CHAPTER 1

INTRODUCTION

I.1. The Background of the Study

As it is known that English is an international language and has been spoken and learnt by most of the people in the world. Mastering English is a challenge for some people because of modern technology which accelerates the development of any areas, such as; getting jobs, travelling, interacting from one to each other, doing business, taking examination, doing research and learning scientific knowledge. So, the government in Indonesia puts English as one of the compulsory subjects starting from junior high school, senior high school and up to higher education or university level.

Based on the 2006 curriculum (KTSP) the purpose of learning English is that students should master four language skills. Teachers tend to talk about the way we use language in terms of four skills (1) reading, (2) writing, (3) speaking and (4) listening. They are divided into two types. Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing skills where the students actually have to produce language themselves (Harmer, 2007).

Speaking is used whenever and wherever we are. We mostly communicate with other people in speaking. By speaking, the students can also interact with people around them. Some of the students say that they can understand what they read and write despite the probability of making mistakes in writing and understanding the texts incorrectly; yet, they complain about not being capable of

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transferring their feelings, and ideas through oral language. Brown (2000) states successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing researchers' interest so it is conducted a research in speaking.

Writing is often considered as a skill among the four language skills in English.Writing is one of the basic skills of the English language. It is generally considered one of the most difficult skill than speaking, listening and reading skills for foreign language students. Even native speakers feel difficult in showing a good command of writing, (Johnstone, Ashbaugh, & Warfield, 2002).Acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process hence the appropriate method of teaching and learning is very important to help students to be skillful in writing. This is because the process of writing requires a set of competencies (Brown, 2007: 391). People express themselves, think deeply and get many ideas to write. The students have to master a lot of aspects of writing e.g. spelling, capitalization, word-choice, and grammar. Then, they also face inability to connect the sentences to become the unified through in a written discourse.

Based on a preliminary study and interview conducted on February 9th, 2015 at SMPN 1 Bagan Sinembah, the teachers have applied some strategies in order to help students to acquire speaking and writing ability, but the students still had problems in speaking and writing. There were some problems in speaking.

Firstly, students had lack of self-confidence; they felt afraid and shy when they spoke English wrongly in front of their friends, and then their friends laughed or mocked. Secondly, the students were not able to speak naturally. Thirdly, the students just had insufficient vocabularies, so that they didn't know what they would talk about to their friends.

Moreover, the students still faced difficulties in paragraph writing. The students had lack of vocabularies. The students couldn't connect the sentences with appropriate sentence connectors. The students were also difficult to develop their ideas in writing. They couldn't write with the correct usage of grammar. For example, they couldn't differentiate between present and past tense. They failed to determine singular or plural forms and used the correct forms of "be" or verbs.

So, based on the problems mentioned above, it is necessary to offer a strategy which is called "Two Stay Two Stray (TSTS) strategy" The strategy helps the students to solve their problems in teaching and learning process especially dealing with speaking and writing skills. TSTS technique is an interactive process which can be used to build knowledge or summarize learning through sharing. It means that TSTS strategy is the way that the students can share information and experience to each other. They can share not only with their own group but also with other groups.

Based on the explanation and problems above, it is necessary to propose a research entitled **THE EFFECT OF USING TWO STAY TWO STRAY STRATEGY ON THE STUDENTS' SPEAKING AND WRITING ABILITY AT SMPN 1 BAGAN SINEMBAH.**

I.2.   The Statement of the Problem

Based on the background of the problem above, the students at SMP N 1 Bagan Sinembah were still not able to acquire speaking and writing ability. Some of the students were lack of self confidence to speak English, they could not speak naturally, they had lack of vocabulary, they could not connect the sentences using appropriate connectors and they were not able touse correct usage of grammar. Besides, the teacher did not have any various strategies in teaching speaking and writing.

Due to those phenomena employed by the students at SMP N 1 Bagan Sinembah, some questions are needed to be addressed. How do the students cope with in order to achieve the ultimate goal in speaking? How do the students overcome the problems in order to achieve the ultimate goal of writing? How should the teachers apply language learning strategies to their students in teaching speaking and writing? Does TSTS strategy become an appropriate strategy to apply in teaching and learning process? Does TSTS strategy give effect toward students' speaking ability? Does TSTS strategy give effect toward students' writing ability? How does the teacher implement TSTS strategy in teaching and learning process?

The problems identified in this study are whether there is a significant effect on students' speaking ability after using TSTS (Two Stay Two Stray) strategy and whether there is a significant effect on students' writing ability after using TSTS (Two Stay Two Stray) strategy. Two Stay Two Stray (TSTS) was developed by Spencer Kagan (1992). This method is commonly used for all

subjects and students' level. The form of Two Stay Two Stray allows the group members to share and inform theother group members about the result of their group discussion. The students work in a team or groups.They are allowed to ask and arguewith their friends that brings theirsocial life by having interaction with other instead of working individually(Lie; 2002:60).

I.3.   The Limitation of the Problem

The limitations of this research problem are; this study was conducted at SMP N 1 Bagan Sinembah and focused on the second year students. It is caused speaking and writing descriptive paragraph is taught at the eight year students of SMP N1 BaganSinembah. Speaking ability was focused on describing people, animals or things which were taught at the eighth year students of SMP N 1 Bagan Sinembah. Moreover, writing ability was focused on writing descriptive paragraph which was taught at the eighth year students of SMP N 1 Bagan Sinembah.

I.4.   The Purpose and Objectives of the Study

The purpose of the study is to find out the students' speaking and writing ability in describing people, animals or things after being taught by using TSTS strategy at SMPN 1 Bagan Sinembah.

The objectives of this study are as follows:

1. To find out the difference of pre test speaking ability mean score between an experimental and a control group.

2. To find out the difference of post test speaking ability mean score between an experimental and a control group.

3. To find out the effect of using of Two Stay Two Stray Strategy (TSTS) on the students' speaking ability mean score between pre test and post test in the experimental group.

4. To find out the difference of students' speaking ability mean score between pre test and post test without using Two Stay Two Stray Strategy in the control group.

5. To find out the difference of pre test writing ability mean score between an experimental and a control group.

6. To find out the difference of post test writing ability mean score between an experimental and a control group.

7. To find out the effect of using Two Stay Two Stray Strategy (TSTS) on the students' writing ability mean score between pre test and post test in the experimental group.

8. To find out the difference of the students' writing ability mean score between pre test and post test without using Two Stay Two Stray Strategy in the control group.

I.5. Research Questions

The problems of this research are formulated in the following questions:

1. Is there any significant difference of pre test speaking ability mean score between an experimental and a control group?

2. Is there any significant difference of post test speaking ability mean score between an experimental and a control group?

3. Is there any significant difference between pre-test and post-test speaking ability mean score in the experimental group?

4. Is there any significant difference between pre-test and post-test speaking ability mean score in the control group?

5. Is there any significant difference of pre test writing ability mean score between an experimental and a control group?

6. Is there any significant difference of post test writing ability mean score between an experimental and a control group?

7. Is there any significant difference between pre-test and post-test writing ability mean score in the experimental group?

8. Is there any significant difference between pre-test and post-test writing ability mean score in the control group?

I.6. Significance of the Study

This study is one of the attempts to find out the effect of using Two Stay Two Stray (TSTS) strategy on students' speaking and writing ability. Moreover, this study gives some input towards students' speaking and writing ability by using TSTS strategy. It gives meaningful experience to the students in teaching and learning process especially in improving students' speaking and writing ability. The students are more active in teaching and learning process by using TSTS strategy. It could perhaps also help education practitioners especially the students of SMPN 1 BaganSinembah in solving the students' problems dealing with speaking and writing.

It is also expected that this study gives another variety of teaching strategy, diagnose students' problem may have in working together and provide some information to the teacher about the advantage of TSTS strategy in improving students' speaking and writing ability. And then, this study would help teachers in teaching, assessing, and developing students' speaking and writing ability.

Finally by conducting this research, it would bring out the effect of using Two Stay Two Stray strategy (TSTS) towards speaking and writing ability. Then, this research would give an alternative strategy in teaching speaking and writing. This strategy gives valuable experience for the researcher to solve the problems in teaching speaking and writing.

I.7.   Rationale for a Research Study

Two Stay Two Stray (TSTS) strategy is one of the parts of cooperative learning. Two stay two stray is a cooperative learning technique adapted from one stay three stray (Kagan in Jacobs at al. 1997). Two stay two stray strategy is an interactive process which can be used to build knowledge or summarize learning through sharing. It also gives students experience in gathering information and reporting back to their teammates. TSTS strategy is a suitable teaching technique to use in order to help students improving their speaking and writing ability. In this method TS-TS learners not only learn and accept what is presented by the teacher in the learning process, but also learn from other learners, as well as have the opportunity to teach other learners.

Slavin (1986) emphasized the applicability of cooperative learning to plan instruction on school subjects and formation of heterogeneous groups. His definition on cooperative learning is that cooperative learning method is structured, systematic, and instructional strategies which are used at any grade level and in most school subjects.

SMP N 1 BaganSinembah is one of the schools that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. In the School Based Curriculum (KTSP) of junior high school, English teaching has a purpose to develop communicative competency in the form of oral and written language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and speaking is an interactive action in producing, receiving and processing utterances which have meaning to convey information (Bailey, 2005). Speaking is not a simple skill because the speaker should also master several important aspects of English, such as, pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, pay attention to the elements of speaking and make the English lesson becomes more exciting.

Acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process hence the appropriate method of teaching and learning is very important to help students to be skillful in writing. It is caused the process of writing requires a set of competencies (Brown, 2007). People express themselves, think deeply and get many ideas to write. Students have to master a lot of aspects

related to the aspect of writing e.g. spelling, capitalization, word-choice, and grammar, connectors, etc.

Finally, two stay two stray (TSTS) strategy is an appropriate strategy in teaching speaking and writing skills. As stated on the background above, it helps the students solve their problems in teaching and learning process especially dealing with speaking and writing skills. According to Lie (2005), Two Stay Two Stray is a strategy which students learn to solve problems together members of the group, the two students from the group exchange information to two other group members are staying. The students are required to have the responsibility and active learning in every activity. TSTS strategy is an interactive process which can be used to build knowledge or summarize learning through sharing. So, it is important to carry out this study to overcome the students' problems in speaking and writing by using TSTS strategy.

I.8.   The Definitions of the Terms.

a. Two Stay Two Stray Strategy

Two Stay Two Stray is one of the cooperative learning. Lie (1997) defines that Two Stay Two Stray is a strategy that gives the group to share their result and information to others. It's developed by Spancer Kagan (1992). This technique can be applied in all lessons and all age levels of students.

b. Speaking

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts (Chaney, 1998; 13).

c. Writing

Spancer and Arbon (1996: 7) state that writing is a continuous process that ends with well-organized ideas on paper.While according to Boyle and Scanlon (2010: 227). writing is viewed as a recursive process whereby students write, revise, andedit at multiple stages during their writing.

d. Ability

Cambridge Advanced Learner's dictionary (2005:2) states that ability is the physical or mental power or skill needed to do something.