

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of Research

In this chapter the researcher describes about the result of the research on the field collected by some techniques of collecting data, they are observation, test, interview and documentary. To describe the use of “Two Stay Two Stray” strategy in teaching speaking at SMPN 2 Kurau and to analyze the students speaking ability by using Two Stay Two Stray Strategy in teaching speaking at SMPN 2 Kurau.

1. The Result Finding of Two Stay Two Stray Strategy

To find the data about Two Stay Two Stray strategy, researcher collected the data by observation, interview and documentary.

In the interview as the follow up to the observation was conducted only with the English teacher. The teacher explain how she made some preparation before start to teach. She prepared the lesson plan based on syllabus and Two Stay Two Stray Strategy, the learning material from book and internet, the media that was some Greeting Cards, some tasks for assesment groups, and evaluation for individual.

The teacher also explain the way she divided students in a groups, she chose heterogen way to divide students. Put some students that have

better skill or claverer than other in every groups, Teacher hoped, they will help other students that have lower skill.

The teacher chose the Two Stay Two Stray Strategy one of variation in teaching, because she thought it will increase students' activeness and students' motivation in learning English.

Teacher also told about the difficulties of using Two Stay Two Stray Strategy in teaching. The difficulties were the teacher should addressed the unfocused students, the activity sometimes made students to talk the another things than the lesson, and also students would make a fuss when visiting other groups.

The English teacher has developed the lesson plan based on the syllabus 2013 curriculum. The learning objectives written was in accordance with Core and Basic Competence. And the activities were appropriate with Two Stay Two Stray strategy.

The researcher conducted 4 meetings for observations, research observe of the use of Two Stay Two Stray strategy in teaching speaking. Here the result of observation that the researcher found :

1) First Observation

In the first meeting on October 4th, 2018, the teacher taught about the greeting card. Teacher divided students on 7 groups, and consisted 4 students in each group and wried the name of members each group on a paper in the wall, after the studens prepared their groups. Teacher explained about the indicator of learning very clearly

and fun. Also, teacher explained about the introduction or outline of the material that going to learned that day. During the explanation, the teacher always made a conversation with students and asked students' knowledge about every topic explained.

After the explanation was clear, teacher giva the same 4 greeting card to each groups, and asked students to analyze and discussed those greeting card in their groups. The cards were very interesting and so colorful. While a few minutes they discussed, some students asked many question to the teacher about what the thing that they did not understand. After that, teacher asked 2 students to stay in the group. And 2 other visited another groups alternately. The students who left on their own groups would explain about what they have discuss in their groups. When they finished to visit all groups, they came back to their own group, and compare to discuss the result in all groups that they have visited. During the visiting activity, some students were not discipline and bother their friends.

After all students have came back to their own groups, teacher asked every groups about what have they learned, and asked one groups to explain it in front of the class. next, teacher directed student formally, discussed the clear result of students achieved.

In this meeting, teacher did not give students the task, so there was no evaluation about the material and reward for students.

2) Second Observation

In the second meeting on October 8th, 2018. Teacher still taught about greeting card, but different situation. Students divided again in 7 groups and 4 students for each groups. unfortunately, 2 students were absent, so teacher made 2 groups consisted of 5 students. Because the material still in the same topic but different situation, teacher just explained about the differences from the last meeting.

Before groups activity began, teacher gave some greeting cards to every groups, the greeting cards was same in all groups. And doing the groups activity as the first meeting. But, the groups who consisted of 5 students did not discuss in a groups but they work in pair, female and female, male and male, then, 1 more students who clevered than others did individual work. While visiting time, 2 students went to visit other groups, and 3 students stayed at their own groups, it made each of them less to talk. Besides, the groups who consisted more students have not enough time to discuss. some students argued because of different perceptions, so that teachers should directed students to equate their perceptions and discussed well. this took a lot of time

After they have visited all groups, they came back to their own groups and compared again. One of groups presented the result in front of the class.

The formalization activity was changed to be discussing teachers and students and question answer time. The evaluation was take in students in groups answer while dicussing, and which groups have more true answer got appreciation and applause.

3) Third Observation

In this meeting on October 11st , 2018. The teacher taught about The Comparative and Superlative, Student divided again in 4 students each groups. Teacher explained about the indicator of the material and also explained about the material completely. the time more spent in the explanation of the material and discussing teacher and students.

After the explanation finished, teacher gave the students the task and answer with the reason in their groups. After student finished, 2 of them visited other groups to see how the answer of that groups, then cameback to their own groups, they compared and revised the answer. And teacher explained the correct answer.

In the last activity, teacher give question, and student who can answer the question correctly, would let to return home first.

4) Fourth Observation

In this meeting on October 15th, 2018. Teacher still taught about Comparative and Superlative. Students still at the same groups as last weeks and the teacher did not explain about indicator because still in the same material. But, the explanation about the material was

take long time, because students allowed to ask if they do not understand, and also teacher taught about how to pronounce and addressed the students mistake.

After that, teacher gave the worksheet for every groups, the worksheet were same for all groups. While discussing, students a bit noisy because they prepared to ask another groups. When teacher ask to visit another groups, they did not discipline, and than teacher asked students to stay at they groups and present the result in fornt of the class for all groups. After all finish and teacher make a conclusion and than gave them homework.

Table 4.1 The Result of Obsevation using Two Stay Two Stray Strategy

Activity	Assessment Aspects	1st meeting		2nd meeting		3rd meeting		4th meeting	
		Yes	No	Yes	No	Yes	No	Yes	No
Preparation	Organize the students to studying in groups and divide students into groups of 4 people.	√			√	√		√	
	The teacher conveys learning indicators.	√		√		√			√
Teacher Explanation	The teacher introduces and explains the material according to the learning	√		√		√		√	

	plan.								
Group Activity	The teacher gives the tasks that each group must learn.	√		√		√		√	
	Students learn and discuss the problem with group members.	√		√		√		√	
	2 members of each group leave the group to visit other groups.	√		√		√			√
	2 group members who live in their groups are tasked with delivering their results and information to guests.	√		√		√			√
	All students return to their respective groups to match and discuss the results they have obtained.	√		√		√			√
Formalization	One of the groups presents the results of the group discussion to be communicated or discussed	√			√	√		√	

	with other groups.								
	The teacher discusses and directs students into a formal form.	√			√	√		√	
Evaluation	Each student is given a query containing questions from the learning material.		√	√		√		√	
	The teacher gives awards to the group get the highest average.		√	√		√		√	

2. The Result Finding of Students' Speaking Skill

In 4 meeting, here the score of students' speaking skill in teaching and learning using Two Stay Two Stray Strategy :

Table 4.2 The Result of Observation Student' Speaking Skill

No	Name	Score				Average Score
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting	
1	Abdullah Wahid	10	10	10	10	10
2	Abdus Syukur	11	11	11	11	11
3	Adam Saufi	10	10	10	10	10
4	Ahmad Fauzan	9	9	9	9	9
5	Ahmad Padillah	10	10	10	10	10

6	Ahmad Rifa'i	9	9	9	9	9
7	Aida Noviana	11	-	11	11	11
8	Aletha Fauzi	12	12	12	12	12
9	Alikin Nor	11	10	10	10	10.25
10	Annisa Dewi	13	13	13	13	13
11	Fitria Ramadhini	12	12	12	12	12
12	Jaka Saputra G	11	12	11	11	11.25
13	Jumatiah Saputri	12	12	12	12	12
14	Latipah	14	14	14	14	14
15	Muhammad arifin I	11	11	11	11	11
16	Muhammad Kastalani	11	11	11	10	10.75
17	Muhamad Maulana A	11	11	11	11	11
18	Muhammad Syarani	12	12	12	12	12
19	Muhammad Zaini A	12	12	12	12	12
20	Naseh	21	21	21	21	21
21	Nurul Hadina	14	13	14	13	13.5
22	Rabiatul Adawiyah	15	15	15	15	15
23	Rifky Rahman	13	13	13	13	13
24	Risma Islawati	15	15	15	15	15
25	Silviana	13	-	13	13	13
26	Siti Jamiyah	12	12	12	12	12
27	Widya Nafisah	12	12	12	12	12
28	Anita Safitri	11	12	11	10	11

Percentage of the speaking ability of students towards the material that given in the classroom using “Two Stay Two Stray Strategy”, it can be seen on the table below:

Table 4.3 The Percentage Total of Students in Score based on the Appendix 10

No	Score	Frequency	Percentage (%)	Category
1	20 > 25	1	3.6%	Very Low
2	15 > 20	0	0%	Very Low
3	10 > 15	22	78.7%	High
4	5 > 10	5	17.7%	Very Low
5	1 > 5	0	0%	Very Low

Table 4.4 The average score based on the elements of speaking skill

No	Name	Pronunciation	Vocabulary	Grammar	Comprehension	Fluency
1	Abdullah Wahid	3	3	1	1	2
2	Abdus Syukur	2	3	2	2	2
3	Adam Saufi	3	3	1	1	2
4	Ahmad Fauzan	2	3	1	1	2
5	Ahmad Padillah	2	4	2	2	2
6	Ahmad Rifa'i	2	3	1	1	2
7	Aida Noviana	2	4	2	2	2
8	Aletha Fauzi	3	4	2	2	2
9	Alikin Nor	3	3	2	1	2
10	Annisa Dewi	3	4	2	2	2
11	Fitria Ramadhini	3	4	2	2	2
12	Jaka Saputra G	3	3	2	2	2
13	Jumatiah Saputri	3	4	2	2	2
14	Latipah	4	4	2	2	2

15	Muhammad arifin I	3	3	1	1	2
16	Muhammad Kastalani	3	3	1	1	2
17	Muhamad Maulana A	3	3	1	1	2
18	Muhammad Syarani	3	3	2	2	2
19	Muhammad Zaini A	3	3	2	2	2
20	Naseh	5	5	4	4	3
21	Nurul Hadina	3	3	3	3	2
22	Rabiatul Adawiyah	4	4	3	3	2
23	Rifky Rahman	4	4	2	2	2
24	Risma Islawati	4	4	3	3	2
25	Silviana	3	4	2	2	2
26	Siti Jamiyah	3	3	2	2	2
27	Widya Nafisah	3	3	2	2	2
28	Anita Safitri	3	2	2	2	2

Based on the observation that researcher conducted while teaching speaking using Two Stay Two Stray Strategy, to know the students' speaking ability. The researcher found that all of them can active in speaking. But they still did not have a good skill. Such in Pronunciation, Vocabulary, Grammar, Comprehension, and Fluency.

Based on table 3.2 (p.25) in Pronunciation, one students equivalent to and fully accepted by educated native speakers. Four of all students that have error in pronunciation are quite rare. Eighteen students have the error never interfere with under standing and rarely disturb the native speaker.

Accent may be obviously foreign, and Others have of them have accent in intelligible though often quite faulty.

In Vocabulary, only one of all students can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. Eleven students are able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. And Others have speaking vocabulary sufficient to express themselves simply with some circumlocutions.

In Grammar, one student is able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Three students have control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. Seventeen students can usually handle elementary constructions quite accurately but do not have thorough or confident control of the grammar. And Other have Errors in grammar are frequent, but speaker can be understood.

In Comprehension, one student can understand any conversation within the range of his experience. Three students that have Comprehension is quite complete at a normal rate of speech. Sixteen students have can get the gist of most conversations of non-technical

subjects. And others students Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

In Fluency, only one of them have can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. And ther students Can handle with confidence but not with facility most social situations.

About the condition while teaching and learning the students was very active and always try to speak English, even sometimes they still mix the language, and the teacher always use english, and using indonesian language when the students did not understand.

B. Discussion

After all the data collected and presented in data presentation, it need to analyze. It is done the use of “Two Stay Two Stray Strategy” in teaching and learning Speaking English and students’ speaking ability in the classroom using “Two Stay Two Stray Strategy”. The description can be seen from analysis below:

1. The Use of Two Stay Two Stray Strategy in Teaching Speaking at SMPN 2 Kurau

Based on finding of research, researcher will discuss and compare with the theory of Two Stay Two Stray Strategy. The use of Two Stay Two Stray Strategy in SMPN 2 Kurau was really good performance, the teacher use that strategy appropriate with the theory and she can develope it

based on the condition of students or situation of the class while teaching and learning process, and the students can work together in good way. Eventhough, it still have some problem and lack.

Teacher have problem in managing the time and handle the students that make a fuss and disturbing other students while the groups activity. That is why in some meeting, teacher can not use all procedure in the one meeting. Researcher think it is because number of students are quite a lot, the time the class was in the last hours, and the use of the strategy in the same week.

Overall, the use of Two Stay Stray strategy in teaching speaking at SMPN 2 Kurau appropriate with the theory even some of procedure can not conducted. But, the teacher can adapt the strategy to class conditions.

2. The Students' Speaking Skill of 8th Grade at SMPN 2 Kurau while Teaching Speaking using Two Stay Two Stray Strategy

The students in 8th grade at SMPN 2 Kurau are interested to learn English and active to speak in English, even sometimes they still use mix language. They are confident even their pronunciation, grammar, vocabulary, comprehension and fluency still not really good.

Students' speaking ability is greatly honed during the learning process using this strategy. all students are required to speak, and communicate in English. so that students who are usually silent and rarely participate must participate in each activity. The teacher is also very

helpful in improving students' speaking ability, such as improving the pronunciation of students.