

## **CHAPTER I**

### **INTRODUCTION**

In this part the writer presents the background of the study, research question, purpose of the study, significance of study, scope and limitation of the study, and definition of key terms.

#### **A. Background of the Study**

Communication is one of human effort to make the interaction between two people or more to exchange information, giving an opinion or transfer ideas, giving instruction, etc. Furthermore, there are two ways to communicate. They are speaking and writing. Communication has a close relation to language. In this modern era, English has become an international language in the world, because many people from different countries use it. So, people who learn or master in it can communicate easily.

In English lessons itself, listening, speaking, writing, and reading are four basic skills that students must learn. But here, the researcher doesn't discuss all of them. The researcher will discuss speaking skill because according to Hornby (1995:37) defines that speaking is the skill that the students will be judged upon most in real life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensively. Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is

learned. It means that speaking is the basic language.

Speaking is used whenever and wherever we are. We communicate with other people use speaking. With speaking, students can also interact with people around them. The students in the English department, speaking skill is really important. First, when we want to ask a question to the teacher about the material, they must speak English. Second, they speak with friends also use English. Next, when they will present in front of their classmate, they also must speak English. They speak English not only at college and at home, but also wherever they are.

At the modern era, speaking English is the most aspect that must be able to by foreign learner especially the students at the school. It will be important for daily life, an example for describing something, complain to others, introducing Indonesia to foreign by using English, and now almost all electronics use English. Speaking English fluently also important for debate competition, making conversation with foreign as the tool of commerce. So, the students at the school should prepare all of them by making English speaking habit.

But in fact, there are some speaking problems that teachers can come across in getting students to talk in the classroom according to Ur (1996:121). These are inhibition, nothing to say, low or uneven participation and mother-tongue use. And then Sianipar and Sumarsih (2013:1) found out: to speak English is not easy because speaker should be able to master a lot of rules in speaking English such as, pronunciation, intonation, fluency, tone of

voice, stress, vocabulary, grammatical structure, coherence, using of body language, and effectiveness of communication. So, if students want to learn English speaking well, they must familiarize speak English every day. Because Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Students usually feel difficult when they asked to speak English. And then the researcher also finds out some problem of students why they are difficult to speak English.

The first problem is students have difficulties in using the correct grammar, intonation, pronunciation, and students just know some vocabularies, so they don't know what they will speak in front of their friends. According to Baker & Westrup (2003:5), it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

The second is the students feel that the mother tongue is easier than the target language (English Language). According to Harmer (1991:62), there are some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.

The third problem is the students feel nothing to say when they get the topic that not familiar for them. Usually, students feel insecure to say exactly what they mean, they also less in motivation learn to speak English. in addition, there is not speaking habit from the teacher also make the students getting the difficulty to speak English fluently. Rivers (1968:192) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little.

The fourth is the students feel shy and afraid about making mistakes when they speak English in front of their friends, and then their friends laugh. There are also students who have opinions, but he feels very worried if other students will taunt him for speaking less fluently or there are mistakes in speaking. Usually, other friends who were more active in participating appeared confident in expressing their opinions and students who speak fluently indirectly have made students who lack confidence become timider.

Based on the problems in speaking above, the teacher must prepare the right strategy in teaching speaking. According to Hornby (1995:37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). So, teaching speaking is giving instruction to a person in order to communicate. The goal of teaching speaking skills is to communicate efficiency. According to Grognet (1997:136) Speaking is one of the skills that

have to be mastered by students in learning English. Speaking is an essential tool for communicating.

According to Harmer (2001: 343) the aim of teaching speaking is to train students for communication. To do that, the teacher should be able to develop activities which promote students to use language in real communication. The teacher has to maintain interactions with the students as well as the interaction between each student in the classroom. The teacher has to be creative and innovative to create a good atmosphere in the classroom. The teacher is demanded to make an English lesson more exciting, easy and joyful, so students will not feel afraid of making a mistake and burdening. Thus, the teacher has to be able to package an English lesson as an interesting lesson. The teacher has to find an appropriate and interesting method in teaching process because language teaching can be an interesting process when the teacher makes an effort to explore a variety of methods which can motivate students to speak. This is in line with Brown who explained that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Considering the importance of mastering speaking skills, the teacher should improve the teaching of speaking. One way to improve it, the teacher can use an interesting and fun strategy. The strategy is Cooperative Learning strategy. By using a cooperative learning strategy in teaching, it could motivate the students to be more active and give their chance to share their ideas during the learning process. In addition, most students like to

interact with their friends, such as gossiping, discussing things more deeply, so it would be good for them to learn English using cooperative strategies. Nunan (2003: 34) said "the work in cooperative learning teams is structured so that there is positive interdependence among the members in the group: the learners feel that they are working together for mutual benefit". By this strategy, students could share the knowledge to each other, more precisely they feel not ashamed to give an opinion because they only speak in small groups, and automatically the students can speak a lot. So, they were also learned to work together in a group and gave their contribution to the success of their team.

There are many strategies in cooperative learning strategy that can be used in teaching and learning process, one of them is two stay two stray strategy. According to Kagan (2009) two stay two stray strategy is part of cooperative learning structures that ensure the students to work together in order to achieve the purpose of the learning It is modification form of the Three Stray strategy by Spencer Kagan.

The researcher choose two stay two stray strategy because it has a lot of benefits, first, all students can be active when speaking lesson started. Second, students can accustom talking small groups first, automatically the students not feel shy to speak because only speak in a small group. Maulani (2012) said that "by using cooperative strategy, Two Stay Two Stray, they were more encourage, could understand the material easily, and concentrated more and spoke more confidently". Third, students can more brave to express

their opinion when learning in progress. The last are students also learn a lot of new words from their friends, learn how to use the right grammar when they speak, learn how to correct pronunciation, and also can get a lot of ideas or information from their friends.

Based on an observation done by the researcher in second grade of MA Al-Anwar Durenan, it was found that the teacher who thought the students using two stay two stray strategy could be overcome the student's problem in speaking class, improving their idea and being more active in the learning process and made their achievements were increase. The importance of teaching speaking through two stay two stray is that the students' can share what information they know with the other friends, they can help the other friends to understand the material better and they have a responsibility with their work.

By background of the research above, the researcher takes the title "THE USE OF TWO STAY TWO STRAY STRATEGY IN TEACHING SPEAKING AT THE SECOND GRADE OF MA AL-ANWAR DURENAN", and hopefully will useful for English teacher, students, the reader, and especially for the researcher her self.

## **B. Formulation of the problem**

Based on the background of the study, the problem of this study is formulated as follows:

1. How is the preparation before teaching speaking by using two stay two

stray strategy?

2. How is the process of teaching speaking by using two stay two stray strategy?
3. How is the evaluation teaching speaking by using two stay two stray strategy?

### **C. Purpose of the study**

Based on the research question above, the purpose can be formulated follows:

1. To know the preparation before teaching speaking by using two stay two stray strategy.
2. To know the process when teaching speaking by using two stay two stray strategy.
3. To know the evaluation teaching speaking by using two stay two stray strategy.

### **D. Significance of the Study**

The researcher hopes this research will give contribution to :

1. For English Teacher

The result of this research is expected to help teacher find out the alternatives way to teaching speaking. The teachers can use two stay two stray strategy in teaching speaking. It is hoped that teachers can develop language teaching strategy and improve the quality of teaching learning process.

2. For Future Researcher

This research is expected to give a new knowledge of the future researcher



to do better research of the same teaching and learning cases, it can be one of references to conduct a study about the same topic so the future researcher can make their studies more complete.

#### **E. Scope and Limitation**

The researcher focuses this research using two stay two stray strategy in teaching speaking. With the subject of the research are the students at 11 IPS of MA Al – Anwar Durenan. The limitation of this research is the researcher investigate the students about the process of learning using two stay two stray strategy and investigate the teacher about the preparation before using two stay two stray strategy, the process of learning using two stay two stray strategy, and the evaluation the use of two stay two stray strategy.

#### **F. Definition of Key Terms**

The researcher wants to clarify the meaning briefly to avoid misunderstanding. The definition key terms based on the title of the research as follow:

Cooperative learning method Two Stay Two Stray is one part of the cooperative learning strategy was developed by Lie (2002) stated that “Two stay two stray strategy gives chance to the students to share the result of their information from the subject matter given to the other students in a group. They are allowed to ask and argue with their friends that bring their social life by having interaction with other instead of working individually”.

It means that in the process of implementing this strategy students

are active participants in solving problems of the subject matter. By applying Two Stay Two Stray Strategy there will be an interaction and two ways communication between students instead of just listening to the teacher explanation or doing the task alone. The students can ask or even argue and share their opinion within the group members.