CHAPTER II

THEORITICAL REVIEW

This chapter contains a theoretical framework based on literature that discusses about speaking skill, teaching speaking method, two stay two stray method and teaching speaking by using two stay two stray method.

A. Speaking Skill

The researcher divides three parts to explain about speaking include definition of speaking skill, speaking aspect, and speaking types.

a. Definition of speaking skill

Homby states speaking is to talk or say about something that is intended to use a language to speak to an audience. In Webster's Third New International Dictionary speaking is the act or an instance of pronouncing words. Thomas defines communication involves more than one person where one of them delivering a message and another receiving it. Jordan argues that speaking is used for an academic purpose to describe oral language in variety of academic contexts, the language is generally formal or neutral and it is appropriate for the conversation in the activity. According to Bygate speaking is a skill that demands concentration as same as literary skill in both the first and second language. Harmer states that speaking can be used for a great range command in every possibility (Muna,2011).

Based on Burkart speaking is an action including areas of knowledge such as pronunciation, grammar, and vocabulary. Statement by Mackey, speaking is an oral expression that incorporates not only the use of appropriate rhythm and intonation patterns, but also use the right language to convey the message's content (Hussin, et al.2020). Speaking is a process of constructing a sentence to the meaning verbally as stated by Ahmed Amin Awad Raba (in Yanto, 2018). Brown defines speaking is an interactive process of constructing meaning that involves orally producing, receiving and processing information (Brown 2001).

According to the definition above, it can be inferred that speaking is used to express ideas, share opinions and feelings through spoken language with the aims

the listener will get essence of the information. Speaking is an activity that involves an oral expression where speaking needs to a speaker who conveys a message by involving phonology and grammar in the target language so the listener(s) as a receiver will understand and get an information from the speaker. Some elements in speaking skill include fluency, vocabulary, grammar, pronunciation and content is meaning conveyed in speaking, and it is all needed when transferring message to someone else so that the message conveyed clearly.

b. Speaking Aspect

According to Brown (2004) there are five components in aspect of speaking skill include pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation is a process of making the sound of a word with correct articulation, stress and intonation in order to the listeners get the point clearly so there is no misunderstanding.

2. Grammar is a set of principles that control the arrangement and relationship of words in a phrase. This is related to rule of the language where the words are arranged to make a correct sentence so that meaning of the message can be conveyed clearly. The learner will study what the tense is used in the sentence, how to arrange words appropriate to pronunciation. Communication with correct grammar will avoid misunderstanding.

3. Vocabulary is the basis of the language so, expand the vocabulary so that have good speaking. Someone needs to vocabulary to make a sentence. If someone is poor in vocabulary, they will be silent because don't know what will be said to others. Vocabulary as the core of communication without vocabulary can't express their ideas either in oral or written.

4. Fluency is the ability to speak constantly without any pausing and stopping so that the listener catches the right meaning. When the speaker conveys idea, opinion, or argument without any trouble and need long time to think.

5. Comprehension is a process of understanding a message that speaker wants to convey. Comprehension is an important aspect in speaking to be

evaluated because if the speakers understand the messages better, it will be easier for them to reply or give respond.

The criteria for the speaking assessment above, it can be seen in appendix. In this research, the researcher focuses on assessing pronunciation and vocabulary so that student can master vocabulary and pronounce the word correctly.

c. Speaking Types

According to Brown (2001) there are some types of classification in speaking, including:

1) Imitative

the ability to repeat words or phrase in a sentence, it is intended to practice intonation and try to speak vowel sound. Imitation is carried out to focus on a specific aspect of language form.

2) Intensive

This is second types of speaking that focus on producing of oral language related to grammatical structure, phrase, lexical of the phonology.

3) Responsive

The ability to give respond or simple command to the questions.

4) Transactional

Interaction in dialog where the speaker and the listener exchange information each other to convey specific information is an extended type of responsive. It can be said the conversation is done spontaneous more than one person which people convey a message to other people so people use speaking skill in communication.

5) Interpersonal

The purpose of interpersonal communication is undertaken to maintain social connections rather than to convey knowledge, facts and information. They can employ slang, ellipses, sarcasm, and a casual register, these are permitted in the dialog where they are having the conversation.

6) Extensive

Monologue talk that is a quite long for example, talking about reports, speech, and retell story.

In this research, the researcher applies transactional speaking types, in which the students converse with their friends in a group.

B. Teaching Speaking Method

Teaching speaking involves demonstrating to the students how to carry on a conversation with another person using the language (Ikrammuddin,2017). Brown states teaching aims to develop the students' abilities to interact with others so that the they can express themselves through communication. The teacher ensures the students like and enjoy in learning English during the class. Therefore, the teacher should select a method for achieving a learning goal in which the activity is done can encourage the learners both introvert and extrovert traits also from the learners who are lower motivation. The students are expected in teaching English not only can be practicing the language but also produce the language. Teacher as an educator should apply good method in order to deliver the material optimally and the learning goal is reached. There are some methods and the methods are categorized as cooperative learning, it can be an option to teach speaking. According to Agus Suprijono (2015) Those methods are Jigsaw, Bamboo dancing, Active debate, Talking stick, Think-pair-share, Numbered heads together, Make a match, Group investigation and Two stay two stray. Two stay two stray is one of the methods as alternative to teach in the class.

Based on Morley (in Fanshuri,2019) states the goal of teaching speaking is to increase the students' confidence in speaking English, improve their speaking and listening skills and also develop their fluency and accuracy. Nunan states that teaching speaking gives the students an opportunity to practice their fluency and accuracy. Accuracy is related to pronouncing of the correct sentence structure also intonation in target language. Fluency is related to use the language in speaking without hesitation, quickly and confidently (Nunan,2003). The goal of teaching speaking in this research is to use the two stay two stray method to teach students how to communicate in English, interact, discuss and share information in a group. When they practice to speak, it means they also learn and develop their vocabulary and pronunciation.

C. Two Stay Two Stray Method

There are four parts of explanation about two stay two stray included definition of two stay two stray, step of teaching through two stay two stray, advantages of two stay two stray, and disadvantages of two stay two stray

a. Definition of Two Stay Two Stray

According to Agus Suprijono (2015) Two Stay Two Stray is cooperative learning model where this learning in a work team. Teacher guides by giving task and questions. Two Stay Two Stray is a learning method that divides a group consists of two people who stay as host and two people as guest. Then, the teacher will give assignment that contains some problems in every group, they work together to solve the problems. After the students discuss intragroup, two students go out from their group to search information in other groups.

Two Stay Two Stray is developed by Spincer Kagan 1992. Kagan (2009) states that cooperative learning is needed in the class because there is no gap of students in this learning, the students can learn with their friends who have difference background, grows enthusiastic of students to socialize, and this method to create a democracy atmosphere in the classroom. According Lie (in Rani Rohmah,2017) this method gives the students opportunity to study in a group, they are able to exchange opinion, share idea, and information to other groups. In one group include the students with high level, middle and low level so they will cooperate to achieve the purpose. The students not only learn with their teacher's expertise and experience but also, they can learn from knowledge and experience of other students.

b. Step of Teaching Through Two Stay Two Stray

Anita Lie (in Rani Rohmah,2017) mentions some steps in using Two Stay Two Stray. First, the teacher will divide the class into some groups and each group consists of 4-5 students. In a group consists of the students who have different abilities. Second, the teacher gives assignment to be discussed by students with their own groups. Each group solves the problem that has been given by the teacher. Third, two students stay in their own group as host and two students leave group as

guest in other groups. The teacher instructs for all groups to choose two friends from their group as visitor, they will come to other groups. Fourth, students who stay, they explain to the guests who come in their group. Then, guest can ask to the host if they do not understand and confuse. The teacher gives time for host and guest to discuss together. Fifth, the guests return to their own groups and retell what the information is obtained from other groups. After time is over, guests are asked to return and convey what they have been found. Sixth, all groups compare and discuss with their original groups. They exchange information or opinion so; they get complete information.

c. Advantages of Two Stay Two Stray

There are some advantages to use Two Stay Two Stray in Kurniawati (2018). The first is the method is suitable to teach all subject and for all level. This is a cooperative learning method and the students are used to working in a team. They are given problem and then they are asked to solve it. The second is students are open minded. In a group, they meet their friends with different characteristic, opinion, and their abilities level so, with open minded will give a new knowledge, experience, and enrich insight. The third is giving opportunity to the students are creative in communication with their group. Every student has opportunity to speak and opine. The fourth is students are not afraid to express their ideas or arguments. They are free to express their opinion and exchange argument. The fifth is improving their speaking skill. The students practice to communicate with other students in the group so, it can improve their speaking skill. The sixth is increasing student's interest in learning. Partner to discuss not only from their own group, but also with partner from different groups. The seventh is the students have responsibility to solve the problem. They work together to find a solution to the problem. The eighth is the students can provide and share information to others. After the students get the information, they continue the information what they have been understood to other people. The ninth is help the teacher to achieve learning goal. The purpose of the learning is cooperative learning where the students can socialize, share idea or opinion, and work in a team.

d. Disadvantages of Two Stay Two Stray

Beside this method has advantages, this method has disadvantages as mentioned by kurniawati (2018). First, this method needs more time to discuss. Beside the students discuss with their own group, they move to discuss in other groups so, it takes a long time. Second, for student who has good communication will be dominant. For the student who has good ability in speaking, they will talk more and the student who feel difficult to speak English, they will be silent and be passive. Third is, for introvert student it is difficult for them to work in a team but they should learn to socialize with their group. Introvert students prefer to find the solution or solve the problem rather than discuss and work together in a team because they can do it by themselves. The last is need preparation well. The teacher prepares for teaching and learning in the classroom before implementing the method. The teacher divides the students into some groups and gives assignment to them.

D. Teaching Speaking Through Two Stay Two Stray

Teaching speaking is expected can makes the learners want to practice communication with society. The students need partner to practice speaking. Two Stay Two Stray is one of cooperative learning that teaches students how to work together in a team and trains students to interact socially. There are some activities in the implementing two stay two stray method for teaching speaking in the classroom. First, teacher conveys a material that will be discuss in the day. The teacher gives information about some topics that will be discussed in every group. Second, students are divided into 4 people for each group. So, there are 8 groups which in every group they have different abilities. Third, the teacher provides different topics. The topic about biography of famous figures. Fourth, the students discuss with their own group approximately 20 minutes. Fifth, visitor comes to other groups and host will explain about the topic during 25 minutes. The teacher gives instruction for all groups to determine two their friends as guest in other groups. Sixth, the visitor returns to their original group and report the finding from other groups. After time is over, the teacher asks the visitors to comeback in their own group and continue the activity. Seventh, each group discusses the information

that is obtained by the visitor. After the visitor as guest return, the group relates the information that have been obtained. Eight, every student is asked to retell the information, make conclusion and convey moral value from the figure in their own language and then send voice note or recording during discussing.

E. Relevant Studies

First, previous study was conducted by Nur Ali (2018) entitled "The Effectiveness of Stay Two Stray Technique in Teaching Reading Comprehension". This study used Quasi-experimental design with quantitative approach. The researcher conducted at MA Darul Ulum Gondanglegi Malang. The subject was students on X grade, for experiment class was X A-1 taught by Two Stay Two stray and control class was A-2 taught by Jigsaw. Two groups are taught about Narrative. Based on research finding, the result of pre-test got score between mean experiment group (73,67) and control group (70,930). While post-test between mean experiment class (82,67) and control class (76.26). There was a significant difference the acquisition score between students' outcomes in experimental group is higher than control group. So, it can be concluded that Two Stay Two Stray is more effective in improving reading comprehension. Train the students remember, analyze, summarize, and evaluate from information that they have obtained, by using this technique can increase their motivation, improve their vocabulary, train they to think to find main idea also arrange the information, and avoid boring class.

Second, the study of Wildan and Melwan, et.al. (2019) with the title "The Effect Of Two Stay Two Stray Strategy On Students' Listening Comprehension". The study used experimental research design, and it was conducted at SMA Negeri 8 Padangsidimpuan. The subject of this study was X grade students and there were 24 students as sample. The finding showed that in pre-test was gotten the highest score 65 and lowest score was 30 with mean score was 46.75 categorized bad. After the students were given treatment in teaching listening comprehension. Stay Two Stray in post-test was gotten highest score 95 and the lowest score 60 with mean score was 79.54 categorized good. it can be concluded that the strategy is good and suitable for teaching listening comprehension.

Third, the study was carried out by Kurniawati (2018) entitled "The Influence Of Using Two Stay Two Stray Technique Towards Students' Writing Ability In Descriptive Text At The First Semester Of Eight Grade Of SMPN 7 Pesawaran In The Academic Year Of 2018/2019". This study used quantitative with quasi - experimental design. There were 36 students in experimental group and control group. The finding of this research has gotten that pre-test score in experimental group, the highest was 77 and the lowest was 58 with mean score 67.83. While in control group, the highest score was 75 and lowest score was 53 with mean score was 65.47. After the students were given treatment showed highest score of post-tests in experimental group was 80 and lowest score was 65 with mean 73.36. While, highest score in control group was 79 and lowest score was 55. From the result above, it can be said that Two Stay Two Stray technique influences the students' writing ability especially in descriptive text. It is proven in post-test from experimental group is higher than control group. This technique can improve the students' writing skill and it is good technique to motivate students in learning writing.

The last study from Annas, et.al (2018) with the title "The Effect Of Using The Two Stay Two Stray Technique To Develop Young Learners' Speaking Skills And Motivation". The researcher conducted at SMPN 2 Idi, Matang Bugong-Aceh. This study used quantitative with one group experimental design. The subject was VIII A involved 26 students. The finding has been gotten that result of pre-test was significantly different from post-test. Mean score in pre-test was 54 and then post-test was 64, it means Two Stay Two Stay can improve student's speaking skill in all aspects. This technique makes the students have good English. Result of questionnaire showed that TS-TS technique can increase their motivation, it gave impact to the students where they were interested in learning speaking. it can be seen the students more active during teaching and learning process and encourage the students were able to understand the lesson well.

Based on explanation above, this research has similarities and differences from previous study. The similarity between this research and previous researcher is the researcher in this research and previous research have used the same learning model

namely, Two Stay Two Stray and examine the effectiveness in teaching and learning process. While the difference from previous study is the researcher uses Two Stay Two Stray to teach student's speaking skill. In this study the researcher focuses on student's pronunciation and vocabulary. This method is intended for students to work in the society.