

**THE EFFECTIVENESS OF TWO STRAY TWO STAY TECHNIQUE
ON STUDENTS' SPEAKING SKILL AT SMP NEGERI 3 NGRONGGOT NGANJUK**

THESIS



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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2022

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ON STUDENTS' SPEAKING SKILL AT SMP NEGERI 3 NGRONGGOT NGANJUK**

THESIS

Presented to
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DEDICATION

The researcher dedicated the thesis to :

My beloved parent Sumantri and Lailatul Qodriyah who always give me support, inspiration, hope and dreams, and always pray for my bright future.

My beloved older brother lutfi Maulana who always give me beautiful feeling brotherhood and many experience in my life. Thanks very nice for being my inspiration and spirit to be good older brothers.

all my friend whom I cannot mention one by one and everyone who loves, supports, care, and give me suggestion, and motivation. I hope god always cares and blesses you wherever they are. Thanks you so much.



MOTTO

سلامة الإنسان في حفظ اللسان

Human salvation depends on their ability to preserve the spoken word.

“Keselamatan manusia tergantung pada kemampuannya menjaga lisan.”

(HR. al-Bukhari).¹



¹ Al-Bukhari, Abu Abdullah Muhammad bin Ismail, *Ensiklopedia Hadits*; Shahih al-Bukhari, Terj. Masyhar dan Muhammad Suhadi, Jakarta: Almahira, Cet. I, 2011

ABSTRACT

MAZIDA, IZZA ANNISA. 2022. *The Effect of Two Stay Two Stay Technique on Students Speaking Skill at SMP Negeri 3 Ngronggot Nganjuk in Academic Year 2021/2022.* Thesis, English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor Dedi Hasnawan, M.Pd.

Keywords : *Two Stay Two Stay Technique, Speaking, Student.*

Speaking is one of four language skills (reading, writing, listening, speaking). This is a way for students to communicate with others, achieve specific goals, and express their opinions, intentions, and expectations. The aim of this research was to examine whether there is a significant difference between the students' speaking skill that are taught using Two Stay Two Stay Technique and those who are not taught using Two Stay Two Stay Technique at seventh grade of SMP Negeri 3 Ngronggot Nganjuk.

The researcher applied a quantitative approach and used the quasi-experimental design. This research took two classes which were taught using different techniques. The experimental class was taught using Two Stay Two Stay Technique and control class was taught using discourse method. The sampling technique applied in this research was simple random sampling. Simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. The population was seventh grade students of SMPN 3 Ngronggot Nganjuk which consisted of 160 students. The samples were 64 students (32 students in experimental class, 32 students in control class). The techniques of data collection were test and documentation. The data were gathered through test. This research was conducted by the following procedure: giving pre-test, conducting treatment, and giving a post-test. The data were analyzed after getting the score of the test and processed using T-test formula in SPSS version 26.

The result of this research showed that the experimental class had a higher mean score of post-test than control class. The mean score of post-test in the experimental class was 87,12, while the control class was 78,25. Besides, the result of T-test calculation showed that the value of t_{test} is higher than the value of t_{table} . The value of t_{test} was 5,478 while the value of t_{table} with $db = 62$ was 2,042. Based on those results, it can be concluded that H_a is accepted and H_o is rejected.

So, from the explanation above it can be concluded that there was a significant difference between the students' speaking skill achievement that were taught Two Stay Two Stay Technique and students who were not taught using Two Stay Two Stay Technique. In other words, Two Stay Two Stay Technique is effective to improve the students' speaking skill achievement at seventh grade students of SMPN 3 Ngronggot Nganjuk.

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First of all, all praise is due to Allah, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “the effectiveness of two stray two stay technique on students speaking skill at SMP Negeri 3 Ngronggot Nganjuk in academic year 2021/2022”. Served to English Study Program of IAIN Ponorogo. With the main objective of fulfilling the student’s task in fulfilling the requirements for obtaining S1 degree. However, this thesis would not be finished without the guidance, support, advice, and encouragement from many parties. Therefore, the researcher would like to express his deepest gratitude to:

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their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English Teaching Profession.

Ponorogo, 18, June, 2022

The Researcher



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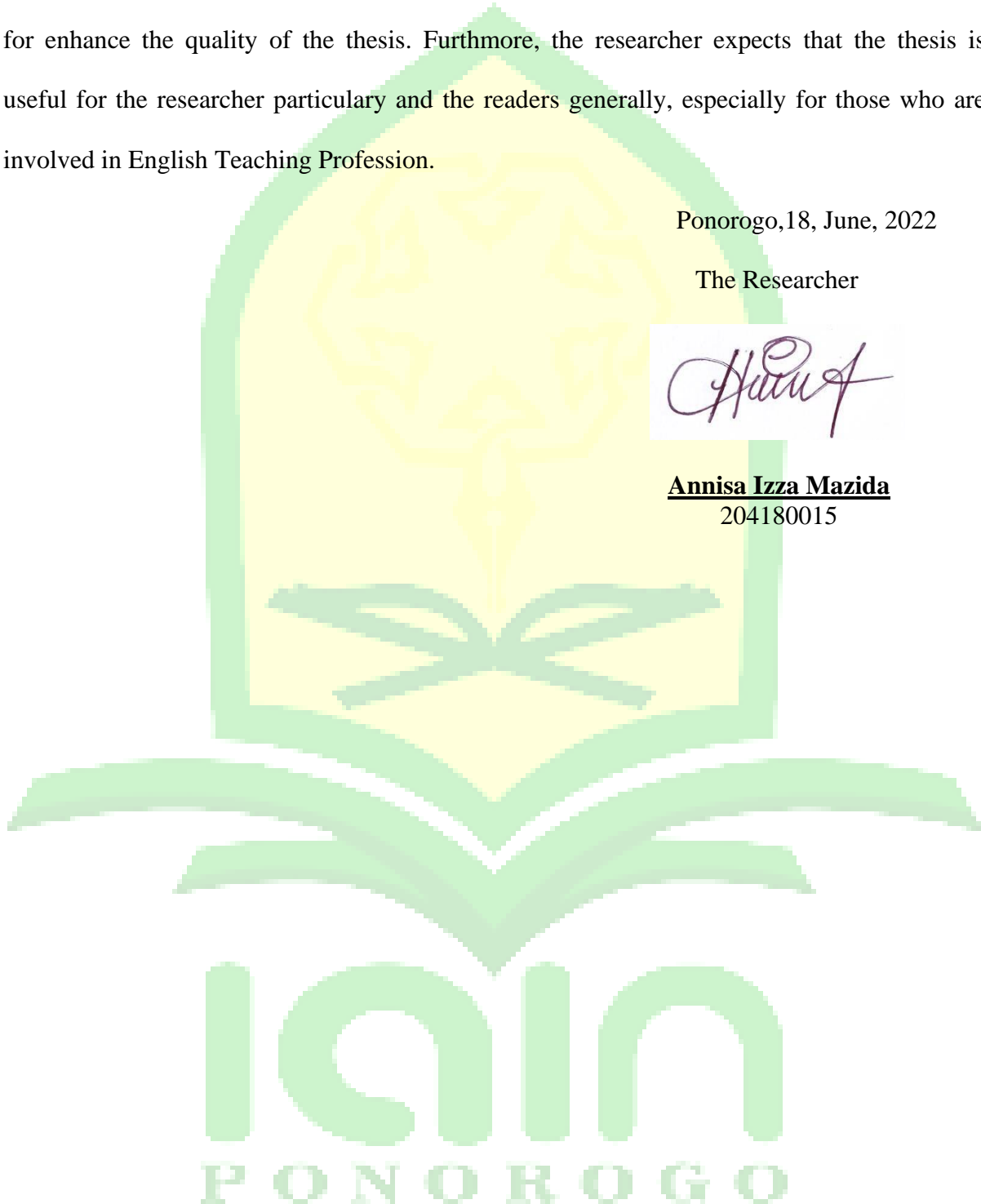


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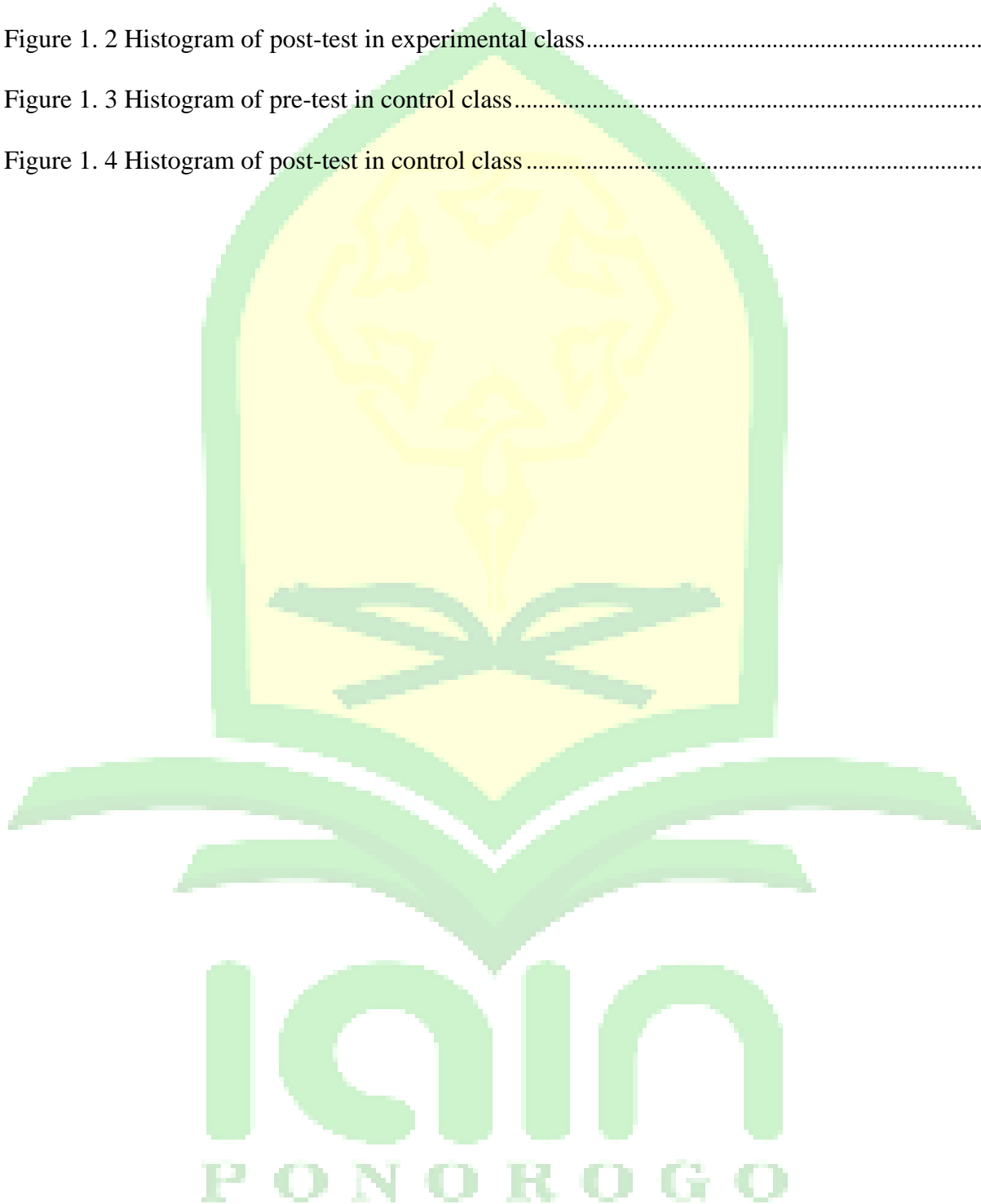


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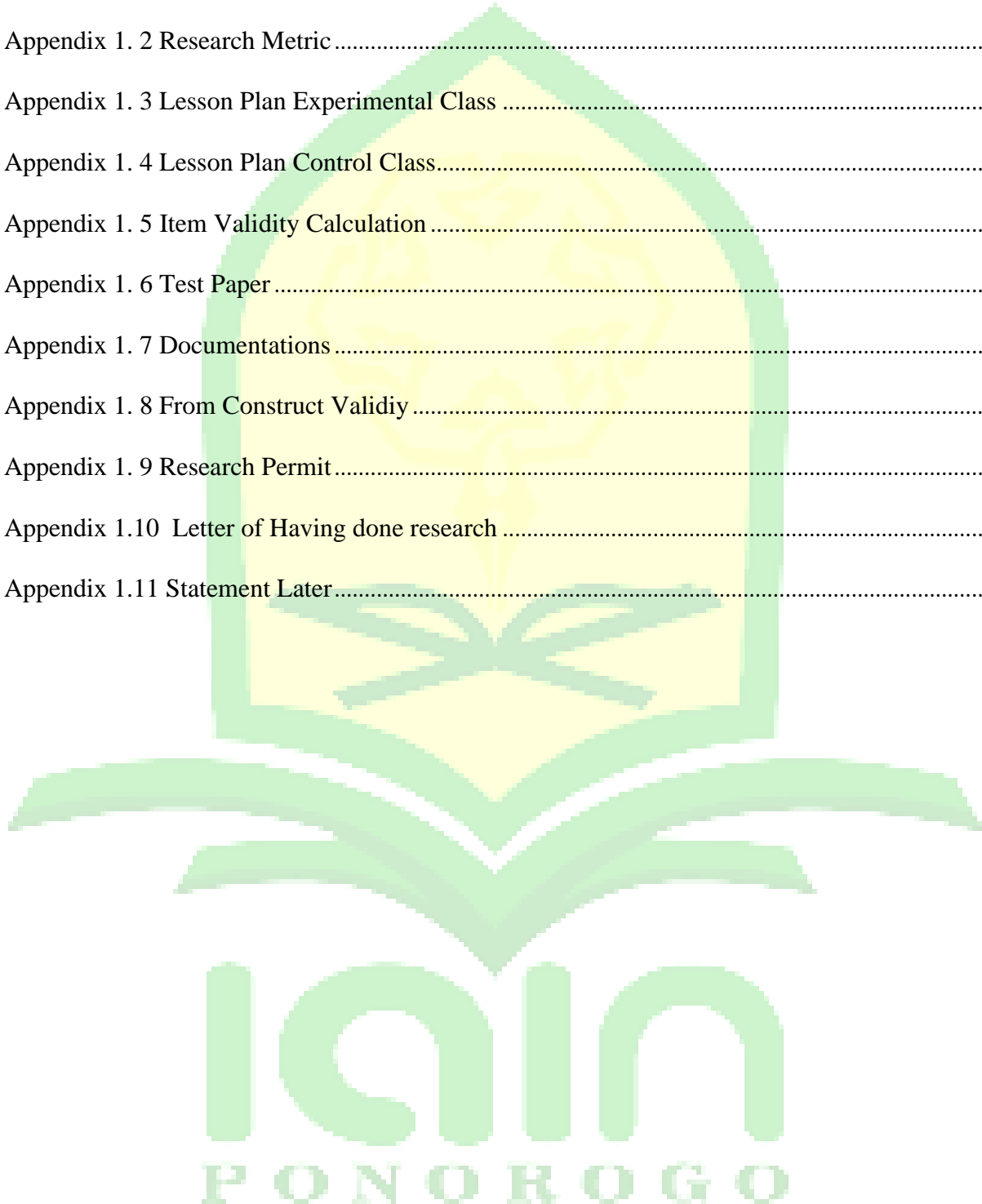
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CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about background of the study, scope and limitation of the study, statement of the problems, the research objective, significance of the research, and the organization of the research.

A. Background of the Study

Speaking skill that has a high level of difficulty for students. therefore, the pronunciation tends to be different, even the accent. Flores as quoted in achmad, “speaking is a key to communicate.² From the statement, intended to speak is considered as a very important ability to learned by students because, the key is to understand about what people say in English.

Speaking skill is considered difficult to maintain. Formerly reflected in the ability of students to communicate in English. The students tend stay in class because through practice students can learn to express feelings, emotions, their thought and intentions. Based on the observation, when researchers teach in the classroom, there are several reasons why students are less proficient in speaking. Because, by the students who were shy and lacked confidence in speaking English. They are more often complain, because they don't have much vocabulary to say, they can't express themselves when they talk for feeling guilty for speaking out. In their daily life they never use English, although in giving and meeting. Then according to Penny Ur, there are many difficulties in learning English is like being

² Achmad, “*the Use of Role-Play to motivate the Students to Speak: A class experience*,” jurnal Humaniora, sains. Pendidikan Pengajaran, 1 (November, 2021).

afraid to do mistakes, shame, students do not have high desires, lack of vocabulary, they prefer use their mother tongue and tend to be low participant in class.³

, The researcher wants to know and observed the problems of students Speaking English at school SMPN 3 Ngronggot Nganjuk, according to a brief interview with some students, the researcher stated that they were too nervous to ask permission to use English in Junior high school. They're also speaking in front of the class, and if they make a mistake, his peers will mock them. After observing the students at this school, the researchers discovered that the majority of the students were unable to communicate in English, even in very basic phrases or words.

Based on the observation through preliminary study during teaching learning activity at the seventh grade of SMPN 3 Ngronggot Nganjuk, it was found many students of seventh grade of SMPN 3 Ngronggot Nganjuk had difficulties in learning English especially in the Speaking. This can be seen based on the observations I made before conducting the research, interviewing one of the students at SMPN 3 Ngronggot. Ardiyanti Riris, who goes by the name Ardiyanti, stated that her ability to speak English was still conditional and situational when it came to English subjects. The issue arose because the classroom was so noisy that the teacher had difficulty explaining the material, and students found difficult sentences in the learning process, particularly in speaking skills, where speaking scores are consistently below average, and particularly in the ability to initiate a discussion due to their limited vocabulary.⁴

In this research focus descriptive text, the students should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, or things. This is why the researcher chooses descriptive text. The school has

³ Ur Penny, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 1996),p. 21.

⁴ Interview with Ardiyanti Riris, as a ngronggot junior high school student, on 26 December 2022 at 08.00 WIB.

a winner in English courses, including story telling, it is critical for me to implement effective learning approaches to help pupils reach their full potential.

There are several methods to overcome students' difficulties in learning speaking, one of which is Two Stay Two Stray Technique. According to Lie, Two Stay Two-Stray is a technique that gives students the opportunity to share ideas, arguments and information to other groups. In this technique, there are various activities. Then by using this technique, students help each other in the learning process. High and low level students will work together to achieve the goal their respective groups.⁵ This means that this technique makes students more active to try speaking in sharing arguments and information with other groups.

The researcher concluded that a teacher should be able to encourage and help students to explore themselves in order to develop speaking skills. So, researchers can focus on students' speaking skills in a descriptive text. Two Stay Two Stray Technique in learning English, especially students' speaking ability. The technique will provide motivation and stimulate students to become active and educated learners. In addition, with using this technique the teacher can change the class atmosphere that was originally boring to fun and make students feel comfortable and also happy to learn English.

According to the explanation above, the writer intends to conduct a quasi experimental research entitled: **“The Effect of Using Two Stray Two Stay Technique on Students Speaking Skill at Seventh Grade of Smp Negeri 3 Ngronggot Nganjuk In Academic Year 2021/2022”**.

⁵ Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia Widiasarana Indonesia, 2002), p.26

B. Identification and limitation of the Study

To avoid a deviation of the discussion, the scope and limitation of this study as follow:

1. The subject is the Seventh Grade Students of SMPN 3 Ngronggot Nganjuk in academic year 2021/2022.
2. The object is to measure the Effect of Two Stay Two Stray Technique on Students Speaking Skill.
3. The material of this study in teaching Speaking is Descriptive Text using Two Stay Two Stray Technique.

C. Statement of the Problem

Based on the previous background, the researcher formulated the Statement of the Problem as follow:

Is there any significant different on speaking skill achievement between students' who are taught using Two Stay Two Stray Technique and Students who are not taught using Two Stay Two Stray Technique?

D. Objectives of the Research

Concerning with the statements of the problem, the objectives of this research to investigate the significance different between students whotaught using Two Stay Two Stray Technique and the sttudents who are not taught without it on their speaking skill achievement.

E. Significances of the Study

The results of this study are expected can give both theoretical and practical contribution in educational environment.

1. Theoretically

- a. The result of this study will be useful addition to scientific resources available in the field of education.
- b. For further researchers, this study can enrich researchers knowledge related to the use and benefits of using two stay two stray technique on speaking skill and also can be used as a reference to conduct further research in teaching speaking.

2. Practically

- a. Teacher

These results of study are expected to provide the information for them about learners' speaking mastery in learning English.

- b. Students

The result of this study is expected to provide motivation and reference to them about how to develop their speaking in English. It is important because one of the aims of teaching English in Indonesia is to get them to use the language. It can help them deal with the real situation in the classroom.

F. Organization of the Study

The researcher wrote this thesis systematically to easy the readers to understand it. This thesis consists of five chapters. Every chapter is related one to another. The organizations of the thesis are:

Chapter I is Introduction. This chapter contains about the background of the study, identification of the problem, scope and limitation of the study, research question, research objective, significance of the study, organization of study

Chapter II is Review related literature. This chapter contains about literature review, previous related study, conceptual framework, and hypothesis.

Chapter III is Research method. This chapter contains research methods which includes research design and approach, location and time of research, population and sample, operational definition of research variable, research instrument, validity and reliability, data analysis technique, data collection technique.

Chapter IV is Result and Discussion . This chapter includes explanation about the general description of Statistic Description, Inferential Statistic, Discussion.

Chapter V is Closing . This chapter includes conclusion and suggestion.



CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher consist of Theoretical Background, Previous Research Findings, Theoretical Framework, and Hypothesis.

A. Theoretical Background

1. Speaking Skill

a. Definition Speaking skill

As stated earlier that performance speaking can be illustrated as a process of communicating information to a listener by using a formal language.⁶ Speaking has an important part human in life. People use their speaking skill to communicative with the other people through share, express idea, reveal feelings, exchange of ideas and opinion, and discuss something in order to attain several aims. It was a necessity for someone as a human in this world.⁷

As a language skill, speaking is sometimes undervalued, or, iin some circle taken for granted. In many contexts, speaking is often the skill upon wich a person is judge at face value. In the other hand, people may often form judgements about our language competence frm our speaking rather than from any of the other language skills. As a skill which enables us to produce utterances, when genuinely want to communicate something to reach a particular end. This may involve expressing ideas, feeling and opinions: expressing a wish or a desire to do something; negotiation and/or solving particular problem; or esthabilishing and

⁶ Prof. Drs. H. Burhanuddin Arafah, M.Hum, Ph.D and Dr. A. Kaharuddin Bahar, S.IP, M.Hum, *The Art of Developing Speaking as a Performance* (Yogyakarta: TrustMedia Publishing, 2015), p.15

⁷ Musripatul Khoiriyah, *“Improving Students; Speaking Skill through Communcation Games”* (Publish Scrips; Departement of English Education: Jakarta, 2011), p.7

maintaining social relationship and friendships.⁸ Because as a human social, speaking is the most important to communicate with others.

According to Kayi speaking is the most important part of learning and teaching a second language. Even though the importance, over the years, of teaching speaking has been underestimated and the English teacher continues to teach speaking only as an exercise or memorizing some dialogues.⁹ However, today's world requires the purpose of teaching speaking should improve a student's communicative skills, because, only by way, students can express themselves and learn how to follow appropriate social and cultural rules in every communicative state

Based on the above definition, the researcher concludes that speaking is an express ideas, opinions, or feelings to others by using words or sounds articulation to inform, persuade, Entertain and that all that is learned by using several teaching and learning methodologies.

b. The elements of speaking

Speaking is a creative product of linguistic strings, speakers make choices of lexicon, structure, and discourse.¹⁰ Ability to speak fluently depends on how the speaker produces utterances to convey the meaning. Harmful states that the ability to speak fluently not only presupposes knowledge of the language features, but also the ability to process information and language “on the spot”.¹¹ In to do so, there are several elements that the speaker must pay attention to. The elements of oral production are described by Harmer as follows:

⁸ Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT a Teacher's guide*; third edition (USA: Wiley-Blackwell, 2013), p. 172

⁹ Kayi, H. 2006, *Teaching Speaking: Activities to Promote Speaking in a SecondLanguage*.

¹⁰ Ibid, p.140

¹¹ Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited

a. Connected Speech

Ability to use spoken language as native speakers used deletion, modify, add or modify the verb or auxiliary verb used to make speaking goes smoothly. For example like saying I will go and use in connected talk as in I'd've go.

b. Expressive Device

It is a change of intonation and certain parts of speech using special gestures, expressions or expressions to show how they are feeling. Expressive device supports the speaker to use the extra emotional expression and intensity that is contributes to the ability to convey meanings.

c. Lexis and Grammar

Lexis and grammar are also important elements in oral production, this is related to use of proper grammar and phrases in different and different functions context. Therefore, the teacher must provide various expressions for functions such as agree or disagree, express surprise, surprise, or agreement.

d. Negotiation Language

It is used to seek clarification and to show the structure of the speaker proverb. This allows listeners to ask for clarification from the speaker when they do sodon't understand what they are saying.¹² While part of the productive ability of speakers includes knowledge of . language skills as discussed above, the success of oral production also depending on the fast processing skills required, they are:

a) Language Processing, related to the speaker's ability to process language in their own heads and arrange them coherently so that they appear in the form of which is not only understood, but conveys meaning intentional.

¹² Ibid . p.270

b) Interacting with other people, in speaking absolutely involves interaction with other people one or more participants. This means that speaking is also effective involves a lot of listening, understanding how others participants feel, and knowledge of how to take linguistics turn around or let someone else do it. This is related to communication and interaction between speaker and listener.

c) Information processing (on-the-spot), relating to the speaker the ability to respond to the feelings of others by processing information the speaker recounts the moment. It can be concluded that information processing is the process by which listeners respond to what speaker said.¹³

c. **The functions of speaking**

Speaking's functions include delivering a message or thoughts from the speaker to the listener, as well as assisting the speaker and listener in understanding what the mean is. According to Richard, this distinction between the interaction function of speaking (which is used to develop and sustain social relationships) and the transactional functions of speaking is important (which focus on the exchange of information).¹⁴ According to Brown and Yule, there are three functions of speech. Talk as interaction, transaction, and performance are the three types of talk.

1. Talk as interaction

It refers to what we usually mean by conversation and describes interactions that serve a major social function. When people meet, they exchange greetings, engage in small talk and chat, share recent experiences and so on because they want to be friendly and build a comfort zone interaction with other people. The focus is more on the speaker and how they want present themselves to each other rather than on the message.

2. Talk as a transaction

¹³ Ibid. p.271

¹⁴ Ibid.p.272

This type of talk refers to a situation where the focus is on what was said or done. The message is to focus here and make yourself known clearly and accurately, non-participant and how they interact socially with each other. In the transaction, Jones in Richards said that the conversation about other people activity. For example, students can engage in hands-on activities. (for example in science lessons) to explore concepts related to floating and sinking. in the types of spoken language students and teachers usually focus on meaning or on speak their way to understand.

3. Talk as a show

A useful third type can be spoken of as show. This refers to public speaking. That is, a delivery that sends information before hearings such as morning talks, public announcements, and talks. Recognized by skill, strength, luxury. It is an activity done for entertainment.¹⁵

d. The Concept of speaking

In everyday life, Speaking is the most common form of communicative. building and sharing means to communicate information to listeners is a part of daily life. When children begin to speak, the line says, they experiment with speech that is formed to make words and phrases like bye-bye or see you. Children assimilate these words and structures as they become older. Into both actual and imagined games.¹⁶ This indicates that speaking abilities can improve along with growth well. Students in junior high school should be able to correct their speech more than students in junior high and elementary school. It is possible because high school pupils have more time to study about speaking. They also have numerous possibilities to defeloped their speaking

¹⁵ Ibid, p.128

¹⁶ Caloline T. Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), p.46

skills. However, students still find it challenging to improve their speaking abilities. Many adult learners' primary goal is to improve their speaking abilities.

Their characteristics influence how quickly and how well they work. They will succeed if they do everything correctly. They are risk takers who are not scared to make mistakes. In general, mistakes will be more active in speaking, but with a large number of faults it can be challenging. Furthermore, speaking skill is determined not only by the amount of time students have spent studying how to speak for a long time, but also by their environment in which they speak English. Because speaking ability is a form of verbal intelligence, they must practice in everyday activities. Broughton, et al. support this phrase, stating that a student must be able to naturally create the language that has been provided to him and that he has rehearsed in one or more circumstances.¹⁷

The speaking scale has five criteria. They are grammar, vocabulary, understanding, explanation, pronunciation. In this study, researchers will use Oral English Assessment Sheet submitted by Brown.¹⁸ Based on his explanation above, the researcher concludes that speaking skills are verbal intelligence in produce fairly to achieve communicative competence as measured by five criteria: grammar, vocabulary, comprehension, observation, and pronunciation.

e. Assessing rubric of Speaking

The assessment rubric is an assessment guide that describes the criteria that the teacher wants in assessing or grading the results of student work. The rubric needs to list the desired characteristics that need to be shown in a student's work accompanied by a guide for evaluating each of these characteristics.¹⁹ Below is a Speaking assessment rubric as follows:

¹⁷ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2th Ed.) (New York: Routledge, 1980), p.82

¹⁸ Ibid.p. 172-173

¹⁹ Samhis setiawan, "Pengertian Rubrik-Tujuan, Jenis, Isi, Macam, Langkah, Manfaat, Contoh, Para Ahli" (<https://www.gurupendidikan.co.id/pengertian-rubrik/>. Accessed on 1th desember 2020, 14.00)

Table 1. 1 Assessing Rubric of Speaking²⁰

Indicator	Level	Description	
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	20
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	
	5	Equivalent to that of an educated native speaker.	
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs	20
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	
	5	Speech on all level is sufficiently	

²⁰ Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.*(New York: Addison Wesley Longman,2001) ,p. 406-407

		accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.	20
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.	
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	20
	2	Accent is intelligible though often quite faulty	
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
	4	Errors in pronunciation are quite rare.	
	5	Equivalent to and fully accepted by educated native speakers.	
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase	20
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no	

		specialized knowledge).	
	3	Comprehension is quite complete at a normal rate of speech.	
	4	Can understand any conversation within the range of his experience.	
	5	Equivalent to that of an educated native speaker	
Total Score			100

2. Two Stay Two Stray

a. Definition Two Stay Two Stray

Technique is a way that is done by someone to implementing a method can run effectively and efficiently. Success in teaching speaking depending on the technique used by the teacher in the classroom.²¹ Ellis and Sinclair's method for learning to talk. They stated that:²²

- a) The technique from strategies in use is to locate a chance of exercising and leading or directing the mental imagined discourse.
- b) Taking risks is the use of strategies such as doubts to make time to consider in a conversation exercise and survive on his own vocabulary.
- c) Getting organized in use entails organizing a material and temporal source. While the following tactics are taught for speaking activities:
 - 1) Substitution: In this strategy, a synonym paraphrase and movement are used to convey meaning.
 - 2) Cooperation: this strategy is used to teach a group how to finish a task.
 - 3) Self-evaluation: this technique was used to assess the ability to communicate effectively.

One of them is Two-Stay Two-Stray (TSTS). The Two-Stay Two-Stray (TSTS) technique was adapted from Spencer Kagan. This technique will bring students to be active in

²¹ Anthony, E. M., *Approach, Method, and Technique. English Language Teaching* 17, 63-67.,963

²² Tarigan, Henry Guntur, *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa,2008

the learning process, because students will learn more through the process of building and creating working in groups and sharing knowledge. Nevertheless, individual responsibility remains the key to success in learn English. This learning process is believed to provide opportunities for students to students to engage in discussions.

According to Lie, Two-Stay Two-Stray is a technique that gives students an opportunity to share their ideas, arguments, and information with other groups. In this technique, are some of the activities. Then by using this technique, students help each other. he is tall low-level and low-level students will work together to achieve their goals groups".²³ This means that technique makes students more active in expressing their ideas and information to other groups.

Kagan in argues that an interdependent, cooperative educational experience in our classrooms is necessary if we are to hope to enable democratic ideals of equal information and participation. It's necessary if we hope to maintain traditional values, including respect, kindness and the ability to enter and maintain positive social relationships. Kang emphasized that cooperation needs to be done in the classroom because it will make students have multiple roles and can help each other.²⁴

According to suyatno, two stay two stray is a way for students to share knowledge or experiences with other groups. Syntax works in groups, two stray to another group and two of them stay in their group to welcome another group. Team work, stray to other groups, back to their group and report what haven been taught that is two stay two stray.²⁵

In addition, the Two-Stay Two-Stray technique is perfect for helping students to help students who are involved in active learning because this technique supports students to improve mutual enhancing, individual accountability, interpersonal skills, face for their group

²³ Anita Lie, op. cit., p.26

²⁴ Nur Fatoni *The Influence Of Using Two Stay Two Stray In Learning Reading Comprehension Of Recount Text* (Published Scrips: English Education Fakultas Of Tarbiyah And Teacher Training Syarif Hidayatulla: Jakarta 2014,P.17

²⁵ Muhammad Faturrohman,*Model-Model Pembelajaran Inovatif*, Ar-Ruzz Media,2015,P.91

interactions and interactions when they work in groups. In the study process, this technique can also provide students with a gathering experience where their information gets lost to other groups. In this activity, students donate to contribute their ideas to other students and after they return to their group, they have to share the information they got from other groups with their own group.

Based on the explanation above, the researcher concludes that Two-Stay Two-Stray. The technique in this study is a type of speaking teaching technique by letting students to work in groups to provide experiences in sharing and gathering information with collaboration with students from other groups.

b. Procedure of Two Stay Two Stray

According to Lie, Two-Stay Two-Stray consists of the following steps:

1. Students are arranged in groups of four students.
2. Then two students from each group will leave the group, each student will diverge to another group.
3. The two remaining students have the task of sharing information and results from duties for their guests.
4. Guests excuse themselves and return to their groups and report their findings from another group.
5. Business groups and information.²⁶

Teaching speaking is very important because it provides opportunities for students to practice speaking to be more active. Teaching speaking requires right techniques to be used to make it successful. The right technique will help the teaching and learning process run well.

c. The advantage and Disadvantage of Two Stay Two Stray Technique

²⁶ Anita Lie, op. cit., pp.60-61

In the learning model chosen, it must have advantages and disadvantages. That the advantages of the Two-Stay Two-Stray technique cooperative learning model.²⁷

1. Can be applied to all classes/levels.
2. The tendency of student learning to be more meaningful.
3. It is a more activity oriented
4. Students are expected to dare to express their opinion.
5. Increase student cohesiveness and confidence
6. The ability to speak the interests and achievements of students.
7. Help increase student interest and achievement.

While the disadvantages of Two-Stay Two-Stray are:

1. TSTS needs more time to discuss.
2. Students who rarely work in groups will find it difficult to work together.
3. Generally, students who are fluent in discussion usually dominate the discussion.

B. Previous Research Findings

Some researcher has linked some relevant studies. It could be references of researcher to help this study in the term of speaking and Two stay two stray technique.

The first is a research by Rani Rohimah (2017), which is entitled *The Influence Of Using Two-Stay Two-Stray Towards Students' Speaking Ability At The First Semester Of The Eleventh Grade Of Ma Al-Hikmah Bandar Lampung In The Academic Year Of 2017/2018*. This research methodology was quasi experimental research. The object of the research are two classes in the elventh grade of MA Al-Hikmah Bandar Lampung chosen purposely using purposive sampling from 103 of population. The first class is XI IPA as the experimental group and the second class is XI IAI as the control group. The data collected from the score of pre-test and post-test after the treatment. In collecting the data test was used in this research.

²⁷²⁷ Sugiyanto, 2009, *Model-model Pembelajaran Inovatif*, Surakarta: Psg rayon 13 p. 54

The Instrument of this research was an oral test. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

The results of this research are expected to give the theoretical and practical contribution. Giving some contribution to enlarge and enrich the English language teaching methodology especially the knowledge about Two Stay Two Stay technique which is hoped after reading this research, the readers will have tune understanding about Two Stay Two Stay as away to teach English.²⁸The similarity between this research and mine is that they both examine the Two Stay Two Stay Technique. and the difference in this study is about speaking abilities.

The second is a research that was conducted by Rasdiana (2018) entitled “*Applying Two Stay Two Stay (TSTS) Technique By Using Picture Series To Improve Students’ Speaking Skill at the Second Grade in MAN 2 ParePare*”, the aim of this research was positively to find out whether applying two stay two stay researcher by using picture series to improve students’ speaking skill at the second grade in Man 2 Parepare. The results of this research, this benefit for the teacher and students. The subject of this research is XII MIA 1 class which is consisted of 27 students. the result in this research was indicated that there was improvement of the students’ speaking skill.²⁹ The similarities in this study are that they use the tw stay two stay and speaking techniques. the difference is that researchers use pictures series.

The third Previous Research it was conducted by Nur fatoni (2014) entitled “*the influence of using Two stay Two stay in learning reading comprehension of recount text*” (a quasi experimental research at second grade students of smp Dharma Karya UT pondok cabe ilir, pamulang, tangerang selatan, banten) the aim of this study was to examine the

²⁸ Rohimah Rani 2017, *The Influence of Using Two-Stay Two-Stay Towards Students’ Speaking Ability At The First Semester Of The Eleventh Grade Of Ma Al-Hikmah Bandar Lampung In The Academic Year Of 2017/2018*, Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Lampung: Lampung.

²⁹ Rasdiana (2018), *Applying Two Stay Two Stay (TSTS) Technique by Using Picture Series to improve Students’ Speaking Skill at the Second Grade in MAN 2 Parepare*, Parepare: English Program Tarbiyah and adab Departement State Islamic Institute (IAIN) Parepare.

effectiveness of using Two Stay Two Stray (TSTS) technique on the students' reading comprehension achievement of second grade. The data were collected from 20 test items which are tested to the students before and after treatment. T-test was applied to calculate the data and to test the hypothesis.³⁰ The similarities in this study are that they both use the two stray tw stay technique and quasi-experimental research. the difference in this study, the researchers used recount text.

C. Theoretical Framework

Conceptual framework is a concept in the theory can be related with the factors which are identified as the important problem. The thesis is quasi experimental research the theories descriptions are:

X : Two Stay Two Stray Technique

Y : Speaking Skill

In this study, the researcher tries to help students explore their vocabulary mastery by applying word chain game. The researcher uses Two Stay Two Stray Technique in Speaking.. The researcher hopes by using Two Stay Two Stray Technique, student's speaking skill will be better than before.

D. Hypothesis

There are two Hypothesis of the study, those are:

1. Ha (Alternative Hypothesis) There are significant different in speaking skill of the students who taught by using Two Stay Two Stray Technique.
2. Ho (Null Hypothesis) : there are no significant differences in speaking skill of the students who taught by using Two Stay Two Stray Technique.

³⁰ Fatoni Nur 2014, *the influence of Using Two Stay Two Stray in Learning Reading Comprehension Of Recount Text*, Jakarta : Department Of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah Jakarta.

The hypothesis criterion states that; if $t_0 > t_t = H_a$ is accepted and H_0 is rejected, and if $t_0 < t_t = H_a$ is rejected and H_0 is accepted t_0 is t observation, and t_t is the t-test.



CHAPTER III

RESEARCH METHOD

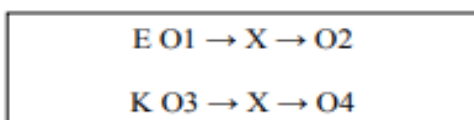
In this chapter the research discusses about Research Design and Approach, Location and Time of Research, Population and Sample, operational definition of Research Variables, research instrument, Data collection technique, Data Analysis Technique .

A. Research Design and Approach

Research design is a plan and procedure of a research which includes several decisions from assumptions ranging from broad to more detailed data collection and a analysis. Design selection is also based on character research problem or problem being solved, personal researcher experience, and audience for research.³¹

In this study, a researcher used a quasi-experimental posttest only design. An experimental design is a general plan for actively conducting studies independent variable. Design is important because it determines research results internal validity, namely the ability to reach valid conclusions about the influence of experimental treatment of variables.³² This means that researchers use pre-test and post-test. Experimental design used by random assignment to two groups that interfere with learning in class. The researcher divided two classes. One is the experimental class and the other is the control class.

One of the most commonly used quasi experimental designs in educational research design can be represented as:



X : Treatment by using Two Stay Two Stray Technique

³¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 22

³² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Ed) *Introduction to Research in Education*, (Toronto: Wadsworth Cengage Learning), p.301

O1 : Pre-test for the experimental Class

O3 : Pre-test for the control class

O2 : Post –test for experimental class

O4 : Post-test for the control class

The researcher will conduct this research into three steps, they are:

1. Pre research step The first step is preparation. The researcher is determines the experimental class and control class, prepare of lesson plan and instrument to get the data.
2. Research step The second step is acting. The researcher will apply the treatment in experimental class. The researcher taught the class by using Two stay Two Stray technique. So, in this treatment to get data from two tests, the tests are pre-test and post-test.
3. Data analysis step The third step is collecting data. The data which were collected will be analyzed by researcher. The steps were as follows:
 - a. Collect the post-test score from experimental class and control class.
 - b. Test the data using T-test
 - c. T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from same population there is no significant difference.³³

B. Location and Time of research

The research was conduct at Seventh-grade of SMP Negeri 3 Ngronggot in the academic year 2021-2022. Which located in Kelurahan, Ngronggot, Nganjuk, East Java. This research was conducted from March, 16th to March 19th. The schedule for experimental and control class can be seen in the table bellow:

³³ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.

Table 2.1 Experiment and control class schedule

Date	Activities
March, 16 th 2022	Pre test
March, 17 th 2022	Treatment 1
March, 18 th 2022	Treatment 2
March, 19 th 2022	Post test

For pre-test and post-test, there are 7 similar items of test. The type of test is oral test. In assessment of the criteria can be seen on the discussion above.

C. Population and Sample

1. Population

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.³⁴ The population in this research are all the seventh grade of SMPN 3 Ngronggot Nganjuk consist 5 class in academic year 2021/2022. In this research the population is the seventh grade of SMP Negeri 3 Ngronggot in the Academic year 2021/2022. The total number of the seventh grade of SMP Negeri 3 Ngronggot is 160 Students.

2. Sample

A sample is a group of individuals, items, or events that represent the larger characteristic from which the sample is drawn.³⁵ Sampling means selecting a certain

³⁴ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education 7th Ed*, (New York, McGraw-Hill, 2009), p. 90

³⁵ Lorraine R. Gay, Geoffrey E. Mills & Peter Airasian, *Educational Research: Competencies for Analysis and Applications the eleventh Edition*, (Boston: Pearson, 2012), 129

amount from a specified population as citizens of that population.³⁶This is a process of choosing sample from the population.

This research will use simple random sampling. That's to choose individuals who will be used as samples that will represent the population. ³⁷Random sampling has several ways, namely: throwing a coin, throwing a dice, lottery method, blind fold method and tippet table method.³⁸ This research will use lottery. Implementation of random sampling, as follows:

1. Prepare small papers
2. Write class code on small paper
3. Registering small papers
4. Shake several times
5. Take two rolls of paper.

The sample chosen is 7.4 class, which has 32 students, and 7.5 class, which has 32 students. The total number of students in the sample is 64.

D. Operational Definition of Research Variable

The operation definition of study is follow:

1. Independent Variable (X)

Two Stay Two Stray Technique in teaching speaking that used by researcher. In speaking by Two Stay Two Stray Technique will be easier for the students to understand and simple the Descriptive Text. In some suggest that learning Speaking by using Tw Stay Tw Stray Technique can make the students will better understand the speaking learning easily and not get bored.

2. Dependent Variable (Y)

³⁶ Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools And Techniques*. (Romania: Bridge Center, 2015), 41

³⁷ Ibid., 143.

³⁸ Ibid., 143.

Speaking skill is sub skill of english that have to be mastered. Because Speaking is a important skill that can develop vocabulary and talking with other people especially when we meet foreign people, or we to be a translator.

E. Research Instrument

Instrument is one of the significant steps in conducting this research. Instrument is a tool for measuring, observing, or documenting quantitative data.³⁹ In this research the instrument using oral tests. The purpose of the oral test to know the students' ability in speaking. The oral test uses to measure the students' speaking ability in speaking. To collect the data pre-test and post-test are used in this research.

Table 2.2
Instrument of Data collection

Variable	Indicators	Test	Number
X : Two Stray Two Stay Technique Y:Students' Speaking Skill.	Students are able to find the specific information in the Text	Orally	1,4
	Students are able to inferred or conclude the information the text from other group		2,3,5
	Students are able to speaking English structured.		6,7

³⁹ Ibid. p. 151

F. Data Collection Technique

Data collection is defined as procedure for collecting, measuring and analyzing specific information on the basis of the collected data. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternative knowledge claims” (Creswell, 2003, p. 153). In this study, the researcher only used test and documentation.

1. Test

According to H. Douglas Brown, test is a method to measure the ability and knowledge of people or performance people within a particular scope.⁴⁰ The test is a technique in collecting data. In this study, the researcher used 2 types of test that are pre-test and post-test to be given in the experimental class group and control. Before the learning process is given pre-test to both groups to be sure that both have the same level of proficiency and equivalent. The post test is given after being taught by using Two Stay Two Stray Technique to the experimental group. Oral test is used as objective data toward students' speaking skill by using Two Stay Two Stray Technique.

2. Documentation

Documentation is one of way to get data or information. In this study, the role of documents is used to obtain of data including teacher lesson plan, the students score, and photograph during teaching learning process. Besides that, the researcher also gets the history of the school, vision, mission, goals, infrastructures, and the structure of organization of SMPN 3 Ngronggot Nganjuk.

⁴⁰Ibid.p.3.

G. Data Analysis Technique

a. Validity and Reliability

A good instrument must comply two important regulations of test that are validity and reliability in opinion Suharsimi Arikunto.⁴¹

1. Validity Test

The validation test here is designed to measure how the obtains result according to the requirements of step for learning.⁴² A validity test is defined as a test to measure what is claimed. There are three main strategies for assessing test validity: content validity, compositional validity, and Criterion-related validity. Similarly, the analysis results for NRT and CRT different. NRT is designed for normal distribution. The difference between the evaluations was relatively large. CTR, on the other hand, is designed to measure what you learn, so if you don't expect it, you will inevitably have a difference between the ratings (for example, in all cases .), students will have all the material).⁴³ If the result is valid, the test is considered valid Meet the criteria. The technique used is Pearson. Focus on validity It refers not only to instruments, but also to interpretations and scores.⁴⁴ The result of the tool itself. Content effectiveness is achieved as follows: Accurate and correct measurement requirements.

On this validity and reliability test, the researcher took a sample in 7.3 class consist of 32 respondents for 10 item of oral test. From the existing validity calculations of the 10 oral test items only 7 items were valid. The result of the test validity can be seen as follow:

Table 2.3 The result of Validity Statistical Calculation

Number	Person correlation R hitung	R tabel	Criteria
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⁴¹ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2013), 211

⁴² Ibid p.22

⁴³ James Dean Brown, *Testing in Language Program* (New York: McGraw-Hill ELS/ELT, 2005), 232

⁴⁴ Donald Ary, et al *Introduction to Research in Education* Eight EDITION, (Wadsworth: Compag Learning, 2010). 236

1	0,120	0,349	Invalid
2	0,400	0,349	Valid
3	0,524	0,349	Valid
4	0,098	0,349	Invalid
5	0,353	0,349	Valid
6	0,582	0,349	Valid
7	0,337	0,349	Invalid
8	0,705	0,349	Valid
9	0,708	0,349	Valid
10	0,759	0,349	Valid

According to the table above, it can be demonstrated among 10 questions, there are 7 questions was valid and 3 questions invalid. Furthermore, the researcher used 10 questions to revise the test in collecting data.

2. Reliability test

Reliable tests are reliable and consistent.⁴⁵ Reliability is a level Tests can be tested consistently with everything you measure. Reliability indicates that test results vary from person to person. Randomly for various errors.

Reliability testing aims to make the resulting data more accurate. From In this case the researcher uses a test tool. Accuracy Research data is not only from validation Reliability check. Reliability measurement using SPSS 16.0 for Windows Through reliability analysis.

Table 2. 4 The Result of Reliability Statistical Calculation'

Cronbach's Alpha	N of Items
.584	10

Based on the calculation above, it was found that Cronbach's Alpha value is 0,584. The reliability value is explained by the table "r" at the 5% significance level. The value of "r" table is 0,349. Because the value' of "r" index reliability is $0,584 > \text{"r" table}$ (0,349). This result was included in the reliable level that was acceptable.

⁴⁵Ibid p.20

After collecting the data, the researcher analyze the data by using t-test. There are two assumptions that must be done, before the researcher analyze the data by using t-test.

1. Fulfillment of the assumptions as follows:

a. Normality Test

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.⁴⁶In this study, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The tests of normality employed are Kolmogorov - Smirnov and Shapiro Wilk. At this stage there are two criteria, namely:

- 1) When the asymp value. Sig (2-tailed) $> 0,05$ the data is normally distributed.
- 2) When the asymp value. Sig (2-tailed) $< 0,05$ the data is not normally distributed.

b. Homogeneity Test

After the researcher gets the conclusion of the normality test, the researcher can do this homogeneity test to know whether the data is homogeneous or not. The researcher used SPSS (Statistical Program for Social Science) one way anova. At this stage there are two criteria, namely:.

- 1) If the significance value is $> 0,05$ it means homogeneous.
- 2) If the significance value is $< 0,05$ it means not homogeneous.

c. Analyzing Data Using T-test

After testing of normality and homogeneity test were carried out, the researcher continued to analyze the data using T-test. T-test one of the statistical tests used to state that between two mean samples taken randomly from the same

⁴⁶ Budiyono, 2004, *Statistika Untuk Penelitian*, (Surakarta: Sebelas Maret University Press.), p.170

population have no significant differences.⁴⁷ In this test, which is analyzed is the comparison between the experimental class score and the control class on pre-test and post-test.

In this research, the researcher used SPSS 26 to compute the T value or using T-test formula as a follow:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

t_0 = The value of “t observe”

M_1 = Mean of the difference of experimental class

M_2 = Mean of the difference of controlled class

SE_{M_1} = Standard error of experimental class

SE_{M_2} = Standard error of controlled class

After calculating the T value, the researcher submitted the alternative hypothesis (h_a) and null hypothesis (h_0) which is illustrated as follows:

H_0 : if $T_{test} < T_{table}$ in significant degree 5%

H_a : if $T_{test} > T_{table}$ in significant degree 5%

Meanwhile, the degree of freedom (df) = $(N_1 + N_2)$



⁴⁷ Retno Widyanigrum, *Statistika*. (Yogyakarta: Pustaka Felicha, 2017), 151.

CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher discussed the statistic description, inferential statistic, and discussion.

A. Statistic Description

The researcher used a quasi-experimental design in this study, to find a concrete data which the researcher took two classes as sample to be observed. This population of this study was the seventh grade students of SMPN 3 Ngronggot Nganjuk in academic year 2022/2023. The researcher took two class as sample, VII 5 as experimental class and VII 4 as control class. The total number of students from both classes are 64.

In experimental class, the students were taught by using Two stay Two Stray Technique. Meanwhile, in control class the students were not taught by Two Stay Two Stray Technique, but by lecturing or discussion questions and answer only. The researcher wanted to compare the post-test control class and the experimental class after using the two stay two stray technique and the usual technique in the last study.

1. The Procedure of Experimental Class

In the experimental class, the researcher used Two Stay Two Stray in the learning process. This learning process is carried out in a series of learning processes included in this study as pre-test, first treatment, second treatment, and post-test. The activities can be described as follows:

The first meeting, the researcher gave pre-test on the students before starting the research. It was held on March, 16th 2022. There were 7 oral test items by took 30 minutes to completed.

The second meeting, the first treatment of Two Stay Two Stray Technique held on March, 17th 2022. The students are divided into several groups and it is division must

be fair. Such as there 32 students so teacher will make eight groups. And where in a group there are 4 students. provide sub-topics on each group to be discussed together with their respective group members. For example material description text about “yourself”. After finishing, the teacher instructed two people from each group leaving the group to visit to another group. Students are instructed that the two remaining in a group tasked with sharing the results their work and information about descriptive text about yourself with the students who visit the group. After students feel that they have received enough information, students acting as guests, back to the group to share information received from the group other. So and so alternately until each group member ever felt as a give of information (resident) and recipient of information (guest). Then students are given the opportunity to conclude their findings from other groups, and present them.

The third meeting, the second treatment of Two Stay Two Stray Technique held on March, 18th 2022. The material is things in the descriptive text about “yourself”. The second treatment activity was same as with the first treatment.

The fourth meeting, the researcher gave post-test. It was held on March, 19th 2022. It was conducted measure whether Two Stay Two Stray Technique was success or not in teaching speaking.

2. The Procedure of Control Class

The implementation control class procedures and materials are the same as the experimental class. There is a pre-test, first treatment and second treatment, and post-test. In the control class the teacher teaches using usual technique. But, it is not a new technique in the learning process. This technique focuses on students, the teacher gives instructions for students to ask friends in different groups about descriptive text "yourself" material. and then students are instructed to return to their original group and share the results of their discussion with other groups.

Firstly, the students will be given pre-test before beginning the research. It was held on March, 16th 2022. There were 7 oral test by took 30 minutes to finishing. The secondly, the students will be given first treatment it was held on March, 17th 2022. The material in control class But, in here the researcher only explaining about descriptive text in front of the class, after that teacher give feedback about this material. The thirdly, it held on March, 18th 2022. The second treatment in control class taught with the ordinary technique. The material in the second treatment was same with experimental class. The second treatment activity was same as with the first treatment in control class. The fourthly, that was post-test. It was held on March, 19th 2022. It used to get final score in control class.

3. The Results of Students' Pre-Test and Post-Test in Experimental Class

The table below showed the result of pre-test and post-test in experimental class for student who taught by using Two Stay Two Stray technique.

Table 3.1The result of students' pre-test and post-test in experiment class

No	Name	Pre-test	Post-test
1	ADP	80	95
2	AW	70	85
3	AHCS	40	85
4	AS	73	80
5	ANP	60	90
6	BGS	80	100
7	BNP	79	90
8	DSAK	65	85
9	DF	70	95
10	EAD	64	90
11	FAA	30	80
12	GRD	40	75
13	IRM	45	85
14	KEW	70	73
15	KNH	50	85
16	LCP	63	100
17	MNF	60	90
18	MKPR	20	75
19	MNNN	35	85
20	MRR	45	85
21	MRANH	50	95
22	OSP	50	85

23	RA	80	100
24	RAR	40	85
25	SMS	50	85
26	SBW	65	95
27	SDS	64	90
28	SEF	75	90
29	SH	40	75
30	YR	75	95
31	YDS	45	85
32	ZVA	63	80
	TOTAL	1836	2788
	MEAN	57,37	87,12

The table of data above showed the highest and lowest pre-test scores students' of experimental class. It can be seen that the highest score in pre-test was 80 and the lowest score was 30. The total of pre-test was 1836. Meanwhile, the highest score in the post-test of experimental class was 100. The lowest score post-test for experimental class score was 73. The total of experimental class score was 2788.

Table 3. 1Frequency distribution of pre-test in experimental class

Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.1	3.1	3.1
	30	1	3.1	3.1	6.3
	35	1	3.1	3.1	9.4
	40	4	12.5	12.5	21.9
	45	3	9.4	9.4	31.3
	50	4	12.5	12.5	43.8
	60	2	6.3	6.3	50.0
	63	2	6.3	6.3	56.3
	64	2	6.3	6.3	62.5
	65	2	6.3	6.3	68.8
	70	3	9.4	9.4	78.1
	73	1	3.1	3.1	81.3
	75	2	6.3	6.3	87.5
	79	1	3.1	3.1	90.6
	80	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

On the table distribution above, it could be concluded that the score of students' speaking skill are various. There were 3.1% for 4 students obtained score 20, 30, 35, and 39. 12,5% for 8 students obtained score 40 and 50. 6.3% for 10 students obtained score 60, 63, 64, 65 and 75. 9.4% for 3 students obtained score 80.

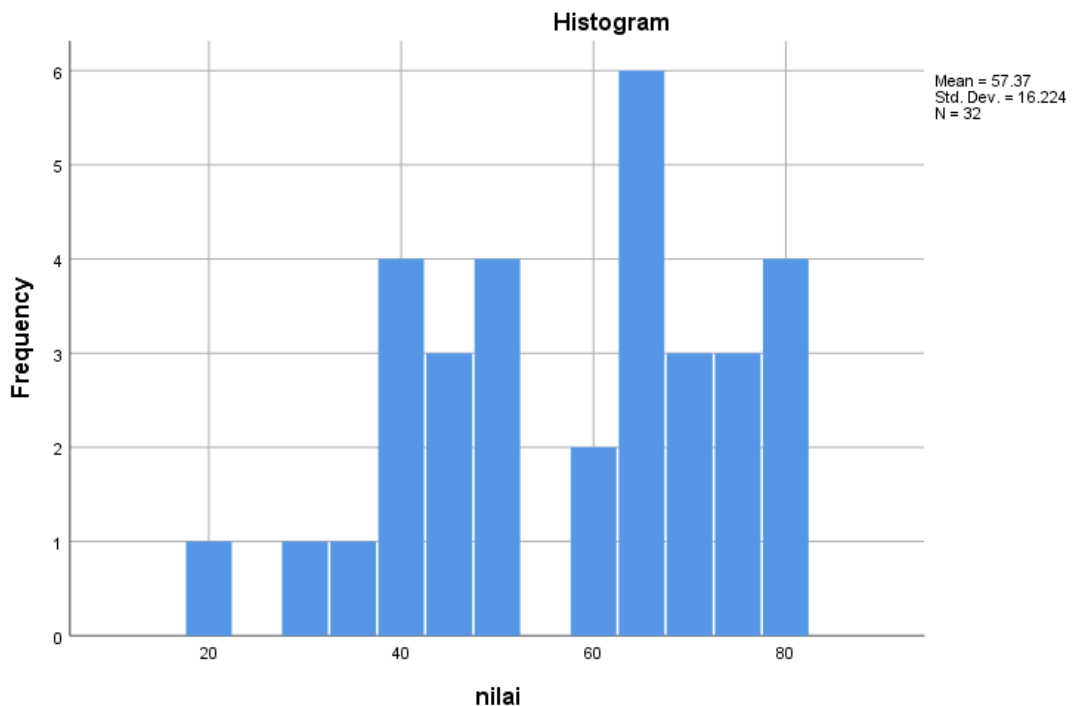


Figure 1. 1 Histogram of pre-test in experimental class

On the histogram above, it is described that $M = 57.37$ and $SD = 16.22$. To specify the category of students' speaking skill was good, medium, or low the researcher classified scores using the standard as follows:

1. More than $M + 1SD$ ($57.37 + 16.22 = 74$) was categorized into good.
2. Between $M - 1SD$ ($57.37 - 16.22 = 41$) was categorized into medium.
3. Less than $M - 1SD$ ($57.37 - 16.22 = 41$) was categorized into low.

That categorization can be seen clearly in the following table.

Table 3. 2 The categorization students' pre-test in experiment class

No	Score	Frequency	Percentage	Category
1	More than 74	7	21,8%	Good
2	Between 74-41	16	50%	Medium

3	Less than 41	9	28,2%	Low
---	--------------	---	-------	-----

Table 3. 3 Frequency distribution of post-test in experiment class

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80-100	28	87.5	87.5	87.5
	73-79	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

From the table frequency distribution above, it could be concluded that the score of students' speaking skill are various. There were 87.5% for 28 students obtained score 80-100. 12.5% for 4 students obtained score 73-79.

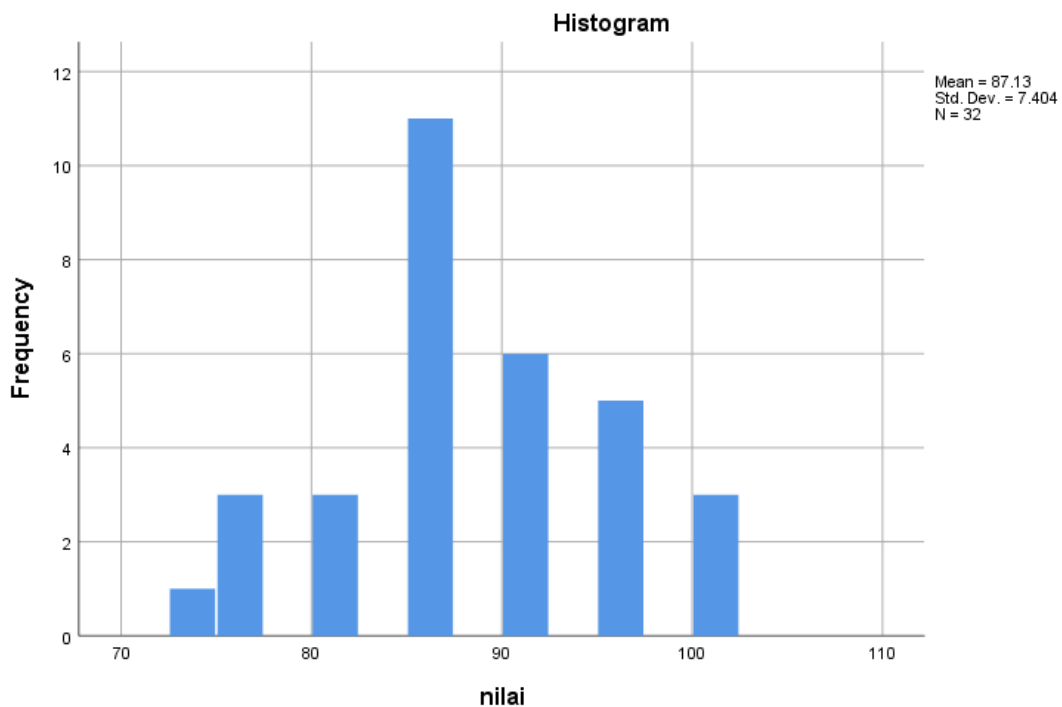


Figure 1. 2 Histogram of post-test in experimental class

From the table above, it described that $M = 87.13$ and $SD = 7.404$. To specify the category of students' vocabulary mastery was good, medium, or low, the researcher classified scores using the standard as follows:

1. More than $M + 1SD$ ($87.13 + 7.404 = 95$) was categorized into good.

2. Between M-1SD ($87.13-7.404= 80$) was categorized into medium.
3. Less than M-1SD ($87.13-7.404= 80$) was categorized into low.

That categorization can be seen in the following table:

Table 3. 4 The categorization of students' post-test in experimental clas

No	Score	Frequency	Percentage	Category
1	More than 95	8	25%	Good
2	Between 95-80	20	62,5%	Medium
3	Less than 80	4	12,5%	Low

4. The Result of Students' Pre-test and Post-test in Control Class

The table below demonstrated the result of students' speaking skill for the students are taught by using discussion or cobnventional technique (control class) or not using Two Stay Two Stray Technique. This table showed pre-test and post-test score.

Table 3. 5 The result of Students' Pre-test and Post-test in Control Class

No	Name	Pre-test	Post-test
1	AN	40	75
2	ASK	40	80
3	AII	45	85
4	AA	55	70
5	ARS	60	86
6	DAA	65	80
7	DRU	73	73
8	FF	55	80
9	GAS	66	85
10	HWIP	50	75
11	IDZS	80	80
12	MWD	65	75
13	MAD	73	86
14	MRA	53	73
15	MFP	50	70
16	MRK	66	75
17	MA	80	86
18	MF	60	80
19	MRDA	50	73
20	MRA	65	80
21	MSR	55	75
22	NRS	60	75
23	N	63	70
24	RWP	56	86
25	RNS	50	80

26	RDN	60	75
27	SIA	54	80
28	SOP	75	86
29	SDA	60	75
30	SA	45	70
31	SWPW	55	85
32	WARP	64	80
	TOTAL	1888	2504
	MEAN	59	78.25

The table above showed the highest and the lowest pre-test scores students' of control class. It can be seen that the highest score in pre-test was 80 and the lowest score was 40. The total of pre-test score was 1888. Meanwhile, the highest score in the post-test score of control class was 86 and the lowest score was 70. The total score was 2504.

Table 3. 6 'Frequency distribution of pre-test in control class'

		Post			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.3	6.3	6.3
	45	2	6.3	6.3	12.5
	50	4	12.5	12.5	25.0
	53	1	3.1	3.1	28.1
	54	1	3.1	3.1	31.3
	55	4	12.5	12.5	43.8
	56	1	3.1	3.1	46.9
	60	5	15.6	15.6	62.5
	63	1	3.1	3.1	65.6
	64	1	3.1	3.1	68.8
	65	3	9.4	9.4	78.1
	66	2	6.3	6.3	84.4
	73	2	6.3	6.3	90.6
	75	1	3.1	3.1	93.8
	80	2	6.3	6.3	100.0
		Total	32	100.0	100.0

On the table frequency distribution above, it could be concluded that the score of students' speaking skill are various. There were 6.3% for 4 students obtained score 40 and 45. 12.5% for 4 students obtained score 50. 3.1% for 1 student obtained score 56. 15.6% for 5 students obtained score 60. 3.1% for 3 students obtained score 63,64 and

75. 9.4% for 3 students obtained score 3 students obtained score 65. 6.3% for 6 students obtained score 66,73and 80.

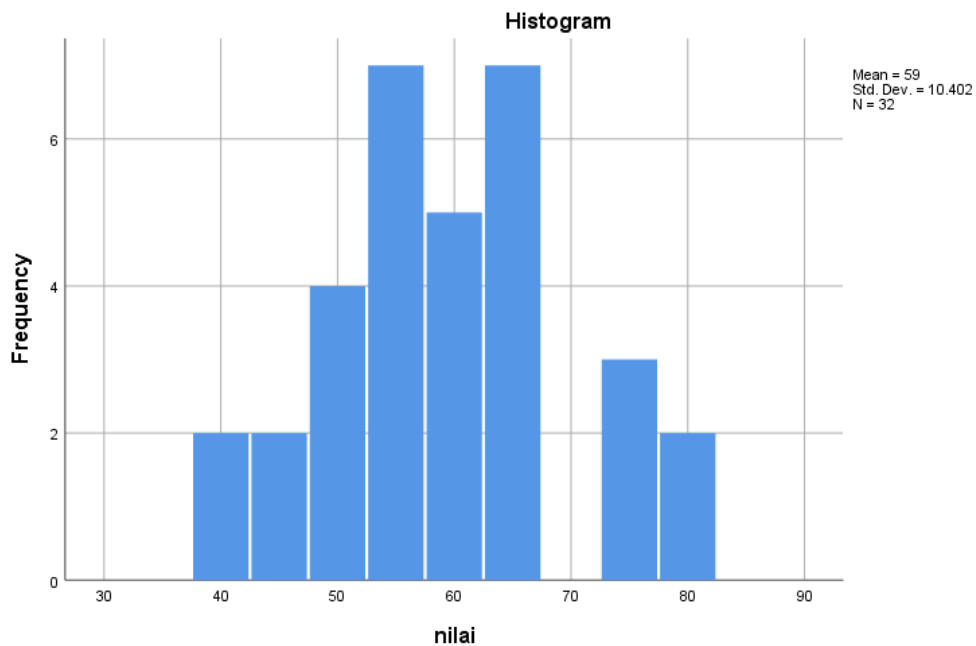


Figure 1. 3 histogram of pre-test in control class

From the histogram above, it described that $M= 59$ and $SD= 10.402$. To specify the category of students' speaking skill was good, medium, or low, the researcher classified scores using the standard as follows:

1. More than $M+1SD$ ($59+10.402= 69$) was categorized into good.
2. Between $M-1SD$ ($59-10.402= 49$) was categorized into medium.
3. Less than $M-1SD$ ($59-10.402=49$) was categorized into low.

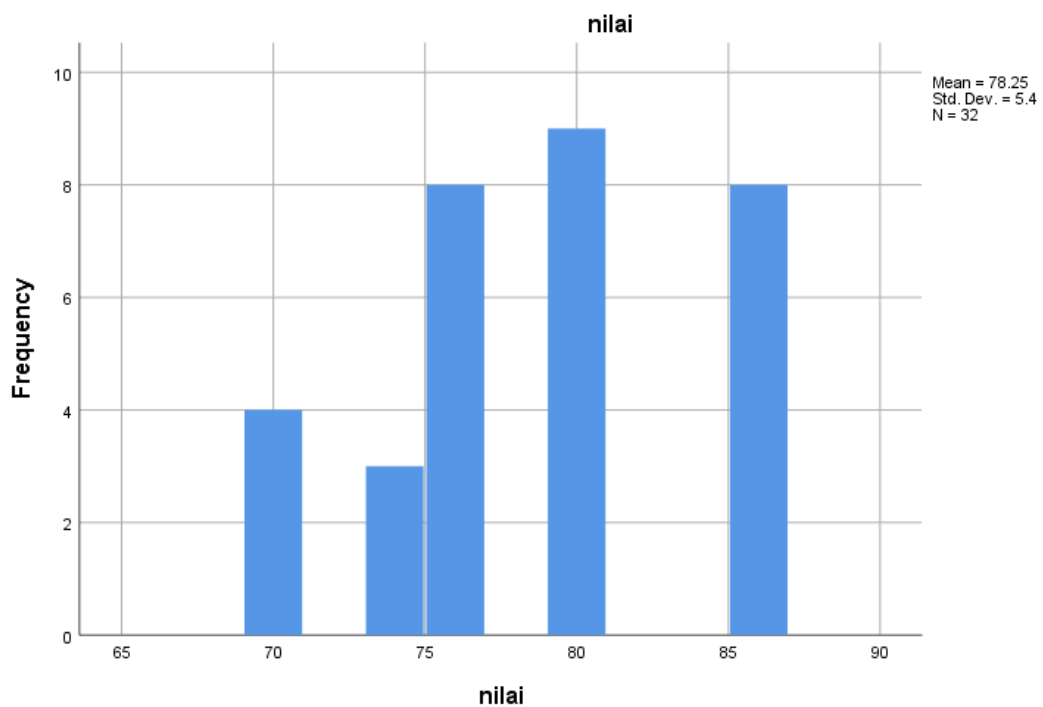
Table 3. 7 The categorization of students' pre-test in control class

No	Score	Frequency	Percentage	Category
1	More than 69	3	9,3%	Good
2	Between 49-69	23	71,8%	Medium
3	Less than 49	6	18,7%	Low

Table 3. 8 Frequency distribution of post-test in control class

Nilai		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	4	12.5	12.5	12.5
	73	3	9.4	9.4	21.9
	75	8	25.0	25.0	46.9
	80	9	28.1	28.1	75.0
	85	3	9.4	9.4	84.4
	86	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

On the table above, it could be concluded that the score of students' speaking skill are various. There were 12.5% for 4 students obtained score 70. 9.4% for 6 students obtained score 73 and 85. 25.0% for 8 students obtained score 75. 28.1% for 9 students obtained score 80. 15.6% for 5 students obtained score 86.

**Figure 1. 4 Histogram of post-test in control class**

From the histogram above, it described that $M= 78.25$ and $SD= 5.4$. To specify the category of students' Speaking skill was good, medium, or low, the researcher classified scores using the standard as follows:

1. More than $M+1SD$ ($78.25+5.4= 84$) was categorized into good.
2. Between $M-1SD$ ($78.25-5.4= 73$) was categorized into medium.
3. Less than $M-1SD$ ($78.25-5.4=73$) was categorized into low.

Table 3. 9 The categorization of students' post-test in control class

No	Score	Frequency	Percentage	Category
1	More than 84	8	25%	Good
2	Between 73-84	18	56.25%	Medium
3	Less than 73	6	18.75%	Low

B. Inferential Statistic

1. Assumption Test

The assumption test is a step that must be met in statistical research and must be done before testing the hypothesis. In this study, the assumptions will be made using normality and homogeneity test. The data had to fulfill the testing requirements before testing the hypothesis. Among them should be use several tests first, namely normality and homogeneity test of the data.

a. Normality

Normality test is used to check whether the distribution of responses to the instrument is normal or not. Theoretically, if the statistically value is greater than 5% then the data is normal. And if below 5%, the data is not normally distributed. In this research, the researcher used kolmogorov-smirnov formula and the calculations were done by using SPSS 26 as follows:

a. The normality Test of Experimental Class

Table 3. 10 One-Sample Kolmogorov-Smirnov Test experimental class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.99782390
Most Extreme Differences	Absolute	.177
	Positive	.087
	Negative	-.177
Test Statistic		.177
Asymp. Sig. (2-tailed)		.012 ^c
a. Test distribution is Normal.		

Based on the Table 2.11 showed that asymp value sig. (2-tailed) of 0,12 > 0.05.

it means that the data of experimental class was normal.

b. The Normality Test of Control class

Table 3. 11 One-Sample Kolmogorov-Smirnov Test Control Class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.11742958
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.081
Test Statistic		.123
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		

Based on Table was showed that asymp value. Sig. (2- tailed) of 0,200 > 0,05. It means that the data of class was normal.

1. Homogeneity Test

Homogeneity test is carried out to find out that the data set being studied has the same characteristics or not. In this research, the researcher calculated data by using SPSS version 26.

Table 3. 12 Homogeneity of variances

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.112	1	62	.151
	Based on Median	1.097	1	62	.299
	Based on Median and with adjusted df	1.097	1	52.959	.300
	Based on trimmed mean	2.131	1	62	.149

Referring to calculation above can be showed that sig. $0.149 > 0.05$. it means that the data is homogeneity.

2. Testing Hypothesis

After testing the normality and homogeneity, the researcher tested the hypothesis. And then, the researcher conducted T-test calculation by using SPSS 26 program. The result of the calculation as follows:

Table 3. 13 The mean of score of experimental and control class

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error
score	Experimental class	32	87.13	7.404	1.309
	Control class	32	78.25	5.400	.955

Referring to the table of data above, the result of data analysis showed that the mean score of the experimental class was 87.13 and the control class was 78.25. It means that the mean score of experimental class was higher than the control class.

Table 3. 14 The calculation of T-test

Independent Samples Test		
	Levene's Test for Equality of	t-test for Equality of Means

		Variances		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Score	Equal variances assumed	2.112	.151	5.478	62	.000	8.875	1.620	5.637	12.113
	Equal variances not assumed			5.478	56.706	.000	8.875	1.620	5.631	12.119

from the table calculation of T-test above, it could be concluded that the value of ttest was 5.478 and the degree of freedom was 62. The value of significance 5% of Ttable db=62 is 2,042. To interpret the data above, the researcher formulates of hypothesis as follows:

Ha : there was significant effect of the use of Two Stay Two Stray Technique on students' Speaking Skill.

Ho : there was no significant effect of the use of Two Stay Two Stray Technique on students' speaking skill.

The result of the research concluded that the value of T-test is higher than Ttable ($5.478 > 2.042$).it means that Ha was accepted and Ho was rejected. It can be known that there was significant different score on Speaking Skill who are taught by Two Stay Two Stray Technique and those who are not.

C. Discussion

The independent sample t test aims to compare the mean of two groups that are not related to one another with the other (two independent samples), in order to know whether the two samples have is the average the same or not.⁴⁸ According to the findings of the study, students who were taught using the Two-Stay Two-Stray Technique improved their speaking

⁴⁸ I putu artaya, "uji independent sample Test", ResearchGate, December, 2008

skill. This could be due to the fact that in the Two-Stay Two-Stray Technique, students were highly involved in the speaking process, as they had to explore their speaking ability in everyday life.

From the explain above, it showed that the differential coefficient of students taught Two Stay Two Stray Technique and the students not being taught using Two Stay Two Stray Technique is 5,478. Hypothesis test (t_0) at 5,478 from the calculatin above would be compared with the “t” index (t_t) with the condition stated below:

1. If the $t_0 > t_t$. H_a was accepted. It means that there was significance between ttwo variables.
2. If the $t_0 > t_t$ H_a was refused. It means that there was no significance difference between two variables.

To determine the value of t_0 , the researcher was checking df and consulted with the t_t score:

$$\begin{aligned}
 &= (n_1+n_2)-2 \\
 &= (32+32)-2 \\
 &= 62
 \end{aligned}$$

From the significant standard 5% the value of t_t was 2,042. Then the value of t_0 is 5.478, so the results $t_0 > t_t$. it means that H_a was accepted and H_0 was rejected.

From the calculation above, it can be concluded that there was significant different between students taught by using Two Stay Two Stray technique and the students not taught by using Two Stay Two Stray technique. It interpreted that the students which taught by using Two Stay Two Stray technique attain a better score in Speaking Skill. In other word, Two Stay Two Stray Technique is quite effective in learning process. It means that there was a significant different influence of using Two Stay Two Stray Technique on students' Speaking skill

CHAPTER V

CLOSING

In this chapter the researcher discusses about the conclusion and suggestions.

A. Conclusion

The Two Stay Two Stray Technique is an effective strategy in improving students' vocabulary to the eight-grade students of SMPN 3 Ngronggot Nganjuk in academic year 2021/2022. It based on the data analysis that the result of the t-value is 5.478 and t-table in 5% signification level is 2.042. it means that the t-value is higher than the t-table. So, Ho is rejected and Ha is accepted that means the Two Stay Two Stray Technique is an effective strategy to improve students' vocabulary to the eight-grade students of SMPN 3 Ngronggot Nganjuk.

Besides that, the result of data analysis in this study is the mean score of post-test from experimental class is higher (87,12) than post-test from control class (78,25). It means the students in the experiment class can improve students' speaking skill by using the Two Stay Two Stray Technique. Meanwhile that the students in the control class who are taught without using Two Stay Two Stray Technique are not fully able to improve their Speaking.

B. Suggestion

From the explanation above, the researcher would like to suggest:

1. For teachers

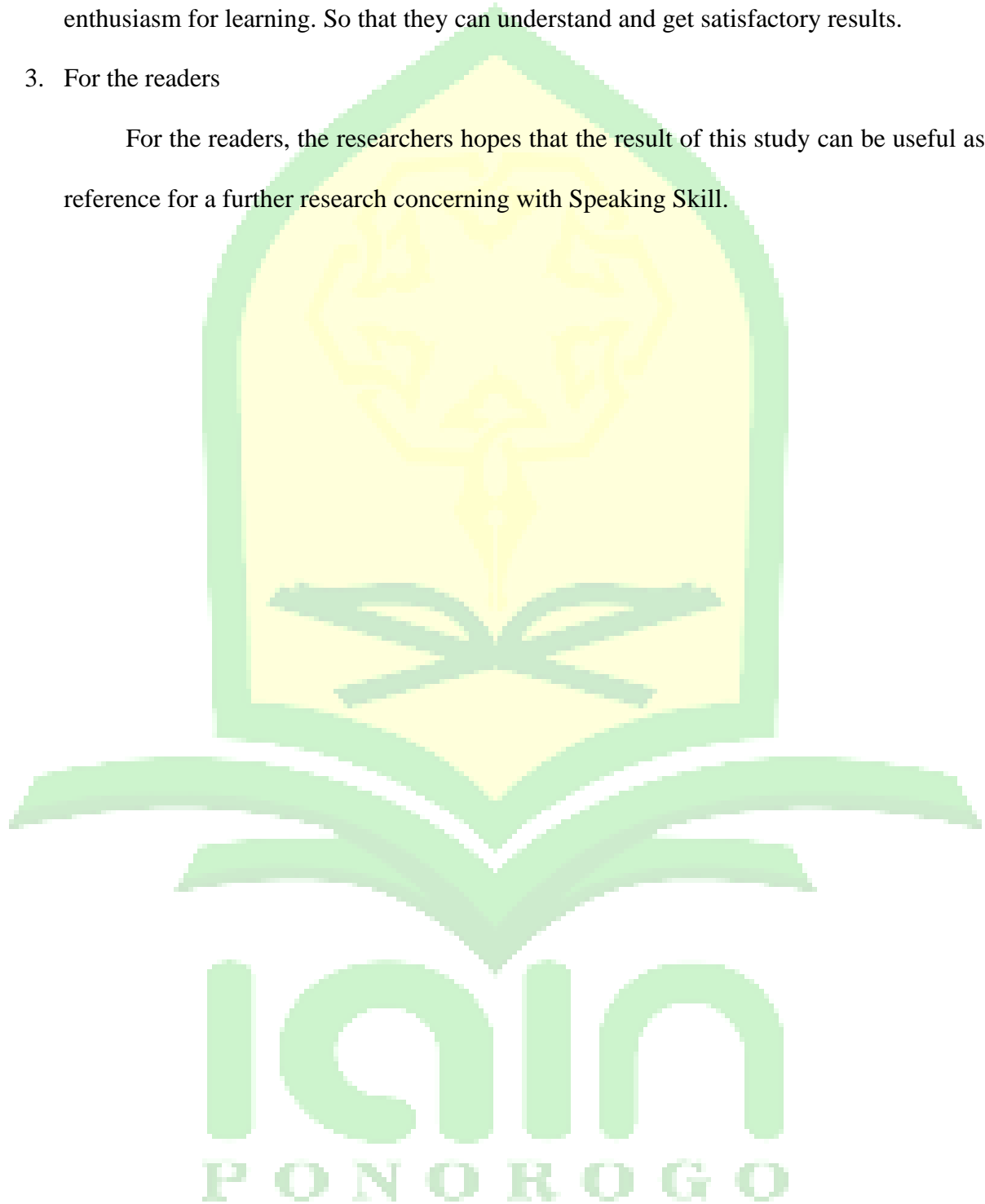
The students' learning abilities are increasing, especially in learning English, teachers are recommended be able to create a pleasant classroom atmosphere in various creative ways by choosing methods or techniques that are more suitable for the students. that way when students learn in class they feel happy, and interested in understanding and learning what the teacher is saying. Then the teacher must also understand the problems of students in learning.

2. For students

Students are expected to focus during the lesson. The students must also have a high enthusiasm for learning. So that they can understand and get satisfactory results.

3. For the readers

For the readers, the researchers hope that the result of this study can be useful as a reference for a further research concerning with Speaking Skill.



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APPENDICES

Appendix 1. 1 Title Submission Sheet



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES
PONOROGO
RATIFICATION

This is to certify the thesis proposal of:

Name : Annisa Izza Mazida

Students number : 204180015

Faculty : Tarbiyah and Teacher Training

Department : English Education Department

Title : The Effect of Using Two Stray Two Stay Technique on Students
Speaking Skill at Seventh Grade of Smpn 3 Ngronggot Nganjuk in Academic Year
2021/2022

Has been approved by the board of examiner:

Examiner 1

Fenty Andriani, M. Pd.
NIP. 1987020120180120001

Ponorogo, January 28th 2022
Examiner 2

Dedi Hasnawan, M.Pd.
NIDN. 2016081004

Acknowledge by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Rahmawati Euspita Kirana, M.Pd.
NIP. 198303272011012007

Appendix 1. 2 Research Metric

RESEARCH PROPOSAL OUTLINE

“QUANTITATIVE RESEARCH”

Name : Annisa Izza Mazida
Nim : 204180015
Semester : 7
Major : Tadris Bahasa Inggris

Background of the Research	
➤ Identification of Phenomena	The phenomenon of Indonesia having difficulty learning English is no exception, SMPN 3 Ngronggor Nganjuk when speaking in English sometimes still not correct and this pronounce unclear. However, it doesn't mean that Indonesians cannot speak English well, for some students, English is the first language they learn and only learn simple English patterns. As early learners of English, students have very limited knowledge of English which makes problem in the learning process, especially speaking.
➤ Description of the selected Phenomena	The author has observed, who tend to have phenomena in speaking to descriptive text, when I did the initial observation, some of the seventh grade students had difficulty speaking confidence in front of class or people. And here I will use the Two Stay Two Stray Technique to make students in smpn3 Ngronggor can pronounce the word or sentence about descriptive text to clear and correct.
➤ Literature Review	H. Douglas Brown, <i>Principle of Language Learning and Teaching</i> , (USA: Pearson Education, Inc, 2007). H. Douglas Brown, <i>Language Assesment: Principle and Classroom Practice</i> , (New York : longman. Inc., 2003) Achmad, “ <i>the Use of Role-Play to motivate the Students to Speak: A class experience</i> ,” <i>jurnal Humaniora</i> , sains.

	<p>Pendidikan Pengajaran, 1 (November, 2012)</p> <p>Ur Penny, <i>A Course in Language Teaching, Practice and Theory</i>, (Cambridge: Cambridge University Press, 1996)</p> <p>Agus Suprijono. <i>Metode dan Model-Model Mengajar</i>. Bandung: Alfabeta.(pustaka pelajar, Yogyakarta, 2012)</p> <p>Depdiknas, <i>Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Dasar dan Menengah</i>, (Jakarta: BSNP, 2008)</p> <p>Interview with Ardiyanti Riris, as a ngronggot junior high school student, on 26 December 2021 at 08.00 WIB.</p> <p>Anita Lie, <i>Cooperative Learning</i>, (Jakarta: Gramedia Widiasarana Indonesia, 2002)</p> <p>Harmer, J. 2001. <i>The Practice of English Language Teaching</i>. London: Longman</p> <p>Thornbury, 2005 <i>Scott, How to Teach Speaking</i>, New York: Pearson Education Limited.</p> <p>Kayi, H. 2006, <i>Teaching Speaking: Activities to Promote Speaking in a SecondLanguage</i>.</p> <p>Brown, H, Douglas, 2004.<i>Language Assessment: Principles and Classroom Practices</i>. (New York: Longman)</p> <p>Harmer, Jeremy. (2001). <i>The Practice of English Language Teaching</i>. (Edinburgh Gate: Pearson Education Limited. 2001)</p> <p>Caloline T. Linse, <i>Practical English Language Teaching: Young Learners</i>, (New York, McGraw-Hill, 2005)</p> <p>Geoffrey Broughton, et.al., <i>Teaching English as a Foreign Language</i> (2th Ed.) (New York: Routledge, 1980)</p>
<p>➤ Research Question and Objective</p>	<p>➤ Research Question</p> <p>Based on the previous background, the researcher formulated the research question as follow: Do the students who are taught speaking using Two Stay Two Stray Technique achieve score better than those who are not taught without using Two Stay Two Stray ?</p> <p>➤ Research Objectives</p> <p>Concerning with the problem statements, the objective of this research is to know whether the students who are taught speaking using</p>

	<p>two stay two stray techniques will show better achievement than those who are taught without using Two Stay Two Stray Technique.</p>
<p>➤ Previous Research</p>	<p>Rohimah Rani 2017, <i>The Influence of Using Two-Stay Two-Stray Towards Students' Speaking Ability At The First Semester Of The Eleventh Grade Of Ma Al-Hikmah Bandar Lampung In The Academic Year Of 2017/2018</i>, Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Lampung: Lampung.</p> <p>Rasdiana (2018), <i>Applying Two Stay Two Stray (TSTS) Technique by Using Picture Series to improve Students' Speaking Skill at the Second Grade in MAN 2 Parepare</i>, Parepare: English Program Tarbiyah and adab Departement State Islamic Institute (IAIN) Parepare.</p> <p>Fatoni Nur 2014, <i>the influence of Using Two Stay Two Stray in Learning Reading Comprehension Of Recount Text</i>, Jakarta : Department Of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah Jakarta.</p> <p>Puspaning Maharani Octavia, 2015, <i>The Effectiveness of Using Two Stay Two Stray As A Technique In Improving Students Speaking Ability</i>, Jawa tengah , English Department Faculty of Languages and Arts. State University of Semarang.</p>
<p>➤ Title</p>	<p>THE EFFECTIVENES OF TWO STRAY TWO STAY TECHNIQUE ON STUDENTS SPEAKING SKILL AT SEVENTH GRADE OF SMP NEGERI 3 NGRONGGOT NGANJUK IN ACADEMIC YEAR 2021/2022</p>
<p>➤ Keyword</p>	<p>Two Stray Two Stay, Speaking, SmpN 3 Ngronggot.</p>

Disetujui sebagai pijakan membuat proposal

Ponorogo, 16, November, 2021

Ketua Jurusan TBI

Nama Mahasiswa



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Appendix 1. 3 Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KELAS EKSPERIMEN

Nama Sekolah : SMP Negeri 3 Ngronggot

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Jumlah Pertemuan : 4 x Pertemuan

Topik Pembelajaran : Descriptive text

Skill : Speaking

A. Standar Kompetensi

4.4.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda.

B. Kompetensi Dasar

4.4.2 Menyusun teks deskriptif secara lisan dan tulis, ringkas dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Dengan menggunakan teknik “Two Stay Two Stray”, siswa diharapkan mampu bersosialisasi dengan kelompok lain pada saat melafalkan teks deskriptif sederhana tentang “*youself*” dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi social teks deskriptif dengan baik dan benar.

D. Metode Pembelajaran

Two Stay Two Stray

E. Media/Alat Bahan dan Sumber Belajar

Media : Worksheet (lembar kerja siswa) dan Lembar penilaian

Alat/Bahan : Spidol, Papan Tulis, dan Kertas.

Sumber Belajar : internet, Buku lks, Lingkungan sekitar

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Durasi
Pertemuan 1		
Pendahuluan	<ul style="list-style-type: none">• Memulai pembelajaran dengan salam pembuka dan berdo'a, memeriksa kehadiran peserta didik sebagai sikap disiplin.• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.• Menyampaikan motivasi tentang pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik	10 menit
Inti	<p>Eksplorasi:</p> <ul style="list-style-type: none">• Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber.• Mengenalkan metode pembelajaran <i>two stay two stray</i> yang menarik untuk peserta didik.• Guru menerangkan tujuan pembelajaran teks deskriptif dengan menggunakan metode <i>two stay two stray</i>.• Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.• Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. <p>Elaborasi:</p> <ul style="list-style-type: none">• Guru memberikan lembar soal speaking kepada peserta didik.• Guru memfasilitasi peserta didik untuk menyajikan hasil kerja secara individual. <p>Konfirmasi:</p> <ul style="list-style-type: none">• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.	15 menit

	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar. • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru merencanakan kegiatan tindak lanjut dalam bentuk treatment pembelajaran dengan menggunakan metode yang menarik. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	5 menit
Pertemuan 2&3		
Pendahuluan	<ul style="list-style-type: none"> • Memulai pembelajaran dengan salam pembuka dan berdo'a, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta 	10 menit

	<p>mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</p> <ul style="list-style-type: none"> • Menyampaikan motivasi tentang pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik 	
Inti	<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari. • Menggunakan metode pembelajaran <i>two stay two stray</i> untuk mempelajari teks deskriptif <i>yourself</i>. • Membuat teks deskriptif diri sendiri. • Memperhatikan pengerjaan peserta didik. • Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. • Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru membiasakan peserta didik melafalkan teks deskriptif <i>yourself</i> dengan sesama teman. • Guru memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis. • Guru memfasilitasi peserta didik untuk menyajikan hasil kerja individual. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar. 	15 menit

	<ul style="list-style-type: none"> • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru merencanakan kegiatan tindak lanjut dalam bentuk treatment pembelajaran dengan menggunakan metode yang menarik. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	5 menit
Pertemuan 4		
Pendahuluan	<ul style="list-style-type: none"> • Memulai pembelajaran dengan salam pembuka dan berdo'a, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 	10 menit
Inti	<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru menginstruksikan peserta didik untuk menggunakan metode pembelajaran <i>two stay two stray</i>. • Guru membantu siswa untuk membentuk suatu kelompok berjumlah 4 orang. • Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber 	15 menit

	<p>belajar lainnya.</p> <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru memberikan lembar soal speaking kepada peserta didik. • Guru memfasilitasi peserta didik untuk menyajikan hasil kerja secara individual. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru berfungsi sebagai narasumber dan fasilitator • dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar. • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	<p>5 menit</p>

F. Penilaian

1. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari tes dengan rubrik penilaian sebagai nilai keterampilan. (*lampiran 1*)
2. Instruments (*lampiran 2*)

Nganjuk ,16,March, 2022

Mengetahui,

Guru Mata Pelajaran

Mahasiswa



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Lampiran 1

ASSESSING RUBRIC OF SPEAKING

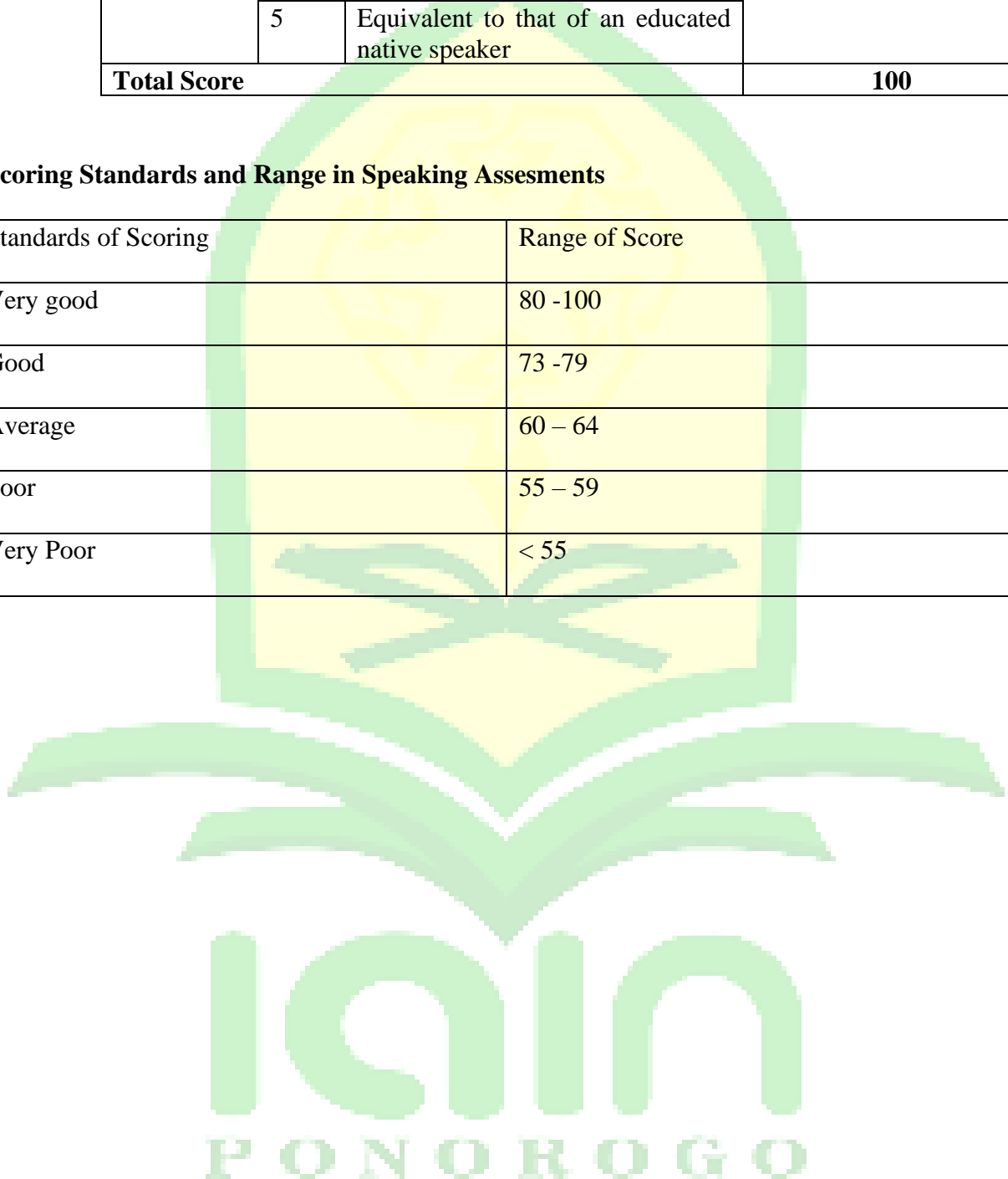
Indicator	Level	Description	
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	20
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	
	5	Equivalent to that of an educated native speaker	
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs	20
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	

	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.	20
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.	
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	20
	2	Accent is intelligible though often quite faulty	
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
	4	Errors in pronunciation are quite rare.	
	5	Equivalent to and fully accepted by educated native speakers.	
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase	20

	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	
	3	Comprehension is quite complete at a normal rate of speech.	
	4	Can understand any conversation within the range of his experience.	
	5	Equivalent to that of an educated native speaker	
Total Score			100

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Very good	80 -100
Good	73 -79
Average	60 – 64
Poor	55 – 59
Very Poor	< 55



Appendix 1. 4 Lesson Plan Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KELAS KONTROL

Nama Sekolah : SMP Negeri 3 Ngronggot

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Jumlah Pertemuan : 4 x Pertemuan

Topik Pembelajaran : Descriptive text

Skill : Speaking

B. Standar Kompetensi

4.4.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda.

B. Kompetensi Dasar

4.4.2 Menyusun teks deskriptif secara lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Siswa diharapkan mampu melafalkan teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi social teks deskriptif dengan baik dan benar.

D. Metode Pembelajaran

Diskusi, tanya jawab.

E. Media/Alat Bahan dan Sumber Belajar

Media : Worksheet (lembar kerja siswa) dan Lembar penilaian

Alat/Bahan : Spidol, Papan Tulis, dan Kertas.

Sumber Belajar : internet, Buku Lks, Lingkungan sekitar

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Durasi
Pertemuan 1		
Pendahuluan	<ul style="list-style-type: none"> • Memulai pembelajaran dengan salam pembuka dan berdo'a, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. • Menyampaikan motivasi tentang pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik 	<ul style="list-style-type: none"> • 10 menit
Inti	<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari. • Guru memfasilitasi peserta didik untuk memahami fungsi teks descriptive. • Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. • Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru memberikan lembar soal speaking kepada peserta didik. • Guru memfasilitasi peserta didik untuk menyajikan hasil kerja secara individual. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi 	<p>15 menit</p>

	<p>dasar.</p> <ul style="list-style-type: none"> • Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar. • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	• 5 menit
Pertemuan 2 & 3		
Pendahuluan	<ul style="list-style-type: none"> • Memulai pembelajaran dengan salam pembuka dan berdo'a, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. • Menyampaikan motivasi tentang pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik 	• 10 menit
Inti	<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari. 	15 menit

	<ul style="list-style-type: none"> • Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. • Guru memfasilitasi peserta didik untuk memahami teks descriptive. • Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis. • Guru memfasilitasi peserta didik untuk menyajikan hasil kerja individual. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar. • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Menugaskan Peserta didik untuk 	<p>5 menit</p>

	<p>terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</p> <ul style="list-style-type: none"> • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	
Pertemuan 4		
Pendahuluan	<ul style="list-style-type: none"> • Memulai pembelajaran dengan salam pembuka dan berdo'a, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. • Menyampaikan motivasi tentang pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik 	<ul style="list-style-type: none"> • 10 menit
Inti	<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. • Guru memfasilitasi peserta didik untuk mendengarkan lagu bahasa inggris. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru memberikan lembar soal speaking kepada peserta didik. • Guru memfasilitasi peserta didik untuk menyajikan hasil kerja secara individual. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru berfungsi sebagai narasumber dan fasilitator 	<p>15 menit</p>


	<ul style="list-style-type: none"> • dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar. • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	5 menit

F. Penilaian

3. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari tes dengan rubrik penilaian sebagai nilai keterampilan. (*lampiran 1*)
4. Instruments (*lampiran 2*)

Mengetahui,

Guru Mata Pelajaran


Mujiati, S.Pd.
 19730215 2008012007

Nganjuk, 16, March, 2022

Mahasiswa


Annisa Izza Mazida
 204180015



Lampiran 1

ASSESSING RUBRIC OF SPEAKING

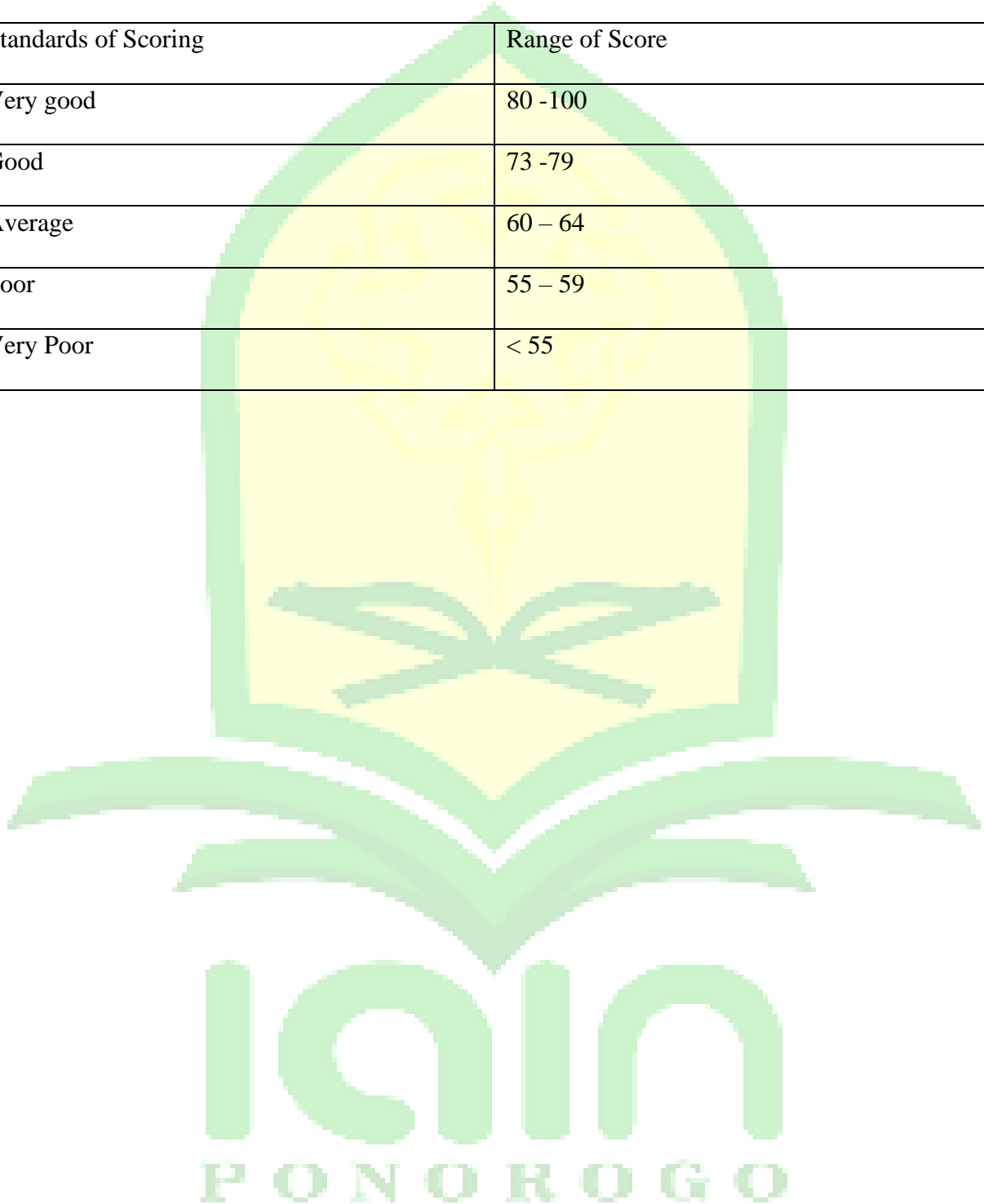
Indicator	Level	Description	
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	20
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	
	5	Equivalent to that of an educated native speaker	
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs	20
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and	

		pertinent cultural references	
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.	20
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.	
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	20
	2	Accent is intelligible though often quite faulty	
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
	4	Errors in pronunciation are quite rare.	
	5	Equivalent to and fully accepted by educated native speakers.	
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase	20
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	
	3	Comprehension is quite complete at a normal rate of speech.	
	4	Can understand any conversation within the range of his experience.	

	5	Equivalent to that of an educated native speaker	
Total Score			100

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Very good	80 -100
Good	73 -79
Average	60 – 64
Poor	55 – 59
Very Poor	< 55



Appendix 1. 5 Item Validity Calculation

	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	Total
1	5	5	5	3	2	4	2	5	3	5	39
2	4	4	5	3	2	4	3	3	5	4	37
3	4	4	4	2	3	3	3	5	4	5	37
4	3	4	4	2	3	4	4	5	5	5	39
5	2	3	4	3	4	4	5	5	5	4	39
6	3	3	3	3	3	4	3	5	5	5	37
7	1	3	3	2	5	5	4	4	4	5	36
8	4	5	4	2	5	4	3	5	4	5	41
9	3	5	5	3	3	4	4	3	3	5	38
10	3	3	4	3	5	5	3	4	5	5	40
11	3	3	5	4	3	4	2	5	4	4	37
12	2	4	2	3	3	4	1	5	5	5	34
13	2	5	5	4	4	3	4	4	5	5	41
14	5	3	4	3	3	4	4	5	5	5	41
15	4	2	5	2	4	4	5	3	4	3	36
16	3	1	3	2	5	5	3	4	4	4	34
17	3	1	5	3	4	4	3	5	5	4	37
18	2	2	3	5	4	4	3	5	5	3	36
19	2	3	4	5	3	4	3	3	5	4	36
20	4	3	4	4	3	5	2	4	4	5	38
21	5	4	5	4	5	5	1	4	4	4	41
22	5	3	3	3	2	3	1	2	3	5	30
23	3	4	3	3	5	3	2	1	2	3	29
24	2	3	4	2	2	3	2	2	2	2	24
25	1	2	5	2	3	2	3	3	3	3	27
26	4	3	2	3	2	4	2	2	3	3	28
27	3	3	2	4	3	2	2	4	2	2	27
28	3	4	4	5	2	1	2	3	4	4	32
29	3	3	3	4	5	3	2	2	3	4	32
30	3	3	2	4	3	3	2	3	4	3	30
31	5	2	3	3	2	4	3	2	4	3	31
32	5	1	3	2	3	3	4	2	3	1	27
	104	101	120	100	108	118	90	117	126	127	1111
R Pearson	0.120498	0.40069	0.524583	0.098985	0.353879	0.58261	0.337979	0.705431	0.708905	0.759853	



Appendix 1. 6 Test Paper

TEST INSTRUMENT FOR PRE TEST

Subject : English
Sub Matter : Speaking
Sub Subject Matter : Descriptive Text
Class/Semester : VII/2
Time Allocation : 1x 30 menit

Direction

- Use your time effectively and efficiently
- Work individually.

Instruction

Everyone describe the text.

No	Topic	
1	Descriptive Text	<ul style="list-style-type: none">- Please, make descriptive text about yourself!- after that, you will present the description text in front of your friends.-answer this question orally!

Please, answer this question orally!

1. What is your name?
2. where were you born ?
3. What is your mother's name?
4. What are your hobby?
5. Where do you school?
6. Please, describe your favorite food!
7. Please, describe your favorite place!

TEST INSTRUMENT FOR POST TEST

Subject : English
Sub Matter : Speaking
Sub Subject Matter : Descriptive Text
Class/Semester : VII/2
Time Allocation : 1x 30 menit

Direction

- Use your time effectively and efficiently
- Work individually.

Instruction

Everyone describe the text.

No	Topic	
1	Descriptive Text	<ul style="list-style-type: none">- Please, make descriptive text about yourself!- after that, you will present the description text in front of your friends.-answer this question orally!

Please, answer this question orally!

8. What is your name?
9. where were you born ?
10. What is your mother's name?
11. What are your hobby?
12. Where do you school?
13. Please, describe your favorite food!
14. Please, describe your favorite place!

Appendix 1. 7 Documentations



PONOROGO



IAIN
PONOROGO

Appendix 1. 8 Form Construct Validity

Form of Construct Validity:

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / 2
Penelaah : Mujiati, S.Pd

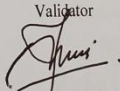
Petunjuk pengisian format penelaah butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format !

- > Berilah tanda (√) pada kolom "ya" bila soal yang di telaah sudah sesuai dngan kriteria .
- > Berilah tanda (√) pada kolom "tidak" bila sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VII di Semester 2?	√		
2	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas ?	√		
3	Apakah instruksi mudah dipahami oleh siswa ?	√		
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?	√		
5	Apakah istruksinya sudah sesuai dengan kisi-kisi ?	√		

Nganjuk, 13 april 2022

Validator

Mujiati, S.Pd.
19730215 2008012007

Form of Construct Validity:

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / 2
Penelaah : Dhinuk Puspita Kirana, M.Pd.

Petunjuk pengisian format penelaah butir soal:

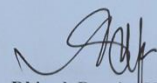
Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format !

- Berilah tanda (√) pada kolom "ya" bila soal yang di telaah sudah sesuai dngan kriteria .
- Berilah tanda (√) pada kolom "tidak" bila sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VII di Semester 2?	√		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas ?	√		
3	Apakah instruksi mudah dipahami oleh siswa ?	√		
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?	√		
5	Apakah istruksinya sudah sesuai dengan kisi-kisi ?	√		

Ponorogo, 27 april 2022

Validator



Dhinuk Puspita Kirana, M.Pd.
NIP: 198303272011012007

LETTER CONDUCTED RESEARCH

Appendix 1.9 Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PONOROGO

Terakreditasi B sesuai SK BAN PT Nomor: 2619/SK/BAN-PT/Ak-SURV/PT/XI/2016
Alamat : Jl. Pramuka No.156 Po.Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893
Website: www.iainponorogo.ac.id E-mail: www.info@iainponorogo.ac.id

Nomor : B- **0521** /In.32.2/PP.00.9/**01**/2022 Ponorogo, 31 Januari 2022
Lampiran : **1** (Satu) Eksemplar Proposal
Perihal : **PERMOHONAN IZIN UNTUK**
PENELITIAN INDIVIDUAL

Kepada
Yth. **Kepala SMPN 3 NGRONGGOT NGANJUK**
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama : **Annisa izza mazida**
N I M : **204180015**
Semester : **VIII (Delapan)** Tahun Akademik : **2021/2022**
Fakultas/
Jurusan : **Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris**

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :

**" THE EFFECT OF USING TWO STAY TWO STRAY TECHNIQUE ON
STUDENTS' SPEAKING SKILL AT SEVENTH GRADE OF SMPN 3
NGRONGGOT NGANJUK IN ACADEMIC YEAR 2021/2022 "**

Perlu mengadakan penelitian secara individual yang berlokasi di :

SMPN 3 NGRONGGOT NGANJUK


Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya Bapak/Ibu berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.



Dr. H. Moh. Miftachul Choiri, M.A.
NIP. 197404181999031002

Appendix 1.10 Surat Keterangan Sudah Melakukan Penelitian



PEMERINTAH KABUPATEN NGANJUK
DINAS PENDIDIKAN
SMP NEGERI 3 NGRONGGOT
Desa Klurahan Kecamatan Ngronggot Telepon (0385) 773358

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 420/ 120 /411.301.35/2022

Yang bertanda tangan di bawah ini :

Nama : PANIDL S.Pd.
NIP : 19690610 200012 1 004
Pangkat/Gol : Pembina Tk. I – IV/b
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

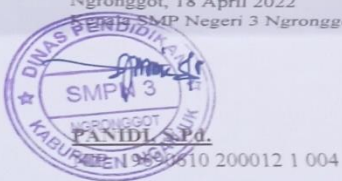
Nama Lengkap : ANNISA IZZA MAZIDA
Status : Mahasiswa
NIM : 204180015
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Tahun Akademik : 2021 - 2022

nama tersebut di atas adalah mahasiswa Institut Agama Islam Negeri Ponorogo yang telah melakukan penelitian di SMP Negeri 3 Ngronggot Kabupaten Nganjuk selama bulan Maret 2022 dengan judul

“ THE EFFECT OF USING TWO STAY TWO STRAY TECHNIQUE ON STUDENTS’ SPEAKING SKILL AT SEVENTH GRADE OF SMPN 3 NGRONGGOT NGANJUK IN ACADEMIC YEAR 2021/2022 ”

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Ngronggot, 18 April 2022
Kepala SMP Negeri 3 Ngronggot




P O N O R O G O

Appendix 1.11 Statement Later

Yang bertanda tangan dibawah ini :

Nama : Annisa Izza Mazida
NIM : 204180015
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa saya telah lulus semua mata kuliah, semua berkas dan semua persyaratan yang saya unggah/upload untuk mendaftar ujian skripsi di laman e-learning IAIN Ponorogo adalah asli, benar, dan dapat dipertanggungjawabkan.

Jika saya melanggar ketentuan-ketentuan yang telah ditetapkan, maka saya bersedia menerima sanksi dari pihak yang berwenang.

Ponorogo, 27 mei 2022

Mengetahui,
Kepala Jurusan
Tadris Bahasa Inggris

Yang Membuat Pernyataan


Dr. Dhimuk Puspita Kirana, M.Pd.
NIP. 198303272011012007


Annisa Izza Mazida
NIM. 204180015


P O N O R O G O

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini :

Nama : Annisa Izza Mazida

Nim : 204180015

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Judul : The Effectiveness of Two Stray Two Stay Technique on Students' Speaking Skill at SMP Negeri 3 Ngronggot Nganjuk in Academic Year 2021/2022

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 18, June, 2022

Yang Membuat Pernyataan,



Annisa Izza Mazida
204180015

CURRICULUM VITAE



Annisa Izza Mazida was born in Nganjuk, November,05,1999. She was so thankful for living on earth as a daughter of Mr.Sumantri and Mrs. Lailatul Qodriyah and a sister of one lovely Mr. Lutfi Maulana. In 2012, she was graduated from SDN Gebangkerep 1, Baron and she went to pondok Miftahul Mubtadiin, Krempyang, Nganjuk. There she studied in Mts Darussalam and graduated in 2015. In addition, she went to MAN 1 Nganjuk taking Social (IPS) as her focus of study and graduated in 2018. Then, 2019 she continued to IAIN Ponorogo at English Department.

