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The Effect Of The Ts-Ts Learning Model To Improve Speaking Skill At Grade X In SMA Negeri 1 Baktiraja

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Abstract

The purpose of this study is to help students improve their ability to speak an essay in the descriptive text genre. Descriptive text is a genre that uses spoken language to explain something to the reader. To make it easier for researchers to conduct research, a quasi-experimental approach is used. This method allows the researcher to get closer to the sample. For this study, the researcher chose two classes as samples. The sample in this study consisted of 72 students from SMA Negeri 1 Baktiraja. Quantitative data is an instrument for gathering information. After reviewing the data, researchers found differences between the experimental and control class. The average value of the data presented, calculated by SPSS version 25, shows that the score of the experimental class increased from 44.22 in the pre-test to 78.56 in the post-test as a result of learning the TS-TS, models treatment. The pre-test for the control class was 43.56, and the post-test was 50.56 because the researchers did not treat them. The average value of the control class pretest was 43.56. The t-test calculated from the post-test findings between the experimental and control groups was 53,949. The t-test result is more than 0.05 in this case. From the data presented, it can be concluded that there was an effect of using TS-TS learning model on students' speaking skill in tenth grade students of SMA Negeri 1 Baktiraja in the academic year 2022/2023.

Keywords: *TS-TS learning model; Descriptive text; Students' Speaking Skill.*

Abstrak

Tujuan dari penelitian ini adalah untuk membantu siswa meningkatkan kemampuan mereka dalam berbicara sebuah esai dalam genre teks deskriptif. Teks deskriptif adalah genre yang menggunakan bahasa lisan untuk menjelaskan sesuatu kepada pembaca. Untuk memudahkan peneliti dalam melakukan penelitian, digunakan pendekatan kuasi eksperimen. Metode ini memungkinkan peneliti untuk lebih dekat dengan sampel. Untuk penelitian ini, peneliti memilih dua kelas sebagai sampel. Sampel dalam penelitian ini terdiri dari 72 siswa SMA Negeri 1 Baktiraja. Data kuantitatif merupakan instrumen untuk mengumpulkan informasi. Setelah meninjau data, peneliti menemukan perbedaan antara kelas eksperimen dan kontrol. Nilai rata-rata dari data yang disajikan, dihitung dengan SPSS versi 25, menunjukkan bahwa nilai kelas eksperimen meningkat dari 44,22 pada pre-test menjadi 78,56 pada post-test sebagai hasil pembelajaran model TS-TS, treatment. Pre-test untuk kelas kontrol adalah 43,56, dan post-test adalah 50,56 karena peneliti tidak memperlakukan mereka. Nilai rata-rata pretest kelas kontrol adalah 43,56. Nilai t-test yang dihitung dari temuan post-test antara kelompok eksperimen dan kontrol adalah 53,949. Hasil uji-t lebih dari 0,05 dalam kasus ini. Dari data yang disajikan dapat disimpulkan bahwa terdapat pengaruh penggunaan model pembelajaran TS-TS terhadap keterampilan berbicara siswa pada siswa kelas X SMA Negeri 1 Baktiraja tahun ajaran 2022/2023.

Kata kunci: *Model Pembelajaran TS-TS; Teks Deskriptif; Keterampilan Berbicara Siswa*

INTRODUCTION

English is a widely spoken language across the world. English has been regarded as a necessary language to acquire to meet the communication demands of today's globalized world. Speaking is a way of expressing or sharing opinions, ideas, and feelings with other people verbally. The ability to speak is needed by everyone because this ability allows a person to communicate well with other people. According to Ahmadi (1990) in Jupri, dkk. said that talking aptitudes are a common preparation of social relations that develop in people. In communicative activities, speakers must pass on the perspectives of dialect that can be caught on by their conversationalists based on common sense, language similarities, assumptions, and intentions. Speaking ability is thought to be difficult to maintain once it is reflected in students' English communication skills. Because they can learn to pinpoint their feelings, emotions, thoughts, and intentions through hone, students tend to stay in class longer. According to the perception, there are a few reasons why students are less capable of talking when analysts educate in the classroom. Since students were shy and needed confidence in speaking English. Speaking skill is very important for students in SMA Negeri 1 Baktiraja. Based on the syllabus, students in grade X should not have good capacity speaking skills. It can be proved from the Minimum Mastery Criteria is 70, but actually, the score could not get by the student. Based on the observation that the researcher has done, the score that the student got under the Minimum Mastery Criteria. The

researcher found some reason that caused the score that the student got is under the Minimum Mastery Criteria.

Tabel 1. The Result of Students' Speaking Skill in Pre-Test

No.	Academic Year	Semester	Class	Average	KKM
1.	2022/2023	<i>Genap</i>	X IPA 1	44,22	70
2.			X IPA 2	43,56	70

Face the problem that faced by students, the researcher recommended one of the learning model, it was Two Stay Two Stray learning model. Two Stay Two Stray (TS-TS) is one of the learning model of cooperative learning. Two Stay Two Stray (TS-TS) is a cooperative learning model. According to Istiqomah (in Huda, 2011:95), this learning model is called two stays two stray because each group can discuss and share information not only with its own group but also with other groups (TS-TS). According to the experts' opinions, the researcher can explain that in the TS-TS (Two Stay - Two Stray) learning model, students participate in the process of learning activities, which can increase student learning activities.

The researcher expected that the learning model that had recommended, it is Two Stay Two Stray (TS-TS) able can encourage and help students be more courageous in expressing their opinions during learning and students also learn a lot of new words from their friends, as well as how to use correct grammar and pronunciation when they speak. As a result, students' speaking ability in using the Two Stay Two Stray learning model in learning English, particularly students' speaking ability, can result in good achievement in students' English speaking skill scores. This learning model will motivate and inspire students to become active, educated learners. Furthermore, by employing this technique, the teacher can transform a previously boring classroom environment into one that is enjoyable for students while they learn English.

a. Language

Webster's Third New International Dictionary of English Language (1961) in Brown (2000:5) defines language as "a systemic way of transmitting thoughts or feelings through the use of conventionalized signs, sounds, gestures, or markings with inadequately understood meanings". Through classroom activities, teachers of foreign languages should provide opportunities for language exposure and learning (Cameron, 2001: 11-12). It is expected of teachers to be able to create a positive learning environment in the classroom. The design of appropriate learning materials that can improve the teaching and learning process must come next. To be successful in language teaching and learning, many factors must be taken into account, as stated above. It is expected of teachers to be able to adjust their teaching methods and set goals to meet the needs of students.

b. English Language

According to Kemendikbud 2013, the purpose of teaching foreign languages, particularly English, is to increase learners' ability to communicate with the global society. As a result, the course is taught at various levels. Teaching includes teaching the four abilities of listening, speaking, reading, and writing. English will make it easier for us to communicate with people from all countries interested in business, education, and tourism. The capacity to speak a foreign language is required for successful foreign language acquisition (Tahir, 2015).

c. Speaking Skill

The process of teaching English requires four skills, one of which is speaking. The definition of speaking according to the Oxford Advanced Dictionary, namely expressing or expressing opinions, feelings, and ideas, with or as speech and involves the activity of the speaker as a psychological (articulation) and physical (acoustic) stage. Skills in oral communication are one of the skills in speaking. Someone must speak to communicate with others. Nunan asserts that speaking is a useful aural and oral skill. It involves speaking systematically to convey meaning. Oprandy says that writing and speaking are "productive skills" and not "receptive skills" like reading and listening. Two types of communication that are interrelated are speaking and listening. Musripatul Khoiriyah (2011, p.7) speaking is the process of expressing thoughts, feelings, ideas, and sensations. It is how students communicate with others to achieve a particular goal or to express their opinions, intentions, hopes, and points of view. Furthermore, people who understand a language are referred to as "speakers" of that language.

d. The Aspects of Speaking

1. Task completion is the first of five aspects of speaking to be considered. This metric assesses the extent to which the student completed the task. Other category scores, such as style/complexity, collocations and vocabulary, grammar, fluency, and pronunciation, are negatively impacted by a very brief response due to insufficient evidence.
2. The second consideration is fluency. This requires evaluating the ease with which the speaker conveys his message.
3. The third consideration is Pronunciation. Students' ability to produce unique vowel and consonant sounds in English and to speak lexical items with an acceptable accent or dialect is evaluated in this way.
4. The fourth consideration is vocabulary, and collocation is the right word placement in the right context. It can evaluate the accuracy, variety, quality, and quantity of vocabulary in student responses.
5. The fifth consideration is comprehension. According to Richard and Renandya (2002), comprehensibility is defined as the presence of meaning (locutionary power) in words or utterances.

e. The Function of Speaking

There are three functions of speech, according to Brown and Yule in Jeremy Harmer (2001:128).
The three types:

1. Talk as interaction
2. Talk as transaction
3. Talk as performance

f. Testing Speaking

There are five categories for evaluating speaking abilities Brown, H, Douglas (2001: 406-407):

1. Accent
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

g. Definition of Learning Model (Two Stay Two Stray)

The TS-TS (Two Stay Two Stray) learning model was first developed by Spenser Kagan in 1992. Two Stay Two Stray comes from English which means two stay two guests. This model provides opportunities for students to share the results of the information with other groups. According to Miftahul. H. (2017: 207), the TS-TS learning model is a group learning method that aims to educate students to work together, be accountable, assist each other solve issues, and encourage one another to improve.

h. Steps of the TS-TS (Two Stay Two Stray) Learning Model

According to Aris Shoimin (2016:223-224) learning the TS-TS model consists of several stages as follows:

1. Preparation
2. Teacher Presentation
3. Group Activities
4. Formalization
5. Group Evaluation and Awards

i. Advantages of the TS-TS (Two Stay Two Stray) Learning Model

According to Istarani (2014: 200), the advantages of the TS-TS (Two Stay Two Stray) learning model are:

1. Students can exchange experiences with each other in the teaching and learning process.

2. Increase cooperation among students.
3. Increase tolerance among fellow students.

j. Disadvantages of the TS-TS (Two Stay Two Stray) Learning Model

Santoso (2011, p. 9) stated that the advantages of TSTS strategy are:

1. It takes some time.
2. Some students do not want to or not comfortable to work in groups.
3. For teachers, it requires a lot of preparation (materials, money (for gifts, if any, and efforts).
4. For teachers, there is difficulty in classroom management because group work can cause the class to be noisy and the students to be active all at once.

k. Previous Study

Some researchers have linked several relevant studies:

1. The first is research by Rani Rohimah (2017) 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*. The purpose of this study was to test whether the Two Stay Two Stray technique has a substantial effect on the speaking ability of students in semester 1 of class XI Al-Hikmah Bandar Lampung in the 2017/2018 academic year. This study uses a semi-experimental research technique.
2. The second is research conducted by Rasdiana (2018) entitled *Applying Two Stay Two Stay (TSTS) Technique By Using Picture Series To Improve Students' Speaking Skills at the Second Grade in MAN 2 ParePare*, the study's positive objective is to determine whether descriptive text used by two stray researchers to improve students' speaking skills in second grade at Man 2 Parepare.
3. The third research was conducted by Ita Fatmawati with entitled *"The Use of Two Stay Two Stay Strategy to Improve Students Writing Ability in Report Text"* (2019). This study use classroom action research to tackle certain challenges in learning to write English in class IX SMP Al-Muhajirin Sumengko. The problem is that writing English lacks passion, ideas, grammar, and vocabulary.
4. The fourth research was conducted by Kana Puspita, Muhammad Nazara, and Rakhmi Fitriana with entitled *"Implementation Of 2 Stay 2 Stray Model In Learning The Concept Of A, B, And Γ Radiations"* (2021). The purpose of this study is to optimize student learning activities by employing the Two Stay Two Stray (TSTS) model in learning the concepts of alpha, beta, and gamma rays, as well as to describe students' reactions to the TSTS cooperative learning that has been implemented.

RESEARCH METHOD

This study was conducted by a quasi-experimental design for this study. An experimental design is a generic strategy for performing active research using independent variables. The importance of design is that it influences the internal validity of research results, or the capacity to derive reliable conclusions regarding the effect of experimental treatment of variables. This signifies that the researchers conducted a pre-test and a post-test. This study used two classes, one of which be taught using the Two Stay Two Stray learning model and is referred to as the Experimental class, and the other as the Control class, which does not use the learning model (will be taught by conventional methods). Before and after the learning procedure, students' speaking abilities were assessed. First, both courses took a pre-test to determine students' talents and scores. Second, after teaching speaking in various ways, both classes were given a post-test.

Class Group	Pre-Test	Treatment	Post-Test
Experimental	E1	X	E2
Control	C1	Y	C2

Tabel 1. Research Design

The subject of this study was conducted of second grade students in SMA Negeri 1 Baktiraja. The school have 4 classes for the second grade, they were 2 Science classes and 2 Social classes. The object of this research was on SMA Negeri 1 Baktiraja. According to Sugiyono (2017: 80), population is a generalization area consisting of items or people with certain characteristics and attributes that are selected by researchers to be investigated and conclusions drawn.

Num.	Class	The number of students
1	X IPA 1	36 people
2	X IPA 2	36 people
Amount		72 People

Tabel 2. Population Data for Class X SMA Negeri 1 Baktiraja Dolok Sanggul, F.Y 2022/2023

This study involved the use of devices to aid researchers in data collection. The research tool was a test. A test was a means of assessing one's knowledge and abilities.

Variable	Indicators	Test
	Students are able to find specific information in the text.	

X : Two Stray Two Stay Learning Model Y:Students' Speaking Skill.	Students are able to infer or infer text information from other groups.	Orally
	Students are able to speaking English structured.	

Tabel 3. Instruments of Data Collection

Quantitative research entails gathering data in order to quantify information, however the researcher just employs tests and documentation in this case. The type of validity test used in this study was content validity. When we analyze content validity, we could clearly describe student achievement in terms of the learning objectives given in the lesson plans (Brown, 2004). Researchers utilized student assessments to obtain data. The test was a multiple-choice test. The examination was separated into two parts: pre-test and post-test. The technique of analyzing data that the researchers did after giving the speaking test to the 2 classes, namely:

1. The first step is to use descriptive statistics to present data.
2. The researcher next did a normality test on the data from the prior speaking test.
3. By using paired sample t-test, the researcher analyzed the data obtained from the speaking test through the pre-test and post-test in the experimental and control subjects.
4. The researcher then used a homogeneity test to see the homogeneity of the variance of the two different samples.
5. The final stage is the independent sample t-test.

RESULTS AND DISCUSSION

RESULTS

Based on the calculations above, the student's results in the control and experiment classes were discovered after doing this research. It is demonstrated by the increased scores of students after using the TS-TS and Conventional learning models as instructional learning media. According to the data in data analysis, the average pre-test score in the control class before being taught with the traditional learning model was 43,56, with a minimum student score of 36 and a maximum student score of 56. The post-test data analysis was acquired after the researcher taught the topic using the traditional learning model, with an average value of 50,56. Students must earn a minimum of 40 and a maximum of 60 on the post-test. Before being taught using the TS-TS learning model, the average pre-test score in the experimental class was 44,22, with a minimum student score of 36 and a maximum student score of 52. This implies that the average data value remains low. The post-test data analysis was acquired after the researcher taught the topic using the TS-TS learning model, with an average value of 78,56. Students must earn a minimum of 72 and a maximum of 88 on the post-test. The researcher

discovered the result of the t-test calculation, which is 53,846 at level significance 5% and t-table = 1,994. The t-test statistical analysis results demonstrate that there was a significant difference between the experiment and control classes in speaking exam understanding, asking, and providing opinion achievement. Because the t-test is more powerful than the t-table. Based on the description above, the researcher discovered a substantial difference in enhancing students' speaking skills while utilizing the TS-TS and conventional learning models.

DISCUSSION

Speaking is the capacity to increase the ability of speakers and listeners to communicate, and it may be learned in some circumstances using a range of mediums. According to Rani Rohimah (2017), employing Two Stay Two Stray to teach speaking has enhanced students' communication skills. According to the study's findings, students who were taught utilizing the Two-Stay Two-Stray Method enhanced their speaking abilities. This is possible because students in the Two-Stay Two-Stray approach are actively involved in the speaking process since they must develop their speaking abilities in everyday life. The researcher sought to convey the worth of the students based on the pre-test and post-test in the Experimental and Control classes at that time. Based on the data calculations above, the researcher concluded that the TS-TS in the Experimental class was more effective in influencing students' speaking skills in asking and offering opinions since the mean post-test score for the control class is 50,56 and the experimental class is 78,56. According to the findings of the study, the mean score using the TS-TS learning model is greater than the mean score using the traditional learning model in the control class. The t-test value was 53,846. It was determined that the t-test was greater than the t-table (1,994), implying that H_0 is rejected and H_a is approved. In other words, the TS-TS learning model improves effective learning. This suggests that the use of the TS-TS learning model had a considerable influence on students' speaking skills.

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