

CHAPTER IV

RESEARCH FINDING

This chapter presents research and data findings of this research based on the result of observation and interview. It covers the use of two stay two stray strategy in teaching speaking at the second grade of MA Al-Anwar Durenan.

The researcher collected the data from 11 IPS class that consists of 32 students which is one of class that taught using Two Stay Two Stray Strategy. It is based on the formulation of the research question and some additional data in supporting the research findings such as the English teacher design during speaking class. The results were obtained by researchers when observation in the classroom and interviews conducted by researchers with the teacher and the students as follows:

1. Finding on the Preparation Before Teaching Speaking by Using Two Stay Two Stray Strategy

This section exposes the data found in the field. Based on observation, the teacher taught used two stay two stray strategy was conducted on February, 7th 2019. The researcher entered in the class with the teacher and sat down on the chair in the back of the class. The researcher was observing the thing that the teacher does before speaking learning using two stay two stray strategy was making or prepare student assignments. And that time the teacher taught about cause-effect material. The materials to discuss in every group is the same. Then the teacher prepare the list of group

or divide students into groups with each member consist of four students and each group member must be heterogeneous based on student academic achievement or in one group there are students who have high abilities, medium and low. Students at the high level and low level will work together and help each other to achieve the purpose in their group.

After conducted the observation, the researcher conduct the interview with the teacher. The interview has been done by the researcher on February, 15th 2019. The result of interview with the teacher said that there are some preparation should be done by the teacher, the first thing should be prepared by the teacher was make a syllabus, it can be seen from her utterance *“Oh persiapannya ya, oke persiapannya yang pertama pastinya membuat silabus sebelum mengajar ya”*. *“Oh the preparation, okay, the first preparation is definitely to make a syllabus before teaching”* (see appendix 2). Syllabus here as a guideline in the development of learning. With the design of learning the teacher will be more directed in delivering the material and facilitate the teacher in teaching.

The second preparation is prepare the student assignments, it could be seen from the teacher utterance *“setelah membuat silabus, kita juga harus mempersiapkan pemberian tugas kepada siswa”*. *“after making the syllabus, we also have to prepare assignments for students”*. by giving assignments, the teacher can know the level of understanding and ability of students. Giving assignments to students must also be with the ability of students, so that the assignment given is not a burden for students.

The third preparation is the teacher should prepare the scoring system or scoring rubric (see appendix 2). The scoring rubric as a tool in testing students' performance, rubrics can teach as well as evaluate. By using this rubric scoring the teacher can analyze the weaknesses or strengths of students, and to find out the progress of student learning. The teacher also needs to adjust the material taught with a suitable evaluation form so that the results are valid and reliable.

After prepare the scoring system or scoring rubric, the teacher should prepare the material (see appendix 2). The material here should based on the material in syllabus and suitable for the use two stay two stray strategy, it can be text, grammar material, etc. The point is the teacher have to prepare or adjust the material that is suitable for the use of two stay two stray strategy.

After that, the last thing should be prepared was in structuring the class is the same as how the teacher conditions students when learning using the strategy of two stay two stray. In this strategy students discuss, which the material was cause-effects, from here there are the interaction of two or more individuals involved, exchange information, solve problems can also occur, all are active, and there is no need to be passive as listeners. Automatically the class condition becomes crowded because this strategy is used in speaking class. So in this part is where the role of a teacher in class conditioning is very important, don't let the condition of the class be noisy

and not conditioned. (see Appendix for completed utterances of interviewing for the excerpt bellows).

The teacher stated that

“Dan pastinya kita harus menata kondisi kelas, jadi kita nanti jangan sampai kelas itu jadi gaduh dan tidak terkondisikan, kita harus bisa mengendalikannya karena nanti strategi ini akan membutuhkan partisipasi siswa untuk aktif dalam kelompok. Jadi kita sebelum memulai pembelajaran menggunakan strategi ini yaitu harus menata kelas, disini pengelolaan kelas sangatlah penting.”

“And of course we have to arrange the class conditions, so we don't let the class become noisy and unconditioned, we must be able to control it because later this strategy will require student participation to be active in groups. So before we start learning using this strategy that is having to organize the class, here the management of classes is very important.”

2. Finding on the Process of Teaching Speaking by Using Two Stay Two Stray Strategy

This section exposes the data found in the field. Based on the researcher's observation in the classroom, the teaching process the teacher used Two Stay Two Stray Strategy was conducted on February, 7th 2019. The researcher entered in the class and the teacher welcomed by students and sat down and several students played around the class. The teaching process was conducted from 09:30-11:00 am (based on the schedule). The teacher teach based on the procedures of two stay two stray strategy, the data can be obtained as follows:

First, the teacher opened the lesson by greeting the students. Checking the student's attendance; this was to make sure the students were complete or not. The teacher did apperception and motivation to start the learning process by asking the students to make sure that they were already following the learning process (see Table 4.1). After that, she asked about what they had learned in the previous meeting. There was no students' response. They just keep silent. Then she asked again and four of them answer her question. There is new material that will be taught that day, namely cause-effect.

Second, before the teacher explains cause-effect material, the teacher explained that day used two stay two stray strategy in the cause-effect lesson. The teacher gave students some explanations about two stay two stray strategy. The teacher informed a way of two stay two stray strategy to students. The teacher explains that after discussing the material in the group, two students from each group will move to another group to deliver or give results from the discussion from the group and two other students stayed in their own group to receive two visitors from another group. Then, two students who remain in their group will be responsible for distributing work, information, and knowledge to two guests who come to the group. The teacher instructs students to use English when discussing and was giving the students 15 minutes to discuss and make discussions on their own groups. In her explanation, the teacher used mix language. So the teacher tells students to understand it first by discussing it with their friends.

Third, the teacher divides the group, one group consists of four students, and in class 11 IPS there are 35 students, but only 32 students participate, so in one class there are eight groups. The teacher divides the group based on one of the learning characteristics of the two stay two stray strategy, namely in one group there are students who have high abilities, medium and low.

Then, the teacher gives the students a limited time to discuss the topic and make the result of temporary discussions in their own groups. And when discussing with their respective groups, there are some students who are still discussing outside the material determined by the teacher and there are still students who are less active in speaking. But also there are some students were very enthusiastic while implementing two stay two stray strategies. They discussed with their group to discuss the cause-effect lesson. If one has difficulty answering, the other will help. They help each other to make their members understand to complete the task. Many students need a lot of time to think about their arguments. They are also confused about what they will talk about again if their arguments have been discussed by their teammates.

After fifteen minutes have passed, the teacher informed the students that time is up to discuss with their own group. Then the teacher instructs students to move to another group to share the results of the discussion in their own group and the teacher was giving time ten minutes. When students move to another group the class becomes crowded and there

are many students joke with their friends. Automatically the teacher has rebuked the students for silence. After the conditions classroom have been controlled, the teacher instructs students to start discussing, conveying the results of discussions in their groups and exchanging their opinion. After exchanging opinions and information and felt no more ideas to talk so guests will have excused himself and returned to the group, then also will share their findings back to the group respectively and discuss the results of their work. The teacher stops the discussion when the time is up and tells students that the process is complete when all members have participated.

Because the time is up, the last teacher asked volunteers from each group to present their work in front of the class. After all progress, the teacher explained the cause-effect material and announces the value of results in each group. Then, the teacher gave feedback for students about their difficulties and conveniences by using Two Stay Two Stray Strategy. She is advised that students learn the materials and end the lesson with greetings. These steps are line with the procedures of two stay two stray strategy observation checklist (see table 4.1).

From all the explanations above, it could be conclude when doing the observation, the researcher found that the students follow the instruction from the teacher when the teaching process.

After conducted the observation in the teaching process using two stay two stray strategy, the researcher conduct the interview, there were one

subject and two informants in this research, consisted of one teacher and two students and they were identified. The researcher interviewed them at the school. At the first day the researcher only did the interviewed with the subject (the teacher) and the following day the researcher interviewed the informants (the student). Before did the interview, the researcher looked for the English teacher to get briefing about who were the subject of the research. Before interviewed with the students, the researcher did the interview with the teacher first.

Based on an interview has been done by the researcher on February, 15th 2019 the teacher feels excited when teaching using the two stay two stray strategy (see appendix 2). Because the teacher said that even though had not used this strategy for a long time, the teacher saw that students could be motivated not to be lazy in learning, besides when the class was not bored and it seemed that this strategy would encourage students to be active in speaking. Because first when the presentation is in front of the class, students are required to be active in speaking. Second, when discussing the other group, students will be active, ask something, discuss each other that will encourage students to be active. So the teacher said that enthusiastic about using this strategy, and the teacher think this strategy is good for students, it could be seen from the teacher utterance *“makanya saya katakan saya semangat melihatnya. Saya sendiri mengatakan bahwa strategi ini bagus untuk siswa”*. *“So I said I was excited to see it. I myself say that this strategy is good for students “*.

After that, the condition of the class was conducive when using the two stay two stray strategy. Students also felt interested in this strategy and could reduce students' boredom in the classroom, for example, students if every day only used fixed methods or strategies and only discussed without any movement, but this strategy has a plus, that is, when the discussion is moved, so students have to move from one group to another to discuss, which encourages students to be active and not bored. Using this strategy also is to reduce students' boredom in the class because in this strategy there is a movement system, so some of the students move to another group to ask each other for groups. Automatically there was mobilization, there was a transfer of students, therefore students who feel sleepy in the classroom will not feel sleepy anymore (see appendix 2). After that students can exchange ideas and build social skills such as asking probing questions, students can train social relation to other students, improving good relation among the students, Increasing critical thinking on a problem.

In addition that in two stay two stray strategy the students not only learn and accept what is presented by the teacher in the teaching-learning process but can also learn from other students and two stay two stray strategy gives an opportunity to the students to share their ideas. It helps them to develop a deeper understanding of the materials.

So using this strategy has minimum disadvantages. It can be seen from all the explanation above and it can be seen from the teacher utterance when the researcher ask "*Pertanyaan selanjutnya yaitu adakah kendala*

atau kesulitan saat mengajar menggunakan strategi two stay two stray, jika ada apa saja mam?”. “The next question, is there a problem or difficulty when teaching using the two stay two stray strategy, if there is anything wrong?”. Then the teacher stated that

“emm ada tapi hanya sedikit ya mbak, gini...karna memang dalam strategi ini kita harus membagi grup, kita harus membuat grup, dimana grup ini hanya minimal empat siswa dalam satu grup dan maksimal lima tidak boleh mengambil terlalu banyak karena akan membuat gaduh dalam grup. Ini nanti katakanlah dalam suatu kelas ada empat puluh siswa, maka kita punya delapan grup, delapan grup maka akan presentasi delapan kali. Delapan kali ini nanti akan membuat siswa bosan, karena akan memakan waktu terlalu lama. Tapi kalau dalam satu kelas jumlahnya hanya sedikit ini tidak akan terjadi. Jadi cuma itu saja”.

"Emm is there but only a little, so... because in this strategy we have to divide the group, we have to create groups, where this group is only a minimum of four students and a maximum of five cannot take too much because it will make noise in the group . This will say in a class there are forty students, so we have eight groups, eight groups, then eight times. Eight times this will make students bored, because it will take too long. But if in one class the amount is only a little this won't happen. So that's all. "

To support this research, after conducted the interviewed with the subject (the teacher) the researcher also conducted the interview with the informant (student 1 and student 2). The first informant was (student 1). She told when learning the use of two stay two stray strategy feel fun because when discussing can exchange opinions and be able to debate with group friends and better understand material than when studying alone. Besides that, when the teacher demands that students use full English when discussion, students did not complain, instead they feel challenged to follow instructions from their teacher. In addition, when discussing the student can get a lot of new vocabularies from a group of friends and their group friends also justify each other if there is a wrong pronunciation, it could be seen from her utterance "*when discussing in groups, I can indirectly add to my vocabulary*" so this is one of the benefit two stay two stray strategy and the reason why the teacher use this strategy. However, the student felt the difficulty when the teacher asks the student to present the results of the discussion in front of the class.

Then, the second informant was (student 2). It can encourage students to be more active when learning and be effective. Feel free to express opinions because only discuss in small groups. Besides that, the learning strategy by discussing it like this is different from the discussion as usual, the difference is that this strategy there was a movement. When finished discussing with their respective groups, the teacher instructs the student to move to another group to discuss again, with this displacement

that makes students feel not bored when in class. it can be seen in his utterance when the researcher give the question *"Okay, then are you more enthusiastic about learning when using two stay two stray strategy in speaking class?"*, then the second informant (student 2) answer *"Yes sis, because this strategy was different from the usual discussion, the difference between this strategy was a movement to other groups when discussing, it made me feel not bored"*.

So using two stay two stray strategy made the students' activeness in speaking getting better. It means that the use of two stay two stray strategy in teaching speaking can affect the students' activeness. This strategy showed that the students' participation raised, they can help the other friends to finish the assignment from the teacher, the students are more be brave to share their opinion, improving their idea and being more active in the learning process, students' understand the material better and made their achievements were increase. It can be seen from the interview with the teacher and the students.

This table bellow was aspects which were observed during teaching process, were:

Table 4.1 The observation checklist in procedures the use of two stay two stray strategy

No.	Procedures	Yes	No
1.	The teacher explains the material which will be the topic of discussion a bit to the students so they have prior knowledge about the material they will discuss.	√	
2.	The teacher introduces to students the process of applying two stay two stray strategy and explain step by step the procedures in speaking class.	√	
3.	The teacher divides the students into groups. One group consists of 4 students.	√	
4.	The teacher gives the students a limited time to discuss the topic and make the results of temporary discussions in their own groups.	√	
5.	Discussing the material in the group, two students from each group left the group and two other students stayed in their own group to receive two visitors from another group.	√	
6.	Two students who remain in their group will be responsible for distributing work, information, and knowledge to two guests who come to the group.	√	

7.	After exchanging opinions and information and felt no more ideas to talk so guests will have excused himself and returned to the group, then also will share their findings back to the group respectively and discuss the results of their work.	√	
8.	The teacher stops the discussion when the time is up and tells students that the process is complete when all members have participated.	√	
9.	The teacher asked volunteers from each group to present their work in front of the class.	√	
10.	The teacher gives the explanation about the material to the students	√	

3. Finding on the Evaluation Teaching Speaking by Using Two Stay Two Stray Strategy

This section exposes the data found in the field. It is related to the use of two stay two stray strategy in teaching speaking at the second grade of MA Al-Anwar Durenan. Based on the result of the interview, the data can be obtained as follow:

In this evaluation phase to find out how far students are able to understand the material that has been obtained using two stay two stray strategy. Based on an interview has been done by the researcher on February, 15th 2019 the teacher said that for the first, the teacher can evaluate students' speaking when students discuss in groups, it can be seen from her utterance *"Oh oke.. cara mengevaluasinya yang pertama speaking ketika siswa discuss didalam grup, disini saya bisa mengevaluasi mana siswa yang lancar speakingnya"* *"Oh okay ... to evaluate it first speaking when students discuss in groups, here I can evaluate which students are fluent in speaking"*. Here the teacher can observe aspects of speaking on students, such as vocabulary, pronunciation, grammar, fluency, and accuracy. So as long as students discuss the teacher goes around in the classroom while evaluating and observing which students are fluent in speaking, which students are just silent when discussing, and which students fulfill the speaking aspects when speaking.

Then the second the teacher also can evaluate the speaking of students when advancing the presentation in front of their friends (see appendix 2). When presenting the results of student discussions, automatically in front of classmates students must speak in English, if using another language, the teacher will remind him that the student must use English. From here also the teacher can observe and assess aspects of speaking on students, it can be seen from the teacher utterance, (*see Appendix for completed utterances of interviewing for the excerpt bellows*).

The teacher stated that

“yang kedua ketika siswa presentasi, pada saat itu siswa akan dipacu untuk bisa speaking didepan teman-temannya dan ini harus menggunakan bahasa inggris tidak boleh menggunakan bahasa lainnya”.

“the second is when students present, at that time students will be encouraged to speak in front of their friends and this must use English not to use other languages”.

In addition, that in learning using the strategy of two stay two stray the teacher can evaluate the ability of students in speaking on a group and individual basis. In evaluating students in groups, the teacher can evaluate them through the results of discussion in groups. So in using this strategy, all students get grades.

Whereas to evaluate individual values, the teacher can observe students' abilities in speaking in two ways. The first way is when students discuss in groups. When students discuss, the teacher can observe aspects of speaking on students, such as vocabulary, pronunciation, grammar, fluency, and accuracy. So as long as students discuss the teacher goes around in the classroom while evaluating and observing which students are fluent in speaking, which students are just silent when discussing, which students active when speaking, and which students fulfill the speaking aspects when speaking. Then the second way is that the teacher can evaluate students'

speaking abilities when the presentation is in class. Because when students come forward to presentations, surely students show their best performance or here can also be called showing the results of discussions in their groups.