Using Two Stay Two Stray (TS-TS) Method With Visual Media to Increase Students' Speaking

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Article Info	Abstrak
	The aim of this research is to increase students' speaking skill by using two stay-two stray method with visual media. This research used classroom action research design to analyze the improvement of students' speaking skill. Based on the result of test in cycle I and cycle II, the average score of preliminary study was 4,1 (25%) there were 5 (25%) students who derived the score above the Criteria Minimum Score(KKM) meanwhile the other students 15 (75%) were below the criterion. The average score of the students' speaking test cycle I was 7,2 (65%) there are 13 (65%) students` who derived the score above the Criteria Minimum Score( KKM) and 7 (35%) students are bellow the KKM. The average score of the students' speaking test cycle 2 was 8,7 (90%) there are 18 (90%) who derived the score above the Criteria Minimum Score (KKM) and 2 ((10%) students` were bellow the Criteria Minimum Score (KKM). This result showed better condition in English class. Because students' able to used English in interactive class. So the researcher decided that the implementation of two stay two stray (TS-TS) method with visual media can increase the students' speaking skill by active learning and enjoyed activity.

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1. INTRODUCTION

Visual media performs a vast position within the advertising and promoting of numerous global tourism offerings in state-of-the-art related marketplace, especially here, global tertiary education (John & De'Villiers, 2020).Well-designed audio-visible mastering media will help reach mastering goals("Audio-Visual Media in Learning," 2018). The audiovisual increased the knowledge of the adolescent regarding sexual-reproductive health(Djannah et al., 2020).The choice of audio-visible media as a manner of coaching records presentation fabric is as it has higher functions than simply everyday images.The class that uses audio-visual media is more effective than the class that uses image media(Setiyawan, 2021). The use of learning media is needed in the learning process because it can help in creating an effective, active, and fun class(Siti Khamidatul Mutayasiroh, 2021). Teachers believe that the education provided by visual media is more concrete, but that visual technology is not integrated into the existing education system sufficiently(Tezer et al., 2019).First, using audio-visible media can make clear the fabric this is taught, effectifying and functioning college students' sensors, each senses of sight and listening to according to the characteristics of the fabric and challenges depending on this is taught. Second, offers stimulation, reports and observations this is much like college students within the same time with the challenge depends. Third, encourage college students to be energetic in mastering activity. By the use of the audio-visible media, we can also say that the PAI instructors have influenced the entire magnificence to be actively protected within the coaching mastering process.Fourth, audio-visual media is very effective in improving students' interest and achievement in learning Islamic education(Winarto et al., 2020). An effective speaker can gain the attention of the audience and hold it until the completion of his message(Kadamovna,

2021). As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially speaking skills(Rao, 2019). Communication takes place, where there is speech. The importance of speaking skills is therefore enormous for the learners of any language(Kadamovna, 2021). For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills: listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages(Nilufar Kadamovna, 2021)

The Two Stay-Two Strays cooperative model assisted by digital literacy affects the metacognitive abilities of students. Increased metacognitive abilities affected the improvement of students' learning outcomes(Anggraini et al., 2021). The recommendation that can be given is that teachers should design better and more various kinds of lesson learning using Find Someone Who and Two Stay Two Stray models(Kurnia et al., 2017). There is a significant effect of the Two Stay Two Stray learning model on the cognitive learning outcomes of the Diversity of Living Things and Their Conservation Efforts. In order to improve student cognitive learning outcomes, teachers should use the Two Stay Two Stray model in the learning process in the classroom(Fitrianti & US, 2021). active learning two stay two stray cooperative model is very effective in improving student learning outcomes(Ajar & Dawam, 2021). The Two Stay Two Stray learning model can improve students' science learning outcomes in the experimental group which is larger than the control group. This shows that the Two Stay Two Stray learning model has an effective influence on science learning(Pratama et al., 2021). By using this learning model, students become enthusiastic in learning and they are no longer passive because each individual has their respective duties, so this learning model is declared successful in increasing student learning activeness(Bali, 2020). the application of the Two Stay Two Stray cooperative learning model can increase motivation and learning outcomes of students(Sukri, 2019)

Language is the ability possessed by humans to communicate with other humans using the sound. System of sound symbols used by a group of human members to interact and identify. Language consists of words or collection of words, there are many languages that we must know. One of the languages is English language.

2. METHOD

In this study, the author uses action research in the classroom(CAR). Classroom action research is aimed at revealing the students' real problems in a classroom. The research is based on the real classroom problem, the researcher collaborates with the English teacher as a partner, and uses two stays two strays to solve the problem. If the method can solve the problem, it can be a reference method in another teacher to solve the problem. The researcher was conducted in SMAN 1 Batu, Malang. While the subject of the research is the students in tenth grade of Science at SMAN 1 Batu, Malang. Which consists of 20 students in the class, 10 female and 10 male. This research uses two stray two stray (TS-TS) method to increase the students' speaking skills.

1.1 Planning

In the research, planning is the first step of action research. Planning is made after the researcher does the preliminary study. The teacher and the researcher play the cycle that will be given to the students in the class. It is aimed at implementing the strategy that was used by the researcher in the class. The researcher also makes lesson plan, format of observation of the lesson plan. Next, the researcher and the teacher decide to choose the topic for teaching.

1.2 Acting

Acting means instructional activities carried out by the researcher and the students in the class based on the planning that has been made before or the implementation of planning. The instructional activities use two stay two stray (TS-TS) for each cycle.

1.3 Observing

Observing is conducted during action given to the students. Observation is done by making field notes. The researcher goes around each group to observe the activity in the

classroom. The researcher will share about the strengths and weaknesses during the process. Besides, the researcher will give advice to the teacher in order to improve teaching and learning processes in the next cycle.

1.4 Reflecting

Reflecting is conducted by the researcher and the teacher to evaluate acting and the students' progress in the learning process. The result reflection is used to find out some weaknesses in the instructional activities that have been done. Then those weaknesses have to be revised and the revisions are aimed at improving teaching and learning processes in the next cycle.

Data Collection

The data gathered from at ten grades of IPA II in SMAN I Batu. The total number of students in the class is 20 students. The data collection will be done in several weeks. In collecting the data, several instruments are used:

Observations

Observation was held in order to know the students' speaking skills, the students' behavior during the teaching-learning process and to know the class management. Observation was used by the researcher when the teaching and learning process took a place.

Test

Instrument was used to collect data in the researcher. There were many kinds of instruments such as tests and field notes.

Instrument for collecting data aims to support the success of the research. It helps the researcher to go the data and the information about the process of the students` especially the effectiveness of using two stay two stray (TS-TS) to increase students` speaking skills.

Field Notes

Field notes are used to collect data related to situation of class/subject obtained in teaching learning process as well as classroom activities from cycle I and cycle II. These data are used for the improvement of next cycle in learning activity.

3. RESULTS AND DISCUSSION

Before conducting this research, the researcher had observed the condition of students of SMAN 1 Batu, Malang in learning speaking skills. The students have little confidence in their speaking skills when the students speak with their friends, becausethe students were not confident to speak English in front of their friends, and the teacher used monotonous method (giving material, listening, and giving tasks) then the teacher was the main source of the teaching learning process. It made the students have low motivation and it could make the students stop learning. From that reason, the researcher tried to grow the students' motivation by usingtwo stay two stray (TS-TS) method with visual media to increase speaking skills.

In these findings, the researcher presented the results of research and the analysis of the data collected which were conducted through preliminary study, cycle I and cycle II. The results description of all cycles as follows:

Beforeconducting the research, the researcher did some observations of the ten grade students at SMAN 1 Batu. The researcher asked the teacher about the difficulties faced in teaching English to the ten grade students and the researcher was teacher at SMAN 1 Batu

The researcher found that the students lacked in speaking. Besides, the researcher observed theinstructional activities which were done by the teacher. Based on the observation findings, the researcher concluded that the students faced difficulties in speaking. Therefore, the researcher and collaborator (the real teacher) tried to find a good solution to solve the problems.

The following was the table of the results of the test in preliminary study.

NO	Students Whose Score Was	Perce ntage Of Succe	Average	Passing grades

	Above 70	ss		
1	15 Students	25 %	4.1	5 students

In analyzing the data of pre test, the first step is to get the mean score of the class. It is calculated as follows.

$$M = \frac{\Sigma x}{N}$$

$$M = = 4.\cancel{1} \quad \frac{830}{20}$$

Based on the results of preliminary study, the data showed that the mean score of the test of preliminary study was 4.1.

The next step is to know the percentage of student's score who passed KKM (70) in the test. It is calculated by using:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{5}{20} \text{ X } 100\% = 25\%$$

The results of the preliminary study, the data showed that the percentage students of the test of preliminary study was 25%

From the observation and the students' scores in the test, the researcher planned to implementusing two stay two stray (TS-TS) as a method to increase speaking skills.

Finding of cycle I

1.1 Planning

In this phase, the researcher made a plan for the action based upon the problem faced by students toward speaking. In this case, the researcher determined the selected material and exercises into a lesson plan by using two stay two stray (TS-TS) method with visual media. The researcher also makes comparisons within preliminary study and cycle I, to know whether there are some students' improvement scores from preliminary study and after it.

1.2 Acting

The first cycle was carried out on Monday, 30th March 2020 from 07.00-08.30 am The researcher presented a material with title procedure text by using two stay two stray (TS-TS) method with visual media. To make the researcher easy in teaching, the researcher made a lesson plan to help teaching, besides that the researcher prepared some books as reference and prepared material that will be used in teaching English by using two stay two stray (TS-TS) with visual media. After that, the researcher gave the test as a post-test of cycle 1. The researcher made five groups called two stay two stray (TS-TS) groups, each group consisted of for students (1,2,3,4) . The test was the students were given some pictures about "how to make mango juice" and then asked to answer the question in front of the class.

1.3 Observing

In this phase, the researcher observed the teaching learning process through observing, it might be about class situation, students response and researcher performance in the material presented. Related to the students response, some of the students did not pay attention to researcher explanation. So, sometimes from one group to another group do a mistake or misunderstanding. After the teaching learning process finished, in this observing phase was also carried out the result test of cycle I to measure students' personal speaking of their topic that had been studied.

Reflecting

In this phase the researcher tried to modify the action in order that the students could increase their speaking ability. As we know before that there were (65%) of students in the class could not pass the Criterion Minimum Score (KKM). In contrast, cycle 1 there were only 13 (65%) students who passed the Criterion Minimum Score (KKM). Meanwhile, observing showed that the teaching learning activities have been done well. The students` did not enthusiastic in the class seriously on the researcher explanation, the students` did not have confidence to practice and also the students` still confused difficult in describing words, sometimes some of the students` explanation did not pay attention on the researcher so that sometimes the students` do a mistake or misunderstanding. Although there were some problems that should be solved. From the reflecting phase, there must be more efforts to increase students speaking by using two stay two stray (TS-TS). It is needed to be increased again in the next cycle.

The following wes the table of the results of the test in cycle I.

NO	Students Whose Score Was Above 70	Percentage Of Success	Avarage	Passing grades
1	7 Students	65%	7.2	13 Students

The first step is to get the mean score of the class in cycle I. It is calculated as follows:

$$M = \frac{\Sigma x}{N}$$

$$M = = 7.2 \frac{1445}{20}$$

Based on the results of the cycle I, the data showed that the mean score of the test of cycle I was 7.2.

The second step to know the percentage of student's score of the class in cycle II, it is calculated as follows

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{20} \times 100\% = 65\%$$

From that calculation, the class percentage which passes the Criteria Minimum Score (KKM) is 13studentsof 20 students. And there are 7 students below the Criteria Minimum Score (KKM). It means that 65%.

Revision of Cycle I

Based on the results of observation in cycle I the researcher showed that some students were enthusiastic, but some others were not enthusiastic in learning speaking. The students looked still confused in starting speaking and also didn't have many ideas for speaking.

Although some students showed their improvement in speaking skills, but it was not successful yet. It found that cycle I was unsatisfying and still needed much effort to apply again the two stay two stray (TS-TS) to increase students' speaking skills. So, the cycle II must be conducted. In the next cycle the researcher should re-explain giving more detailed explanation about procedure text using two stay two stray (TS-TS) briefly and clearly. The researcher also had to monitor all the students during the teaching and learning process in the

classroom. In cycle II the researcher used the same strategy as cycle I. but in cycle II, the researcher asked students in order to be more serious in the procedure text.

Finding of cycle II

1.1 Planning

The planning phase of cycle II was implemented into a lesson plan. The lesson plan which was used is still related to two stay two stray (TS-TS) in learning section. However, there were some modifications in cycle II, In the next cycle the researcher should re-explained giving more detailed explanation that was the researcher needed to give interesting explanation and give the difference picture to make the students' improve in speaking by using a picture "how to make noodles" in procedure text related to the topic to the students in class analyzing. So that the students were enthusiastic in learning speaking, the students` be able to focus and pay attention on the researcher's explanation, the students can have many ideas for speaking with other friends and the students can enjoy speaking in front of the class. The researcher asked the students to be more serious in procedure text for the next cycle. Beside that, the researcher prepared to make scoring sheet in evaluation of cycle II.

1.2 Acting

The researcher still used two stay two stray (TS-TS) as a method in teaching and learning speaking skills, but the researcher asked students in order to be more serious about speaking English in procedure text. In this cycle the researcher gave more detailed explanation and more examples about procedure text. the researcher makes five groups called jigsaw groups, each group consists of four students. The researcher gave the students again some pictures about "how to make noodles" and then asked to answer the question in front of the class.

1.3 Observing

In cycle II, generally the class conditions in learning process were better than previous cycle I. If it could be seen from the result of observing that the students who were able to focus and pay attention on the researcher's explanation and when they followed the speaking lesson, they enjoyed and more show up what in their main. When they are in front of class, they can speak better than before.

1.4 Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the results of observing and testing of cycle II. The researcher and the teacher felt satisfied as much as their efforts to increase the students' speaking had been realized. The results of cycle II showed that there were 18 (90%) students who passed the Criteria Minimum Score (KKM). So it means that there were 90% of the students were able to pass the Criteria Minimum Score (KKM). Therefore, the researcher decided to stop the Classroom Action Research (CAR) because it had already been successful. According to the results of the evaluation between the researchers, it could be assumed that the implementation of Classroom Action Research (CAR) in increasing students speaking by using two stay two stray (TS-TS) method was appropriate with the planning that had been discussed by researcher previously. In this case, every action was planned as good as possible so that the speaking activities could be completed well.

The following wes the table of the results of the test in cycle I.

NO	Students Whose Score Was Above 70	Percentage Of Success	Avarage	Passing grades
1	2 Students	90%	8.7	18 Students

The first step is to get the mean score of the class in cycle I. It is calculated as follows:

$$M = \frac{\Sigma x}{N}$$

$$M = = 8.7$$
$$20$$

Based on the results of the cycle II, the data showed that the mean score of the test of cycle II was 8.7.

The second step to know the percentage of student's score of the class in cycle II, it is calculated as follows

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{20} \times 100\% = 90\%$$

From that calculation, the class percentage which passes the Criteria Minimum Score (KKM) is 18 students out of 20 students. And there are 2 students below the Criteria Minimum Score (KKM). That's meanthat90% of students passed the Minimum Criteria Score (KKM).

It showed that most of the students could improve their speaking skills. The speaking students studied were more serious and more enthusiastic in learning English speaking in the class. Based on the results of cycle II above, it was concluded that the students' speaking skills could improve.

The result of students' improvement in speaking ability from preliminary study, cycle I, and cycle II was explained in the figure below:

	Preliminary	Cycle I	Cycle II
■ Series1	25%	65%	90%
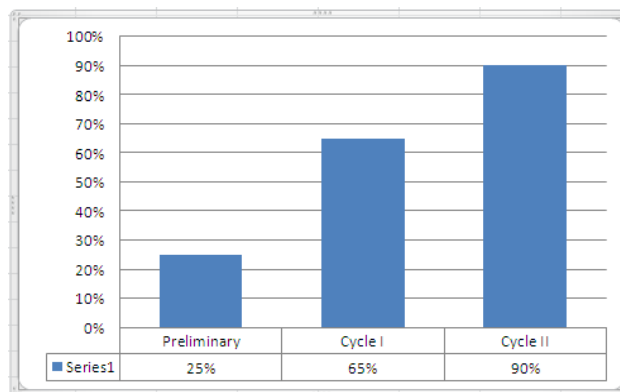
The first result test of preliminary study, the data showed that the mean score of the test of preliminary study there were only 5 Students who derived the score above the Criteria Minimum Score or passing grade. Meanwhile, the other 15 students were below that criterion. From the data above, the students who pass the Minimum Score Criteria 70 are 5 students out of 20 students. The average score was 4.1. and The Percentage score was 25%.

The second test result of the cycle I, the data showed that the mean score of the test of cycle I was 7.2 and the percentage of students was 65%. There were 13 students who passed the Criteria Minimum Score 70 and there were 7 students did not pass that criterion.

The result of the third test of cycle II, the mean score of class in speaking test gained until 8.7 and the percentage score was 90%. There were 18 students who passed the Criteria Minimum Score 70 and there were 2 students did not pass that criterion.

There was a slight improvement of students percentage score from the students reading on the preliminary study to the students speaking on cycle I and cycle II. The data of preliminary study showed that the percentage score was 25% and the percentage score of the students speaking on the first cycle was 65% and the second cycle there was 90% of percentage score improvement. Teaching learning process in this cycle was better and the researcher found that students enjoyed the activity. The improvement of the percentage score of students who got equal or greater than Criteria Minimum Score from cycle I to cycle II was 25%. Therefore, the researcher felt that the use of (TS-TS) method to improve students' speaking with picture media at ten grade of SMAN 1 Batu Malang was successful because the percentage score of the students speaking was 65%. Meanwhile, based on the criteria of success in this research was 90% of students achieved a score equal to or greater than the minimum score criteria.

4. CONCLUSION

The studies end are provided in accordance with the statistics that have been analyzed within the previous chapter. From all the data analysis about increasing students' speaking by using two stay two stray (TS-TS) method with visual media at ten grades of IPA 2 in SMAN 1 Batu, Malang.

Teaching speaking through two stay two stray (TS-TS) can be an enjoyable experience for both teachers and students. In fact, students can increase their speaking after being taught by using two stay two stray (TS-TS). It can be seen by students' achievement in speaking test in each cycle. In the preliminary study the average of the students' achievement was 4.1. In the cycle I the average of the students' achievement was 7.2, in the cycle II the average of the students' achievement was 8.7. Students' speaking increased as well as their motivation in speaking and they were interested in speakingthroughtwo stay two stray (TS-TS). The results of the research show that the students increased their speaking efficiently and effectively. For future researchers it is hoped that they can develop this method to improve other skills in English not only in speaking ability, because this method is very appropriate to use in the classroom

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