

# DEVELOPING SPEAKING SKILL OF GRADE XI STUDENTS AT SMAN 5 PALU THROUGH TWO STAY TWO STRAY TECHNIQUE

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## Abstrak

*Penelitian ini bertujuan untuk mengembangkan keterampilan berbicara melalui teknik dua tinggal dua bertamu. Penelitian ini adalah quasi-experimental non-equivalent kontrol grup desain. Populasinya adalah siswa kelas XI di SMA Negeri 5 Palu. Kelas eksperimen terdiri dari 30 siswa dan kelas kontrol terdiri dari 30 siswa. Penelitian ini dilakukan dalam enam kali pertemuan. Variabelnya adalah keterampilan berbicara dan teknik dua tinggal dua (pergi ) bertamu. Sampelnya adalah siswa kelas XI IPA III dan XI IPA IV, dipilih melalui teknik pengambilan sampel purposif. Hasilnya menandakan bahwa penerapan teknik dua tinggal dua bertamu telah mengatasi masalah pada siswa. Setelah menganalisis data, hasil t-hitung adalah 3.3. Dengan aplikasi df 58 (30+30-2), dan taraf signifikan 0.05, nilai t-table adalah 2.00, maka nilai t-hitung lebih besar dari pada nilai t-tabel. Hal ini berarti bahwa hipotesis dari penelitian ini diterima. Jadi, teknik dua tinggal dua bertamu dapat diterapkan untuk mengembangkan keterampilan berbicara siswa pada kelas XI SMA Negeri 5 Palu.*

**Kata Kunci:** *Mengembangkan, Keterampilan Berbicara, dan Teknik Dua Tinggal Dua Bertamu.*

Speaking skill can influence a language because speaking as a productive skill supports human's relationship. People share knowledge, ideas, or opinions orally in their daily life. The objective of teaching speaking is clearly stated in Curriculum 2013. For senior high school students, the students are expected to be able to arrange written and oral expression. Teacher needs to apply an appropriate technique in order to achieve the objective of teaching speaking because she or he is one of the elements that determine the students' success. The teacher can use different approaches, methods, and techniques. The real problem found in speaking generally is that students are not able to speak English. Students have been taught English since they were in Junior high school or even elementary school but most of them are not confident in expressing their ideas satisfactorily.

I found in preliminary observation that it is difficult for most students at SMAN 5 Palu to engage in speaking activities. They were not able to pronounce words well, lack

of vocabulary, low confidence, and lost idea so they tend to give up. Most of them sometimes are clearly afraid of making mistakes. There are many factors cause this problem. Monotonous techniques and activities become a reason of the students' failure in communication. The technique and the activity teachers' conduct do not meet student's interest. The students also do not have English speaking partner outside the classroom so they dominantly lose their motivation, effort and self confidence to keep practicing their English. Two stay two stray technique can cope to those problems in achieving the goal of speaking. It is a teaching technique in which the structure offers opportunity to the groups to share results and information among them. The objective of research is to show that this technique can develop students' speaking skill, particularly speaks fluently.

## Speaking Skill

Speaking is an action to say something and deliver purposes, also a process that goes

through exchanging information between speaker and listener. Of the four skills, speaking seems intuitively the most important because language learners are often referred to speakers of that target language (Xiuqin, 2006: 1). Learning speaking particularly English speaking from the target language speaker mostly considered as an accurate way to master the English well, because the native speaker speaks naturally and students can learn how to pronounce words accurately. The process of speaking involves two or more than two people to interact, but they need to have the same interest in making long conversation. Louma (2004: 20) expresses "in a typical spoken interaction, two or more people talk to each other about things that they think is mutually interesting and relevant in the situation." Interesting in similar stuff in one conversation makes the process of delivering and responding something run as expected. Speaking skill supported and influenced by its components, those are fluency, accuracy, and comprehensibility. The three components are discussed as follow:

#### **a. Fluency**

Speaking English fluently means that someone has to speak without halting and considering the grammar. Fluency means speaker does not speak too slow or too fast. They speak at the normal speed, without hesitation, and repetition or self correction. Richard and Rodgers (1986: 23) defines "fluency is the features which give speech the qualities being natural and normal." People have to speak naturally and understandably by using clear pronunciation. Fluency is not the ability to speak fast. Moreover, Thornbury (2005) argues "pausing is needed for every speaker to take a breath and for interlocutor to catch what they said. But, a frequent pausing indicates the speaker has problem." In that matter, Thornbury suggests to use filler as a trick to fill the pause such as "ehmm,uhmm, what, i mean, shot of".

The ability to speak fluently can be improved by creating various classroom

activities where students are expected to use communication strategies, correct misunderstandings, and work together to avoid miscommunication. The process of speaking needs confidence that will make speakers express the feeling well. Knight (1992) defines "Fluency is about speed of talking, hesitation while speaking, and hesitation before speaking." Speaker does not have to pay attention about the accent but have to regard about the smoothness or flow with which sounds, syllables; words are joined together when speaking fast. Fluency means that students practice speaking with a logical flow without planning or rehearsing (Lackman, 2010). A speaker is fluent if she or he is able to produce words in accurate result to the listener. Basically, being fluent means speakers are able to keep the language produced.

The students have to be able to deliver what they want to express as clear as possible, so the ideas that will be delivered can run smoothly. The students' possess the highest level of fluency when they are reasonably comfortable at native speaker speed and rhythm in everyday context in speaking activities. The speakers are expected to be able to speak in normal rate, not too slow and not too fast because if the speaker speaks too fast, the listener will rather difficult to catch the point of the speaker's remark.

#### **b. Accuracy**

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Lackman (2010) expresses "students need to be able to pronounce words and structures correctly in order to be understood." The students have to be aware of stresses and intonation. Speakers do not try to persuade listeners by giving them long but not understandable information because when speakers try to inform listener what they expect is that enhancing the knowledge, maintain the interest, and be

remembered (Beebe and Beebe, 2012). Speaks accurately means that speaker can share right information with others to enhance listener knowledge.

### **c. Appropriacy**

Speaking appropriately is when a speaker speaks there must be an exact correlation between what he or she is talking about. Harmer (1991) states “when we teach English we need to be sure that our students can be understood when they speak.” The students need to be able to say what they want to say. They need to learn the meaning of each word and how they are used. Appropriacy also deals with someone’s utterance. It indicates that what have been spoken must be appropriate with the field or reality of talking. Lackman (2010) describes “all activities of Appropriacy stress on what the purpose of language and what language is appropriate.” The correlation of words to words is definitely important in this phase because the listeners understand and respond to what have been said if the content of speech is appropriate.

### **Two Stay Two Stray Technique**

The application of two stay two stray technique in this research enhanced students’ confidence in sharing information and at the same time trained them to be able to cooperate in group. Two stay two stray is one of cooperative learning strategy that gives opportunity to groups of students to share information and learning result to other groups. Two stay and two stray technique is a fun technique in learning, this is done because 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 (Kagan, 2012: 12) states “two stay two stray makes student travel around the class to find the knowledge from their friends and from the teacher as well, they share the information, help each other to make their speaking ability improve”. This is why working in group consider as an

effective way in teaching and learning process besides it is fun, it also raise up students’ motivation and confidence in speaking.

### **Teaching Speaking Skill through Two Stay Two Stray Technique**

Preliminary observation indicates that students’ ability in speaking remains low. The Students in that level are supposed to have good ability and competence in speaking English as the other students of senior high school in Palu. The obstacles might come from every sight of life. Soureshjani and Riahipur (2012) express “the most demotivating factors on students speaking ability are factors related to teachers, time, and classroom.” The limitation of time, confidence, beliefs, attitudes, and students’ facilities in learning English affects the students’ problem in speaking. I believe that if the treatment conducted well the students speaking ability can be developed.

This research signed to develop the students’ speaking skill through two stay two stray technique. The application of two stay two stray technique in teaching speaking skill would influence students and teachers who use this technique. In this matter, students trained to work in team or group. Working and collaborating with friends in the same group could decrease students’ fear because they feel free in delivering their ideas. Orade (2012) expresses “the atmosphere in working in groups can lessen their fears in making mistakes when speaking English.” The students will be brave if they do not feel alone, they also can interact naturally without any hesitation if they are working in group.

### **Advantages and Disadvantages**

Two stay and two stray technique has advantages and disadvantages adopted from (Purniati, 2014: 29), they are:

- a. Advantages of Two Stay and Two Stray
  - 1) Can be applied to all classes/level.
  - 2) Tendency to be more meaningful students learning.

- 3) More oriented to the activity.
  - 4) Students would dare to express their opinion.
  - 5) Add cohesiveness and self confidence of students.
  - 6) The ability to speak of students can be improved.
  - 7) Help increase interest and learning achievement.
- b. Disadvantages of Two Stay and Two Stray
- 1) Take long time.
  - 2) Students would not want to learn in group.
  - 3) For teachers, it requires a lot of preparations such as material and effort.
  - 4) Teachers find it difficult to manage the classroom.

### Steps

The model measures of learning two stay two stray (Huda, 2011: 140) are as follows:

- a. Students work together in groups of four as usual.
- b. Teacher will give students passages and tasks to every group to discuss and work on it together.
- c. After that, 2 members of each group will be asked to leave their group and go visit the other groups as stray.
- d. The two stay persons will share the information and their work result.
- e. "stray" will leave the group and go back to their own group and report the result they found.
- f. Each group then compares and discusses their work result.

## METHOD

### Design of the Research

This research used quasi experimental non-equivalent control group design. There were three components applied in this research, pretest, treatment, and posttest. The

pretest and the posttest were distributed to both classes. I used two classes in conducting this research, an experimental class and a control class that were taken purposively.

### Population and Sample

The total number of population is 216 of grade XI students and the sample was grade XI IPA III as an experimental class and grade XI IPA IV as a control class.

### Variables of the Research

There are two variables in this research. The independent variable that is two stay two stray technique, while the dependent variable is students' speaking skill.

### Instruments of the Research

The instruments that used in this research were test and non test. The test consists of two kinds: pretest and posttest, while the non test includes an observation checklist.

### Technique of Data Analysis

To analyze students' individual score, I applied the following formula proposed by Sugiyono (2013: 123);

$$\sum = \frac{X}{N} \times 100$$

The mean score both in experimental class and control class was counted by the formula proposed by Sugiyono (2013: 54).

$$\bar{x}_1 = \frac{\sum x_1}{n_1}$$

$$\bar{x}_2 = \frac{\sum x_2}{n_2}$$

I then computed the sum of squared deviation by employing formulas proposed by Sugiyono (2013) as follows:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

I computed the t-counted by using the following t-counted formula taken from Sugiyono (2013).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

**RESEARCH FINDINGS**

**Result of the Pretest**

The finding from the pretest of experimental class points out the student’s prior ability in speaking before the treatment. Based on the result, it can be explained that students reached different scores. The highest score in pretest of the experimental class is 65 and the lowest one is 35. It means that all students in experimental class did not attain the minimum achievement criteria. To determine the mean score of the experimental class, I applied the following formula:

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{n_1} = \frac{1540}{30} \\ &= 51.33 \end{aligned}$$

**Result of Pretest Score of Control Class**

Data obtained indicates that all the students of control class were in category of poor. the highest score is 65 while the lowest one is 35. The maximum score of each item is 20. I then calculated the mean score of this class:

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{n_1} \\ &= \frac{1500}{30} \\ &= 50 \end{aligned}$$

The mean score of pretest for the control class is 50. Based on the result of pretest for both classes where mean score of experimental class is 51.33 and the control class is 50. These results indicate that the students’ ability in expressing ideas were still very low.

**Procedure of Treatment**

Treatment was conducted in experimental class. Experimental class was treated by applying two stay two stray

technique, while the control class was taught by conventional method. During six meeting, the same material was given to both classes, but the only difference was on the application of the treatment. This aimed at comparing the result of their posttest. First meeting, I introduced two stay two stray technique to the students. Then, I let them to pick their own member. The groups were 7 consisted of 4 and 5 students. In this stage, I explain about how the technique works. During the explanation, I distributed passages and cartoon to each group. Students were asked to discuss about tasks given to them, find the answer together and write it or draw it on the carton given to them. In this activity students were very enthusiast, because this is new activity for them where they have to put their answer or opinion on a carton in form of writing or drawing. This fun activity built students creativity in expressing idea.

The next step students did was explored classroom. Stray started to visit another group while stay shared the information they have. In this activity, students were very enthusiast; they loved to see the other group work. At the same time, I monitored students’ activity, I went around the class to check if they work seriously or if they try to speak English. I found that they were excited about the activity applied in this technique but it was still hard to practice their English orally. Most of the time they keep using Bahasa Indonesia but classroom situation on that day was very enjoyable because students learnt passionately.

Second meeting, after I greeted the students then I reminded them about previews material and asked some question related to it. All students answered my question differently. Afterwards, I explained new material, gave them some example, and asked them to make sentences related to the material. In this point I did not pointed the student out by myself, I asked them to voluntary raised their hand if they would like to participate. The students were motivated to

give their examples. Then the activity of working in group, exploring class, and presentation in front of the class began. In the third, fourth, and fifth meeting, I did the same thing as the first and the second meeting. I greeted the students, reviewed their knowledge about previews material, and guided them to work in group. I controlled them while they do their activities. Most students began to use their English orally. The students show their spirit in practicing their speaking ability to their friend. They were not feeling shy anymore, there were no hesitation, and their confidence increased. They worked in team very well and blended nicely. Though, there were some students who do not really show their interest in doing speaking activities and generally in learning English.

Students were expected to be able to use their English orally in the last meeting, The treatment were conducted as usual, I reminded the students about all material I taught them. Then we began the activity of exploration and presentation. This time, almost all students were already engage in speaking because since the first meeting to the last meeting I conducted the activities of two stay two stray technique appropriately. I customized students with English by speaking English almost a hundred percent in the classroom even though sometimes I translate it afterwards.

## Result of the Posttest

### Posttest Score of Experimental Class and Control Class

Based on the posttest data of experimental class, It was found that the highest score was 75 and the lowest one was 45. It means that, after conducting the treatment, the students were active in speaking activities. Related to the achievement that there were 18 students in category of good and in classification of successful and 12 students were in category of poor or failed. The result of the posttest

score is totally different with the previous test. Thus, the formulation of the mean score is:

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{n_2} \\ &= \frac{1955}{30} \\ &= 65.16\end{aligned}$$

The formulation of the mean score in control class is:

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{n_2} \\ &= \frac{1790}{30} \\ &= 59.66\end{aligned}$$

59.66

Thus, the mean score is 59.66. It indicates that the mean score of control class also increases from 50 in the pretest and 59.66 in the posttest.

## Deviation

### Deviation Score of the Pretest and Posttest of Experimental Class

The mean deviation score of pretest and posttest data of experimental class is then computed by using the following formula.

$$\begin{aligned}n_1 = 30 &\longrightarrow \bar{X}_1 = \frac{\sum X_1}{n_1} \\ &= \frac{415}{30} \\ &= 13.83\end{aligned}$$

### Deviation Score of Pretest and Posttest of Control Class

The mean deviation score of pretest and posttest data of control class is calculated by using the following formula:

$$\begin{aligned}n_2 = 30 &\longrightarrow \bar{X}_2 = \frac{\sum X_2}{n_2} \\ &= \frac{290}{30} \\ &= 9.6\end{aligned}$$

Data above indicate that the mean deviation score of control class is 9.6. The sum of squared deviation around the means of experimental class and control class can be computed in the following ways:

- a. The sum of squared deviation of the experimental class

$$\begin{aligned}
 SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\
 &= 6525 - \frac{415^2}{30} \\
 &= 6525 - \frac{172.225}{30} \\
 &= 6525 - 5740 \\
 &= 785
 \end{aligned}$$

- b. The sum of squared deviation of the control group

$$\begin{aligned}
 SS_2 &= \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \\
 &= 3450 - \frac{290^2}{30} \\
 &= 3450 - \frac{84100}{30} \\
 &= 3450 - 2803 = 647
 \end{aligned}$$

The comparison between the t-counted and t-table can inform whether the alternative hypothesis is accepted or rejected.

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{13.83 - 9.6}{\sqrt{\left(\frac{785 + 647}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{4.23}{\sqrt{\left(\frac{1432}{58}\right) \left(\frac{2}{30}\right)}} \\
 &= \frac{4.23}{\sqrt{\left(\frac{2864}{1740}\right)}} \\
 t &= \frac{4.23}{\sqrt{1.64}} t = \frac{4.23}{1.28} t = 3.3
 \end{aligned}$$

It was found from this calculation that the significant score of both classes by using t-test is 3.3.

**Testing Hypothesis**

Treatment used by me was significantly effective to develop students’ speaking skill.

To test the significance difference between two classes, I used the level of significance 0.05 of two-tailed test. The value of t-table is 2.00. The result of data analysis indicates that t-counted (3.3) is higher than t-table (2.00). It means that the alternative hypothesis (Ha) is accepted. In other word, students’ speaking skill can be developed through two stay two stray technique.

**CONCLUSIONS AND SUGGESTION**

**Conclusions**

Speaking skill can be developed through two stay two stray technique. The highest score achieved in pretest of experimental class is 65 and the lowest one is 35. It indicates that most of the students still get difficulties in speaking skill. While in posttest it is found that many students make progress. Some students reached higher than 60, the highest score is 75 and the lowest is 45. It proves that after employing two stay two stray technique, the students have progress in speaking skill. This is also confirmed by the value of t-counted (3.3) that is higher than the t-table (2.00). By applying 0.005 level of significance with degree of freedom (df) 60.

**Suggestions**

1. For English teacher
  - a. In the application of this technique, teachers should give special efforts to the students to practice their language independently. The teacher are not expected to give monotonous explanation during the teaching and learning process but they should train the students to practice it frequently, since it is an English lesson that is being taught in the classroom.
  - b. The teacher should familiarize English to the students by using English frequently in the process of teaching and learning. They should encourage

the students to participate in speaking activity. Two stay two stray technique is not an easy technique to apply. It needs many preparations and takes time. This technique demands the teacher to be more creative in preparing the lesson and wiser in managing the time.

## 2. For Students

- a. Students can have new experiences in the application of this technique, so they have to study seriously. The students must be more confidence in activating their active language in teaching and learning process.
- b. Students have to keep their spirit and motivation up in learning English particularly speaking, it takes time but if they keep practicing their speaking I believe that students can develop their speaking.

## 3. For the School

- a. The school should support the teacher to use various interesting techniques that meets students' need.
- b. The school should provide facilities to the teacher and the students to support the teaching and learning process.

## 4. For other researcher

The result of this research can be used as additional reference for further research in different context that will contribute to teaching speaking skill.

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