subjects in English education study program that is less mastery by college students in this study program. This speaking subject is taught starting from semester II. This subject is included into a conditional subject. Thus, level of students' mastery for this subject becomes one of the benchmarks in determine graduate students' of English education program quality. First, even if a student is good in writing English but he or she is not able to speak fluently, they will not well accepted in the workplace. Both of these skills, oral and written in English has become a very important concern in English education study program. This has been done in English education study program in which a student could write the thesis but could not speak English fluently; the student cannot be passed until she or he could speak English fluently.

Considering about the importance of this speaking ability, the researcher who has taught since 1999 this subject has examined the ability of the third semester students are still not reaching 100% level of satisfaction. It can be seen from the number of semester that half students' level of mastery

are mostly in range of C grade. Most of the students are reluctant to express opinions or speak directly in the classroom. They have lack of confidence that may be caused by lack of comprehension in the topics and lack of opportunity given to them for training. Another cause could be from less variation in the implementation of the strategy. As the result, the third semester students are still accustomed to be "bribing" as they were in senior high school. In fact, this speaking subject is a subject that should be mastered by students since it is included into one of the four basic skills (speaking, listening, reading and writing).

By examining the problems which exist in Speaking for Discussion subject, the researcher assumed that Two Stay Two Stray strategy could improve speaking skill (speaking) of the third semester students in English Education study program because this strategy allows the students for not being hesitate to speak. In this strategy, the students are given an opportunity to talk about the topic that will be discussed in a group of four people. They will talk for 15 minutes. Once they get a solution to a given matter, two of them will go to other group as "the visitor" to tell the results of their discussions. Whereas, two people who stay in a group called "the stay" will wait the visitors from other group members to share the results of their discussions earlier. Hence, they will get used to work in small groups. This will give a sense of confidence and repetitive exercise that also help the students to master the topics which will be discussed later in class.

This strategy will also provide the students with natural atmosphere expreiences because they are not directly assisted by lecturers but by their own friends. It will certainly provide a different experience and motivate them to vary the use of different vocabulary, and eventually smoothness (fluency) will occur.

2. REVIEW OF RELATED THEORIES

Several studies about the application of Two Stay Two Stray strategy has been done previously. Some of them were conducted by Permatasari, Ristika (2012), Mardheni, Aida Neiswarei Dwi (2013) and Hudi, Inta Rafika (2014). Based on some previous studies on the application of two Stay Two Stray strategy, the evident was got that this strategy could improve students' motivation and learning achievement in all subjects and in different levels of education.

Strategy of Two Stay Two Stray is one of the strategies in cooperative learning. This Two Stay Two Stray teaching and learning strategy was developed by Spencer Kagan in the book Nation.

The strategy can be used in all subjects and the students in all levels of age. Lie (2010) suggested that the structure of the Two Stay Two Stray offers an opportunity for the group to share results and information with other groups.

Step-by-step of learning implementation in Two Stay Two Stray strategy is as follows: (1) students work together in groups of four; (2) after finishing the discussion, two people from each group will leave the group and visit to the other group, (3) two people who still stay in a group are in charge to divide the result of group work and share information to every guest who visited the group, (4) guests ask for permission to go back to their own groups and report the findings that they have got from other groups, and (5) group match and discuss the results of their work.

Seeing that there are several steps in Two Stay Two Stray strategy above, it will help the third semester students of English education study program, faculty of teacher training and education, Universityof Bengkulu to resolve problems or constraints found in communicating the idea in speaking. The students have difficulty in communicating their ideas in speaking (in the subject of Speaking for Discussion). This difficulty can be solved by putting them in a group of four people. It consists of four people in different levels of fluency. One of them is a student in an expert or high of fluency who can help three other students to be fluent in speaking. This is very helpful in terms of both in psychological aspect and material aspect that they want to say. They will be more flexible in speaking and a lot of ideas arise because one of them will facilitate the idea. This partnership will certainly help them in build up courage and confidence.

According to Sudrajat (2011), referring to the idea of L de Fink in an article entitled Active Learning. Active learning consists of two main components, those are the main elements which comprises the element of experience (experience) including activities to do (doing), observation activities (observing) and the dialogue which comprises the dialogue with the self and the dialogue with others (with self).

3.RESEARCH METHODS

This research was designed as a qualitative descriptive study (classroom action research). The procedure of this research was conducted through four phases namely, planning, action, observation and reflection . This research was conducted in the third semester students of English Education study program, Faculty of Teacher Training and Education, University of Bengkulu academic year 2016/2017. The study began in May until October 2016. The sample of this study consisted of 40 students of third semester students in English Education study program. They were the students who took the subject of "Speaking for Discussion" academic year 2016/2017. The main instrument of this study was the researcher herself as the lecturer of Speaking for Discussion subject. Other instruments were observation sheets, field note and tests conducted at the end of each cycle. These instruments were used to get the expected response in written form or writings (observation sheets and field note).

There were three instruments which were used in this study; observation, field note and tests. Observation and field note were involved during the implementation of Two Stay Two Stray strategy in the classroom in order to see any events that supported the improvement of four components in speaking namely speech, vocabulary, sentence structure, pronunciation and understanding about the topic (comprehension). The test was used to see the progress that the students made after the implementation of the Two Stay Two Stray strategy. The Data which were obtained from three instruments; observation, field note and tests were analyzed qualitatively and quantitatively through statistical percentages and scores (grades). Data of observation were used to reflect the actions which have been done in each cycle and processed quantitatively by using descriptive research scale:

The average score value= (total score)(Number of students

$X=\sum xn$

The highest score of total observation items x the highest scores of each observation item
The test will be analyzed with the range score of 1-100. The assessment criteria were as follow:

4.DATA ANALYSIS AND DISCUSSION

In cycle 1, from the results of observation, classically only 50% of students were able to speak with the correct use of vocabulary, correct pronunciation and 60% students used correct grammar. Further, the results obtained from field note showed that only 50% of students could speak fluently. While the students who were actively asking only a few students. Students who could use the appropriate vocabulary were only about 55%. The students who performed correct pronunciation were only a third of them. The latter, appropriate used of grammar was only 50%. Average test results of students' speaking skill was 59 (score 1-100).

In cycle 2 the result of observation has shown that all groups can send two members to another group. Two people who stayed in a group they have attended also shared the results of their group quite smoothly. Two students in this cycle have been involved. There was a little progress, where in cycle 1 only one person who told the story from beginning till the end. This happened in almost all groups. At the time the students came back to the group to share the results of his or her visit, both were already delivered story telling in this occasion. By judging from the activity, individually and classically significant change could be seen. Overall Students have been already actively talking although the quality was still not high enough. While the results obtained from field note shown that only 65% of students speak fluently. Whereas, students who have already been asking almost half. Students who could use vocabulary appropriately was about 65%. The students who performed correct pronunciation were almost 70%. The last, students who used correct grammar was 60%. The results of this test cycle average were 65.

From cycle 3 can be seen that average students were enthusiastic to follow the lessons because they have already known and understood the topic of discussion. Topic about ordering a baby has initiated them to think about their own future baby. This led them to deliver an idea smoothly. From the results of this observation, classically 80% of students spoke with correct use of vocabulary, correct pronunciation and correct sentence structure but individually has already reached the rate of 85%. From the result of field note, it was found that only 75% students speak fluently. On the other
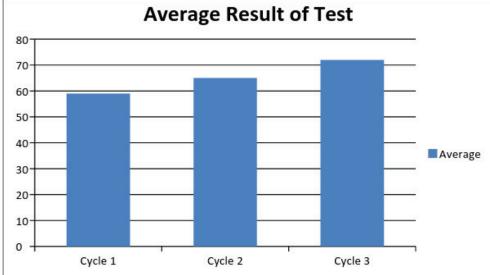
hand, students who involved in asking almost half of them. Students who could use vocabulary appropriately have been about 70%. The students who used correct pronunciation were almost 70%. Finally, the students who used appropriate grammar were 70%. Thus the average result of the test was 72.

The following is a table of comparison between the average results of cycles 1, cycle 2 and cycle 3. We can see that there is no significant increase between cycles. Traditionally, this capability is already above 70% and individually can be seen in each table of the cycle.

Table 4. Comparison of Results' Average in Cycle 1, 2, and 3

	Fluency	Vocabulary	Pronunciation	Grammar	Comprehension	Cycle's Average
Cycle1	64	57	57	57	60	59
Cycle 2	66	63	64	66	67	65
Cycle 3	71	71	73	75	72	72

Graph. Average Result of Test in Cycle 1, Cycle 2, and Cycle 3

From the table above, it can be seen that the increasing of speaking fluency happened in each end of the cycle. Fillmore (Nation 1989) says that fluency is the ability to fulfill the time in a conversation (Fluency is the ability to fill time with talk). This means that students are not really awkward to speak.

Individually, the increasing between cycles also happened. In fact, it could pass the score of 70 out of 1-100 score's range. This fact proved the success of Two Stay Two Stray strategy's implementation. Thus, it indicated that Two Stay Two Stray strategy can enhance speaking skill of third semester students of English education study program, faculty of teacher training and education, University of Bengkulu.

ISELT-5
2017

5.CONCLUSION

The implementation of two stay two stray strategies in speaking for discussion subject at the third semester students of English education study program, teacher training and education faculty can enhance students' speaking skill in five major aspects namely smoothness (fluency), vocabulary (vocabulary), pronunciation (pronunciation), grammar (grammar) and a thorough understanding (comprehension). It can be seen from the increasing in the average results of tests conducted at the end of the cycle.

The results of this study can also be useful for subjects in other skills such as writing and reading. The implementation of this strategy in the same skill is expected to be implemented to the sample in the same characteristics with this research for maximum results.

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