

CHAPTER V

DISCUSSION

Based on the data presentation and data finding, this chapter present the discussion about how the data findings was implemented related with the theory.

1. Discussion On The Preparation Before Teaching Speaking by Using Two Stay Two Stray Strategy

Based on the findings of the study during observation at MA Al-Anwar Durenan and interview with the English teacher about the use of two stay two stray strategy in teaching speaking. The preparation before the teacher taught by using two stay two stray strategy is line with the procedures by Kamaroesid (2009:128) are the preparation included: (1) preparing the teaching scenario, (2) designing the lesson plan used in teaching using Two Stay Two Stray strategy, (3) selecting and preparing the materials, (4) preparing the students' worksheet, (5) preparing the criteria for success, (6) designing the instruments for data collection including test items, students' observation sheet, teacher's observation sheet, and field note.

From the observation and interview that had been conducted by the researcher, the researcher found some facts that the first thing the teacher prepare are were making syllabus, scoring system, and design learning. After those prepare student assignments, which the assignment is suitable for two stay two stray strategy. Then arrange the group of students, each member of the group 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 groups.

The last, the teacher have to arrange the class conditions, because in this strategy students discuss to discuss material cause effects, where 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.

2. Discussion On The Process of Teaching Speaking by Using Two Stay Two Stray Strategy

This research finding also strength the theories 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”. By 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.

This observation proves the theories in Chapter II. The data which obtained from the using of Two Stay Two Stray Strategy showed that the

teacher used during teaching cause-effect material in speaking class. Based on chapter IV, the teacher taught the students by using two stay two stray strategy that in line with the procedure by Kagan Lie (2004: 60-61) are the students are set in group of four students, two students from each group will leave the group, each of the two students will stray to other groups. Then two staying students have the task to share information and work result to their guests, the guests excuse themselves and back to their group and report their findings from other groups. The group matches and discusses the information, the teacher stops the discussion when the time is up and tells students that the process is complete when all members have participated. After that, the teacher asked volunteers from each group to present their work in front of the class, and the last is The teacher gives the explanation about the material to the students.

From the observation and interview that had been conducted by the researcher, the researcher found some fact that by using this learning strategy has a lot of advantages, it can boost the performance of students in learning. Then the students in high level and low level will work together and help each other to achieve the purpose in their group. This strategy teaches the student interaction between other students in their group. Every member of the group has the same function to share their knowledge. In the learning process, two stay two stray strategy also can give the students experience in gathering information when they become the strayer to another group.

3. Discussion On The Evaluation Teaching Speaking by Using Two Stay Two Stray Strategy

Based on chapter IV, the teacher has evaluated the student by using two stay two stray strategy teaching cause-effect material in speaking class that suited with according to Van der Kley there are several ways to evaluate student learning outcomes in learning the two stay two stray strategy, as follows: For the first, Each group member gets the same value as the group value. Then the second, Each student is given an assignment or individual test after cooperative learning ends. The third, a student on behalf of his group can be chosen randomly to explain the solving of the assignment material. And the last is the value of each group member is written and divided to get the group average value.

From the interview with the English teacher that had been conducted by the researcher, the researcher found some fact that 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.