Implementing *Two Stay Two Stray* Technique to Improve Students' Participation In Speaking Class of Grade IX of SMP Negeri 15 Yogyakarta in the Academic Year of 2015/2016

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Abstract: The problem of the research is the lack of students' participation in the English speaking class. The participation of the students of Class IX J of SMP Negeri 15 Yogyakarta was not even and continuous. Therefore, the objective of the research is to improve the students' participation through implementing two stay two stray technique. The research is an action research and was conducted in three cycles. Each cycle comprised four steps: planning, action, observation and reflection. The researcher collected the data through observation and interview. The data were analyzed qualitatively to describe the result and then triangulated through the interview and discussion to determine the validation. Based on the result, the *Two Stay Two Stray* technique success to increase the students' participation the English speaking class. Moreover, in spite of the students' difficulty of the vocabulary, the technique provided the students to engage to the activity and encouraged them to perform the target language.

Key words: students' participation, action research, English speaking class, and *Two Stay Two Stray* technique

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Abstrak: Permasalahan dari penelitian ini adalah kurangnya partisipasi peserta didik dalam kelas *speaking*. Partisipasi peserta didik kelas IX J SMP Negeri 15 Yogyakarta tidak rata dan berkelanjutan. Oleh karena itu, tujuan dari penelitian ini adalah untuk meningkatkan partisipasi peserta didik melalui penerapan teknik *Two Stay Two Stray* (TSTS). Penelitian ini merupakan Penelitian Tindakan Kelas dan dilaksanakan dalam tiga siklus. Setiap siklus terdiri dari empat langkah, yaitu perencanaan, pelaksanaan tindakan, pengamatan dan refleksi. Peneliti mengumpulkan data melalui proses pengamatan dan wawancara. Data yang terkumpul kemudian dianalisis secara kualitatif untuk dideskripsikan hasilnya dan ditriangulasi melalui interview dan diskusi untuk menentukan validasinya. Berdasarkan hasilnya, teknik *Two Stay Two Stray* berhasil meningkatkan partisipasi peserta didik dalam kelas *speaking*. Terlebih lagi, selain masalah kosa kata yang dihadapi peserta didik, teknik *Two Stay Two Stray* juga membuat peserta didik terlibat dalam kegiatan dan mendorong mereka untuk berbicara menggunakan bahasa sasaran.

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Introduction

Speaking is one of the language skills that should be taught, since in real communication, the communication is mostly done orally. It involves subskills, namely the pronunciation, intonation, the grammar, vocabulaty choices, etc. By having competence on those subskills, people can communicate with others. Moreover, having good speaking skills will give many advantages for students in their lives.

There are many factors that influence the success of speaking class. The teacher, students, the media, the technique and the environment take a role in achieving the goal of the speaking class. In the term of an ideal speaking class, Ur (1991) proposed some indicators that make the the speaking class considered successful. The first characteristics of successful speaking activity is the learners have opportunities to talk a lot. Second, participation of every learners is even and continuous. Third, the motivation in joining the speaking is high. And fourth, the use of the language is in an acceptable level.

Besides developing the indicators of an successfull speaking class, Ur (1991) also mentions some problems commonly found in the class. They are (1) the existance of inhibition, (2) nothing to say and silence, (3) low or uneven participation among the learners, and (3) the use of the mother tongue. Problems mentioned by Ur also happened in SMP Negeri 15 Yogyakarta. Observations in Class IX J showed that most of the students were anxious to speak English. The lack of vocabulary made the students not confident and had less motivation in speaking English. The use of Bahasa Indonesia and Javanese were still occurred. Moreover, the domination of some bright students were also made the rest students did not have much opportunities to join the activities.

From the problems mentioned above, the participation issue seems to be overcome first. By giving the equal opportunities to all students, there would be no domination in the class. Every student can try to perform the English. If every student is able to perform the language, the vocabulary will increase circumstantially. And hopefully, if every student is given same opportunities, their motivation and confidence will also increase. Therefore, in order to realize the result, the research tried to work on improving the students' participation through *Two Stay Two Tray* (TSTS) technique.

Two Stay Two Stray technique is part of cooperative learning structures that ensure the students to work together in order to achieve the purpose of the learning (Kagan, 2009). It is modification form of the Three Stray technique by Spencer Kagan. The steps of the technique are same, but the number of the group member that makes it different. In brief, in implementing the TSTS, students work in group of four. Then, two members of each group leave the group and visit the other group to exchange information or the development of their work (stray group), while the other two (stay group) are in charge of sharing the group for the stray group. The stray group then return to their group to report the finding and discuss it with the stay group. Each group then present their work (Kagan, 2009).

Research Method

The research was a classroom action research which aimed for the improvement. The study was carried out in the academic year 2015/2016. It was started on August 19th, 2015 and ended on October 11th, 2015. The subject of the research was the students of Class IX J which consisted of 33 students. Most of the students of IX J were from not well educated family and attended the school as they had KMS card (Keluarga Menuju Sejahtera - Attaining Prosperous Family).

The research was conducted in three cycles and each cycle was held in two meetings. The framework of the research followed the model by Kemmis and McTaggart in Burn (2010). Each cycle had four stages, namely planning, action, observing and reflection. And in the first cycle, to sharpen the problems, the researcher conducted reconnaissance by observing the class. After identifying the problems, the researcher then planned the action, that was implementing the TSTS technique. In implementing the technique, the procedure of TSTS was integrated to the scientific method as the school already implemented Kurikulum 2013.

The data of the research were qualitative in nature. In order to get the data, the researcher worked with the collaborator; the researcher taught the class while the collaborator observed the class. Therefore, the data gathered through observation and interview as well as through conducting discussion with the collaborator. Consequently, the data would be in the form of researcher and teacher's field notes and interview transcripts. During the implementation, the researcher also took photographs to record the implementation. The data obtained, then were analyzed through qualitative analysis process. Meanwhile, the reability of the data was be examined by using multiple techniques of collecting the data, namely observation and the interview. The findings of each techniques then compared to determine if they have the same findings. To meet the

trustworthines, the researcher used investigator triangulation technique to get another perspective on the situation.

Research Findings

In conducting the research, the technique was integrated into the 5 phases of Scientific method. In brief, the observing stage, the students work in group of four to observe the input text. Then in the questioning process, students were questioning the text in their group. In process of the collecting the data, the students implemented the TSTS technique in exchanging the information with another group. After that, in the process of associating, the students practiced the language in their group then used the TSTS technique for the next task. And finally, in the communicating process, the stray and stay groups discussed the information in their group and then shared the result to the whole class.

In the first cycle, the TSTS technique could not be implemented well. There were some points that could be drawn in term of grouping and the task completion that made the technique could not be implemented as planned. The first, the students did not want to be grouped as the researcher planned. They argued about the number of group and the member as they wished to be grouped with all their close friends only. The students also did the task effortlessly that made the tasks were not completed well. The students also get difficulties in doing the tasks since it was the first time for them in implementing the technique.

Based on the result of Cycle 1, the researcher planned some actions to achieve the expected result. In addition to the integration of the TSTS technique with the scientific method, the researcher planned some action to overcome the problems in Cycle 1. As it was a matter of the students' attitude that the students did not want to be grouped, the researcher offered an agreement to the students. In the agreement, the students asked to select the grouping method: they chose the group members by their own with no more than 4 members in each group, or let the researcher choose the members for them. The researcher would also design the simpler tasks and used simpler instruction so that the students would understand the task easily. It was hoped that by using the simpler task and simpler instruction, the task could be completed well.

The result of the implementation in the Cycle 2 shows little improvement in the students' participation. Since every student was given equal role in their group, the students participated in performing the languages in their group. However, they still used the mixing of English and Bahasa Indonesia in performing the language. They were also not confident in performing the language for the whole class. The using of pictures as the media might also contribute in engaging the students to join the activity.

The printed instruction and the task design might comprise the improvement of the students' participation. However, some students still cheated in completing the task. They did not follow the instruction as the researcher wished.

To overcome the problems in the Cycle 2 and to ensure the improvement of the students' participation, in Cycle 3, the researcher put some new actions to deal with the students' lack of vocabulary and to avoid the cheating. In dealing with the vocabulary, besides inviting the students to the brainstorming activity that was usually done, the researcher would also ask the students about the meaning of some words in every roll call. The researcher would also ask the students to memorize the exchanges in the worksheet and then took back the worksheet in order to prevent the cheating.

The result in Cycle 3 shows that the TSTS technique increase the students' participation. The technique gave each students role that provided them opportunities in performing the language. The group work also encouraged the students to express the languages. However, the action that the researcher applied to overcome the vocabulary matter should be revised since it was feasible in term of the time allocation.

Conclusion

The implementation of Two Stay Two Stray technique aimed to improve the students' participation in the speaking class. The actions were carried out in three cycle, which each cycle consisted two meetings. In implementing the actions, the technique was integrated with the scientific method as suggested by the Kurrikulum 2013.

The research findings show that the participation of the students of grade IX J of SMP Negeri 15 Yogyakarta improved through the implementation of *Two Stay Two Stray* technique. The improvement is indicated by the number of students who joined the activities. The result also shows that the students encouraged in performing the language in the group, rather than in front of the whole class. However, the students' vocabulary should be improved in order to perform the language better.

Considering the benefits and the results of the implementation of TSTS technique, it is suggested that the English teacher could implement the technique in the teaching learning process to improve the students' participation.

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