

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1. Nature of the Study

There are three variables in this research. The first is students' learning style. The second is students' intrinsic motivation. The third is their English speaking ability. To make a clear understanding about the study, it is important to understand the concept of this study.

##### II.1.1. The Nature of Speaking

In language teaching learning, people often talk about four basic language skills; (1) listening, (2) reading, (3) speaking, and (4) writing. However, speaking is a productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning between two people or more. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Furthermore, speaking is an interactive action in producing, receiving and processing utterances which have meaning to convey information (Bailey, 2005: 2). So, speaking is an action in conveying the information and expressing the thoughts and feelings in spoken language.

Brown (2007: 14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. Speaking is a system of signs which is audible and visible using muscles of human being for the purpose of that idea. So, speaking is only sound or word pronunciation. Speaking is a means to communicate the ideas that are arranged and developed with the listener's need. When some teachers and

learners complain about difficulties in speaking, they are often talking about pronunciation (Nation, 2007: 75). Speaking is an instrument which tells to the listener directly, the listener or speaker understand or not in the speaking materials. Whether the listener can convey the messages or not from the speaker, it depends on speaking.

According to Hornby (1995: 826), speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing one-self in words; making speech. While skill is the ability to do something well. Therefore it can be inferred that speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thought, and needs orally.

From the above definitions, it can be said that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching methodologies.

### II.1.2. The Nature of Writing

Spencer and Arbon (1996: 7) state that writing is a continuous processt hat ends with well-organized ideas on paper. He adds that a process means that you start at the beginning and go through several steps in a specific order. On the other word, writing is an activity or skill of marking coherent words on paper and composing a text. While Boyle and Scanlon (2010: 227) state that writing is

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viewed as arecursive process whereby students write, revise, and edit at multiple stages during their writing. So, writing is a process of using symbols such as letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. Harmer (2004: 4) states about the writing process-that is the stages a writer goes through in order to produce something in its final written form. He adds that this process may be affected by the content of the writing, the type of writing, and the medium it is written in.

#### 1. Process of Writing

In the process of writing, the writers should know some main elements in order to produce good writing. Harmer (2004: 4) suggests that the process of writing has four main elements. They are planning, drafting, editing (reflecting and revising) and final version.

The first process is planning. Planning involves developing goals and generating ideas, gathering information or organizing ideas of writing. Planning in writing will help the writers to think more clearly about the topic and this will save the time later. In this process, writers have to think about three main issues. Firstly, the purpose of their writing, this will influence not only the type of the text, but also the language they use, and the information they choose to include. Secondly, the audience, this will influence not only the shape of writing but also the choice of language. Thirdly, the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

The second process is drafting. It focuses on selecting the words and sentences to get ideas. We can refer to the first version of a piece of writing as a

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draft. During the drafting the writers put ideas into complete thoughts, such as sentences and paragraphs. The writers organize their ideas in order to make the readers to understand the messages. They do this by focusing on the ideas or topic. They will write anything that comes in their mind about the topic. During the drafting, the writers will compose an introduction and then will develop a conclusion for the material. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

The third process is editing. It involves making changes to make sure spelling and grammar are correct. Editing process (reflecting and revising) is often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions. When the draft complete, the writer should take the first edit on their work. When the writers edit their work, they check the errors such as; the spelling, capitalization and formatting.

The last is final version. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Learning to write is like learning to read. Both follow a sequential process. Writing requires and combines more basic skills than any other subject area. Moreover, Folse (2002: 131) states steps in the writing process, they are choosing



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a topic, brainstorming, outline and rough draft, cleaning up the rough draft, peer editing, revising the draft, and proofing the final paper.

After knowing the process of writing, it is needed to know what the purpose of writing is and why I am writing. By understanding the purpose of writing, it will make us a better writer. Harmer (2004: 39) states that the most effective learning of writing skills is likely to take place when the students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life. The choice of writing tasks will depend, therefore, on why the students are studying English.

Because writing is not easy for everybody especially for the students, teacher's help is really needed. So, the students will be able to produce a good writing. Furthermore, for teacher it's also a good deed since it can improve their skill too. Harmer (2004: 41) states that when helping students to become better writers, teachers have a number of crucial tasks to perform. This is especially true when the students are doing writing activities, where they may be reluctant to express themselves to their satisfaction. He adds that among the tasks which teachers have to perform before, during, and after student writing are the following:

#### 1) Demonstrating

Demonstrating means the teacher brings his or her own writing in the classroom, using it in a very direct way to model specific teaching points and also to show in indirect way how to write. The teacher can give the students a question

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such as “let’s think together about how we could...?” By giving the question, it will help the students to provide their ideas.

2) Motivating and provoking

The key to motivating students is to provoke, arouse and encourage their thinking. An attitude of “I can” is contagious, energizing, and reaffirming, for teachers as well as students.

3) Supporting

Students may have different difficulties in writing such as students who need additional support in writing difficulties planning, writing and revising text. Some students may have difficulty communicating ideas. Others may have difficulties with the mechanical aspects of writing, such as handwriting, punctuation and spelling. Everyone has the capacity to write, writing can be taught and the teachers can help students become better writers. Developing writers require support. Writers can benefit from teachers who simply support and give them time to write.

4) Responding

Teachers should give respond to students’ writing. Teachers can give corrective remarks on students’ paper about errors in syntax and grammar. Giving respond or feedback is important for students to increase their skill in writing.

5) Evaluating

After students finish their work in writing, the teacher evaluates it. The teacher gives comment on this particular piece of writing and marking error at the sentence level.

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## 2. Formats of Writing

There are some formats or styles in writing. They are APA (psychology, education and other social sciences), MLA (literature, arts and humanities), Chicago (history and many other subjects in scholarly and non-scholarly publications), Turabian (and adaption of the Chicago style, designed for college students to use with all subjects) and AMA (medicine, health and biological sciences). Boardman and Frydenberg (2002: 2) state that in all writingsituations, the students have to use a certain format and style of writing. Every student is expected to write clearly and to use correct grammar, spelling, and punctuation.

There are two kinds of writing; an essay and a paragraph writing. An essay is a piece of writing that methodically analyses and evaluates a topic or issue. Fundamentally, an essay is designed to get an academic opinion in a particular matter.

Therefore, a paragraph is a group of sentences that works together to develop a main idea. therefore, paragraphs are organized differently depending on their purpose. There are three main types of paragraphs in English:

- a. Narrative paragraph: it tells a story.
- b. Descriptive paragraph: it is used to describe what something looks like.
- c. Expository paragraph: it is to explain something to the reader.

There are many ways to compare something. Some of these are; by comparing two things or people, by showing the steps in a process, by analyzing something, and by persuading. When we write a paragraph in English, we must

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use a correct paragraph format. According to Boardman and Frydenberg (2002:

10)

There are five points to note about a paragraph:

- a. The first sentence begins five spaces to the right. This is called indentation. That way, we know where one paragraph ends and another begins. Longer pieces of writing, such as essays, have several paragraphs and therefore several paragraph indentations.
- b. Sentences always start with a capital letter and end with a period, a question mark, or an exclamation point.
- c. The third point is that each sentence begins where the previous sentence ends. A new sentence does not automatically begin on the next line.
- d. Another important point is to write on every other line. This is called double-spacing. It may not always be necessary to double-space on tests, but it is usually necessary on compositions and term papers.
- e. Finally, remember that there should be margins around a paragraph. There should be about one inch of space on each side of the paper.

He adds that there are three parts in a paragraph, they are:

- a. The Topic Sentence

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea. The topic is the subject of your paragraph. While the controlling idea limits the topic of your paragraph to the aspect of that topic that you want to explore in your paragraph.



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b. The Body ( Supporting Sentences)

In term of content, the supporting sentences support the topic sentence.

One of the most common ways to support a topic sentence is to use facts or statistic. A second way to support a topic sentence is with examples.

c. The Concluding Sentence

The concluding sentence of a paragraph is generally statement of the topic sentence. It may not be possible to restate the topic itself, but it is always possible to restate the controlling idea.

While when we want to turn our paragraph into an essay it is similar to a paragraph. As stated Boardman and Frydenberg (2002: 56), an essay is also composed of three sections. These sections are an introductory paragraph; supporting paragraphs, or a body; and a concluding paragraph.

### II.1.3. Cooperative Learning

Cooperative learning is a method used by educators which can help students develop necessary social skills. Healthy interaction skills, success of the individual student and group members, and formation of personal and professional relationships are the results of cooperative learning (Johnson, 1999). There are positive changes take place when a teacher changes his teaching method towards a more students-centered approach. In cooperative learning, students work in pairs, to maximize their own and other learning. In addition, cooperative learning frequently new ideas and their solution i.e. process gain, develop high level of reasoning and transfer of information and knowledge from one situation to another situation i.e. group to individual transfer than any type of other

learning, (Roger & Johnson, 1994). The end product of cooperative learning is higher achievements of individual as compared to competitive or individualistic efforts demonstrated by hundreds of studies as revealed by Johnson, (2000).

Slavin (2005) emphasized the applicability of cooperative learning to planning instruction on school subjects and formation of heterogeneous groups. His definition on cooperative learning is that cooperative learning methods are structured, systematic, and instructional strategies which are used at any grade level and in most school subjects. All of the methods consist of having the teacher assign the students two-to six members learning composed of high, average, and low achievers; boys and girls; black, Anglo, and Hispanic students, and mainstreamed academically handicapped students as well as non-handicapped classmates. He says that cooperative learning has three important features. First, cooperative learning is a kind of group work. Learners have to work together in small groups between two and six members. Second, learning is structured to ensure that everyone in the group is able to fulfill the learning task. Third, students have to be dependent on each other to achieve their learning goals.

Slavin (2005) identified cooperative learning as “Students work together in four member teams to master material initially presented by the teacher.” Slavin’s Student Team Learning methods emphasized team goals and success and he suggested if all members of the team learned the goals being taught, the success of a team can be achieved.

According to Slavin (2005), three elements are central to all Student Team Learning methods – team rewards, individual accountability, and equal

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opportunities (Slavin). Team rewards on cooperative learning research indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to reach than if they are rewarded for doing better than others. Because students will work together towards a common goal and their learning efforts will help their teams succeed. Individual accountability means that the success of a team relies on the learning of every individual in all team members. Accountability focuses the team member's activity on helping others learn and make sure that team members are ready for a quiz without teammate's help.

Equal opportunities for success mean that students can contribute to their teams by improving over their past performance. This ensures that all the students, including high, average, and low students are equally to do their best to value individual contributions.

Why should students' working in cooperative groups learn more than those in traditionally organized classes? Researchers investigating this question have suggested a wide range of theoretical models to explain the superiority of cooperative learning (Slavin). The study is to acquaint the teachers with aspects of theory that may be helpful in understanding the historical development of Slavin's cooperative learning approach and its significance to the teaching of a second language. The theories include three major categories: motivational, cognitive, and social independence theories.

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## II.2. Conceptual or Theoretical Underpinnings of the Research Areas

### II.2.1. Teaching Speaking at Junior High School

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition or drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. For example, a person is experiencing a speech pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury), we may realize that the speech is a typical. Likewise, if someone is a particularly effective or lucid speaker, we notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language. (Bailey, 2005: 2).

What is meant by teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sounds patterns.



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- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003)

When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision, and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning.

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Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situation that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have we reallife communication, authentic activities, and meaningful tasks promote oral language. This can occur when students collaborate in group to achieve a goal or to complete a task.

### II.2.2. Teaching Writing at Junior High School

According to Nation (2008), there are some principles which can be used to evaluate a writing course or the writing section of language course to make sure that learners are getting a good range of opportunities for learning. They are meaning-focused input, meaning focused output, language focused learning, and fluency development.

#### a. Meaning-focused Input

Learner should bring experience and knowledge to their writing. Writing is more likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through

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the choice of topic, or through previous work done on the topic either in the first or second language.

b. Meaning-focused Output

1. Learners should do lots of writing and lots of different kinds of writing.

There are many elements of the writing skill which are peculiar to writing and so time spent writing provides useful practice for these elements. This is very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features (Biber,1989) and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in

2. Learners should write with a message-focused purpose.
3. Writing should interest learners and draw on their interests.
4. Learners should experience a feeling of success in most of their writing.
5. Learners should use writing to increase their language knowledge.
6. Learners should develop skill in the use of computers to increase the quality and speed of their writing.
7. Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do.

c. Language-focused Learning

The followings are the ways to develop language-focused learning:

1. Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.

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2. Learners should have conscious strategies for dealing with parts of the writing process.
3. Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing.
4. Teachers should provide and arrange for feedback that encourages and improves writing.
5. Students should be aware of the ethical issues involved in writing.

**d. Fluency Development**

Students should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material.

**II.2.3. Teaching Teens**

It is of course much too absolute to consider that a child ceases to be a child at the age of puberty and that all of the rules of adult teaching suddenly apply. It is therefore appropriate to consider briefly the sort of variables that apply in the teaching of “young adults”, “teens” and high school-age children whose ages range between twelve and eighteen or so.

The “terrible teens” are an age of transition, confusion, and self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.



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1. Intellectual capacity adds abstract operational thought around the age of twelve.
2. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
3. Varieties of sensory input are still important, but increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
4. Factors surrounding ego, self-image, and self-esteem are at the pinnacle. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:
  - a. Avoiding embarrassment of students at all costs
  - b. Affirming each person's talents and strengths
  - c. Allowing mistakes and other errors to be accepted
  - d. Re-emphasizing competition between classmates
  - e. Encouraging small-group work where risks can be taken more easily by a teen
5. Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the "here and now" nature of the immediate communicative contexts to devell on a grammar point or vocabulary item.

(Brown, 2007:91)

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## II.2.4. Two Stay Two Stray Strategy

### 1. Definition of Two Stay Two Stray Strategy

One of the cooperative learning models is two stay two stray strategy (TSTS). Cooperative learning techniques two stay two stray (TSTS) was developed by Kagan. Lie (2004: 61-62) states that this strategy is very effective because it can be used in all subjects and for all levels of learners age. This learning method is also commonly called to as the "Two Lives Two Guest".

Cooperative learning method two stay two stray (TSTS) is one part of the cooperative learning method that puts students in small groups of up to 4-5 people. Then, they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of Two Lives Two guest will provide the opportunity for the group to share information results to other groups.

Many teaching and learning activities are colored with individual activities. Learners themselves and are not allowed to see the work of other learner. Whereas in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically cooperative learning two stay two stray (TSTS) is in accordance with the characteristics of the implementation of cooperative learning methods have been widely described as above.

TSTS strategy involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving

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the learning objectives have been designed earlier and here teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter.

In this strategy, TSTS learners not only learn and accept what is presented by the teacher in the learning process, but also learn from other learners, and also have the opportunity to teach other learners. TSTS learning process with this strategy is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

2. The characteristics of the learning model two stay two stray
  - a. Students work cooperatively in groups to complete the learning material,
  - b. Form groups of students who have high ability, medium and low,
  - c. When the members of group may come from different racial, cultural, ethnic, gender,
  - d. More oriented towards the group award than individual.
3. The Steps of Two Stay Two Stray

The workings of cooperative learning method two stay two stray (TS-TS) is as follows (Lie, 2004).

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- a. The students work in groups of four as usual
  - b. After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups,
  - c. Then, the two students who lived in these groups will each be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
  - d. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
  - e. The next match and the group will discuss the results of their work.
4. The Advantages and Disadvantages of Two Stay Two Stray Strategy

Huda (2011: 207) states that Two Stay Two Stray (TSTS) strategy can be used in all lessons and allage levels of students. This technique not only just worked in one group but also with others that could create intimateness between the students and it's more oriented on the students activeness. However, he added the weakness of this strategy that is the number of the students should not be odd. The students' transition from one group to others needed more attention and the class management dispossessed much time. Besides that, teacher needed more preparation.

Huda (2011: 171) states that the advantages of this technique are:

- a. It is easy to devide into pair.



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- b. More ideas appear.
- c. More tasks can be done.
- d. Teacher easy to monitor.

He adds the weaknesses of this technique are:

- a. Need more time.
- b. Need a better socialization.
- c. Difficult to take a vote because the even amount

### II.2.5. Genre of Texts

There are many kinds of genre of the text, according to Djuhari (2007), a text form a discourse. The genres of texts are: Descriptive, explanation, report, exposition, review, narrative, news item, recount and anecdote. Each of the text above has different meaning and function based each purpose of the text.

- a. Description text is a text that has aims to give detail describes of someone, something, a place or an animal. For example : My Pet  
 “I have a pet. It is a hamster. It is small and cute. I give him a name, Dion. I bought him last month when I visited Jogjakarta. I really love him. Dion has 3 different colors, white, orange and black. His eyes and ears are small. He always squeaks in the time I come close to his cage. Every morning I feed him. Dion likes to eat some grass and leaves. I take the grass from the field near my house. Dion looks happy to eat it”.
- b. Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena. For example: A Brief summary of speech production

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“Speech production is made possible by the specialized movements of four vocal organs generate speech sounds waves. Like all sound production requires a source of energy. The source of energy for speech production is the steady stream of air that comes from the lungs as we exhale. When we breath normally, the air stream is inaudible. To become audible, the air stream must rapidly. The vocal cords cause the air stream to vibrate.

- c. Report texts peel and observation or experimental result about things, animals, people or place. For example:

“Snakes are reptiles. These cold-blooded creatures belong to the same groups as lizards. Snakes have no legs, but long time ago they had claws to help them slither along. Snakes often sunbathe or rocks in the warm weather. This is because snakes are cold-blooded and they need the sun’s warmth to heat their body up. Most snakes live in the country. Some types of snake live in tress; some live in water, but most live on the ground in thick, long grass and in old logs.”

- d. Exposition texts aim to make sure opinion, ideas, view of writer on a topic. For example :

“English is the most important language in the world. It is the language spoken at the United Nations; it is also the official language of diplomacy. In addition, English is useful in many occupations. For example, air traffic controllers all over the world must be able to speak

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English. Since English is so important. It is a compulsory subject in any level of school in Indonesia.”

- e. Procedure text aim to give guidance, method, steps to doing something. Generally procedure text contain about tips or steps to make a thing and doing and activity. For example: How to make a cheese omelet.
- f. Review text aims gives reviews about a work of film, music, book, exhibition, etc. For example: Final Destination 3
- g. News item text is a type of text contents preaching event or proper events with nested by the public. For example: Town ‘Contaminated’
- h. Recount text is a type of text contents reported events, someone activity or experience of someone. For example:
 

“On Friday we went to the Blue Mountain. We stayed at David and Bella’s house. It has a big garden with lots of colorful flowers and tennis court. On the Saturday we saw the three sisters and went on the scenic railway. It was scary. Then, mummy and went shopping with Bella. We went to some antique shops and tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.
- i. Text anecdote basically resemble with text recount. Namely, a type of text contents reported events, someone activity or experience of someone. For example: Snake in the bath.

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## II.2.6. Descriptive text

Descriptive text aims to describe someone, something, someplace or animal. Text description describes one person / thing / place / animal in particular. Text description thrusting a lot of information about people / things / places / gambling certain animals, (often) detailed, (often) can be visualized (Djuharie 2001:24). A description text has a purpose to tell about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group (Anderson, 1998: 26).

Descriptive text generally has the structure:

- *Noun specifics*, such as father, school, my dog etc
- *Description*, giving information to characteristic subjects, such as the properties of psychological, behavioral, physical appearance, distinctive features, quality and the like.
- *Identification*, identifies phenomenon to be described.

Text description often uses certain linguistic elements, among others:

- *Noun specifics*, such as father, school, my dog etc.
- *Simple present tense*
- *Detailed noun phrases*
- Various types of adjective that is describing, numbering, classifying, for example, three tall buildings, sharp white fang
- *Relational process*, using verbs that can describe the state of the participant and hinted ownership



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*My car has four doors.*

*My father is really handsome.*

- *Figurative language*, using figurative language such as simile or metaphor as a way for member illustrative comparison

*My throat is as dry as a desert*

*Her skin is white as cloud and smooth as water*

Based on the explanation above, when we make a text or find a text that has the characteristics above, it can be concluded that it is a descriptive text.

### II.3. Related Studies

To avoid the same title used in the research and to see whether there is a relevant research related to the title discussed in this study, the writer presents the first relevant research which was conducted by Rafidah Othman Munawaroh. The research entitled Implementing Two Stay Two Stray Technique to Improve Students' Participation in Speaking Class of Grade IX of SMP Negeri 15 Yogyakarta in the Academic Year 2015/2016. The problem of the research is the lack of students' participation in the English Speaking class. The participation of the students of Class IX J of SMP Negeri 15 Yogyakarta was not even and continuous. Therefore, the objective of the research was to improve the students' participation through the implementing Two Stay Two Stray technique. The research was an action research and was conducted in three cycles. Each cycle comprised four steps: planning, action, observation and reflection. The researcher collected the data through observation and interview. The data were analyzed qualitatively to describe the result and then triangulated through the interview and

discussion to determine the validation. Based on the result, The Two Stay Two Stray technique was successful to increase the students' participation the English speaking class. Moreover, in spite of the students' difficulty of the vocabulary, the technique provided the students to engage to the activity and encouraged them to perform the target language.

This study has 4 similarities with present study; the strategy used in this study was Two Stay Two Stray, the Skill was speaking, the subject of the research was Junior High School students and the strategy could improve the students' speaking ability. Then, there were some differences with present study. The first, this study was classroom an action research, while present study was an experimental research design. The second, this study had 3 cycles and each cycles consist of four steps, while the present study was conducted in six meetings.

The second, a research was conducted by Dwi Febriyanti, English Department, University of Padang. The research entitled Using Two Stay Two Stray Technique to Find Ideas for writing a hortatory Exposition Text to the Senior High School Students. The research was about a technique in teaching English cooperatively for senior high school students. The goal of this technique was to help students to find the ideas that would be developed in their writing, especially in writing a hortatory exposition text. "The two stay two stray" was a technique that can be used teaching writing especially in teaching a hortatory exposition text. In teaching writing, the researcher suggested to use this technique because this technique helped the students generate ideas and organize it into a good writing. Beside that, by using this technique teacher gave opportunity to the

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students to share their ideas to others. Then, the teacher should create the good atmosphere in the process of learning to make class become more interesting for the students. In addition, the researcher suggested teachers that to handle the time allocation during the teaching learning process.

The third research was conducted by Nova Riskayanti, Asnawi Muslem and Sofyan A gani. The research entitled the Effects Two Stay Two Stray (TSTS) Technique on Teaching Writing. This experimental study aimed to investigate if there was any significance difference in writing ability between the students who were taught by using TSTS technique and those who were taught by using individual writing technique. Two classes of the first grade students of SMAN 4 Banda Aceh were selected randomly as the sample of the study; experimental and control groups. Each group consisted of 28 students. The instrument used in this study was a set of pre and post-tests. This study used t-test to see the difference achievement between experimental and control groups in terms of writing descriptive text. The result showed that the students in EG achieved better performance in writing descriptive text. P-value got from T-test was 0.02; it was less than the level of significance (0.05). Furthermore, the mean score of the post-test of the EG increased 13.35 v points compared to the pre-test, while there was a progress of 6.67 points in the CG. The result also showed a great improvement in the five aspects of writing (content and mechanical, organization, vocabulary and grammar). In conclusion, students' achievement in writing descriptive text improved significantly through TSTS technique.

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This previous study has some similarities with the present study, such as focused on writing students' ability, used Quasi experimental design, and used T-test in analyzing the data . Then, this previous study has two differences with present study. First, the sample of this previous study was first grade students of Senior High School, while the presents study was the second year students of Junior High School. Second, the variable to this study was only 2 variables. They were TSTS technique and writing.

The fourth, a research which was conducted by Dita Masyitah Sianipar (2013), the research entitled Improving Students' Achievement in Speaking through Two Stay Two Stray Strategy. This study deals with the way to improve students' achievement in speaking particularly through Two Stay Two Stray strategy. This study was conducted by using classroom action research. The subject of the research was class X-AP SMK Swasta Harapan Danau Sijabut in Asahan Regency that consisted of 34 students. The research was conducted in two cycles consisted of three meetings in each cycle. The instruments of collecting data for quantitative data used speaking test and instrument for analysis of qualitative data used observation, interview and questionnaire sheet. Based on the speaking test score, students' score kept improving in every test. In the test 1 the mean was 61.47, in the test II the mean was 67.41 and the test three the mean was 78.52. Based on observation sheet and questionnaire sheet, it was found that teaching learning process ran well and lively. Students were active and interest in speaking. The using of Two Stay Two Stray strategy is significantly improved students' achievement in speaking.

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The previous study has some similarities with the presents study. It can be seen that using speaking as a dependent variable and using observation sheet to analyze the qualitative data. Besides, there are differences both the research. Firstly, the previous research was class room action research, while the present study was quasi experimental design. Secondly, the previous research was conducted in two cycles consisted of three meetings in each cycle, while the present study was conducted in six meetings. The data analysis technique in the previous study used qualitative and quantitative data, whereas the present study used paired sample t-test and independent sample t-test.

The fifth, a research conducted by Desrina Elita, Zaini and Desmawati Radja. The research entitled *Improving Students' Reading Comprehension of Recount Text through Two Stay Two Stray (TSTS) Technique at Grade VIII 1 of Smp N 2 Tilatang Kamang Agam*. The aim of this research was to help the students in comprehending the text by using TSTS technique. There were some factors that influence the changes of students' reading comprehension of recount text at grade VIII 1 SMP N 2 Tilatang Kamang Agam as follows: Teaching material, Classroom management, Interesting technique and Background knowledge of the students. The implementation of TSTS technique was better to improve the students' reading comprehension of recount text at grade VIII 1 of SMP N 2 Tilatang Kamang Agam in the first semester of 2012 – 2013 academic years.

This previous study has similarities with present study. The writers used Two Stay strategy to help the students to acquire the material. And, the

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participants used in the both study were junior high school students.. And then there were also some differences between the previous study and the present study. The first, in this study, the researcher used collaborative action research design, while in the present study; the researcher used an experimental research design. Second, there were only two variables (Two Stay Two Stray strategy and Reading) in the previous research, while there were three variables (Two Stay Two Stray strategy, speaking and writing) in the present study. Third, in the previous research, there were two cycles in conducting the research and the texts used in the study were recount texts, while in the present study there were six meetings and the texts used were descriptive texts.

The sixth, a research done by Dwi Sulisworo. The title is *the Effect of Cooperative Learning, Motivation and Information Technology Literacy to Achievement*. The aim of this research was to determine the effect of motivation, IT literacy and cooperative learning strategies to learning achievement of high school students. This research used two stay-two stray approach as cooperative learning model. The statistical analysis used ANCOVA with motivation and IT literacy as covariates. The result showed that learning strategy affected the learning achievement. Motivation could be used to explain the learning achievement, but not for IT literacy.

This previous research has similarities with present research. This research and present research used Two Stay Two Stray strategy as cooperative learning model. This research method also was quasi experimental. Then, there were some differences with present study. First, in this previous study; the statistical

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analysis used ANCOVA, while the present study used an independent sample t-test and a paired sample t-test to analyze the data. Second, The independent variables as a covariate were motivation and IT literacy while in the present study were speaking and writing ability. Then, the subjects in this previous study were senior high school students; while in the present study was junior high school students as the subjects.

The seventh, a research was conducted by Muhammad Javed, Wu Xiao Juan, and Saima Nazli. The title of this research was *A Study of Students' Assessment in Writing Skills of the English Language*. This research was addressed to evaluate and assessed the students' competency in writing skills at Secondary school level in the English Language focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting. The target population was the male and female students of grade 10 of urban and rural Secondary schools from public and private sector. Forty (40) Secondary schools of District Bahawalnagar, Pakistan were taken using stratified sampling. A sample consisted of 440 students (11students from eachschool) was randomly selected using a table of random number. An achievement test consisted of different items was developed to assess the students' competency and capability in sub-skills of writing such as word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting. The mean score and standard deviation were used to analyze the students' proficiency in each sub-skill. The t-test was applied to make the comparison on the bases of gender, density and public and private sector. The overall performance of all the students

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was better in comprehension as compared to other sub-skills namely word completion, sentence making/syntax, tenses/grammar and handwriting. The analysis, based on t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools, whereas there was a significant difference between the performance of urban and rural students.

This previous research has similarities with present study; they focused on writing skill and used independent sample t-test to analyze the data.. Then there were some differences between the previous study and the present study. The first, the previous study was descriptive research and the present study was quasi experimental research design. The second, in analyzing the data, the previous research only used independent sample t-test, while the present study used independent sample t-test and paired sample t-test. Third, the target population consists of the students of grade 10 from Secondary schools. Three major strata: male and female students, rural and urban students and the students of public and private schools were determined in this study, while in the present study the participants were the second students of junior high school.

The eighth, a research was conducted by S. A. Razmjoo and S. Ghasemi Ardekani. The title of the research was *A Model of Speaking Strategies for EFL Learners*. This study intended to develop a model describing speaking strategies for EFL learners by taking into account the effects of learners' gender and proficiency on the application of strategies. Accordingly, this study was planned to have two main analyses, namely qualitative and quantitative. In this respect, 30

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EFL learners' view points were sought, and then, based on the elicited responses, a 21-item speaking strategy questionnaire was developed and given to 210 EFL learners. To select a subset of common responses and remove the redundant ones, factor analysis was applied, and then 7 components were extracted. These components, dichotomized on the basis of the offline/online notions or the time of speaking, comprised a model describing speaking strategies. Parenthetically, the study revealed that EFL learners' gender and level of proficiency do not affect their speaking strategy use.

This previous study has a similarity with the present study that focused on speaking students' ability. Then, this previous study has some differences with present study. First, this previous study used qualitative research design, and the present study used quasi experimental design. Second, the instrumentations used in this study were interview and questionnaire consisting of 21 items, while the present study used pre-test and post-test. Third, statistical analyses were run: one independent sample t-test to determine the differences between the participants' use of strategies regarding their gender (males and females) and one-way ANOVA to reveal the effect of participants' levels of proficiency (beginner, intermediate and advanced) on their speaking strategy use, while in the present study used an independent sample t-test to compare the mean score for two different groups (experimental and control groups) and paired sample t-test to compare the groups that were formed by some type of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments.

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The ninth, the research was conducted by Hamidin. He is a lecturer of English Education in FKIP UNISMA. The research entitled *Improving Students' Comprehension of Poems Using Two Stay-Two Stray Strategy*. The subject of this study was 23 students of the sixth semester of English department of FKIP at Islamic University of Malang. This study used collaborative action research design which consisted of four main steps: planning, implementing, observing, and reflecting. The data was taken from quiz, observation checklist and field notes. The findings indicated that using TS-TS strategy can improve the students' comprehension of poems. The average score of students' test in Cycle 2 is 80 and the students' active involvement in Cycle 2 is 86%. The data was obtained from the implementation of TS-TS strategy in improving students' comprehension of poems.

This study has similarities with present study; the writer used Two Stay Two Stray strategy in teaching and the result of the data was there was an improvement when in teaching and learning process when using Two Stay Two Stray strategy. Besides, there were also some differences with present study. First, In this study, the researcher used collaborative action research design, while in present study, the researcher used experimental research design. Secondly, in the previous study, the researcher focused on improving comprehension of poems, while in the present study, the researcher focused on students' speaking and writing ability. Third, the researcher conducted the previous study in two cycle, while in the present study used six meeting in conducting the research.

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The tenth, a study was conducted by Maede Nezhadmehr and Dr. Hamid Reza Shahidy. They were from Islamic Azad University, Garmsar Branch, Iran. The research entitled *The Impact of Interaction Strategy Training on the Speaking Skill of Intermediate Iranian EFL Learners*. The study was carried out to examine the impact of interaction strategy training on the speaking skill of Iranian Intermediate English as a Foreign Language (EFL) learners (2014). The present work investigated if showing that classroom interaction could be a best pedagogical strategy to develop the Iranian Intermediate EFL learners' speaking skill. To fulfill this purpose, participants were 60 female students of Intermediate English Language Learners at Nik Amooz and Paniz English Institutes in Tehran, Iran. First of all, the PET (Preliminary English Test) was used in order to homogenize the participants in this study and the mean score of the PET was calculated. Then, those learners' scores fell within one standard deviation above and below the obtained sample mean, were selected. Two groups of students were divided into control and experimental groups. Pretest and posttest were conducted to both groups. To elicit participants' proficiency in speaking, they were interviewed and each interview was audio-taped in pretest and posttest and later transcribed by two rates for the analysis. The experimental group was given one month treatment of interaction strategy activities, and the results of study indicated that there was an improvement in experimental group members' spoken skill and communicative effectiveness through using the interaction strategies after treatment.

This previous study has some similarities with present study, such as using speaking as the variable and using quasi experimental research design. Besides, there are also some differences between the previous research and present research. The first, in the previous research, the participants were female students, while in the present study the participants were male and female students. The second, the study only used 2 variables (Interaction Strategy Training and Speaking), while the present study used 3 variables (Two Stay Two Stray Strategy, Speaking and writing). The third, to analyze the data, the study used an Independent Sample T-test, while the present study used an Independent Sample T-test and Paired Sample T-test.

In conclusion, this study has some differences with previous research. In this study, it uses 3 variables; TSTS strategy, speaking and writing. Then, this study focuses on the effect of using TSTS strategy toward students' speaking and writing ability but in the previous research using TSTS toward students' writing and reading. Besides, there are similarities with previous research. The first, the sample used is students. Then, to gather the data used pre-test and posttest. Based on the previous research above, it is clear that Two Stay Two Stray strategy gives the effect towards students' speaking and writing ability. It helps students in learning English and improves their speaking and writing ability. In some researches, Two Stay Two Stray strategy focused on writing, reading and speaking skill. This study focuses on using two stay two stray strategy in improve students' speaking and writing ability of descriptive text. Two Stay Two Stray strategy itself will apply not only to improve students' speaking ability, but also in

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writing. The previous study which closed with present study was the second related study that was conducted by Nova Riskayanti. Her research used same research design (quasi experimental research), method and technique in analyzing the data. The result also showed a great improvement in writing descriptive text by using TSTS strategy.

#### II.4. Operational Concepts and Indicators

Based on the title “The Effect of Using Two Stay Two Stray Strategy toward the Students’ Speaking and Writing Ability at SMPN 1 BaganSinembah”, there are three variables in this research as the following:

- a. The use of Two Stay Two Stray strategy as independent variable (X)
- b. The students’ speaking ability as dependent variable (Y<sub>1</sub>)
- c. The students writing ability as dependent variable (Y<sub>2</sub>)

Based on the explanation above, the indicator of each variable in this research can be seen as follow:

##### 1. Indicators of two stay two stray strategy (variable X) are:

- a. Teacher explains the learning material (descriptive text) by asking some students some questions.
- b. Teacher explains the rule of two stay two stray process to students and make sure that students already understand it.
- c. Teacher divides students become some small groups. Each group consists of four students.
- d. Teacher asks each group to discuss about the assignment that has given.

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- e. Teacher asks two people from each group to leave the group and visit at other groups to share the result and information from the assignment.
  - f. Teacher asks two people that stay in a group to receive the students from the other group to share the result and information from the assignment.
  - g. Teacher asks students who become visitors to return to their group and report the result.
  - h. Teacher asks each group to compare and discuss their result.
  - i. Teacher asks one of the students from each group presenting the result of their discussion in front of the class.
2. Indicators of students' speaking ability (variable  $Y_1$ ) are:
    - a. Students' ability to describe something with good pronunciation.
    - b. Students' ability to describe something by using appropriate grammar.
    - c. Students' ability to describe something with good vocabulary.
    - d. Students' ability to describe something fluently
    - e. Students' ability to describe something with good comprehension
3. Indicator of students' writing ability (Variable  $Y_2$ )
    - a. Students' ability to describe something with good mechanics (using punctuation)
    - b. Students' ability to describe something by using appropriate grammar.
    - c. Students' ability to describe something with appropriate vocabulary
    - d. Students' ability to describe something fluently
    - e. Students' ability to describe something of form organization well.

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## II.5. Assumptions and Hypothesis

### 1. Assumption

It can be assumed that the students' speaking and writing ability in comprehending the texts are various, and there are many strategies can improve students' speaking and writing ability.

The ability to write something in a productive way is an indicator of success during the learning process (Geiser & Studly, 2001). Academic achievement is considered as a token of a good indicator in language learning process (Benjamin & Chun, 2003). To success during the learning process, it needs a strategy. In this research, it will be used two stay two stray strategy to improve students' speaking and writing ability. Then, it is assumed that Two Stay Two Stray strategy is one of strategies that can improve students' speaking and writing ability.

### 2. Hypothesis

The hypotheses in this research are:

- H<sub>0</sub>1: There is no significant difference of the students' pre test speaking ability mean score between an experimental and a control group.
- H<sub>a</sub>2: There is a significant difference of the students' post test speaking ability mean score between an experimental and a control group.
- H<sub>a</sub>3: There is a significant difference of students' speaking ability between pretest and posttest mean score in the experimental group.
- H<sub>a</sub>4: There is a significant difference of the students' speaking ability between pretest and posttest mean score in the control group

- H<sub>0</sub>5: There is no significant difference of the students' pre test writing ability mean score between an experimental and a control group.
- H<sub>a</sub>6: There is a significant difference of the students' post test writing ability mean score between experimental and control group.
- H<sub>a</sub>7: There is a significant difference of the students' writing ability between pretest and posttest mean score in the experimental group.
- H<sub>a</sub>8: There is a significant difference of the students' writing ability between pretest and posttest mean score in the control group.

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