

## **CHAPTER I**

### **INTRODUCTION**

This is an introduction chapter of the research which consists of background of the research, research problem, objective of the research, scope and limitation of the research, significant of the research, and definition of key terms.

#### **A. Background of the Research**

English is an international language that is spoken in nearly every country. As a global language, English is used in variety of industries such as business, education, science, tourism, or technology. One of the important components in English to be learned is speaking. Speaking as a tool for interacting with others in daily life that involves two or more people where the speaker conveys information to others and then the listener gives feedback or respond to the speaker.

There are some aspects in English including vocabulary, pronunciation, grammar, fluency, and comprehension. Vocabulary and pronunciation are two aspects needed in the speaking skill where those aspects being the focus of the language learning. Vocabulary refers to the correct diction that is applied in communication. People should recognize vocabulary in a language first because without vocabulary will be difficult to convey or construct a sentence both in speaking and writing. While, pronunciation is used by a speaker to make a sound or language. This is related to the phonological process. When the speaker mispronounces a word makes it is harder for other listeners to understand what the speaker said.

English is taught and has become a compulsory subject from junior high school to senior high school. Speaking should be practiced when learning a language. Teaching speaking aims to encourage the students use target language in the interaction with community clearly, confidently, and fluently. The teacher as an educator helps to the students so that they have a good speaking skill, can build good interaction, and be a proficient public speaker.

The researcher has conducted an interview with one of the English teachers at Islamic Senior High School 4 Kediri, he said that he sometimes uses group discussion in his class to train students' communication and collaboration. The students usually speak with their group and the teacher allows the students mix between Indonesian and English for speaking so, they can exchange information each other. After long pandemic where the students were fully online and then the students were allowed to go to school but in turn, he rarely uses the method. It means the students seldom to practice communication in English with their friends. Recently, the government allows the students to go back to school fully offline. Therefore, they can study together with their friends in class fully.

Although the government has allowed to go to school, the activity is still limited. Time to teach is less. This is challenging for teacher especially English teacher. Teacher should plan the fun activity for the class and chooses a method that can motivate students to practice communication so that they are interested and enjoy learning English especially speaking.

Two Stay Two Stray is one of the learning models encourages students work in a team, share and socialize with others. It may be used to teach speaking because it is cooperative learning. Two people stay as host and two people as guest, the students discuss and share their idea, knowledge, experience to other groups. Then, the guests back to their teams and report on what they learned from other groups. The students cooperate to find out the answer of the problems. This method trains to the student to think, active, open minded, helps each other to solve the problem, the students can interact socially, trains the students are courage to convey their idea or opinion, unit different ideas from each other, makes open learning so the learning activity is not boring, the students be creative and they are motivated in communication.

The previous study from Nur Ali (2018) says that Two Stay Two Stray is effective in improving student's reading comprehension. It helps the students obtain information deeply, train the students think critically, and increase the students' motivation in reading. Furthermore, Wildan, et.al (2019) states that the students' listening comprehension better after they are taught by using Two Stay Two Stray strategy. The students' achievement is proven to increase. Then, Kurniawati (2018) indicates the students have a good writing skill. Students' writing skills such as vocabulary, content, organization, mechanics and language have improved when they are taught through two stay two stray technique. This is an effective technique for encouraging the students to learn writing skill. The last from Annas, et.al (2018) have found that Two Stay Two Stray can increase and has an impact on students' speaking skill, as seen by the fact all aspects of students' speaking have improved. This technique also encourages students' motivation, it makes students are interested and excited during teaching and learning process. They can be more involved in the class by using Two Stay Two Stray technique.

Based on the explanation above, the researcher is interested in investigating teaching speaking by Two Stay Two Stray method or it is usually said TS-TS. Therefore, this research with the title "*The Effectiveness Of Two Stay Two Stray Method In Improving Student's Speaking skill*".

## **B. Research Problem**

The researcher formulates the research problem, based on the research background above as follows:

Is there any significant difference in student's speaking achievement between those who are taught by using Two Stay Two Stray method and those who are not?

## **C. Objective of Research**

From the research problem above, the objective of the research is:

To find out significant difference in student's speaking achievement between those who are taught by using Two Stay Two Stray method and those who are not.

#### **D. Hypothesis**

To answer the question of this research, the researcher proposes two hypotheses as follows:

1. Ho (Null Hypothesis): There are no statistically significant differences in achievement between students who are taught speaking by using Two Stay Two Stray method and those who are not.
2. Ha (Alternative Hypothesis): There are statistically significant differences in achievement between students are taught speaking by using Two Stay Two Stray method and those who are not.

#### **E. Scope and limitation of the research**

The focus of this research will be on the implementation of using Two Stay Two Stray method in the teaching and learning of speaking at tenth grade of Islamic senior high school 4 Kediri. The scope of this research is limited to examining the effectiveness of this method for teaching speaking in terms of improving student's pronunciation and vocabulary.

#### **F. Significance of the research**

The findings of this research aim to provide benefits and contributions theoretically and practically:

##### **a. Theoretical Benefit**

The researcher will present information on teaching speaking using the Two Stay Two Stray (Ts- Ts) method and also the findings of this research are expected to be helpful and informative.

##### **b. Practical Benefit**

The researcher expects this research will be useful and be an alternative solution in teaching speaking through Two Stay Two Stray method.

1. For the English teacher

This method is expected to be used to overcome the students' difficulties in learning speaking, to train the students to socialize, and this method helps the students to be active.

2. For the students

Students will enjoy, happy and be enthusiastic in learning speaking so that the students have a good speaking skill and improve their speaking abilities especially in vocabulary and pronunciation.

3. For the reader

will get a lot of knowledge and information about the implementation of the Two Stay Two Stray method to teach speaking. It is expected to give new perspective to the readers about fun and cooperative method that makes the students are active in the class.

4. For other researchers

This research is hoped can be developed and as a reference for other researchers interested in teaching speaking by using Two Stay Two Stray method. The researchers can improve for other levels or objectives and then provide new finding.

### **G. Definition of Key Terms**

In order to avoid reader confusion, there are some concepts of terms used in this thesis requires more explanation.

a) Method

Method is a process to do something. A learning method is an activity that is carried out to aid in the learning process. The teacher uses the method during teaching and learning process in the classroom to achieve the learning goal.

b) Two Stay Two Stray Method

Two Stay Two Stray is categorized as cooperative learning, which is one of the learning methods that involves students collaborate in a group. This is a team

work in which they can share their knowledge, experience, and information with students from different groups.

c) Speaking Skill

Speaking is a productive oral skill that consists of producing systematic verbal expressions to convey meaning as stated by Nunan (2003). In this speaking skill focus on vocabulary and how to pronounce it, so the message conveyed can be understood easily.