CHAPTER II
RIVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature which contains two main of subjects. They are previous studies, theoritical review, and research framework.

2.1 Previous Studies

Some studies dealing with investigation of how Cooperative Learning, especially Two Stay Two Stray technique, were conducted by some researchers. The brief explanation of those studies were decribed as follows:

First, a research was done by Saputra in second year (eighth grade) students of the junior high school, SMPN Beutong Ateuh, Nagan Raya, Aceh with the tittle *The Use Of Two Stay Two Stray Strategy In Teaching Reading Comprehension.* This study focused on experimental research in teaching reading comprehension by using the Two Stay Two Stray (TSTS) strategy. This study compared the results of the students achievements in reading before using the TSTS and after using the TSTS. The results showed that the implementation of the TSTS in the teaching-learning of reading comprehension with the students was more successful than the results using the traditional Grammar Translation Method (GTM). The students in the experimental class (EC) taught using the TSTS got significantly higher scores than those in the control class (CC) who were taught using the GTM.

Second, Nur Fatoni with the tittle *The In Fluence Of Using Two Stay Two Stray 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 objective of this study was to examine the effectiveness of using Two Stay Two Stray (TSTS) technique on the students' reading comprehension achievement of second grade. For this purpose the researcher selected the sample comprised 50 students studying at class VIII 1 and class VIII 2 of SMP Dharma Karya UT.

Third, research was done by Harahap the purpose of the research *To Improve Learning Outcomes Mathematics Junior High School Students On The Material Tangent Circles By Applying Cooperative Learning Model Two Stay Twostray*. This research desaign was a classroom action research(actionresearch)were adopted from the model Kurt Lewin. The subject of this research is the students of class VIII SMP Muhammadiyah 57 Terrain totaling 38 students, consisting of 23 male students and 15 female students and the object of the study is the result of students' mathematics learning by implementing cooperative learning model Two Stay Two Stray.The findings in this study show the students experienced some difficulty in resolving the matter, but with the implementation of cooperative learning model Two Stay Two Stray be easier for students in the learning process because students can share information, thus increasing the results of students' mathematics learning with the percentage of first cycle obtained 52 , 63% and 86.84% in the second cycle.

Fourth, research was done by Maulana The population in this study was seventh grade students consisting of 7 calsses. The sampling technique use random sampling technique that was by lottery class. From raffle earned that grade VII G class as TS-TS class and VII F Class as ekspository class. Mathematics learning outcomes data obtained using the test method in the form of objective questions. Analysis of the data used one tailed t-test and two tailed t-test. From the test results obtained by the two tailed t-test = 1,9180 and = 1,5409, it means > with a significance level of 5% and 54 degrees of freedom, which means was rejected. This suggest that there were differences in mathematics achievement between students who use cooperative model of TS-TS and ekspository learning model. One tailed t-test result obtained that = 1,9180 and = 1,5409, it means > with a significance level of 5% and 54 degrees of freedom, which means was rejected. This suggest that the learning outcomes of students who use the cooperative model of TS-TS was better than learning outcomes of students who *Use The Ekspository Learning Model In Even Semester Of Seventh Grade Student In SMP Muhammadiyah 7 Yogyakarta Academic Year Of 2016/2017*

From all reseach was done above they use different skill and the differences with this study that focussed on speaking ability. Two Stay Two Stray model is showing a high level of students' motivation in speaking but this model are rarely used in teaching speaking. It never been applied at the SMA Islam Jepara. Therefore, the researcher interested to use the model in this study. This study determines whether there is significance difference achievment in speaking between students who are taught by using this model and who are not using this model. In this global era speaking ability is important to competee with others. Nowadays almost every peaople have to speak english because English in international language. Speak English ability will help us to get a good opportunity in life. Almost all company will recruit the employee who can speaking English well. To improve

2.2 Review of Related Literature

2.2.1 The Speaking

A. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is process to get and give some information or share idea and opinion. Speaking is a part of daily life.In almost setting speaking the most used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Everyday everyone need to speak to deliver the purpose. Speaking is the most tool that use in daily communication than others.

Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). Speaking has been classified to monologue and dialogue. People will produce vocal that include some sounds. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

In speaking activity the speaker and listener have interaction each other. Speaking ability is a process when someone be able to communicate and share their information or opinion to others. In this global era everyone should have speaking ability especially in English speaking ability. Speak English ability is important when someone want to get a good job or good university. They usualy make a rule to recruit someone who can speak English well.

English Speaking ability will success when someone can understand what you say. To speak confidently yo need knowledge of vocabulary, sentence structure, pronounciation, and finally listening comprehension to understand the other person so you can reply.

However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence") (Nunan,1999:216).

The success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varionis, 1994). For instance, it was proved that leraning speaking can help the development of reading competence (Hilferty, 2005)**,** the development of writing **(**Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997).

B. Components of Speaking

- Pronunciation

   Pronunciation refers to the production of sounds that we use to make meaning. It includesattention to the particular sounds of language, aspect of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhytm, and how the voice is projected.

- Grammar

   Grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language.

- Vocabulary

   Vocabulary is a set of similar words within a person's language.

- Fluency

   Fluency is the property of a person or of a system that delivers information quickly and with expertise.

C. Purposes of speaking

Williams (2010:5) mentioned the purposes of speaking as follows:

1. Speaking is to develop children's thinking skills.
2. Speaking is to extend children's vocabulary.
3. Speaking is to help to sequence and structure children's thought.
4. Speaking is to give all children opportunity to express themselves regardless of ability and language.
5. Speaking is to develop social skills.
6. Speaking is to improve children's self esteem and confidence.
7. Speaking is to develop speaking and listening skills such as: explanation, instruction, characterisation, debate, recount, point of view, fact and fiction.
8. Speaking is to improve standard English and articulation.

D. **Types of Speaking**

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

1. **Monologue**

    In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planed, as it opposed to unplanned, monologue differs considerably in their discourse structures.

2. **Dialogue**

    While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides types of classroom performance, they are :

1. Imitative

    A very limited portion of classroom speaking time may legitimately be spent generating" Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

    Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some

pair work activity, where learners are "going over" certain forms of language.

3. Responsive

The students' speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slag, ellipsis, sarcasm, and a covert "agenda".

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative.

E.   Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language. Teachers can use some video about English speaking.

F.   Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used are:

1) Acting from script

This activity encourages students to playing role play in front of the class. The can practice the dialogue from their book or write by theirself. The activity will get result how students can deliver purpose or story by using role play.

2) Discussion

Discussion is a way how students can face the problem that given by teacher. Teacher give some problem that after students get a result they will share their opinion or idea in front of the class.

3) Story Telling

In this section students will share their experience in the past one by one in front of class. After they share their story other students will ask some question.

4) Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students

to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

5) Games

By using game in convey the material the students will excited in doing learning process. Using some games make the class more active. Game in learning process make students feel enjoy and they feel like they do not doing lerning process in class.

6) Movie time

Teachers can play English movie, by watching the movie the students will know how to pronounce some word and they can practice it.

G. Principle of Teaching Speaking

There are some principles of teaching speaking. For example is explained by Bailey (2003:54) as follows:

1. Be aware of the differnces between second language and foreign language learning contexts.

2. Giving students with both fluency and accuracy.

3. Providing opportunities to students to talk by using group work or pair work, and imiting teacher talk.

4. Planning speaking taks that involve negotiation for meaning.

5. Desaigning clasroom activities that involve guidance and practice in both transactional and interactional speaking.

2.2.2 Cooperative Learning

1. **Definition of Cooperative Learning**

   Cooperative learning requires pupils to work together to work in small group to support each other to improve their own learning and that others (Joliffe 2007:3). In cooperative learning the students help each other to get the result from the problem.

   As Brown (2007:53) cited that a cooperative classroom means learner-centered characteristics and teachers work together to pursue goals and objective. Cooperative lerning is learning that the students should work together in group and discussion to find out the result. Arends (2007:5) defines cooperative learning as a teaching approach in which students are encouraged and expected to complete the assigned tasks together, and they have to coordinate their efforts in order to accomplish the tasks. In cooperative learning students should work together with their team. In cooperative learning every students had chance to contribute in their group.

2. **Advantages of Cooperative Learning**

   According to Lie (2008), the advantages of cooperative Learning Model TSTS are:

   1. Reducing the boredom of students to the lesson, making students happy and eager to learn
   2. Reduce disputes that may occur between students.
   3. Students share knowledge sharing with other groups and help other students who have difficulty, thus creating a sense of togetherness
   4. The opportunity to interact with other students is greater. It can form a community that allows them to love learning and to love one another.

Another advantages of cooperative learning as follow:

1. Cooperative as generates interactive language; it means that group work help to solve the problem of the classes. That are too large to offer many opportunities to speak and small group provide opportunities for the student initiation for face give and take, for practice in negotiation of meeting.

2. Cooperative is offers and embracing affective climate; it means that the second important advantage offered by the group is security of a smaller group of the students where each individual is not starkly on public display to what the student may perceive as critics and rejection. Suddenly, students become increase in students' motivation.

3. Cooperative promotes learner responsibility and autonomy; it means that group work places responsibility for action and progress upon each of member of group somewhat equally. The fourth is cooperative a step toward individualization instruction; it means that small group can help the students with varying abilities to accomplish separate the goals. The teacher can recognize and capitalize upon other individual differences such as age, culture heritage, field of study, cognitive style, to name a few by careful selection of small groups and by administering different task to different groups.

4. Cooperative is genetic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It is note, that what we commonly call pair work is usually implies that small group is students in groups of perhaps six or fewer. Large grouping defeats one of the major purposes for doing group work giving student greater opportunities to speak.

2.2.3 The Two Stay Two Stray

A. Definition

Two stay two stray is one of cooperative learning. According to Lie (2003:60) it's a technique gives the group to share their result and information to others. This method will have chance to share or ask information from other group. It's developed by Spancer Kagan (1992). This technique can be applied in all lesson and all age levels of students.

The point of cooperative learning technique is emphasizing to the students to have social interaction with all learner in class by dividing into small group. It is give the opportunity to the students to solve the problem. Two Stay Two Stray model is very compatible to help students are involved in active learning because this technique allow students to enchance their interpendence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group.

The implementation of TS-TS is will divide into some groups. The advantages using this way is students will get their turn to ask or giving question to others. Suryani (2014) describes the steps of cooperative learning model TSTS (TSTS) as follows.

a. Students collaborate with groups consisting of 4 people

b. Students are divided into two parts, the first part consisting of two people to be a guest, and the second part consisting of two people stay in groups.

c. Two people in the group are in charge of distributing the work and information to their guests, and the two other people are in charge of collecting information from the other groups.

d. After that, the guest excuses himself and returns to his own group and report their findings from other groups.

e. The group matches and discusses the results of their work.

B. The advantages and disadvantage of two stay two stray model

The advantages and disadvantages of two stay two stray model will explain as follow:

1. The advantage of two stay two stray

   a. Giving an opportunity to the students to decide their own concept by solving the problem which is given to them.

   b. Giving an opportunity to the students to build their creativity and to communicate with their friends in group.

   c. Forming the habit of the students to open minded with their friends.

   d. Increasing the students' motivation in learning.

   e. Helping teachers to reach learning goal, because the cooperative learning method is easy to be applied.

2. The disadvantages of two stay two stray

   a. TSTS needs more time for discussion.

   b. Students who seldom work in group will feel difficult to cooperate.

   c. Generally, fluent students in discussing usually dominate the discussion.

2.3   Research Framework

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication.

Speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This statement means that in language teaching learning process the teacher should improve students' ability in speaking. The progressing of the students in speaking skill must be scored in objective way. However, in real situation in English class, speaking activities do not work as it is expected because of many factors prevent students from speaking English. The students are not confidence to speak English, they are afraid of making mistakes and sometimes they do not understand what they wanted to say.

Speaking especially in speaking English in this 21st century is important, nowadays every people can speak English. They learn English because they think if they can speaking English they will get possitive effect in their daily life. But in fact, still many students do not have enthusiasm in speaking. There are many reason that make they less enthusiasm in speaking, first they feel not confident, secod is the lack vocabularies, and third is they can not arrange the sententes. Two Stay Two Stray method will help teachers in class for teaching English, especially in speaking. By using this method the studrnts will enjoy doing learning process, this method will make the all of students speaking English.

Ur (1996:121) states that some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas, shy, low participation, and students' preference to use their mother language. Although speaking has several difficulties, the researcher will try to reduce the difficulty in order to the students of junior high school can speak up in the teaching learning process. In teaching learning process, students find difficulty to express their ideas, some of students know about the meaning of the sentece which is spoken by the teacher but sometimes they cannot express it because they confused to say some words. As a result, they speak Indonesia. Then, they lack of confident when they are asked to practice, they looked shy and do not feel enthusiastic in teaching learning process. Teachers can solve those problem by using various interesting learning method, so the

students will enjoy when doing learning process. Teachers can use cooperative learning model that Two Stay Two Stray include in.

It can be concluded that this cooperative strategy gets students moving around the room while working with classmates to solve problems and answer questions. This also allows all students the opportunity to "be the teacher," which students love to do. This also allows all students the opportunity to "be the teacher," which students love to do. As students talk about their ideas and thinking process with others, it helps them develop a deeper understanding.