

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

Learning language is complex process that needs good understanding about the culture and costume, and the historical of the language. The complexity of the language also depends on linguistic factors such as phonology, morphology, syntax, semantic. Learning language process is influenced by some aspects as Harmer (1998, p 2-3) mentioned, namely; 1) school curriculum 2) advancement; 3) Target language community 4) the purpose, 5) culture and miscellaneous. In addition to make the process of learning the language to be successfully achieved, the students who learn the language must have strong motivation, and that motivations come from inside and outside of the learners. Motivation is a mentally driver which encourage the student to pursue a result of something, makes people do something that they want and keep them to be consistent in pursue their goal. To understand more about motivation, we can see from Harmer's explanation, he has described clearly about kind of motivations in learning language process. He stated that, there are two kinds of motivations, they are, extrinsic and intrinsic motivation. Furthermore he says "Extrinsic or outside motivation is more concerned about the *outside* factors". Intrinsic motivation relates with all the factors which happen inside the classroom, such as the situation and condition of the students, method, the teacher, and the success and

failure of learning process, Harmer (1998, p 4-6). In term of learning language the learners must have a good motivation such explained above, include learning English which became the target language in this study.

Learning English has strong connection with several skills, they are speaking, listening, writing, and reading. Speaking is one of the skills that we need to pay attention, because most of communications occur in oral. Therefore in making good communication the speaker must produce well sound or pronunciation, because good speaking will result a good communication. In learning speaking skill, the students are required the number of abilities such as pronunciation, grammar, vocabulary, fluency, and comprehension, which is in Harmer's theory those things are called 'language features'. The second ability is how the listeners can process the information they got, and give a response to it. The ability called 'mental/social processing' Harmer (1998 p 21 & 56). I believe braveness should be one of the important aspects beside those factors above. Based on my previous research that I did in Gorontalo State University (2009-2010) shows that the students in learning English specially speaking class, were lack of the courage to speak up, while they've already got the material. Learning English is not same with learning science, history, because language is both skill and knowledge needs to be improved. Practice the language more often can give the students stimulant to mastering and motivating their skill and capability to speak English.

Speaking English is a subject which most oriented in competence and

skill, therefore communicative process must be built in through the learning process, especially in speaking, the consequence of speaking activity and less of grammar section. As McDonough & Shaw (1993) explains that, speaking is linguistic knowledge that creates an oral message for communication and self-expression. Also Bygate (1987) points out that speaking has two types of skills: lower level motor skills to do with pronunciation and the production of speech; and the decisions and strategies used in communicating ideas and information to do with choice of words. Thus the motivation of students quite important, also the enthusiastic from them really influence their passion in learning speaking, as the consequent students must have enough courage to speak up, and not afraid to make mistake, because that is the point of learning, “trial and error” become common.

There are some problems that come up in speaking activity that influence learning language result especially in speaking subject. Based on Howarth explanation, that relate to the explanation of the some problems which teacher and learner face in learning process, he conclude the problems, and they are as follow : 1) the environment and atmosphere of learning activity become the cause of lacking enthusiastic, moreover the associated risks of noise, bad behaviors and the use of the mother tongue; 2) lack of motivation, so if the learners do not want to interact, they will involved in speaking activity; 3) insufficient language, so if the learners do not have enough English language, it will be difficult for them to interact. Those facts above were match with the result of my research that I did in

Gorontalo State University, (2009-2010). I found that the students were lazy to study not because they do not know about the material, but the way of delivering material is one way or monotone. Teacher talk all the time without giving the students chance to explore and practice their speaking' skill ability. This is not good because communication comes from multiple ways; speakers and listeners and should be in communicative ways, it means the learning process (speaking) must come from two or more sources as many resources as used would have better result in learning, and it can be either from student or the teacher as the mentor in the class activity.

Another facts that I have found in my previous research were; 1) many of students in English Department, Gorontalo State University could not speak English correctly, this case occur in different level fourth, sixth, & eight; 2) they have problem in speaking ability such as, they were not brave enough to speak because the students were worry if they would be wrong in producing the sentence and last 3) they did not have self confidence, in answering the question. I assumed that those situations were caused by their lack of practice in class and outside the class. Their time to practice English is not maximal, while the class only given twice in a week for 90 minutes for speaking English subject. Therefore the students need to be exposed to English speaking practice optimally especially in speaking learning process in order to be able to speak well.

There are many methods and techniques to improve the student ability include speaking skill. They were introduced by Melinda Rudibaugh. She

categorized some models and techniques as information gaps, surveys, discussion, and role play. Anita Lie (2004, p 55-71) in her cooperative learning mentioned the kind of cooperative learning method (make a match, think-pairs-share, Numbered heads, two stay two stray, inside-outside circle, paired story telling). Cooperative learning is an important concept in learning process. According to Slavin as cited in Arends (2008, p 5) emphasizes that the focus of the group in cooperative learning can changes the norms in teens' culture and increase the high achievement in academic and also is well accepted. So therefore when we create the situation of learning more cooperative means we will prepare the student to learn about work together, bound in, and have an interrelation which very useful in making their social skill grow, and of course later they will use in real life. From those experts and their explanation, I can assume that cooperative learning is a good model in learning language process especially speaking. It helps the students explore more about the material and their capability to be more varies. The cooperative learning brings chance to students and teacher to work together, as I have mentioned previous. This situation is good in learning speaking process, because students talk more and share more about the things and idea which relates to the material. It trains their self confidence, courage, and achievement. Dealing with those benefits above with my research, I took the cooperative learning model with *two stay two stray* method.

I have been influenced by some statement from expert above, which guided me to some facts that relate with the research that I held. The main

problem that students face in mastering their speaking ability came from two factors, internal and external. The internal factors are, 1) the students lack of courage to speak, lack of braveness, they do not used to use English occasionally, they consider English is hard to be spoken, 2) they consider that English as the foreign language that influence on their behave about English, they treat English as the difficult subject to be learnt, they just use their brain to memorize all the vocabulary and grammar aspect but they leak of practice, 3) they assumed that English same as the others subjects such math, chemist, history, so they learn it by memorizing, 4) the students only have a fewer media to express their English speaking, only when they are in class, more over they only use 60:40, 5) students get bored with the method that given by the lecture all just the same during the semester.

Furthermore, the external factors are: 1) class management was so boring, makes the learning activity bored, 2) some lectures are not professional, 3) the learning environment not support enough, many classes do not have the class room, so sometimes the lecture change the schedule, 4) class activity is not suitable in doing speaking activity, because the students are allowed to speak Indonesia (60:40), 5) multimedia facilities are not functionally as well as expected. (Research study on English lab of Gorontalo State University, 2009)

The problems above have shown that there is something must be changed, such as the method in speaking activity, during the class. The most important is how we can make the learning and class activity of speaking subject running well,

so the students will have a huge passion and willing to learn and practice English not only in class but also outside, in daily activity as student of English department. The causes of this problem are so various such as, many student in English department cannot speak English well even if they are already graduated, or in high level of University (mini research, 2009-2010). They only have a good capability in memorizing the grammar and structural facts but still they cannot speak as well as their good in grammar area.

As I have mentioned previously that there are many methods in mastering speaking ability through cooperative learning model and in this study I used *Two stay Two stray* method as my experiment of the research in mastering the students' skill in speaking ability. This method more emphasizes at communicative approaches, which is developed by Spencer Kagan (1992) "*Two Stay/Two Stray*: This method technique is useful for reviewing or sharing class projects or assignments". I chose this method because this method gave opportunity to students to be more active, and serious in learning process. It trains them to be more cooperative as social creature, help each other in breaking the ice or problems. Two students on the team move to another team to review their project/assignment. The other two students stay behind and share their project with two visitors a pair from another team. When the two who strayed return to their original team they share what they have learned on their visit to the other team. The model of this method is emphasizing on seeking and giving information to the other group. So that, the students are formed to listen to their other students

of other group while they are as a guest, in this process lot of interaction take place and the students are expected to be more active in that little discussion.

In this research I have implemented the two stay two stray method in students of English Department, Gorontalo State University 4th grade. This method can make their speaking ability improve, so they can consider that Speaking is not a memorizing subject but it is a communicative and cooperative subject. Two stay two stray method is fun method in learning, because the student travel around the class to find the treasure or knowledge from their friend and from the teacher as well, they share their knowledge, help each other to make their speaking ability improve.

So my title of this research is *“Two stay Two Stray method in mastering the student ability in speaking.”*

1.2 The Problem Statement

The main problems in this research, also as the main goal of the study as follow;

Can *“two stay two stray”* method increase students' ability in speaking English?

1.3 Reason for Choosing the Topic

The topic of this research was chosen based on several reasons such as:

1. Two stay two stray method is one of the appropriate methods to handle the students to be able to speak freely through the language that they have learned.

2. This method is considered as an effective method for teaching speaking skill because it accommodates student ability to speak English actively.
3. This method can cover the speaking ability whether in academic or social purposes, because this method gives opportunity to students to share their idea, knowledge, experience, through the speaking activity.

1.4 The Objective of Study

The objective of this study is to discover whether two stay two stray method can increase students' speaking ability or not, is English Department 4th semester?

1.5 The Scope and Delimitation of Study

Considering with the basic consideration that this study described about the influence *two stay two stray* method toward student's speaking ability, so the focus of this study refers to the method and speaking skill. Two stay two stray method is dealing with student's activities in speaking English by expecting them in can understand the topic given such as *technology, environments and things, expressive, and responsive*. I limit the study in doing conversation that based on certain topics. Furthermore, I limit the study on discussion activity in and dialogue among the students based on five aspects of speaking skill such as vocabulary, pronunciation, grammar, fluency and comprehension.

1.6 The Significance of Research

The significances of this research are as follows:

1. For the researcher, increase the knowledge and capability in understanding the two stay two stray method as a new reference in teaching speaking.
2. For the students, they can be more engaged, active in learning speaking subject by this method also. The students can easily remember and understand the material of speaking and also can help them to be more active in speaking activity, as they do it directly and continuously. The students will more enjoy their learning process and have a big passion in doing learning activities.
3. The result of this research will be a good reference for the English teacher especially in teaching speaking, whether in elementary school, junior and senior high school, and for English Department of Gorontalo State University.

1.7 Basic Assumption

1. The student's ability in speaking English is various, so it is needed to be practiced and trained a lot.
2. The two stay two stray method facilitates the students to improve their speaking ability.

1.8 Organization

This research is organized into five chapters they are as follow: In first

chapter; Introduction, it describes about the basic consideration, problem statement, reason for choosing the topic, objective of research, the scope and delimitation, significant of research, basic assumption, and organization of study.

Second chapter describes about all the basic theory which support the research, where those come from the experts which has relation with the study. It's all about the definition of the method, the concept of the method, the teaching process in class, the implementation in helping the student improve their ability in speaking, also include theory of speaking, and kind of speaking aspects.

Third chapter describes about the design of the research, sample and population, data analyzing, variable of the research, and technique of data analyzing. Fourth chapter describes about all the things that we found in our research, and the discussion about it. The last is fifth chapter describes about the conclusion and suggestion about this research.

In the next chapter, I explained the details about the theories, studies, and the research of speaking, cooperative learning, two stay two stray method. In speaking I would described about the theories, concept, component of speaking, and the learning and evaluation in learning speaking. For cooperative learning part I explained about the concept, elements, effects, study and research and kind of cooperative learning. In two stay two stray method I talked about the concept, elements and characteristics, research and study, application, and the last was assessment and evaluation. And also in chapter II I placed the research hypothesis, which is become the parameter in measuring the success of this study. The entire

of parts in this chapter will be an interface between the theories and implementation of the two stay two stray method on improving students' speaking ability.