CHAPTER II
THEORETICAL BASES

In this chapter I explained about the theories, study, and research which relate with my study. I organized the chapter into several parts that start from the description of speaking. In speaking explanation I provide information about the concept, component of speaking, and how to assess speaking skill. Further explanation will be about cooperative learning, and it includes the concept, elements, effects, kinds, and past recent study and research of cooperative learning. Next explanation would be about the two stay two stray method, which includes the concept, characteristic, research and study, and the implementation of two stay two stray method. Moreover, in the last explanation is about the hypothesis of the research. I begin the first explanation, with the concept of speaking, and it described as follow.

2.1 Concept of Speaking

In this part I will describe about the theory and concept of speaking through learning process. The Concept guides me in understanding the parts and element in speaking process, so it would make me easy to connect this research and the relate theories. This chapter described the theories of speaking which have been introduced by the experts, as the good literature I used in this research. Learning speaking is not same with the other subject such as history, math, physic,
and other exact scientific subject. It is not just to be remembered but also practiced, the more it practiced the more it perfect.

Speaking skill is one of the language factors that need to be practiced a lot. According to Richard (2008, p 19) says that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand. Speaking is so demanding, require careful and plentiful support of various types, not just support for understanding, but also support for production. Also Harmer (1989, p 46 & 52) states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. They will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. Schmidt (1980) explains that in speaking we should have the basic of some components such as vocabulary, grammar, pronunciations, and fluency. English learners are able to speak if they have those skills above, even though basically. Furthermore, Thornbury (2002) explains that speaking is so much of part of daily life that we take it for granted.

From those concepts of experts above, I can conclude that speaking is the
complex skills that integrated with vocabulary, pronunciation, grammar, fluency, and comprehension in language, where the speakers will produce the words and sentences to express their ideas in daily communication. Moreover speaking refers to activities that performing by dialogue between two people or more than it which deliver the information or ideas, the correlation ideas among the sentences makes the speaking is very complex to learn. Dealing with speaking as a skill, and need to be drilled as much as well, so through two stay two stray method, the students got many opportunities to explore their speaking skill ability and practiced their speaking among others students.

2.1.1 Component of Speaking

Speaking consists of some components that make it well formed, some of it has been mentioned previously in concept of speaking. In this section I would explain how these components works and make the excellence of speaking sound. There some opinions from expert that led us positively in understanding how the speaking has been settled well through the components of speaking. Bachman in Arrends (2008, p 13) stated that speaking ability is based on some abilities such as; grammatical competence includes the knowledge of vocabulary, morphology, syntax, and phonology and graphology all of which govern well. Furthermore, he mentioned the next competence is textual competence, and it includes the knowledge of the conventions for joining utterances together to form a text structured according to rules of cohesion and rhetorical organization. Both of competences are combinations of some parts such as pronunciation, vocabulary,
grammar, fluency, and comprehension.

Another concept is from Brown and Bygate (2002) which is explained shortly, they stated that in speaking there are two kinds of skill, and they are production and interaction skill. I conclude that if the speakers want to speak they have to have the language competence, strategic competence, and psychological mechanisms. These skills explained more by Harmer, he states that the competences are include under the term language features, which is connected through the speech, expressive devices, knowledge of lexis and grammar, and negotiation language. As the result, the experts’ opinions above make a clear view; there two basic competences in speaking ability “production skill and interpretation skill” Harmer (1998, p 24). From those experts above I prefer the theory from Harmer because he clearly explained and he categorized the component of speaking which is needed to concerned in learning speaking process. So through his explanation above I believe that two kinds of components in speaking are production and interpretation skill. The following explanation came from Hughes (2002), he categorized and described the components of speaking into five components.

Hughes, (2002) briefly introduces five components of speaking and makes us understand easily, and the components are: (1) Pronunciation, (2) Grammar, (3) vocabulary, (4) Fluency and (5) Comprehension. Here are the explanations of each component;
2.1.1.1 Vocabulary

Thornbury in Pearson education 2002 states that vocabulary is study of the meaning words, how the words are used. Therefore in learning English the learners have to know the vocabulary first because one of the language’s components that should be important to be learnt in supporting the students’ ability in English especially in order to compose the sentence we will is eth words that we already know the meaning and it’s using.

2.1.1.2 Pronunciation

Schmidt (2002, p 219) states that pronunciation is a term to use to capture all aspects of how we employee speech sound of communication. Therefore in this case communication will be going well if we get the ideas perfectly because our understanding the words from the speaker. The speakers’ sentence will clear if they are having a good pronunciation.

2.1.1.3 Grammar

Harmer (1989, p 12) states that the grammar of language is the description of the ways which words can change their forms and can be combined into the sentence in that language. Therefore, it means that in composing the sentence, we have to pay attention to the words, which used in that sentence, the structure of the sentence will be depend on the kinds if word is being used.

2.1.1.4 Fluency
Byrne (1980, p 9) states that fluency can be defined as the ability to express oneself intelligible, reasonably, accurately, and without undue hesitation. Moreover Bailey (2002, p 6) states that fluency means flowing and that is what happens when you are talking to someone. You do not plan each word each sentences, each idea. You just talk the words come. The words we all have fluency to varying degrees in talking.

Based on those experts above, It can be defined that fluency is refers to the speakers’ skill that seem when they are speaking well and perfectly without flowing. Speaker speaks fluently in using the sentences grammatically and freely to express their own ideas to elaborate the ideas.

2.1.1.5 Comprehension

In comprehension the speakers elaborate the ideas with the correlation sentences. The sentence that is produced is not missing the main ideas that are being talked. The speakers who have good comprehension will make a good speech and understandable. So the information is clear received by listener.

It has been clear that to create well process of speaking speaker/learner are required some basic competences as mentioned above. These competences must be trained and practiced not for memorized, the more it practiced the more it closer to perfect sound of speaking. In this study I have implemented two stay two stray method in improving student speaking ability. Those competences and components would have become the main resources in defining the successes of this method in improving students speaking ability. After we found out the
concept and the components of speaking. next explanation would talk about how the learning process of speaking formed in class.

2.1.2 How to Learn Speaking

In executing the learning speaking process, I used some points that have been introduced by Brown in his book (2001, p 23), in his explanation he described some steps and preparations that teacher should do before teaching the speaking. I have concluded shortly the points from him, they are as follow:

1. Imitative. Teacher asks students to drill words, phrases, or sentences in teaching speaking.

2. Intensive. It goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or pair work activity.

3. Responsive. Students give short response when teacher or peer asking questions or comment. The response is sufficient and do not extend into dialogues.

4. Transactional (dialogue). It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well.

5. Interpersonal (dialogue). The conversation carried out more for the purpose of maintaining social relationships than for the transmission of
facts and information. These conversations are a little trickier, because it includes some factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

6. Extensive (monologue). Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Those six steps were match with the core important of cooperative learning, where the class was formed into a group of conversation. The steps above became my instruction in settled the class and prepare things. I have implemented those steps in my research during the treatment time. After knowing the steps before teaching speaking, next I would explain about how we assess the speaking subject.

2.1.3 How to Assess the Speaking Skill.

Assessing speaking is an important thing to find out whether I achieve the teaching and learning process in speaking subject. The assessing process little bit different with the other subjects, where there are special indicators is used to find out the success achievement in learning process. The success in learning speaking depends on the students’ work in completing the task, and their ability to have basic competences as mentioned before. I took the reference in assessing speaking subject from Nancy A. and Rubin, Donald L (1985) and I used it on this research.
Based on them, there two types of how we can assess the speaking skill, through observational and structured approach. Observational approach is trying to find out the student ability in speaking through their performance in delivery the idea, how the speaker's behave in communicative ways. The focus is on speaker's behavior. The structured assessment scales speakers' performance and understanding the topic that they are communicating. This focuses on how they communicate well, with full understanding the main idea, such the comprehension, and the ability to response the speech. He states that,

“The task can be administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic”

*Mead, Nancy A. - Rubin, Donald L. 1985*

Those types of approach may use many type of how we rate the score. The performance may the highest score in assess the speaking skill. Both used to find out the students ability in perceive their aim in communication aim. Several aspects of communication that we should find out on speaker are: delivery, organization, content, and language.

The explanation above have made clear understanding that the two kind of assessing speaking subject must be used together, accomplish each other, and that includes with the way students deliver their idea, packaging, contents, and their style in speaking activity. In this research I putted two aspects in assessing their
speaking skill, it was 1) their performance when they were delivering their idea, and it included the strictness and the gesture, 2) I have assessed their cooperative skill in solving the problems and the way they accommodate each other. In the next explanation would be about the concept, elements, study and research, and last was kind of cooperative learning which will be discussed in details of discussion chapter.

2.2 Concept of Cooperative Learning

This part, I described about the concept and theories about cooperative learning in learning process. Cooperative learning is the model of learning that emphasizes the students reactive in learning just like their activity as the social human being. They make cooperate with others in discussion the topics of subject material. The following statement may lead us to clear information about the Cooperative Language, which we pay attention on:

“model of cooperative learning is more emphasize on people as the social human being. Cooperative is very important for life. The characteristics of Indonesian are so provide with cooperation "gotong royong" in social activities. Without cooperation, no body, family, organization or school goes well”

Lie (2004, p 24)

While in conventional learning not cooperative learning, the students who has high achievement, often do not get attention from their school mate, but those who have a successful achievement in such sports, art, and some other thing which need team work will be accepted and respected by their school friend. This is because the achievement that they received in academic side only has benefit
for one person the student itself, but in such other achievement like sport, and art that brings joy for team, school, and even the city. The case above is reflections of how we should be cooperative in activity include learning.

The environment of cooperative learning is marked as democracy process and an active student in learning process. The teacher can design the structure and process by making a group, but student supposed to be independent in making interaction among them during the learning activity.

2.2.1 The Elements of Cooperative Learning

Cooperative learning has several important elements that should be known, so it would be understood that cooperative learning has positive benefits and advances than other conventional learning model. According Johnson and Johnson (2009) in his book cooperative learning describes briefly about the five elements in cooperative learning. The elements are as follows:

1. Positive Interdependence: Each group member has a unique contribution. Each group member depends on each other to accomplish a task. Without the help of one member the group is not able to reach the desired goal. Group members have to be aware that their efforts not only benefit themselves individually but the whole group.
2. Face-to-face Interaction: Promoting success of group members by praising, encouraging, supporting, or assisting each other.
3. Individual and Group accountability: Each member of the group has to make a significant contribution to achieving the group’s goal. Each member of the group is responsible not only for learning but also for helping other members of the group to learn, thus creating an atmosphere of achievement.
4. Interpersonal Skills: students need to know how to interact with one another.
5. Group Processing: Group members discuss the progress of their project and how they are maintaining effective working. How
the group is work together and other problems they might be facing can also be addressed. Group members need to recognize that they all share the same fate and what affects one member of a group affects them all.


I have clear understanding about the five element of cooperative learning through explanation above, as the result the student would succeed in learning process if the whole element is implemented. And those elements have been implemented in my research in Gorontalo State University English Department 2012. In the following explanation would be about the kind of cooperative learning.

2.2.2 Kinds of Cooperative Learning

There are many kind of cooperative learning which has been introduced by some experts, the following models are taken from Spencer Kagan (1990), Cooperative Learning: Resources for Teachers, San Juan Capistrano, CA: Resources for Teachers. There 49 types of cooperative learning that she introduces to us as the good reference, but we only take several models that relate to my research, they are as follow:

2.2.3.1 Think-pairs-share

Think-pairs-share is the model of cooperative learning that is developed by some experts one of them is Frank Lyman from University Maryland. This technique lets the students to think, response, and helps each others about one topics of subject material. There are three steps in this games namely; thinking,
pairing and sharing.

2.2.3.2 Jigsaw method

This method is introduced by Elliot Aronson and his friends. Through this method the class is divided into some teams which the members are 5 or 6 with heterogenic characteristics. Every student gets the material and obligates it as the experts. Then they collect in one group (experts group) to present their own material. Then they back to the first group (home teams) it can use for all the subject material.

2.2.3.3 GI method (Group investigation method)

GI method is demonstrated by Herbert Thelen. It is more complex method because the students have to plan the topics by investigation. This method needs the skill in communication, and also to train their speaking skills in group. Teachers groups students into 5 to 6 members of group. Each group chooses the topics that they will investigate and the last will present the report of their investigation.

2.2.3.4 Role-play

Role-play activities are those where the students are asked to imagine that they are in different situation for example being guest at the party, travel agents, and so on. In this model students groups into six members, each student gets the cards about one situation and show it to the others.

2.2.3.5 Two stay two stray

This method developed by Spencer Kagan (1992) and can be used in
numbered head method. This technique can be use to all subjects and for all level of education. The structure of this method is let the two member of students group to explore the class to find out the knowledge from their other group, and share it again to their two stay friend and the other group as their main goal this knowledge should comes from all the way, teachers or books, and all the media. This method technique is useful for reviewing or sharing class projects or assignments.

In this research I focused on 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 who include as 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.

From those methods above, I only focused on two stay two stray method as my main method in this research. This method emphasizes in students’ work in cooperative ways and to find the knowledge among the other group of students.
This would be more interesting because, students found many new things which
challenged and would be share with the others team. The details explanation will
be provided on next section in two stay two stray method part which
accommodate the concept, characteristic, study, and the implementation in
learning process.

\textbf{2.2.3 The Effect of Cooperative Learning}

The study and research cooperative behavior shows it can improve students’
achievement in academic and social skill (Arends, p 9). There are two effects in
cooporative learning based on some research and study; which he introduces in his
book Learning to Teach, they are as follow:

1. The effect on being tolerate on diversity. Johnson & Johnson (Gilles, 2002;
vedder & veendrick, 2003) shows that this kind of learning can make
student be more tolerate not only among the students and to students who
have disorder, but also can support of creating a good mutual
understanding among student which come from another ethnics.

2. The effect on academic achievement. Most of the developers’ cooperative
learning state that working or study in a group is beneficially for student.
They assume students who have little ability and knowledge can work
together with those who are smart.

I found that those effects above have occurred on my research. It showed
an improvement from student in learning speaking. Next I would explaination
about kind of cooperative learning that people used in teaching process, but in this
research I focused on two stay two stray method.

\textbf{2.2.4 Related Studies on Cooperative Learning}

In this part I described about the development theories and studies that have been held in some countries by experts. I would explain how this learning model developed and the contribution on improving students' achievement in all of subject whether in school, college, also in society level. Two stay two stray is one of the method of cooperative learning. Therefore I think as a good writer I have to provide this information, in order to guide me to knowledge about this kind of learning. Here I have summed up the list of theory and studies about cooperative learning, which I took from experts. Arends (2008) wrote about the result of study and research, that (Downey, 2000; Leinhardt, 1992; Slavin 1995; Slavin et al, 1992 & Stronge, 2002) they review all the studies and researches from expert above, where it came from all sample of class, all subject such as math, science, geography, biology, art, etc, in every village, district, city, province, and some countries (German, Israel, Nigeria, Brazil, and from 45 study which has been reviewed 37 of it has shown significant increasing student's achievement that control class.

Also the research from Nakagawa through Dr. Spancer Kagan shows that cooperative learning has increased students' achievement in school. Nakagawa (1999) reported that her students gave positive response toward the method of instruction has increased steadily in using cooperative learning. She polled students about the instructional approach they used in the course, about 60% or so
of students in all course were generally in favor of it. The percentage of students in favor of the approach in recent years was consistently 90-100% of all students.

Slavin (1995) listed over 90 experimental studies about cooperative learning. He concluded that the reason cooperative learning succeeds as an educational methodology is its use of convergent tasks: Group goals based on the individual responsibility of all group members leads to increased learning achievement, regardless of subject or proficiency level of students involved. Felder (1994) investigated that the students were asked to rate how helpful cooperative learning to them. Their ratings of group homework were consistently and overwhelmingly positive. At the midpoints of the introductory sophomore course, the two junior courses, and the senior course, the percentages rating cooperative learning above average in helpfulness were respectively 83%, 85%, 87% and 86%.

After knowing the information about the development study and research about cooperative learning, next explanation will be about the theoretical review of two stay two stray method which is become the main topic of this research. I described about the concept, characteristic, study and research, and how it is implemented in class. Also will be described how this method influenced on improving of students' achievement especially in speaking subject.

2.3. Concept and Characteristic of Two Stay Two Stray

2.3.1 Concept of two stay two stray
This method is a part of cooperative learning method and introduced firstly by Dr. Spencer Kagan in 1992. This method is including in group investigation class, Lie (2004) because the main task for student is to investigate and share the information to the others. Two stay two stray has a meaning that the two students who stay are the owner of the house and the two strayers are the guess or the adventurers. The interesting part from this method is the student given a huge chance to explore their best ability then it will be shared to the other student which is in other group. The two students who go is illustrated as two adventurers who are looking for treasure or knowledge, while the two students who stay is illustrated as the source of information and knowledge and they are ready to answer and response all the question, complain, and also provide the solution for their guess. Special thing in this research I called the two adventurers as a expressive team, and two stay as a responsive team. Those terms are never used in such research even if use the same method before. The group that I made in every treatment was different, so this thing gave opportunity to all of the students to involve each other, share their opinion and idea, with the other students. The group consisted of different background, social and economic level, intellectual level, it was really balance and I changed them every meeting.

According to Lie (2004), says that “this method can be used for all level of education, all the subject, in learning process. This method can be stimulate as a story, as a reflection of human behave, which is can assumed in speaking ability improvement. Two stay two stay is emphasizing on cooperative ways, where the
object or students have to build such as a good cooperate with the other group in order to solve the problem, so this can be so challenged for them to be more creative, innovative, and efficient”. The learning process comes from multiple ways, students and the teacher, using many resources such as books, Internet, multimedia, newspaper, magazine, etc.

After knowing the concept of this method, next explanation will be about the characteristic of this method, positive and negative point of this method which includes in characteristic of two stay two stay method section.

2.3.2 The characteristic of two stay two stray.

This method not only has positive things but also the negative things. Further explanation has been taken from same resources, they are Kagan and Lie. They have described clearly about the positive and negative of this method. I have concluded them into following list, and they are as follow:

The positive things of two stay two stray method are:

1. Can be applied to all classes or ages of the students.
2. More oriented to the liveliness of the students in learning.
4. Student learning more meaningful.

While the deficiencies that exist in the learning TSTS (Two Stay Two Stray), are:

1. Students tend to not want to learn in a group.
2. Require a long time.
3. Teachers have difficulty in managing the classroom.

4. Requires a lot of preparation in teaching (materials, manpower and funds).

Even thought this method has deficiency but in the process during the treatment the problems have been solved. The implementation in class was success and worked well as expected, and reached the target. Beside two points above there are some elements that should be known. In this part Lie (2004, p 30-35), elaborates some characteristic of two stay two stray method that as its function as the cooperative learning. Here they are as follows:

2.3.2.1 There is positive depends of each other.

Every student get difference topics firstly and they discuss it first in their main group, so they comprehend the material before they do in pairs. This term is providing the learners to be a good speaker or communicator. Before guiding the students in group, every teacher gives some ways to be good speakers. Not all the students have skill for speaking or listener, the success of discussion is depending also of appreciated of every person to listen others and their capability to deliver ideas.

2.3.2.2 The obligation of every single person

This term is the impact of the first term. If the scoring process is taken following cooperative learning technique, every student must obligation fully to do the best. The keys for success of doing in groups is depend of teacher's preparation to give the assignment. So every student to be experts for their own
topics

2.3.2.3 Face to face

Bergman (1995:8) states that, it is best to keep thing as simple one and basic as possible until students are familiar with paired-work activities and procedure. Moreover Wilson and Bernard also (2005, p 8) state that teacher should try having students sit face to face. It is possible for them have an eyes contact while speaking, they should avoid looking at each other.

It can be concluded that having the students face to face giving the familiar situation between them they will use their gesture like the eyes contacts in speaking process. So every members of group has a same chance face-to face for discussion. This interaction will give learners make synergies which is benefit for everybody. The idea that results from group is more qualify than from individually. Furthermore the result of cooperation is bigger than quantity result of each person.

2.3.2.4 Communication among members

In communication the students learn not only the subject material but they also know the characteristic of their speaking partner. In this chance they practice their self-confidence and self-awareness. So through communication, the students learnt not only the subject what is our discussion but also learn the characteristic of person, understanding behavior, and self-awareness. Moreover this situation gives us advices to make relationship in friendship.

From those sources above I believe, by doing a cooperative learning using
two stay two stray, the students are trained to be together, work together, cooperative, and do an active communication among them, so they can be responsible about the material, and get used to be, take care each other. As the results the ability of student in doing the things which teacher instruct would be receive as fun as well. Next explanation will be about the research and study that have been held in all over the world, include Indonesia.

2.3.3 Research on Two Stay Two Stray Method

In this part I described about the research and study that have been conducted by expert and researcher in all level of education. The study includes the books, thesis, and journal education in some university in the world include Indonesia. There are several researches, which have been held by people, most of them are success in making their students or they object as well through the lesson that they teach have shown progress. The data that I collected from librarian research and online media research through internet show.

There are many researchers and studies, that relate with two stay two stray method on improving the students achievement. However I only put the close research and have connection with my research. The research and study that have been conducted most of them were thesis, diploma grade, books, undergraduate, and master degree. In the following explanation was about the old study until the latest one.

First study was held by Ardina Kusumastuti, with the title *penerapan model pembelajaran Two Stay Two Stray (TSTS) pada mata pelajaran Geografi*
untuk meningkatkan hasil belajar siswa kelas X-I SMA Negeri 8 Malang. She conducted her research in 2012. She was the student from Islamic University of Malang (UNISMA). In her research, there were some proves that show the positive contribution of two stay two stray method in improving student achievement in geography subject. At the beginning students average score was 11.05 and it influence to their grade which was only 58.65. From 37 students on 35% who already got KKM. The result of her research showed that 11.05 became 16.83 on first circles and increased 21.05 on second circles, students score average which was only 58.65 increased 73.11 on first circles, and become 85.00 in second circles. The complete study was 35% increase 65% and more till 92%.

Second study was a research conducted by Ulum, Miftachul (University of Malang 2011) the result is, the improving in student's learning activity approximately from 1st stage to 2nd 13.3% and the improving on the achievement of students in understanding the subject is 31%. The method had been implemented. From the research above, it can be concluded that two stay two stray method can increase student ability in understanding narrative text. “This method has proven that it can increase student’s achievement in understanding narrative text” Miftachul (2011)

Third researcher was August Lewaherilla, and the title was “Improving Students Reading Competence Through Two Stay Two Stray Technique (A Classroom Action Research to the Students of Class VIII A of SMP YPPK Biak Numfor in the Academic Year of 2010/2011)”. This research was her thesis in
English Education Department Graduate Program of Sebelas Maret University, 2011. The aim of her thesis was to know whether two stay two stray technique could improve students’ reading competence for the students of class VIIIa of SMP YPPK Biak Numfor or not, and to know the strengths and the weaknesses of the two stay two stray technique when it was applied in teaching reading. On her preliminary research showed that the students had problems to find main idea, word meaning, referent word, explicitly stated information, and implicitly stated information. She did her research in SMP YPPK Biak Numfor from January-March 2011. The subject of her research was the students of class VIII a of SMP YPPK Biak Numfor consisting of 26 students. It was a classroom action research. She did some steps for each cycle. They were planning, action, observation, and reflection. In collecting the data, she applied several techniques including observation, interview, questionnaire, and test. The quantitative data were analyzed by using descriptive statistics. It compared between the scores of pre-test (before implementing two stay two stray technique) and post-test (after implementing two stay two stray technique), while the qualitative data were analyzed by using constant comparative method which consisted of; comparing incidents applicable to each category, integrating categories into their properties, delimiting theory, and writing theory. Based on her thesis here were the result of the research using two stay two stray method: (1) two stay two stray method could improve students’ reading competence, which covered: main idea, word meaning, referent word, explicitly stated information, and implicitly stated
information. The improvement could also be seen from their results of post-test. The averages of the scores improved from cycle to cycle. The average score of pre-test was 57.019. Then, it increased to 64.62 in post-test 1 and 72.788 in post-test 2, (2) The students became more active and enthusiastic in learning process. They were brave to give their opinion using English language. Besides, the class became active and alive. Moreover, they could collaborate with the others well.

Other researcher was Hamidin He is a lecturer of Education of English in FKIP UNISMA and his study was directed to improve students’ comprehension of poems using the Two Stay-Two Stray strategy. The subject of this study was 23 students of the sixth semester of English department of FKIP at Islamic University of Malang. In his research he used collaborative action research design which consists of four main steps: planning, implementing, observing, and reflecting. His data was taken from quiz, observation checklist and field notes. The findings indicate that using TS-TS strategy could improve the students’ comprehension of poems. The average score of students’ test in Cycle 2 was 80 and the students’ active involvement in Cycle 2 was 86%. The data were obtained from the implementation of TS-TS strategy in improving students’ comprehension of poems.

Those researches above have shown the progress that they have reached by using this method. This study is slightly different both for focus and level of the sample. Most of the study was function as thesis in certain university. However in this study was different from those researchers above. First researcher
used same method, and had quantitative research, using queasy experimental design. She did her research in one of senior high school in Malang Regency, and her focus was in Geography subject. Second research conducted by Ulum, Miftachul from Malang 2011, he has same method but different focus. His focused on improving students’ understanding in narrative text. Third study was conducted by August Lewaheilla, and the title was “Improving Students Reading Competence Through Two Stay Two Stray Technique (A Classroom Action Research to the Students of Class VIII A of SMP YPPK Biak Numfor in the Academic Year of 2010/2011)”. Her focused was improving students’ competence in reading. She succeeded doing the research by improving students’ competence in reading subject. Other research held by Hamiddin, he did his research in university level on sixth semester in FKIP UNISMA.

Furthermore, by using two stay two stray method he succeeded to improve the students’ comprehension of poems. Even though those research above used the same method and technique, but none of them took speaking skill as the main objective. The most significance differences with my study were the focus and the objective of study, I focused on speaking skill which relates directly on English competence that is speaking skill. I have investigated the improving of speaking English in University level of Gorontalo state university 4th grade, where the students or samples have already got the speaking class.

The further explanation would be about how assessing and making evaluation for this method in the class. I described the way I grade and score each
student and each group. Also I explained the procedure of assessing and evaluating the student during this research was on going.

2.3.4 Assessment and Evaluation on Two Stay Two Stray Method

The big challenge that the teacher faced in scoring Two Stay Two Stray Method is how we can make distinguish on individual in team or group work. The student who has good capability may feel annoyed by the student who has low knowledge, but they got same grade, or the opposite. This needs an extra awareness from teacher to observe every minute of the learning process, when I pay no attention on what they are doing we may lack in grading process. Therefore I graded either individual or group, convinced that he/she use a good performance test instrument and using feedback as well. Acknowledgment to student and the group it's self needed to stimulus their enthusiastic in learning process. According to Arends 2008, there are several things that we should do in assess cooperative learning, they are as follow:

1. Assessing students' academic learning process. This can be done by giving quizzes about the materials that have been given. The test should be in objective type, so it can be easy to score.

2. Assessing the teamwork. Two Stay Two Stray Method is emphasizes on group work, so that should be increasing their skill, especially relates with their social relationship among the students. Making them to be more collaborative and cooperative in solving the problem. So the focus is on the teamwork, how they organized their friend to be more cooperate.
3. Giving reward. As the research I should be careful on giving the grade, because not only product in teamwork, which I pay attention but also the individual achieve. Those things should be combining to result the reward. Thing that possible occur in this process is there are few member in group who give big contribution are not happy another member who give less contribution, while they got same grade or score. As the consequence I should more observe on learning process and know the fact, which happen in class.

4. Giving the acknowledgement to the students’ effort in making cooperative ways. This is important because it is one of the aims in learning. “Slavin et al. and the John Hopkins developer, create the concept of newsletter” (Arends, 2008). This concept really worked because that gives the opportunity to students to be more creative in group. And as the reward, their work will be published in school magazine and that newsletter.

Those points above have become my main instruction in doing my research. There is one thing that I added as my extra point for the student, it was their way of speaking how they delivering their idea, their confidence, and performance during they were speaking. The following explanation will be about, the implementation of Two Stay Two Stray Method in my class.

2.4 The Implementation of Two Stay Two Stray Method in Speaking Class:

In this section I described the implementation of this method, and this was
the setting of the class when I conducted the research. I explain each step and procedure which I have prepared in order to make my research work well as expected. This section will include requirements, teacher presentation, main activity or group activity, formalization, and last was reward and evaluation. To understand those steps above I took reference from Melinda Rudibaugh (1990) who developed the theory from Dr. Kagan. There are some procedures need to be followed in implementing Two Stay Two Stray Method in class, as described further below follow:

1. Requirements

In this session, the things that teacher should do, are; first, make the syllabus and the grade system, learning design, also prepare the students work sheet (LKS). Then divide the students into several groups and each of group consist four students. The group should be heterogenic or has different background, achievement, gender, social status, etc.

2. Teacher presentation

In this session, teacher present all the things which class would done, such as learning indicator, recognize and explain the material with the learning plan which has done.

3. Group Activity

In this session, students will have a group discussion use two stay two stay method, in the other words this stage is the main activity in learning process. Here some steps in this session:
1. The students work together in a group

2. Two students of each group leave their group to meet the other group

3. Two other students who left have a duty to their result of discussion for their guest.

4. Students come back and report their finding and discuss it with their own group.

For clear information about the group activity in this method, I provide the chart of two stay two stray method process, as described on the next page.

Picture 1. Chart of TSTS activity
Notes:

: (students exchange direction)

: (Students' Group)

(A-F) : (Students' group name)

After group activities have been illustrated, further activities were the formulation and reward and evaluation of the group, the explanation described on the next page.

4. Formalization

After discussion has done and they have completed the discussion, now it's
time to present it, to the class in order to get deal information about the material, of course the teacher should be the mentor on it, observe and guide them to be better in the material which is taught.

5. Reward and evaluation of the group.

This activity is the last session in class activity. We measure and recognize student ability in understanding the material use this method. Each student will be given a quiz which contains questions from the discussion, and will be continued with the reward award to the group with the high score.

All the steps and procedures above have been used in my research and reached the goal of this research. In class implementation there were some activities I done that not include on explanation above. The activity was in early activity such as checking attendance list of student, pray, and giving the wise and motivation words. The activity above was designed to make the student more spirit, cheerful, and enjoyable the material given.

The last explanation in this chapter was the research hypothesis, and become the parameter to measure the success of this research.

2.5 Research Hypothesis

Two stay two stray method is a fun method that can make the student more happy and enjoy in learning the material especially in speaking subject, it is done in cooperative and communicative ways, and that means this method is really best way in mastering speaking skill of the English Department student fourth
semester of Gorontalo State University. Therefore this method has increased the student ability in speaking.

The next chapter is about the methodology and design of research. In that chapter I described about the method and design that I used in this research. In methodology part I explained about sample and population which I had on my research. In design section, I described about the definition of pre-test, treatment, and post-test of this research. Moreover, in chapter III I also described about the technique of collecting data, analyzing data, and some analysis such as normality, homogeneity, and statistical hypothesis of this research.