

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Webster's Third New International Dictionary of English Language (1961) in Brown (2000:5) defines language as “a systemic way of transmitting thoughts or feelings through the use of conventionalized signs, sounds, gestures, or markings with poorly understood meanings”. Meanwhile, Brown defines language simply. He defines a language as a systematic, irregular set of symbols, those symbols are primarily vocal, but may also be visual, the symbols have conventionalized meanings to which they refer, are used for communication, operates in a speech community or culture, primarily human, but not exclusively so, acquired by all people in much the same way language and language learning both have universal characteristics.

English is a widely spoken language across the world. English has been regarded as a necessary language to acquire to meet the communication demands of today's globalized world. Speaking is a way of expressing or sharing opinions, ideas, and feelings with other people verbally. The ability to speak is needed by everyone because this ability allows a person to communicate well with other people. According to Ahmadi (1990) in Jupri, dkk. said that talking aptitudes are a common preparation of social relations that develop in people. In communicative activities, speakers must pass on the perspectives of dialect that can be caught on by their conversationalists based on common sense, language similarities, assumptions, and intentions. In any case, on the off chance that there are no contrasts in different angles, it'll be troublesome for the other individual to get it.

So, based on Ahmadi (1990) said the researcher can said that speaking is an activity to fathom contrasts, one or more issues between two individuals or a gathering of individuals, both information such as open data, definitions, and private conclusions. In universal relations, the capacity to speak English is exceptionally imperative since English is an international dialect within the world that is always used in communication with each others within the world, particularly in western nations.

Speaking ability is thought to be difficult to maintain once it is reflected in students' English communication skills. Because they can learn to pinpoint their feelings, emotions, thoughts, and intentions through hone, students tend to stay in class longer. According to the perception, there are a few reasons why students are less capable of talking when analysts educate in the classroom. Since students were shy and needed confidence in speaking English. The students' causes are as follows: first, they frequently complain because they don't have much vocabulary to say, so they can't express themselves when they converse, and they feel guilty for speaking out. Second, they never use English in their daily lives, even when giving and meeting.

Speaking skill is very important for students in SMA Negeri 1 Baktiraja. Based on the syllabus, students in grade X should not have good capacity speaking skills. It can be proved from the Minimum Mastery Criteria is 70, but actually, the score could not get by the student. Based on the observation that the researcher has done, the score that the student got under the Minimum Mastery Criteria. To see the score, the researcher did a pre-test to students at Science Class grade X in SMA

Negeri 1 Baktiraja. The researcher found some reason that caused the score that the student got is under the Minimum Mastery Criteria.

**Table 1.1 The Result of Students' Speaking Skill in Pre-Test**

No.	Academic Year	Semester	Class	Average	KKM
1.	2022/2023	<i>Genap</i>	X IPA 1	44,22	70
2.			X IPA 2	43,56	70

From the table 1.1 above was the table of the average results of the students' scores after doing the pre-test. As could be seen from the student pre-test results table above, the students' scores did not exceed the Minimum Mastery Criteria, namely 70. From the activities that were carried out in class, there were several problems faced by students when speaking in English, namely: they have a little vocabulary, they don't know much about grammar in English, they don't confidence to pronounce the English words. Because of the problems, students were afraid to ask questions or voice their opinions because they thought it would be embarrassing to do so in front of their friends. This indicates that they lack confidence. The students were afraid to make mistakes when speaking because they only had a limited vocabulary. Because, they didn't know the vocabulary they wanted to use, they couldn't say what they were thinking. Additionally, students did not practice speaking English in daily life. Because they only had a very small vocabulary, it made them not really understand if the teacher also explains in English, so the teacher mixed the languages, but uses most Indonesian language.

To face the problem that faced by students, the researcher recommended one of the learning model, it was Two Stay Two Stray learning model. Two Stay

Two Stay (TS-TS) is one of the learning model of cooperative learning. Two Stay Two Stay (TS-TS) is a cooperative learning model. According to Istiqomah (in Huda, 2011:95), this learning model is called two stays two stray because each group can discuss and share information not only with its own group but also with other groups (TS-TS). According to the experts' opinions, the researcher can explain that in the TS-TS (Two Stay - Two Stay) learning model, students participate in the process of learning activities, which can increase student learning activities. According to Miftahul Huda (2017: 208), the Two Stay Two Stay (TS-TS) learning model allows students to participate actively in the thinking process. From the opinions of the expert above, the researcher can explain this that Two Stay Two Stay (TS-TS) can encourage students to be more active in the learning process that is carried out in the classroom.

Another theory stated by Lie (2007:62) in Surmarni and Sapri (2017:28) suggests that the TS-TS (Two Stay Two Stay) learning model is activity-oriented. It is hoped that students will be brave enough to voice their opinions and that they will have the ability to speak. According to Sulistyanti (2018: 22-23) suggests that the Two Stay Two Stay (TS-TS) learning model involves students to play an active role in every stage of the learning process both in discussing, seeking answers, explaining and listening to the material explained by their friends so that students can improve students' thinking skills. In the learning process, it is very necessary for the activeness and involvement of students, teachers are expected to be able to choose and use effective and fun learning models so that students are interested and involved in participating in learning. So, based on Lie (2007:62) in Surmarni and Sapri (2017:28), the researcher can explain that Two Stay Two Stay

(TS-TS) can encourage students in terms of their self-confidence when they want to speak in class to express their opinions, so that this can increase the vocabulary students have and make them more-able to speak in English.

The researcher expected that the learning model that had recommended, it is Two Stay Two Stray (TS-TS) able can encourage and help students be more courageous in expressing their opinions during learning and students also learn a lot of new words from their friends, as well as how to use correct grammar and pronunciation when they speak. As a result, students' speaking ability in using the Two Stay Two Stray learning model in learning English, particularly students' speaking ability, can result in good achievement in students' English speaking skill scores. This learning model will motivate and inspire students to become active, educated learners. Furthermore, by employing this technique, the teacher can transform a previously boring classroom environment into one that is enjoyable for students while they learn English.

With this, an English Education teacher is expected to be able to choose a more creative learning model so that students are more active in developing their potential to have the skills in English that they need and can use in the community. Based on the description that has been stated above, the authors are interested in knowing and conducting research on "The Effect of the TS-TS Learning Model To Improve Speaking Skill at Grade X in SMA Negeri 1 Baktiraja".

## **1.2. The Problem of the Study**

Based on the background of the problem, the writer formulates the problem in the form of a statement as follows: "Is there any effect between the Two Stay Two Stay Learning Model in increasing the speaking skill of class X students at SMA Negeri 1 Baktiraja?"

## **1.3.The Objective of the Study**

The research objectives are as follows: "to find out the effect between the Two Stay Two Stay learning model and students' speaking skill".

## **1.4.The Scope of the Study**

The research focuses on the speaking skills of class X. This research provide in to Students in improving the vocabulary of students, and focuses on the Two Stay Two Stay learning model of cooperative learning used in the learning process. As for the location of the research, it was conducted on Grade X in SMA Negeri 1 Baktiraja.

## **1.5.The Significance of the Study**

The benefits that the authors expect from this research are:

### **1.5.1. Theoretically**

1. For teachers, this research hope could be input for teachers that their duties as educators must also master learning models so as to increase student learning activeness.
2. For students, this study can increase knowledge and experience of the student in speaking skills by Two Stay Two Stay.
3. For readers, this study could be used as a references for their project or another research.

### **1.5.2. Practically**

1. For teachers, this study could be used by English teachers for the implementation of teaching which is their main task by paying attention to, implementing and improving the quality of teaching through the use of learning models.
2. For students, this study can solve their problem in speaking skills by use the Two Stay Two Stray learning model.
3. For readers, this study can be a new example for their project or another research.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Theoretical Framework

##### 2.1.1 Language

Webster's Third New International Dictionary of English Language (1961) in Brown (2000:5) defines language as “a systemic way of transmitting thoughts or feelings through the use of conventionalized signs, sounds, gestures, or markings with inadequately understood meanings”. Meanwhile, Brown offers a clear definition of language. He describes a language as a structured, arbitrary set of symbols that are primarily vocal but may also be visual. The symbols are used for communication, operate in a speech community or culture, are primarily human, but not exclusively so, and are acquired by all people in much the same way that language and language learning both have universal characteristics. The symbols have conventionalized meanings to which they refer.

According to Richards (1985:11), language teaching is, as a result, a multifaceted issue that includes aspects of curriculum and instruction as well as sociocultural and psycholinguistics. When it comes to teaching a foreign language, some experts say that teaching a second language or a foreign language is any activity done by someone to help other people learn a language they don't speak.

Through classroom activities, teachers of foreign languages should provide opportunities for language exposure and learning (Cameron, 2001: 11-12). It is expected of teachers to be able to create a positive learning environment in the classroom. The design of appropriate learning materials that can improve the teaching and learning process must come next.



To be successful in language teaching and learning, many factors must be taken into account, as stated above. It is expected of teachers to be able to adjust their teaching methods and set goals to meet the needs of students.

### **2.1.2 English Language**

English is a widely spoken language across the world. According to Brumfit (2001:35), English is an international language and the most widely used medium of international communication. According to Hornby (2005:506), English is the original language of England, and it is currently spoken in many other nations and utilized as a language of international communication all over the world. In their book, Jack C. Richard and Theodore S. Rodgers (1986) said that "Latin was most frequently learned as a foreign language five hundred years ago. However, English is now the most extensively learned foreign language". Speaking, Listening, Writing, and Reading are the four fundamental abilities of English. Speaking and writing are both useful talents. Reading and listening are both receptive skills. Meanwhile, Alexander LG (1975), the four basic language abilities are understanding, speaking, reading, and writing. In his work, he also stated that speaking and writing are the most fundamental basic language abilities. Speaking and writing are the most crucial of these abilities since they are prerequisites for the other two.

According to Kemendikbud 2013, the purpose of teaching foreign languages, particularly English, is to increase learners' ability to communicate with the global society. As a result, the course is taught at various levels. Teaching includes teaching the four abilities of listening, speaking, reading, and writing. English will make it easier for us to communicate with people from all

countries interested in business, education, and tourism. The capacity to speak a foreign language is required for successful foreign language acquisition (Tahir, 2015).

From the opinions of the experts above, the researcher can explain the conclusion based on Kemendikbud 2013 said that English is a very famous language, so it is very necessary to learn English, because English is a language used by many countries to become a medium of international communication throughout the world.

### **2.1.3 Speaking Skill**

The process of teaching English requires four skills, one of which is speaking. The definition of speaking according to the Oxford Advanced Dictionary, namely expressing or expressing opinions, feelings, and ideas, with or as speech and involves the activity of the speaker as a psychological (articulation) and physical (acoustic) stage. Skills in oral communication are one of the skills in speaking. Someone must speak to communicate with others. Nunan asserts that speaking is a useful aural and oral skill. It involves speaking systematically to convey meaning. Oprandy says that writing and speaking are "productive skills" and not "receptive skills" like reading and listening. Two types of communication that are interrelated are speaking and listening. Every listener has the potential to be a speaker, and every speaker is also a listener. Based on the definitions provided by the experts above, speaking is a useful skill for communicating. Every speaker is also a listener, and every listener has the potential to be a speaker.

According to Musripatul Khoiriyah (2011, p.7), speaking plays an important role in human life. People use their speaking ability to communicate with other people by sharing, expressing ideas, revealing feelings, exchanging ideas and opinions, and discussing something in order to achieve a variety of goals. It was a requirement for a human being in this world. Henry Guntur Tarigan said, "*berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan*" (speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings, as a large of these limitation we can say in speaking).

From the opinions of the experts above, the researcher can explain the conclusion based on Musripatul Khoiriyah (2011, p.7) speaking is the process of expressing thoughts, feelings, ideas, and sensations. It is how students communicate with others to achieve a particular goal or to express their opinions, intentions, hopes, and points of view. Furthermore, people who understand a language are referred to as "speakers" of that language.

#### **2.1.4 The Aspects of Speaking**

According to Annas, B. Usman & A. Muslem (2018), they stated about Speaking have 5 aspects, they are:

Task completion is the first of five aspects of speaking to be considered. This metric assesses the extent to which the student completed the task. Other category scores, such as style/complexity, collocations and vocabulary, grammar, fluency, and pronunciation, are negatively impacted by a very brief response due to insufficient evidence.

The second consideration is fluency. This requires evaluating the ease with which the speaker conveys his message. You will become more comfortable and comfortable with the language with practice. Ranging from the subtlety with which sounds, syllables, words, to phrases are combined during spoken language, it has been used to describe fluency in speech such as lack of pauses, oversimplification, or using filler words in speech.

The third consideration is Pronunciation. Students' ability to produce unique vowel and consonant sounds in English and to speak lexical items with an acceptable accent or dialect is evaluated in this way. The main goal is to communicate effectively. Production of natural sounding speech is the second goal. The phrase referential meaning is traditionally associated with pronunciation. High-level meanings are formed when individual target language sounds with stress and intonation patterns are combined (Mckay, 2006).

The fourth consideration is vocabulary, and collocation is the right word placement in the right context. It can evaluate the accuracy, variety, quality, and quantity of vocabulary in student responses.

The fifth consideration is comprehension. According to Richard and Renandya (2002), comprehensibility is defined as the presence of meaning (locutionary power) in words or utterances. When a speaker cannot repeat them himself, they are said to be unintelligible.

### **2.1.5 The Function of Speaking**

The function of speaking is to convey the speaker's message or thoughts to the listener and assisting the speaker and listener in comprehending the

meaning. This distinction is significant between the interaction function of speaking, which is used to develop and maintain social relationships, and the transactional function of speaking, which is focused on the exchange of information, according to Richard in Jeremy Harmer (2001:272).

In Jeremy Harmer (2001:128), Brown and Yule identify three functions of speech. The three types of talk are talk as interaction, transaction, and performance. Speaking serves two purposes: it helps the speaker and the listener understand what is being said and conveys a message or thought to the other person. According to Richard in Jeremy Harmer (2001:272), this distinction between the interaction function of speaking, which is used to establish and maintain social relationships, and the transactional function of speech is significant, emphasizing the exchange of information.

There are three functions of speech, according to Brown and Yule in Jeremy Harmer (2001:128). The three types of talk are interaction, transaction, and performance.

#### 1. Talk as interaction

It describes interactions that play an important social role, which we usually call conversations. In order to be friendly and create a comfortable area of interaction with others, people greet each other, talk and discuss, and also share recent experiences with one another. More important than the message is the emphasis and how they want to present themselves.

## 2. Talk as transaction

A conversation that places an emphasis on what was said or done is known as this type of conversation. The message is to concentrate on this and accurately identify yourself, non-participants, and their social interactions. During the transaction, Jones in Richards said that the conversation about other people's activities. In spoken language, teachers and students typically concentrate on meaning or speak their way to comprehension.

## 3. Talk as performance

A useful third type is the term show. It's a nod to public speaking. In particular, the presentation of information before morning speeches, public announcements and debates. Power, luxury and skill are recognized.

### **2.1.6 Testing Speaking**

There are five categories for evaluating speaking abilities Brown, H, Douglas (2001: 406-407):

#### 1. Accent

The stress or tone used to emphasize a syllable or word. According to Jack C. Richards and Richard Schmidt (2002: 3) stated that accent is a way of speaking that reveals information about the speaker's background to the listener. It could indicate:

- a) their region or country of origin.
- b) The social class to which they belong.
- c) Whether or not the speaker is fluent in that language.

Accents are distinguished by the following characteristics (Arthur Hughes, 1990: 111):

- a) The pronunciation is often not understood.
- b) Frequent major errors and a strong accent make it difficult to understand and require frequent repetition.
- c) Foreign accents lead to misunderstandings, and mispronunciations cause occasional misunderstandings and obvious grammar and vocabulary mistakes.
- d) Marked by a foreign accent and the occasional mispronunciation that does not hinder understanding.
- e) No obvious pronunciation errors, but not considered native speakers.
- f) Native pronunciation, without any foreign accent.

Researchers can conclude from the six accents mentioned above that accent is a very important component in speaking testing. A good accent is similar to that of a native speaker.

## 2. Grammar

A language's rules for changing the form of words and combining them into sentences (Arthur Hughes, 1990: 111). Grammar is a description of a language's structure and how linguistic units are combined to produce sentences in that language. It also describes the speaker's language knowledge (Harmer, Jeremi, 2001: 230). Grammar can be identified by the following (Arthur Hughes, 1990: 112):

- a) The grammar of the sentence is almost completely wrong.
- b) Continuous errors show very few important patterns and often interfere with communication.
- c) Uncontrollably repeated mistakes show large patterns that lead to anger and misunderstanding.
- d) Random errors indicate a lack of control over some model, but are not errors that lead to misunderstandings.
- e) There are few errors and no pattern of errors.
- f) Do not make more than two mistakes during the interview.

The researcher can conclude from the six grammar components that grammar is a very important component in speaking testing. Speakers who use proper grammar demonstrate their speaking ability.

### 3. Vocabulary

Vocabulary is the total number of words in the language. According to Hornby (1995: 1506), vocabulary is the total number of words that someone know or use, the words that are used by that person when talking about a particular topic. A lack of vocabulary can be identified by (Arthur Hughes, 1990: 111):

- a) insufficient vocabulary for even the most basic conversation.
- b) Vocabulary is restricted to personal and survival topics (time, food transportation, family).



c) Word choice is occasionally incorrect, and vocabulary constraints prevent discussion of some common professional and social topics.

d) Enough professional vocabulary to discuss specialized interests; sufficient general vocabulary to discuss any non-technical subject with few convoluted words.

e) Professional vocabulary is broad and precise; general vocabulary is adequate for dealing with complex practical problems and a wide range of social situations.

f) Vocabulary looks accurate and as wide as native speakers who have been educated.

Vocabulary is an important part of the speaking test because it demonstrates students' understanding of the vocabulary they know. They are attempting to know as many vocabulary words as possible.

#### 4. Fluency

Fluency is defined as the ability to speak or write clearly and easily in a foreign language. Fluency is the state or quality of being fluent (Hornby (1995: 451). Fluency in second language teaching refers to the level of communication proficiency that includes (Harmer, Jeremi, 2001: 204):

a) The capacity to effortlessly communicate verbally or in writing.

b) The capacity to communicate clearly while not possessing perfect intonation, vocabulary, or grammar.

- c) The capacity to effectively convey ideas.
- d) The capacity to speak continuously without interfering with communication or creating misunderstandings.

5. Comprehension

To comprehend means to comprehend thoroughly. The following are some indicators of performance (Arthur Hughes, 1990: 113):

- a) Understanding is insufficient for the most basic types of conversations.
- b) Understanding only slow and simplified speech on common social and travel topics, which necessitates constant repetition and repetition.
- c) When engaged in dialog, understands careful and somewhat simplified speech, but may require a lot of repetition and repetition.
- d) Understands fairly well when conversing, but requires conversational or word repetition on occasion.
- e) Understands everything expected in a normal educated conversation for any everyday or low-frequency items, as well as very fast or unclear speech.

Below is the speaking assessment rubric according to Brown, H, Douglas (2001: 406-407), there are five categories of Oral Proficiency Scoring:

**Table 2.1.6 Oral Proficiency Assessment Category**

Component of Speaking	Score	Description
	1	Grammar mistakes are common, but native speakers who are used to dealing with people from other

Grammar		countries trying to speak their language can understand what is being said.
	2	Usually able to handle basic constructions with a fair amount of accuracy, but does not have complete or confident control over grammar.
	3	Good command of the English language ability to communicate in the language with sufficient structural precision to effectively participate in most official and informal discussions on professional, social, and practical themes.
	4	Capable of using language correctly at all levels, generally in regard to professional responsibilities. Grammar errors are quite infrequent.
	5	Equivalent to a well-educated native speaker.
Vocabulary	1	Speaking vocabulary is insufficient to express anything but the most basic needs.
	2	Has enough vocabulary to express him/herself simply with few convoluted words.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. His vocabulary is broad enough that he rarely has to look up words.
	4	Can understand and participate in any conversation within her range of experience with high vocabulary precision.
	5	Speech at all levels is reasonably acceptable to an educated native speaker in all its features including the breadth of vocabulary and idioms, colloquialisms, and cultural references concerned.
	1	No specific fluency description. Refer to the other four language areas for implied fluency levels.

Fluency	2	Can handle most social situations with confidence but not easily, including interviews and casual conversations about current events, work, family, and autobiographical information.
	3	Can easily talk about certain qualifications. You rarely need to acidify your words.
	4	Fluency at all levels is usually related to professional needs. Able to participate in all conversations very smoothly.
	5	Speak the language fluently, so that educated natives fully accept what he/she speech.
Pronunciation	1	Pronunciation mistakes are common, but native speakers who are used to dealing with people from other countries who are trying to speak their language can understand them.
	2	Accents are understandable though often incorrect.
	3	Errors never hinder comprehension and rarely trouble native speakers. There may be a distinct foreign accent.
	4	Pronunciation errors are quite rare.
	5	Equivalent to and fully accepted by native speakers with education.
Comprehension	1	Can comprehend simple questions and statements when spoken slowly, repeatedly, or paraphrased, despite having very little language experience.
	2	Can comprehend the majority of conversations regarding non-technical topics, also known as topics that do not necessitate specialized knowledge.
	3	At a normal speaking speed, comprehension is fairly comprehensive.
	4	Able to comprehend any conversation that falls within their range of experience.
	5	Equivalent to a native speaker who is educated.

<b>Frequency</b>	<b>Range of Real Scores</b>	<b>Range of Values</b>
Very Bad	1 - 9	4 - 36
Bad	10 - 14	40 - 56
Good	15 - 20	60 - 76
Very Good	21 - 22	84 - 88
Excellent	23 - 25	92 - 100

## **2.2 TS-TS Learning Model (*Two Stay Two Stray*)**

### **2.2.1 Definition of Learning Model (Two Stay Two Stray)**

The TS-TS (Two Stay Two Stray) learning model was first developed by Spenser Kagan in 1992. Two Stay Two Stray comes from English which means two stay two guests. This model provides opportunities for students to share the results of the information with other groups. Aris Shoimin (2016:222) suggests that the TS-TS (Two Stay Two Stray) learning model is a learning model developed by Spencer Kagan (1992), this two-stay-two-guest structure provides opportunities for other groups. The two-stayed two-guest cooperative learning model is that two students stay in a group and two students visit another group. Two people who stay are tasked with providing information to guests about the results of their group while those who are visiting are in charge of recording the results of the group discussions they visit. Lie in George. M Jacobs et al, (1997:65) stated that “Two Stay Two Stray Structure teaches a group to divide learning result to other group”. Lie (2007:62) in Surmarni and Sapri (2017:28) suggests that the TS-TS (Two Stay Two Stray) learning model is activity-oriented. It is hoped that students will be brave enough to voice their opinions and that they will have the ability to speak. Santoso (2011) said that TSTS is one of the types of cooperative learning groups that provides opportunities for students to share reading results and information with other learning groups in

classroom activities. This is done because, traditionally, a lot of teaching and learning activities are characterized by individual activities. Students work alone and are not allowed to see the work of other students. Whereas in real life outside of school, work-life are interdependent on one another. Fathurrohman (2015: 91) suggests that the TS-TS learning model can be used in all subjects and all age levels of students. This model does not only work with group members but can also work with other groups which allow the creation of intimacy among friends in a class and is more oriented to student activity.

According to Miftahul. H. (2017: 207), the TS-TS learning model is a group learning method that aims to educate students to work together, be accountable, assist each other solve issues, and encourage one another to improve. According to Suyatno, as quoted by Fathurrohman (2015: 90), the TS-TS (Two Stay Two Stray) cooperative learning model allows students to share their knowledge and experiences with other groups. The rules state that two students must visit another group while two other students must stay in their groups to receive two people from other groups, do group work, return to their home group, do group work, and write group reports. Furthermore, according to Ngalimun (2017: 238), this learning model allows students to share their knowledge and experiences with other groups. The syntax is as follows: group work, two students visit another group while two other students remain in their groups to receive two people from other groups, group work, return to home group, group work, group reports. According to Huda in Sari and Fitriyati (2018:85) Two Stay Two Stray strategy is one of the strategy based on cooperative learning which involved students in a groups and each groups has

the opportunity to share with other groups. This strategy brings students to learn more through process constructing and creating working in group and sharing knowledge. So that using Two Stay Two Stray strategy is effective and needed in delivering materials cooperatively. From this strategy, students can explore their skill and knowledge to help each other in solve the problem from the task. Students looked more actively in learning process and able to get a needed information.

The researcher can explain the conclusions based on Miftahul Huda (2017: 207) that this model is a group learning system that provides opportunities for students to share information with other groups, that this model does not only work with group members but can also work with other groups, and that this model allows the creation of mutual intimacy. Classmates who are more devoted to student activities, cooperate, are responsible, help each other solve problems, and encourage each other to excel and train students to socialize effectively.

### **2.2.2 Steps of the TS-TS (Two Stay Two Stray) Learning Model**

In its implementation the TS-TS (Two Stay Two Stray) learning model consists of several stages that are expected to be carried out in learning activities. According to Aris Shoimin (2016:223-224) learning the TS-TS model consists of several stages as follows:

#### **1. Preparation**

At this stage, the teacher creates a syllabus and assessment system, designs learning, prepares student assignments, and divide students into several groups with 4 students each. Each group member must be heterogeneous based on students' academic achievement and ethnicity.

## 2. Teacher Presentation

At this stage the teacher conveys learning indicators, recognizes and explains the material according to the lesson plan that has been made.

## 3. Group Activities

In this activity, learning uses an activity sheet that contains tasks that must be studied by each student in a group. Students study the concept of material and its classification in small groups (4 students) by discussing the problem with their group members after receiving questions about it. Each group solves or solves the problem in their own unique way. Then 2 out of 4 members from each group left their group and visited another group, while 2 members who stayed in the group were tasked with conveying their work and information to guests. After obtaining information from the 2 remaining members.

## 4. Formalization

Following group study and issue solving, one group submits the results of their group talks to be disseminated or discussed with other groups. The teacher then discusses the formal form with the students and refers them to it.

## 5. Group Evaluation and Awards

The evaluation stage is carried out to determine how much the students' ability to understand the material that has been obtained using the TSTS model of cooperative learning. Each student is given a quiz containing questions from the learning outcomes using the TSTS model, which is then followed by giving awards to the group that gets the highest average score.

According to Miftahul Huda (2017:207-208), the TS-TS (Two Stay Two Stray) learning model consists of the following stages:



1. Each group consists of four students, and the instructor divides the class into several groups. The group that is formed is also diverse; for instance, one group has one student with a high ability, two students with medium abilities, and one student with a low ability. This is done because the goal of the TSTS kind of cooperative learning is to give students chances to learn from and help each other.
2. The instructor assigns subtopics to each group for discussion with group members.
3. The students collaborate in four-person teams. It aims to provide opportunities for active thought participation.
4. Two members of each group left to visit another group after the meeting was over.
5. It is the responsibility of the two members of the group to communicate their work and information to visitors from other groups.
6. In order to discuss their findings with the other groups, guests leave and return to their respective groups.
7. Each group discussed the results of their work.
8. Each group gave a presentation on their work.

According to Fathurrohman (2015: 91), the steps for TS-TS (Two Stay Two Stray) learning are as follows:

1. The teacher conveys the subject matter or problems to students in accordance with the basic competencies to be achieved.

2. The teacher forms several groups. Each group consists of 4-5 students heterogeneously with different abilities both level of ability (high, medium and low) and gender.
3. The teacher gives Student Worksheets (LKS) or assignments to be discussed in groups
4. 2-3 students from each group visited other groups to take notes on the results of the LKS discussion or assignments from other groups, and the rest of the groups remained in their groups to receive students who visited their groups.
5. Students who visit return to their individual groups and share their findings with friends who remain in the group. The visit's outcomes are discussed and recorded collectively.
6. The outcomes of group talks were compiled, and one group presented their responses, while the other group responded.
7. The teacher clarifies the correct answer.
8. The teacher guides the students to summarize the lesson.
9. The teacher gives awards in groups.

According to Karunia Eka Lestari (2015: 51) suggesting the steps of the TSTS learning model which consists of:

1. Class Presentation

Class presentation by the teacher where the teacher presents the material directly to students.

2. Grouping

Formation of groups consisting of 4 heterogeneous students.

### 3. Teamwork

Students work together in groups to solve problems given by the teacher.

### 4. Two Stay

Two students remained in their groups and explained the results of their group work to students who came from other groups.

### 5. Two Stray

Two other students visited other groups to seek various information and listen to explanations from other groups who were visited. After hearing explanations from other groups, the two guests then returned to their groups to share the information obtained with the other two members.

### 6. Report Team

Students discuss the results of their group work and then prepare group reports.

According to Zainal Aqib (2013: 35-36) suggests the steps of the TS-TS learning model which consists of:

1. As usual, students collaborate in four-person groups.
2. After finishing, two people from each group moved on to the other two groups.
3. It is the responsibility of the two residents of the group to sharing their knowledge and work to their guests.
4. Guests excuse themselves and report their discoveries to their own groups when they return to their own groups.
5. To discuss their work, groups meet.

Furthermore, Anita Lie (2010:62) suggests the steps of the TS-TS (Two Stay Two Stray) learning model, including:

1. As usual, students collaborate in four-person groups.
2. Two members of each group will leave the group at the conclusion to visit two additional groups.
3. It is the responsibility of the two group members to share their information and work results with their guests.
4. The guests take a break, return to their respective groups, and share their findings with the other groups.
5. Groups meet to discuss their work's results.

Then, Istarani (2014:201-202) suggests the steps of the TS-TS (Two Stay Two Stray) learning model as follows:

1. Students work together in groups of 4 (four) people.
2. Two persons from each group then became guests of the other two groups.
3. The two group members are responsible with exchanging their work and guest information.
4. Guests excuse themselves and return to their own groups, reporting on their findings from other groups.
5. Groups meet to discuss their work.

According to Ridwan (2013:202) there are some steps that should be done to apply the Two Stay Two Stray Strategy namely:

1. The students work together in groups of 4 (four) people.
2. Teacher gives task to discussed.
3. After finish, two persons every group become a guest in the other groups.

4. Two person live in a group work is chance the result and information to their guest.
5. The guest back to their group and report their result to the other group.
6. The group discuss the result of working.

Lie in Anita Lie (2004: 61-62) adds the explanation of the Two Stay Two Stray step as follows:

1. Students working in groups of four as usual.
2. After the discussion of the material in group finishes, two people from each group will leave their group and visit other group while the rest of two people will remain in their own group to receive two guests from the other groups.
3. Two people who still stay in their own group will be asked to distribute the results of their group discussion information and knowledge to the two guests who come on their group.
4. After the exchange of information and opinion has finished, the guests will return to their original groups to share their findings respectively.
5. The original group will discuss the results of their work again.

Based on the expert opinion above, the researcher can explain based on the opinion of Miftahul. H. (2017:207-208) in the implementation of learning activities the teacher is expected to pay attention to the stages that will be carried out in the learning process. The teacher makes preparations by dividing students into several groups based on different abilities, the teacher delivers the material, the teacher gives sub-topics to each group to be discussed together, two people who live in the group are tasked with distributing the results of their work to their guests, students who return to their respective groups and convey the results

of their visits to friends who remain in the group, the groups match and discuss the results of their work, one group presents the results of the group discussion, then the teacher directs students by providing clarification on the correct answer, guiding students to summarize the lesson and continued with giving awards to the group. In the implementation of the TS-TS (Two Stay Two Stray) learning model, the teacher can see the activities of each student, through these activities it is possible to create intimacy between groups and groups centered on student activity.

### **2.2.3 Advantages of the TS-TS (Two Stay Two Stray) Learning Model**

No learning model is perfect, because each has its own advantages and disadvantages. Likewise, the TS-TS (Two Stay Two Stray) learning model has advantages in its application. According to Istarani (2014: 200), the advantages of the TS-TS (Two Stay Two Stray) learning model are:

1. Students can exchange experiences with each other in the teaching and learning process.
2. Increase cooperation among students.
3. Increase tolerance among fellow students.

Ridwan (2013:134) said, “this strategy is better use to increase:

1. Cooperation in groups and outside groups in the teaching and learning process.
2. The ability of the students to provide information to other friends outside the groups and vice the versa when students return to their respective groups.
3. The ability of the students to unite their ideas on the material discussed in groups and when conveying to students outside groups.
4. Students’ courage in delivering teaching material to their friends.

5. Train students to share especially the knowledge that they get in groups.
6. Learning will not be boring.

According to Fathurrohman (2015: 91), the advantages of the TS-TS (Two Stay Two Stray) learning model include:

1. Can be used in all subjects and all age levels of students.
2. Creating familiarity, creating cooperation with group members and with other groups.
3. Oriented to student activity.

Santoso (2011, p. 9) stated that the advantages of TSTS strategy are:

1. It can be applied to all classes/levels.
2. It has a tendency to be more meaningful to student learning.
3. It is more oriented to class activities.
4. It is expected that students would be brave to express their opinions.
5. It adds cohesiveness and self-confidence of students.
6. The students' ability to speak can be improved.
7. It helps increase interest and learning achievement

According to Miftahul Huda (2011: 140) revealing the advantages of the TS-TS (Two Stay Two Stray) learning model, among others:

1. Can be applied to all subjects and age levels.
2. Allows each group to share information with other groups.

Furthermore, Aris Shoimin (2016: 225) said that the advantages of the TS-TS (Two Stay Two Stray) learning model are:

1. Easily divided into pairs.
2. There are more duties to do.

3. Teachers are simple to observe.
4. It is applicable for all classes and levels.
5. Learning for students usually becomes more meaningful.
6. More physically active.
7. Students are encouraged to dare to voice their opinions.
8. Enhance cohesion and self-assurance.
9. The speaking skills of students can be improved.
10. Contribute to enhancing learning performance and interest.

Based on the expert opinion above, the author can explain that the TS-TS (Two Stay Two Stray) learning model has advantages that can be used by English Education teachers in the learning process of English Education and has a good impact on students in terms of cognitive, psychomotor and affective. With this model, students will be more active in class, dare to express their opinions, the establishment of intimacy between students and other students, good cooperation with group members and with other groups, fellow students can exchange experiences in the learning process, and increase the sense of tolerance in each student.

#### **2.2.4 Disadvantages of the TS-TS (Two Stay Two Stray) Learning Model**

According to Aris Shoimin (2016:225) suggests that the lack of the TS-TS Learning Model (*Two Stay – Two Stray*) that is:

1. Takes quite a while.
2. The majority of students do not want to study in groups.
3. It necessitates extensive preparation on the part of teachers in terms of resources, time, and energy.
4. Classroom management is often difficult for teachers.



5. Takes more time.
6. Needs better socialization.
7. Even numbers can make group formation difficult.
8. Students easily disengage from involvement and do not pay attention to the teacher.
9. Lack of opportunity to pay attention to the teacher.

Ridwan (2013:135) said, the disadvantages are;

1. Can invite communication when students visit other groups.
2. Inactive students will have difficulty following the learning process.
3. Less learning, because it is fully left to students without any explanation of the previous material.
4. Models like this sometimes use less effective time.

Santoso (2011, p. 9) stated that the advantages of TSTS strategy are:

1. It takes some time.
2. Some students do not want to or not comfortable to work in groups.
3. For teachers, it requires a lot of preparation (materials, money (for gifts, if any, and efforts)).
4. For teachers, there is difficulty in classroom management because group work can cause the class to be noisy and the students to be active all at once.

According to Fathurrohman (2015: 91), the shortcomings of the TS-TS (Two Stay Two Stray) learning model include:

1. The number of students in one class cannot be odd, it must be a multiple of four.
2. Transition from whole class to small group.

3. A visit from 2 members of one group to another requires special attention in class management.
4. Can take up valuable teaching time.
5. The teacher must also need a lot of preparation.

Furthermore, Istarani (2014:203) suggests the shortcomings of the TS-TS (Two Stay Two Stray) learning model, including:

1. Can invite commotion when students visit other groups.
2. Students who are less active will have difficulty following a learning process like this.
3. Less deep learning.
4. Ineffective use of time.

According to Kasihani Kasbolah E, Suyanto (p.100), there are some disadvantages of Two Stay Two Stray Technique:

1. Two Stay Two Stray need more time for discussion.
2. Students who seldom work in group will feel difficult to cooperate.
3. Generally, fluent students in discussing usually dominate the discussion.

According to Santoso (2011: 9), the shortcomings of the TSTS strategy are:

- a. It takes some time,
- b. some students do not want or are not comfortable working in groups,
- c. for teachers, it requires a lot of preparation (materials, money (for prizes, if any, and labor)), and

d. for teachers, there are difficulties in managing the class because group work can cause the class to become noisy and noisy for students to be active at once.

Based on the expert opinion above, the author can explain that the TS-TS (Two Stay Two Stray) learning model has disadvantages in the learning process of English Education. To overcome these weaknesses, teachers are expected to do a lot of preparation and manage the time needed to deliver the material according to the hours set by the school.

### **2.3 Previous Study**

Some researchers have linked several relevant studies. This can be a reference for researchers to help this research in terms of speaking techniques and Two stay two stray.

The first is research by Rani Rohimah (2017) entitled *The Influence Of Using Two-Stay Two-Stray Towards Students' Speaking Ability At The First Semester Of The Eleventh Grade Of Ma Al-Hikmah Bandar Lampung In The Academic Year Of 2017/2018*. The purpose of this study was to test whether the Two Stay Two Stray technique has a substantial effect on the speaking ability of students in semester 1 of class XI Al-Hikmah Bandar Lampung in the 2017/2018 academic year. This study uses a semi-experimental research technique. The study participants were two classes of XI MA Al-Hikmah Bandar Lampung who were randomly selected from a population of 103 people. The first class is class XI IPA, while the second class which acts as the control group is class XI IAI. After therapy, data were collected from pre-test and post-test scores. A test was used to collect data in this investigation. An oral test was used as the study instrument. Following the administration of the post-test, the researcher examined the data using SPSS to

compute the independent sample t-test. Following the administration of the post-test, the researcher examined the data using the independent sampling t-test. It was found out the result of  $\text{Sig.}(P_{\text{value}}) = 0.006 < \alpha = 0.05$ . it means that  $H_0$  is rejected and  $H_a$  is accepted. As a result, there is a considerable impact of applying the Two Stay Two Stray strategy on students' speaking ability in the first semester of eleventh grade at Al-Hikmah Bandar Lampung in the 2017/2018 academic year.

The second is research conducted by Rasdiana (2018) entitled *Applying Two Stay Two Stay (TSTS) Technique By Using Picture Series To Improve Students' Speaking Skills at the Second Grade in MAN 2 ParePare*, the study's positive objective is to determine whether descriptive text used by two stray researchers to improve students' speaking skills in second grade at Man 2 Parepare. Teachers and students can benefit from this study's findings. Class XII MIA 1, which had 27 students, was the focus of this study. The study's findings show that students' speaking abilities have improved. The two stray two stay and speaking techniques used in this study are similar. Researchers use serial pictures, which makes a difference.

The third research was conducted by Ita Fatmawati with entitled "*The Use of Two Stay Two Stray Strategy to Improve Students Writing Ability in Report Text*" (2019). This study use classroom action research to tackle certain challenges in learning to write English in class IX SMP Al-Muhajirin Sumengko. The problem is that writing English lacks passion, ideas, grammar, and vocabulary. In light of the issues, the author attempted classroom action research using the two stay, two stray method. The two stay two stray strategy was used to teach writing to ninth-grade

students at SMP Al-Muhajirin Sumengko, how the students' writing skills improved as a result, and how the students reacted to using the two stay two stray strategy are the goals of this study. This study was carried out in a single cycle that included four stages and two meetings: The data were gathered through the use of questionnaires, field notes, and an observation checklist for planning, executing, observing, and reflecting. The analysis of the data revealed that students' abilities improved following the post-activity assignment. The evidence is clear from the tests' results, which show that the number of students who completed the pre-activity assignment was 13.6, and the number of students who completed the post-activity assignment was 15.7, with the category of students whose ability was good to adequate. The two stay, two stray strategy has been demonstrated to be effective in enhancing students' writing skills.

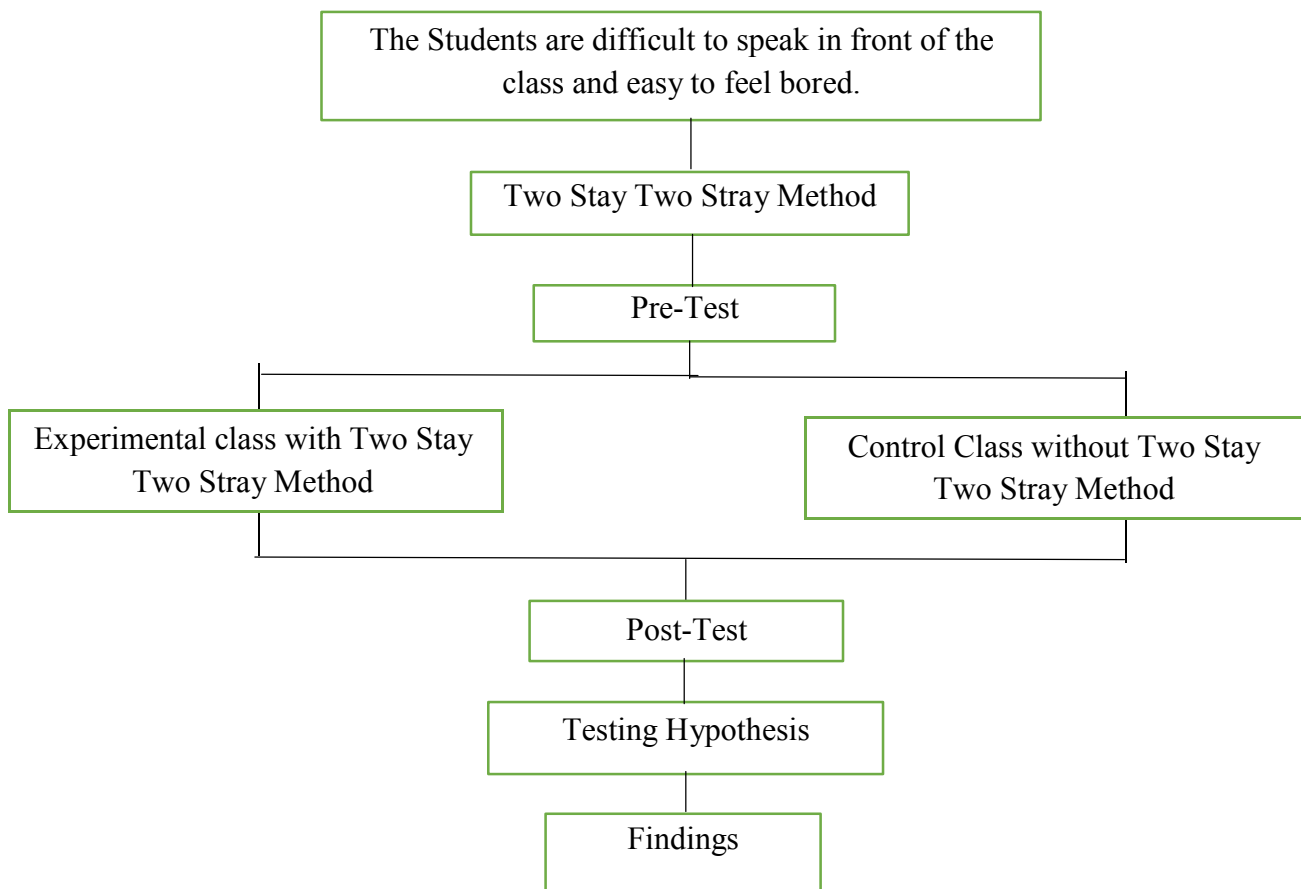
The fourth research was conducted by Kana Puspita, Muhammad Nazara, and Rakhmi Fitriana with entitled "*Implementation Of 2 Stay 2 Stray Model In Learning The Concept Of A, B, And  $\Gamma$  Radiations*" (2021). The purpose of this study is to optimize student learning activities by employing the Two Stay Two Stray (TSTS) model in learning the concepts of alpha, beta, and gamma rays, as well as to describe students' reactions to the TSTS cooperative learning that has been implemented. The quantitative technique was used, with the pre-experimental research model type one shot case study being used. A total of 26 radiochemistry students participated in this investigation. To collect research data during lectures, student activity observation sheets and a 10-item student response questionnaire were employed. The findings of observations on student activities suggest that the aspects of explaining in the lecture content, cooperating with colleagues, and answering

questions have values of 86, 85, and 90 percent, respectively. In average, 95% of students responded well to the use of the TSTS paradigm. According to the findings of the study, implementing TSTS is extremely beneficial in improving student learning activities.

#### **2.4 Conceptual framework**

The TS-TS (Two Stay Two Stray) learning model is one of the cooperative learning models. The TS-TS (Two Stay Two Stray) learning model is a model oriented to the active learning of students. According to Aris Shoimin (2016: 225) that the TS-TS (Two Stay Two Stray) learning model is more activity-oriented, it is hoped that students will dare to express their opinions. Istarani (2014: 202) states that students are able to provide information to other friends outside the group and into their respective groups, unite their ideas and ideas on the material discussed and dare to convey teaching materials to their friends. Therefore, an English Education Teacher is expected to foster active learning of students in terms of physical and psychological, have a high sense of tolerance.

Teaching English, particularly for speaking, may be made active by employing the Two Stay Two Stray learning model. Students can be active and dare to speak in front of the class since this model encourages them to collaborate with their different groups and allows students to enjoy conversing with their peers. Finally, the researcher attempted to increase students' speaking abilities using the Two Stay Two Stray learning model.



## 2.5 Research Hypothesis

The research hypothesis is a temporary answer from a study that must be tested for truth by means of research. According to Arikunto (2013: 64) suggests that "A hypothesis can be interpreted as a temporary answer to a research problem, until it is proven through the collected data".

The hypothesis of this research is:

$H_0$  = There is an effect between the TS-TS (Two Stay Two Stray) Learning Model to Improve Speaking Skill at Grade X in SMA Negeri 1 Baktiraja".

$H_0$  = There is no effect between the TS-TS (Two Stay Two Stray) Learning Model to Improve Speaking Skill at Grade X in SMA Negeri 1 Baktiraja".

**Table 2.5. Hypothesis Formula**

<b>Criteria</b>	<b>Hypothesis</b>
$\bar{X}_0 (\bar{X}_{\text{TS-TS}}) > \bar{X}_1 (\bar{X}_{\text{Control}})$	$H_0 = \text{Accepted}$
	$H_1 = \text{Rejected}$
$\bar{X}_0 (\bar{X}_{\text{TS-TS}}) < \bar{X}_1 (\bar{X}_{\text{Control}})$	$H_0 = \text{Accepted}$
	$H_1 = \text{Rejected}$



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This study was conducted by a quasi-experimental design for this study. A quasi-experimental design is a generic strategy for performing active research using independent variables. The importance of design is that it influences the internal validity of research results, or the capacity to derive reliable conclusions regarding the effect of experimental treatment of variables. This signifies that the researchers conducted a pre-test and a post-test.

This study used two classes, one of which be taught using the Two Stay Two Stray learning model and is referred to as the Experimental class, and the other as the Control class, which does not use the learning model (will be taught by conventional methods). Before and after the learning procedure, students' speaking abilities were assessed. First, both courses took a pre-test to determine students' talents and scores. Second, after teaching speaking in various ways, both classes were given a post-test. This is used to determine whether or not the difference in speaking ability with and without the Two Stay Two Stray learning approach is substantial. The research design of this study could be seen in the following table:

**Table 3.1 Research Design**

Class Group	Pre-Test	Treatment	Post-Test
Experimental	E1	X	E2
Control	C1	Y	C2

Where:

E = Experimental Class

C = Control Class

X = Treatment by using Two Stay Two Stray Learning Model

Y = Class without do the treatment

Both classes were given a pre-test (E1/C1) in this technique. The experimental class was then given therapy (X), whereas the control class received no treatment. Following treatment, both groups had a post-test (E2/C2).

### **3.2 Subject and Object**

The subject of this study was conducted of second grade students in SMA Negeri 1 Baktiraja. The school have 4 classes for the second grade, they were 2 Science classes and 2 Social classes. The researcher focus on conducting research in Science classes. The classes consist of 72 students. The object of this research was on SMA Negeri 1 Baktiraja.

### **3.3 Population and Sample**

#### **3.3.1 Population**

According to Arikunto (2013: 173), "the population is the whole focus of the investigation". According to Sugiyono (2017: 80), population is a generalization area consisting of items or people with certain characteristics and attributes that are selected by researchers to be investigated and conclusions drawn.

From the expert opinion above, the author can explain that population is a term to express all the targets studied so that they can be used by researchers to

collect data. In this study, the population used by the researcher is the total number of Class VIII students of SMA Negeri 1 Baktiraja for the 2022/2023 academic year, amounting to 72 people, the complete population can be seen in the following table:

**Table 3.3.1** Population Data for Class X SMA Negeri 1 Baktiraja Dolok Sanggul, F.Y 2022/2023

<b>Num.</b>	<b>Class</b>	<b>The number of students</b>
1	X IPA 1	36 people
2	X IPA 2	36 people
<b>Amount</b>		72 People

### 3.3.2 Sample

According to Arikunto (2013:174) "The sample is part or representative of the population being studied". According to Sugiyono (2017:81) "The sample is part of the number and characteristics possessed by the population". From the existing population, the researcher follows Arikunto (2002:112) saying "If the subject is less than 100, it is better to take all so that the study is a population study, and then if the number of subjects is more than 100 then it is taken between 10-15% or 20-25 % or more".

Based on the opinion above, the researcher took a sample of 72 people, because the subject is less than 100 people. So this research was called population research.

### 3.4 Research Instruments

The equipment is a significant step in carrying out this study. Instruments are tools used to measure, observe, or record quantitative data. The tool utilized

in this investigation was an oral test. The purpose of the oral test is to assess pupils' capacity to communicate. The oral test is used to assess pupils' ability to talk. In this study, pre-test and post-test were employed to collect data.

This study involved the use of devices to aid researchers in data collection. The research tool was a test. A test was a means of assessing one's knowledge and abilities. In this scenario, the researcher employs the opinion providing technique as a speaking test to assess variable X. The researcher prepares three themes for the students' oral essays. The pupils then select a topic. Following then, the researcher asked students questions on the subject. In addition, students will respond to these questions verbally.

**Table 3.4** Instruments of Data Collection

Variable	Indicators	Test
X : Two Stray Two Stay Learning Model Y:Students' Speaking Skill.	Students are able to find specific information in the text.	Orally
	Students are able to infer or infer text information from other groups.	
	Students are able to speaking English structured.	

### 3.5 Data Collection Technique

Data collection described as a technique for collecting, measuring, and analyzing specific information based on the data obtained. Quantitative research

entails gathering data in order to quantify information, however the researcher just employs tests and documentation in this case.

#### 1. Test

According to H. Douglass Brown in Prabhat Pandey and Meenu Mishra Pandey (2015), a test is a way to examine people's skill and knowledge or their performance within a specific scope. The test is one method of gathering data. The researchers employed two sorts of tests in this study, namely a pre-test and a post-test given to each group. A pre-test was administered to each group before to the learning process to ensure that they all had the same level of competence. The post exam was administered to the group after they had been taught the Two Stay Two Stray learning approach. Using the Two Stay Two Stray Learning Model, oral assessments are utilized to collect objective data on students' speaking abilities.

#### 2. Documentation

Documentation is one method of obtaining facts or information. In this study, documents such as teacher lesson plans were used to collect data, student scores, and photos during the teaching and learning process. In addition, researchers also obtained the vision, mission, goals, infrastructure, and organizational structure of SMA Negeri 1 Baktiraja.

### **3.6 Validity and Reliability**

#### **3.6.1 Validity**

The type of validity test used in this study was content validity. When we analyze content validity, we could clearly describe student achievement in terms of the learning objectives given in the lesson plans (Brown, 2004). As a result, content validity was evaluated as a measure of students' achievement. The

researcher examined the research's validity in terms of its substance. The content validity of this study becomes more precise and valid than prior studies due to Brown's hypothesis that the performance qualities of speaking examinations, such as fluency, grammar, pronunciation, and understanding, rely on the syllabus. Students' communication abilities will be effectively assessed through content and competence assessments.

### **3.6.2 Reliability**

According to Fraenkel and Wallen, as mentioned in (Susana, 2020), reliability refers to how constant a person's results are from one instrument administration to the next and from one set of items to the next. Inter-rater reliability was employed by the researchers to assess test reliability.

## **3.7 The Procedures of Research**

Researchers utilized student assessments to obtain data. The test was a multiple-choice test. The examination was separated into two parts: pre-test and post-test. Procedure as below:

### **a. Pre-test**

Researchers utilized student assessments to obtain data. The test is a multiple-choice test. The examination is separated into two parts: pre-test and post-test. They:

- 1) The researcher developed three questions for the students' speaking exam skills.
- 2) Researchers assign tests to both experimental and control groups.
- 3) The researcher describes what the pupils must accomplish.

- 4) The researchers question each learner.
- 5) The researcher recorded the learners' replies.
- 6) The researcher examines the students' responses and assigns them a student score.

b. Treatment

Students were treated after completing a pre-test. The experimental class was taught the Two Stay Two Stray approach, while the control class taught the conventional technique. In the treatment class, researchers have numerous procedures. They:

- 1) In the beginning, the researcher welcomed everyone to the learning activities. The researcher then asked the pupils to pray. The researcher also described the indications and gave inspiration.
- 2) Researchers announce the rules in the Two Stay Two Stray learning model.
- 3) Researchers ask students to create discussion groups. Each group consists of four people.
- 4) Researchers give questions to each group.
- 5) Researchers offer students opportunity to answer questions in front of the group.
- 6) Students carry out researcher directions.
- 7) Each group received a score from the researcher.

8) Researchers provide a summary or draw a conclusion on key information from books and lessons.

#### c. Post-test

Following the procedure, the researchers utilized a post-test. This test was not the same as the pre-test. This post-test was the final exam in the study, primarily determining whether or not the Two Stay Two Stray learning model has an effect on students' speaking skill. The data was examined by the researcher after the post-test. There were numerous techniques available to researchers. They:

- 1) Researchers assign exams to both experimental and control groups.
- 2) The researcher outlines what the pupils must accomplish.
- 3) Researchers ask questions to each student.
- 4) The researcher recorded the students' answers.
- 5) Researchers check student answers and calculate student scores.

### **3.8 Technique of Analyzing Data**

The technique of analyzing data that the researchers did after giving the speaking test to the 2 classes, namely:

1. The first step is to use descriptive statistics to present data. Descriptive statistics, also known as descriptive analysis, are statistics that describe operations such as data collection, preparation, processing, and presentation in the form of tables, graphs, etc. (Subana, 2015).



2. The researcher next did a normality test on the data from the prior speaking test. The normality of the data distribution is required to choose which sort of statistic to utilize in further study (Subana, 2015). The normality test was performed in this study to meet absolute requirements before statistical analysis. Formulas used:

$$\chi^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

Where:

$\chi^2$  : Chi squared value

$O_i$  : Frequency of observation

$E_i$  : Expected frequency

3. By using paired sample t-test, the researcher analyzed the data obtained from the speaking test through the pre-test and post-test in the experimental and control subjects. The paired sample t-test, also known as the two-sample mean difference test, is used to compare the means of two independent samples (Subana, 2015). The average pre-test and post-test scores of the experimental and control class can then be compared.

4. The researcher then used a homogeneity test to see the homogeneity of the variance of the two different samples. A homogeneity test is one of the requirements for an independent sample t-test. This section utilizes data from post-test experimental and control classes (Subana, 2015). The Shapiro-Wilk homogeneity test is used by researcher.

5. The final stage is the independent sample t-test. The independent sample t-test determines whether there is a significant mean difference between data from two different samples. The formula used in this section is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

$t$  : is the symbol of the independent sample t-test.

$\bar{x}_1$  : is the score/average value of group 1 (post-test experimental class)

$\bar{x}_2$  : is the score/average value of group 2 (post-test control class)

$n_1$  : number of respondents in group/student 1 (experimental class)

$n_2$  : number of respondents in group/student 2 (control class)

$s_1^2$  : is the variant score of group 1 (post-test experimental class)

$s_2^2$  : is the variant score of group 2 (post-test control class)

### 3.9 Testing Hypothesis

Researcher used the T-test method to test the research hypothesis and find out whether or not there was a significant difference between the performance of the two variables in this study. If the t-observation is smaller than the t-table, then the hypothesis is accepted; otherwise, the hypothesis is rejected.