



**THE EFFECT OF APPLYING TWO STAY TWO STRAY METHOD
TO STUDENTS' SPEAKING MASTERY
At GRADE VII In MTs N 1 MODEL
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of
Education (S.Pd) in English*

Written by:

NINDYA AFYUNI SILITONGA
Reg. Number. 13 340 0019

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017**



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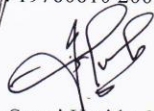


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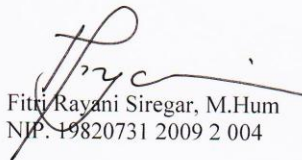
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ABSTRACT

This research problems are: 1) Most of the students was not active in the class. 2) Most of students fell afraid to gave their question and opinion. 3) Most of students have little vocabulary. Beside the students' problem, teacher's method also became a problem in learning English. The teacher still used the conventional teaching and did not have variation in teaching speaking. The purpose of this research was to know whether there is the significant effect of applying Two Stay Two Stray method to students' speaking mastery at grade VII of MTs N 1 Model Padangsidempuan.

The method of this research was experimental research, and two classes were chosen clustered as the sample. They were VII-1 as experimental class that consisted of 30 students and VII-2 as control class that consisted of 30 students. It was taken after conducting normality and homogeneity test. The data were derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using Two Stay Two Stray method was higher than control class. Mean score of experimental class before using Two Stay Two Stray method was 62.46 and mean score after using Two Stay Two Stray method was 84.76. Meanwhile, the mean score of control class in post test was 61.96. Besides it, the score of t_{count} was higher than $t_{table}(6.0 > 2.021)$. It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of applying Two Stay Two Stray method to students' speaking mastery at grade VII in MTs N 1 Model Padangsidempuan.

Key words: Speaking mastery, Two stay two stray and method

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of four English skills that used to communicate orally to express idea and feeling. It means through speaking students can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Students should be mastered the speaking to built up they oral communication. Speaking is the process of building and sharing meaning through use verbal and non-verbal symbol in a variety of context. Speaking also constructing meaning that involves producing and receiving in process information. As a second language learning and teaching speaking is a crucial part. Many students thought that learning speaking harder than learning reading, writing and listening. Speaking is important material in teaching and learning process. Especially in learning English. The following illustration some of significances of speaking are the first, it can communicate. It means through speaking people can communicate with other people to express what they think and need from another one. Second, it can transfer the idea. Many idea can be transfer to another people. It means people can transfer they idea by asking information or asking opinion. We can express by speaking way. The last, it can take and give the information and knowledge. Many information and knowledge that can we give to other people. To give our

information and knowledge speaking is the best way. We can also take some information and knowledge from people that giving the information and knowledge to us.

Based on illustration above, it can be said that speaking skill is very important in learning process. Speaking also the important necessary for everybody especially for students who is learning English. However, speaking are still to be problem at Grade VII in MTs N 1 Model Padangsidempuan. The researcher has done the pre-observation in this school. The researcher did the private interview with the English teacher of MTs N 1 Model Padangsidempuan, Mrs Misrayana Harahap.¹ She said that the problem of the students is the first is there were students not active in class. They just come, sit, hear to their teacher. There is no response from students. Second, students felt afraid to gave their question and opinion. Students afraid to speaking in class because students feel shy to speak in front of their friends. Students self confidence is low. They have high anxiety so they afraid to speak up in front of the class. Third, students have a little vocabularies. It make students afraid to do mistake speaking. They do not know how to said their thinking because they do not know the English of the vocabularies that want they said. Students also do not practice speak English in their daily life. The last, Mrs Misrayana Harahap, said that she taught speaking still used conventional method. Actually

¹ Misrayana Harahap, *Private interview*, teacher of MTs N 1 Model Padangsidempuan, (Padangsidempuan, February 6th2016, at 11:00 a.m).

conventional method make student feel bored in learning process. So it makes students think that English was difficult learning.

One of the best ways to solve the problem was by applying cooperative learning method in learning process. According to Robert E Slavin, cooperative learning method, students work together in four member teams to master material initially presented by the teacher.² Cooperative learning method helps students in learning process. Students can easily get the material and students also feel fun in learning process. There are many methods in cooperative learning that can be applied in learning process. The first is group investigation, this is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion. In this method students form their own to six member group. The group chooses topic from a unit being studied by the entire class, break the topic into individual tasks and carry out the activities necessary to prepare group report. Each group presents its findings to the entire class.

However, this method with so many members in a group makes the working process not effective. In addition, the members of the group can be uncontrolled. Second, two stay two stray method. This method was developed by Spencer Kagan. He said that this method was appropriate to all subjects. This method is student

²Robert E. Slavin, *Cooperative Learning Theory, Research And Practice* 2nd edition (Singapore: 1995), p.4.

sharing knowledge and experience with other group³. In this method student form their group. Each group there are four member. Then teacher giving some material that should be discuss by students. After students finish discuss their material, two of them leave their group and stray to other group. The student that stay in their group, work as server. They are explain their result of discussion to the guest. If each of student have work their working, they back to their group to match and discuss the result of they working.

From the two cooperative learning methods above, the researcher chooses two stay two stray method to be applied. There are some reason why this method is chosen, the first, student will be asked to be active in classroom and work together with other group. Second, student will be enjoy and to be brave to speak to other person to get the explanation from other group.

Based on the discussion above, to solve the problems the researcher interested to conduct an experimental research by title : “The Effect Of Applying Two Stay Two Stray Method To Students’ Speaking Mastery At Grade VII MTs N 1 Model Padangsidempuan”.

B. Identification of the Problem

Speaking is the important skill in learning English and should be mastered by students, but the fact, the researcher find some problem in students’ speaking mastery at grade VII MTs N 1 Model Padangsidempuan. They are:

³Istarani dan Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif*, (Medan: Media Persada, 2014),p.105.

student are not active, self confidence of students is low, students have a little bit vocabularies, also the teacher still applied the conventional method.

There are some methods to solve the problem above. Two stay two stray method was the best method to students' speaking mastery.

C. Limitation of the Problem

Based on identification above, the researcher focuses the problem in students' speaking mastery by applying two stay two stray method to solve the problem in learning process. This research will be conducted by experimental research at grade VII, especially at VII 1, 2 on the second semester in MTs N 1 Model Padangsidempuan2016-2017 academic year.

D. Formulation of the Problems

Based on the problem above, the researcher formulates the research as below;

1. How is students' speaking mastery before using two stay two stray method at grade VII MTs N 1 Model Padangsidempuan?
2. How is students' speaking mastery after using two stay two stray method at gradeVII MTs N 1 Model Padangsidempuan?
3. Is there any significant effect of applying two stay two stray method to students' speaking mastery at grade VII MTs N 1 Model Padangsidempuan?

E. Objective of the Research

Based on the formulation of the problem above, the researcher determined the aims as follows:

1. To describe students' speaking mastery before using two stay two stray method.
2. To describe students' speaking mastery after using two stay two stray method.
3. To describe the significant effect of two stay two stray method on students' speaking mastery.

F. Significances Of The Research

The research is expected had the significances:

1. Headmaster, to give English teachers suggestion to improve students' speaking mastery.
2. English teachers, to have the creative technique of teaching especially speaking mastery.
3. Researchers, who will become a teacher of English in the future.

G. Definition Operational Variables

To avoid the ambiguity and misunderstanding, the researcher defines as follows:

1. Speaking Mastery

Speaking is the way to express the feeling and idea orally. "Speaking is the ability to stand fluently presupposes not

only knowledge of language features, but also the ability to process information and language on the spot.”⁴

Speaking is the productive skill in the oral mode. It is like the other skills, it more complicate than it seems at first and involve more than just pronouncing words.⁵

According to Nunan :

“ teaching speaking means that the teachers teach the learners to be able to : (1) produce the English speech sound and sound pattern; (2) use word and sentences stress, intonation pattern, and the rhythm of the second language; (3) select appropriate words and sentences according to the proper social setting, audience, situation, subject matter; (4) organize their thoughts in a meaningful and logical sequence; (5) use language as a means of expressing values and judgements; (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.”⁶

According to Hornby “Mastery is great skill or knowledge.”⁷

2. Two stay two stray method

Two stay two stray is one of some kind of cooperative learning method. This method develop by Spencer Kagan in 1990 year. This method almost same with number heads. This method can be used to all of subject in learning. This method possible to each group to share the information to other group.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 2001), p. 269.

⁵ Syaiful Bahri Djamarah dan Aswan Zain, *Strategy Belajar Mengajar* (Jakarta : PT Rineka Cipta, 2006), p. 148

⁶ David Nunan, *Practical English Language Teaching*, New York : Mc. Graw Hill, 2003, p. 54-56

⁷ *Op. Cit.*, A. S. Hornby, p. 271.

Two Stay-Two Stray method is one of many cooperative learning method. Two Stay-Two Stray method is situation that began of provide group. Every group there are four people. After the group are divide, the teacher give students task related to topic discussion that students must to answer. After every group has discuss their answer, two people from each group are leave their group and stray to another group. The students that has not stray are working to be informant. Their work are explain the answer that has their discuss before to the guest. Two people has work to be guest must stray to all of group. If their has fulfill their work, they must be back to their each group.

After they back to their each group, they must match their answer and discuss again⁸.Method is a way of doing something by using alternative modern, new, traditional methods of language teaching. In teaching process method is better way because by using method, students can easier to understand the material. As a good teacher must using the best method in teaching process.

H. Outline of the Thesis

The researcher gives the outline of this thesis, it is consisted of five chapter. In the first chapter, it is consisted background of the problem, identification of the problem, limitation of the problem, formulation of the

⁸Agus Supriono, Cooperative Learning : *Teori Dan Aplikasi Paikem*, (Yogyakarta: pustaka pelajar), 2012.p. 93-94

problem, aims of the problem, significances of the problem, definition operational variables and outline of the thesis.

In the second chapter, it is consisted theoretical description. It is about description of the variable or material that researched by researcher. it also consists of review of related finding, conceptual frame work and hypothesis.

In the third chapter, it consists of research methodology. It dealt with research design, time, place, subject, instrument and technique of data collection. The last, explain the research procedures and technique of data analysis.

In the fourth chapter, it is the result of the research concerned about description of data in pre- test and post- test. Then hypothesis testing, discussion and treat of the research.

And in the last chapter, the fifth chapter consisted conclusion and suggestion of the research.

CHAPTER II

THE THEORITICAL DESCRIPTION

A. The Theoretical Description

1. Speaking mastery

a. Definition of speaking

Speaking is one of four skills in teaching English process. In Oxford Advance Dictionary, the definition of speaking is “to express or communicate opinions, feelings, ideas, by or as talking and it involves the activities in the part of the speaker as psychological (articulation) and physic (acoustic) stages.”¹ Speaking is the oral communication skill. To communication to someone must speaking.

According to Nunan “Speaking is the productive aural/oral skill. It consist of producing systematic verbal utterances to convey meaning.”² Oprandy said, speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker.”³

¹As Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995),p. 1226

² David Nunan, *Practical English Language Teaching*, (New York:McGraw Hill,2003),p. 48

³Oprandy, R, *Listening/ Speaking in Second and Foreign Language Teaching*, (New York: System,1994),p. 153-175.

From definition above, it can be concluded that speaking is productive skill as a way to accomplish communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker.

Henry Guntur tarigan says,” *berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan* (speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking).⁴

From definition above, it can be concluded that speaking is the process to express thought, feeling, idea and sense. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language.

Nunan says “that 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. 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. In addition, speaking can support other language skills.

⁴ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986),P.15

b. Micro skill of oral communication

Brown said that adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole.

Furthermore he mentions micro skills of oral communication:

- 1) Produce chunk of language of different length
- 2) Orally produce difference among the English phonemes and allophonic variants
- 3) Produce English stress patterns, word in stressed and unstressed position, rhythmic structure, and intonation contours
- 4) Produce reduced form of words and phrases
- 5) Use an adequate number of lexical units (words) in order accomplish pragmatic purposes
- 6) Produce fluent speech at different rates of delivery
- 7) Monitor your own oral production and use various strategic devices pauses, fillers, self-correction, backtracking-to enhance the clarity of the message
- 8) Use grammatical word classes (noun, verb, etc), system (e.g tense, agreement, pluralization), word order, patterns, rules, and elliptical forms
- 9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences
- 10) Express a particular in spoken discourse
- 11) Use cohesive devices in spoken discourse
- 12) Accomplish appropriately communicative function according to situation, participants, and goal
- 13) Use appropriate registers, implicative, pragmatics conventions, and others sociolinguistic features in face-to-face conversation
- 14) Convey links and connections between events and communicative such relations as main ideas, supporting idea, new information, given information, generalization, and exemplification
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a contexts for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.⁵

⁵H Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, (Unites States Of America: Longman, 1998) ,P.272

From the sixteen micro skill of oral communication above, the researcher can concludes that all of micro skill above must be used in speaking. To make speaking well the sixteen of micro skill must be attended.

c. Types of classroom speaking performance

Brown identifies there are six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are : imitative, intensive, responsive, transactional, extensive.⁶

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

⁶ *Ibid*, p.271-274

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5) Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

d. Types of spoken language

Generally types of spoken language there are two. The researcher writes types of spoken language that adapted from Nunan in brown's book.

The first is monologue, when on speaker uses spoken language for any leg of time, as in speeches, lectures, reading, new broadcasts, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned monologues, differ considerably in their discourse structures.

The second is dialogue, dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).⁷

The researcher concludes that monologue is one speaker speak such as speeches, lecture, reading. They can exchange and shared their

⁷*ibid*,p. 237

ideas, opinion to other one. Dialogue spoken is two or more speakers to exchange their ideas or opinion.

e. Testing Speaking

To assess the speaking skill, there are five categories are :

1) Accent

An emphasis given to syllable or word by means of stress or pitch.⁸

Accent is a particular way of speaking which tells the listener something about the speaker's background. It's may show:

- a) The region or country they come from.
- b) What social class they belong to.
- c) Whether or not the speaker is a native speaker of the language.⁹

Accent can be identified by :

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
- d) Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciation, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of "foreign accent".¹⁰

From the six accent above, the researcher can concludes that accent is very important component in testing speaking. The good accent is like a native speaker.

⁸Oxford Advanced Learner's Dictionary, *Op.cit*, p.6

⁹Jack C. Richard And Richard Schmidt, *Longman Dictionary Of Language Teaching & Applied Linguistics*, (UK: Pearson Education Limited, 2002), P. 3

¹⁰Arthur Hughes, *Testing For Language Teachers*, (USA: Cambridge University Press, 1990), p. 111

2) Grammar

The rule in a language for changing the form of word and combining them into sentences.¹¹ Grammar is a description of the structure of language and the way in which linguistic units are combined to produce sentences in the language. it's also describes the speaker's knowledge of the language.¹²

Grammar can be identified looks like this:

- a) Grammar almost entirely inaccurate phrase.
- b) Constant errors showing of very few major patterns and frequent preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.¹³

From the six components of grammar, the researcher can concludes that grammar was the crucial component in testing speaking. the speaker that used appropriate grammar showed they quality in speaking.

3) Vocabulary

The total number of words in a language.¹⁴ Hornby says that vocabulary is all words that a person knows or uses, the words that people use when they are telling about particular subject.¹⁵

Vocabulary can be identified by:

- a) Vocabulary inadequate for even the simplest conversation.

¹¹*ibid*,p.517

¹²Longman Dictionary, *Op. Cit* ,p. 230.

¹³Arthur Hughes,*Opcit*,p.112

¹⁴Oxford Advance Dictionary, *Op. Cit*,p.1331.

¹⁵ A.S Hornby, *Oxford Advanced Learner's Dictionary*. (Newyork: Oxford University Press, 1995), p. 1506.

- b) Vocabulary limited to basic personal and survival areas (time, food transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f) Vocabulary apparently as accurate and extensive as that of an educated native speaker.¹⁶

Vocabulary is important component in testing speaking because it showed the students knowledge about vocabulary that they know. As much as possible they know vocabulary as much as possible too they know.

4) Fluency

Fluent is able to speak or write accurately and easily, especially in a foreign language. Fluency is the quality or condition of being fluent.¹⁷ In second language teaching, fluency describes a level of proficiency in communication, which includes:

- a) The ability to produce written or spoken language easily.
- b) The ability to speak with a good but not necessary perfect command of intonation, vocabulary, and grammar.
- c) The ability to communicate ideas effectively.
- d) The ability to produce continues speech without causing comprehension difficulties or brake down of communication.¹⁸

¹⁶Arthur Hughes, *Op. Cit*, p.111.

¹⁷Oxford Advance Dictionary, *Op. Cit*,p.451

¹⁸Longman Dictionary, *Op. Cit*,p.204.

Fluency can be identified by:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.
- e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
- f) Speech on all professional and general topics as effortless and smooth as a native speaker.¹⁹

5) Performance

An act of performing a play, a concert or some other entertainment.²⁰ Grammar is a description of the structure of language and the way in which linguistic units are combined to produce sentences in the language. it's also describes the speaker's knowledge of the language.²¹

Grammar can be identified by:

- a) Grammar almost entirely inaccurate phrase.
- b) Constant errors showing of very few major patterns and frequent preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.²²

The researcher conclude that speaking is important element in teaching English. Speaking is the ability to express the ideas, feeling, and emotion. As a good teacher should be used the method to teaching English

¹⁹Arthur Hughes, *Op. cit*,p.112

²⁰Oxford Advance Dictionary,*Opcit*,p.860

²¹Longman, *Op. Cit* ,p. 230.

²²Artur Hughes, *Op Cit* ,p.112

especially in teaching speaking English so that the student's can get the information easier and not bored.

6) Comprehension

Comprehend means that understand well. Performance can identified in following :

- a) Understand too little for the simplest type of conversation
- b) Understand only slow, very simple speech on common social and touristic topics, require constant repetition and rephrasing
- c) Understand careful, somewhat simplified speech when engage in a dialogue, but may require considerable repetition and rephrasing
- d) Understand quite well when engage in a dialogue, but requires occasional repetition conversation or rephrasing
- e) Understanding everything in normal educated conversation expect for every colloquial or low frequency items, or exceptionally rapid or slurred speech.²³

Table 1
The indicators of Speaking

No.	The Indicators of Speaking Skill	Score
1.	Accent: a. Pronunciation frequently unintelligible. b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. c. "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary. d. Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding. e. No conspicuous mispronunciation, but would not be taken for a native speaker. f. Native pronunciation, with no trace of "foreign accent".	 0 1 2 2 3 4
2.	Grammar: a. Grammar almost entirely inaccurate phrase. b. Constant errors showing of very few major patterns and frequent preventing communication.	 6 12

²³*ibid*,p.113

	c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	18
	d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	24
	e. Few errors, with no pattern of failure.	30
	f. No more than two errors during the interview	36
3.	Vocabulary:	
	a. Vocabulary inadequate for even the simplest conversation.	4
	b. Vocabulary limited to basic personal and survival areas (time, food transportation, family).	8
	c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	12
	d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.	16
	e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	20
	f. Vocabulary apparently as accurate and extensive as that of an educated native speaker	24
4.	Fluency:	
	a. Speech is no halting and fragmentary that conversation is virtually impossible.	2
	b. Speech is very slow and uneven except for short or routine sentences.	4
	c. Speech is frequently hesitant and jerky: sentence may be left uncompleted.	6
	d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.	8
	e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	10
	f. Speech on all professional and general topics as effortless and smooth as a native speaker.	12
5.	Comprehension:	
	a. Understands too little for the simplest types of conversation.	4
	b. Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.	8
	c. Understand careful, somewhat simplified speech	12

	when engaged in a dialogue but may require considerable repetition and rephrasing.	
	d. Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing.	15
	e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	19
	f. Understand everything in both normal and colloquial speech to be expected of an educated native speaker.	24
Maximal Score		100

Table 2
Score of the Result Test

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average/Enough
21-40	Poor

1. Two Stay Two Stray Method

a. Definition of two stay two stray

Two stay two stray is one of some method in cooperative learning method. Cooperative learning method, students work together in four member teams to master material initially presented by the teacher.²⁴ Cooperative learning method help student in learning process. Student can easier get the material and students also fell fun in learning process. According to David W. Johnson and Roger T. Johnson in their book stated that “Cooperative learning is a complex instructional

²⁴Robert E.Slavin, *Cooperative Learning Theory, Research And Practice* 2th edition (Singapore:1995), p.4.

procedure that requires conceptual knowledge if it is to be implemented successfully and used fidelity for the rest of a teacher's career".²⁵

There are many method in cooperative learning that can applied in learning process. But here the researcher just take one of them, it is two stay two stray method. Two stay two stray method is the method that student sharing knowledge and experience with other group. This method develop by Spencer Kagan in 1990 year.²⁶ This method can use to all lessons and all learners graders. This method is cooperative learning system that aimed students able to cooperate, responsible, helping to solve the problem each other and helping increasing quality each other too. This technique practices students to related social well.

This method almost same with number heads.. This method possible to each group to share the information to other groups. Lie stated that "Two Stay Two Stray Structure teaches a group to divide learning result to other group".²⁷ Cooperative Learning takes many forms within the classrooms. One of them is Two Stay Two Stray. Two Stay Two Stray is a cooperative learning technique adapted from One Stay Three Stray. Two Stay Two Stray gives students experience in gathering information and reporting back to their teammates. It is also an interactive process which can be used to build knowledge or summarize learning through sharing.

²⁵David W. Johnson and Roger T. Johnson, *Learning Together and Alone*, (Massachusetts : A Paramount Communications Company), p.20

²⁶Istarani Dan Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif*, (Medan:Media Persada, 2014), p.105.

²⁷George. M Jacobs et al, *Cooperative Learning : A Sourcebooks of Lesson Plans for Teacher Education on Cooperative Learning. Kagan Cooperative Learning*, (California : Kagan Publishing, 1997), p.65.

b. The Advantages and Disadvantages of Two Stay Two Stray

The advantages of Two Stay Two Stray are: (1) students can exchange ideas and build social skills such as asking probing questions; (2) it offers students the opportunity to learn by teaching; (3) placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor. The others advantages of using two stay two stray method are : 1) This method can apply to all of lesson materials. 2) Every group can share information with other group. 3) Students can train social relation to other student. 4) This method to train respect in a problem. 5) Improving good relation among the students. 6) Increasing critical thinking on a problem. Meanwhile, the disadvantages of Two Stay Two Stray are: (1) active students dominate in discussing and some of the passive students depend on his or her friends in the group; (2) students will not succeed if they cannot work well together as a team.

c. The procedure of Two stay two stray method

There are some procedure to make do this method. The teacher have follow the procedure to make the process of teaching by this method is well.

The procedure of two stay two stray method are:

- 1) Teacher opens the class and talk about the material that want to discuss.
- 2) Teacher divides the class into some group. Each of group there are four member.
- 3) Teacher determines the task of each member. Two of member to be guest and the balance of member to informant.

- 4) Each of group discuss the material that has given by teacher until five minutes.
- 5) Then, the guest visit the other group and ask the conclusion of their discussion.
- 6) After all of students has do their task, their back to their own group and match their result of discuss with other result discuss.²⁸

From the six procedures, the researcher can conclude that the six procedures must attended in teaching speaking to prove this method is good or not.

Lie adds the explanation of the Two Stay Two Stray procedure as follows:

- 1) Students working in groups of four as usual.
- 2) After the discussion of the material in group finishes, two people from each group will leave their group and visit other group while the rest of two people will remain in their own group to receive two guests from the other groups.
- 3) Two people who still stay in their own group will be asked to distribute the results of their group" discussion information and knowledge to the two guests who come on their group.
- 4) After the exchange of information and opinion has finished, the guests will return to their original groups to share their findings respectively.
- 5) The original group will discuss the results of their work again.²⁹

The researcher concluded that this method is make students possible to do the task together, so the student can easier to get the information from other group. This method also teach student to help each other and doing the task well.

2. Conventional Method

a. Definition of Conventional Method

Conventional method is needed to compare it with the treatment.

Conventional Method is the method or the away that usually used by the

²⁸*ibid*,p.106

²⁹Anita Lie, *Cooperative Learning in Classroom*, (Jakarta: Grasindo, 2004), p.61-62

teachers to teach the speaking to students.³⁰ According to Hudson that “conventional teaching is a method that used by the teachers based mutual agreement in a school”.³¹

From quotation above, it can be concluded that the conventional method is a way to teach the material to the students by teachers. Conventional also means something that considered acceptable by society and perhaps not vary interesting. The teacher will use traditional way in teaching and learning. Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment.

b. Aim of the Conventional Method

Conventional method is the technique or the way that usually used by the teacher to teach the material or text to students. It means that the teacher usually gives all of the explanation of the materials or it is a teacher centered in classroom.

There are two aims of conventional technique, they are:

- 1) To convey a subject matter is logically arranged, and irrelevant material or subject matter is avoided.
- 2) As the curriculum is design by the teacher, it becomes easy to achieve the desired goals by the teacher.³²

The meaning of both conventional technique aim is the importance in lecture technique or teacher-centered. This method makes teacher as the center of

³⁰ Jhon Deriden, *Conventional Technique*, ([http:// www.britania.com/ ebchecked/ topic/ 421797/nuclear-strategy](http://www.britania.com/ebchecked/topic/421797/nuclear-strategy)), retrieved on December 24th, 2016 at 10.00 p.m.

³¹ Hudson, The meaning of Conventional Teaching (online), (<http://www.conventional-strategy/topic/54372-strategy>, retrieved on October, 02nd 2016.)

³²*Ibid.*

teaching-learning process. The technique requires students to find a subject matter through a teacher.

Meanwhile, Gattegno says that there are three aims of conventional method, they are:

- 1) To convey the information or material in teaching-learning process.
- 2) To increase the students' knowledge and language from teaching-learning process in classroom.
- 3) To explain the subject matter or material based on design by teacher in clearly.³³

Based on quotations above, the researcher concludes that the aim of conventional method are to convey a subject matter is logically arranged, and avoided irrelevant material in learning process, to achieve the desired goals based on curriculum is design by teacher, to increase the students' knowledge and language from explaining by teacher or teaching learning process in classroom.

c. The Steps of Conventional Method

There are many techniques that can be used in teaching and learning process. One of them is conventional or traditional method. Conventional method can be divided in to some techniques, such as: lecture technique, problem solving, homework, recitation, demonstration and so on.³⁴

From those techniques, there is method that is often used by the teacher, such as lecture technique or teacher-centered. It is a traditional technique because it has been used for along time in teaching and learning process. In this technique, the teacher usually gives all of the explanation of the materials or it is a teacher-

136. ³³ Caleb Gattegno, *Teaching Foreign Language in School*, (New York: Educational Solutions, 1972), p.

³⁴ Syaiful Bahri Djamarah, *Strategy Belajar-Mengajar*, (Jakarta: Asdi Mahasatya, 2006), p. 83.

centered. This traditional technique sometimes will make the students be easier to feel bored and difficult to understand the material in learning process.

Abu Ahmadi said that the teacher role is to speech and explain actively, meanwhile the students listen, follow and make note the main idea that explain of the teacher.³⁵ So, based on the quotation above, the researcher concludes there are some steps of conventional technique (lecture), they are:

Tacher :	Student:
1. Teacher give the speech and explanation of the material.	1. Listen and follow the teacher speech and explanation.
2. Teacher check the students comprehend of the material.	2. Student make a note main point of material.

Besides, Istarani explains of conventional technique (lecture) procedure.

They are:

1. Teacher conveys the material.
2. Teacher gives student the chance to connect and compare the speech of material.
3. Student makes a note main point of the speech.³⁶

In another source, there are two step of conventional technique (lecture), they are:

1. Teacher conveys the learning by giving the speech.
2. Teacher keep students' attention to the material.³⁷

³⁵ Abu Ahmadi, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2005), p. 53.

³⁶Istarani, *Op. Cit.*, p. 10.

Based on quotations above, it can be concluded that there are four steps of conventional method (lecture). First, teacher convey the material by giving a speech and explanation and the students listen follow and make a note of the teacher's speech. Second, teacher gives student the chance to connect and compare the speech of material. Third, teacher keep students' attention to the material. Fourth, Teacher checks the students' comprehend of the material.

d. The Advantages and Disadvantages of Conventional Technique

Conventional or traditional teaching technique is concerned with the teacher being the controller of learning environment. The teacher actually is the leader in the class. Actually using conventional technique has many advantages in teaching and learning process.

The advantages of conventional technique as follows:

1. In short time, teacher is able to convey the material s many as possible
- 2) The organization of class more simple.
- 3) Teacher an handle overall of the class.
- 4) Teacher easy in prepare the material and convey it to the student.³⁸

Meanwhile, Thihanh Pham says that the advantages of conventional or lecture technique are:

- 1) Teacher feels comfortable and confident in the classroom activities.
- 2) It becomes easy to achieve the desired goals as the curriculum is design by the teacher.
- 3) Subject matter or material is logically arranged. Irrelevant material or subject is avoided.

³⁷Latif Dwi Purwati, *Metode Strategi Pembelajaran*, (online)
<http://perencanaanpembelajaran.weebly.com/pdf>

³⁸ Syaiful Bahri Djamarah, *Op. Cit.*,p. 97.

- 4) Democracy is encouraged.
- 5) No objection is raised by the teacher in connection with the availability of sources and resources.³⁹

Based on explanation above, it can be concluded that conventional technique has many advantages in teaching learning process. The advantages of conventional technique are teacher is able to convey the material as many as possible in short time, the organizations of class more simple, teacher easy to prepare the material, to achieve the desired goals as the curriculum is design by the teacher become easy, no objection is raise by teacher in connection with the availability of sources and resources.

Besides, the conventional technique also has some disadvantages. The disadvantages of conventional teaching technique as follows:

- 1) Teacher is difficult to know the students' comprehension about the material that had been given.
- 2) This technique can make the students become passive students.
- 3) This technique can make the students easy to feel bored.⁴⁰

In another source, said that the disadvantages of conventional teaching technique as follows:

- 1) Language using in the teacher is above the standard of the students. They are not able get full advantage of the teacher.
- 2) Attention level is not the same while student listening the teacher.
- 3) Lack of sources and resources.
- 4) It will become difficult to maintain a common standard in various institutions.
- 5) The existing curriculum for teaching training institutions is not suitable for the teacher centered approach.
- 6) It is very difficult for a student to sit for along time and listen to a teacher drone on about a topic or material in learning process. So, the condition of class is noisy.⁴¹

³⁹ Thihanh Pham, *Learners' and Teachers' Preference for Classroom Activities*, (Essex University: Essex University Press, 2005), p. 136.

⁴⁰ Syaiful Bahri Djamarah, *Op. Cit.*, p. 98.

⁴¹ Thihanh Pham, *Op. Cit.*, p. 137.

From both of the opinion, there are six the advantages of conventional technique. They are teacher is difficult to know the students' comprehension about the material that had been given, this technique can make the students become passive students, easy to feel bored, language used by the teacher has above the standard of students, lack sources and resources, attention level is not the same while students listening the teacher

B. Review of Related Findings

There are some researcher have done the research about students' speaking mastery. Researcher reviewed some findings as follows :

The first, Melia Yuliza "The effect of using two stay two stray method towards The students' achievement on speaking ability in Descriptive text". It was found that $T_{\text{calculated}}$ higher then t_{table} , where $t_{\text{calculated}}=1,82$ and $t_{\text{table}}(0,95:29) = 1,46$. It means that H_a was received and H_0 was rejected. It can be concluded that, there was improvement of using two stay two stray technique in teaching speaking on descriptive text at eighth grade students of SMPN 1 Kota Solok at 2012/2013 academic year⁴².

Second, Nova Riskayanti thesis entitled "The Effects Of Two Stay Two Stray (Tsts) Technique On Teaching Writing." ⁴³ in her research prove that two stay two stray method has a significant effect on teaching writing. it show with the research result was the mean score of the post-test of the EG increased 13.35 points compared to the pre-test, while there was a progress of 6.67 points in the CG. The result also showed a great

⁴² Octavia Puspaning Maharani, The Effectiveness of Using Two Stay Two Stray Method in Improving Students Speaking Ability (A Quasi Experimental Research at the Tenth Grade Students of SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016), <https://www.ejournal.unnes.ac.id/sju/index.php/elt/article/view/9889pdf>. (Published thesis), (Semarang: University of Semarang, 2016)

improvement in the five aspects of writing (content and mechanical, organization, vocabulary, and grammar. In conclusion, students' achievement in writing descriptive text improved significantly through TSTS method.⁴⁴

Third, Nurhamidah's thesis "The Effect of Using Discussion Method on Students' Ability in Speaking Report Text (A Study at The Eleventh Grade Students of MAN 1 Padangsidimpun)". Based on the score that did pre-test and post-test, the score of the experimental class have increase as many 23,22. So, the conclusion of her research there was a significant effect to students' speaking skill in teaching speaking skill by using discussion method.⁴⁵

Fourth, ApridaYanti Hutbarat's thesis " The Effect Of Interactive Technique To Students' Speaking Ability (Study In SMA Muhammadiyah 15 Sibolga)". From the calculation of $t_{table} = 1.67$ while $t_{observed} = 2.24$, so there was positive significant effect using interview technique on student's speaking ability at SMA Muhammadiyah 15 Sibolga.⁴⁶

Based on descriptions above, the researcher hopes the Two Stay Two Stray Method can increase the students' speaking mastery and can complete the previous research. So, the researcher wants to research about "The Effect Of Applying Two Stay Two Stray Method To Students' Speaking Mastery At VII Grade in MTs N 1 Model Padangsidimpun".

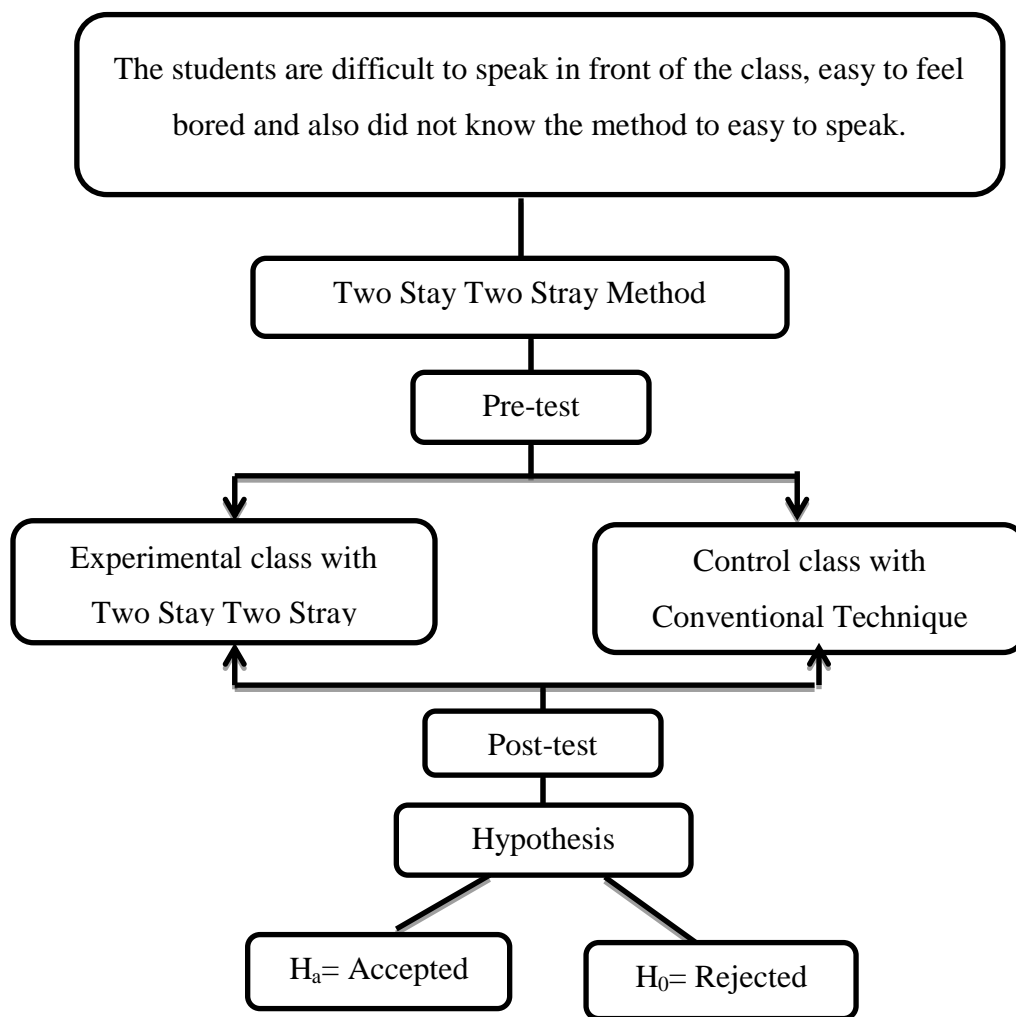
Conceptual framework

⁴⁴ Nova Riskayanti, The Effects Of Two Stay Two Stray (Tsts) Technique on Teaching Writing, (Syiah Kuala University: Banda Aceh, 2016)p.80

⁴⁵Nurhamidah, The Effect of Using Discussion Method on Students' Ability in Speaking Report Text (A Study at The Eleventh Grade Students of MAN 1 Padangsidimpun), (padangsidimpun: STAIN, 2015).

⁴⁶ApridaYanti Hutbarat, The Effect Of Interactive Technique To Students' Speaking Ability (Study In SMA Muhammadiyah 15 Sibolga),(padangsidimpun: IAIN, 2014)

By implementing two stay two stray method, teaching English especially for speaking can be active. The students can be active and to be brave to speaking in front of the class because this method ask students to work together with their each group and this method make the student enjoy speak with their friend. Finally, the researcher tries to use two stay two stray method to students' speaking mastery. The relation of TS-TS method and students' speaking ability can be seen as picture follow:



C. Hypothesis

The hypothesis has purpose to answer a certain specific question. Based on formulation of the problem above. According to L.R. Gay says, "A hypothesis is a

tentative prediction result of the research findings.”⁴⁷ While according to Suharsimi Arikunto, hypothesis is a provisional answer of result problem in a research.⁴⁸ So, it can be concluded that hypothesis is provisional answer of prediction result in a research. The hypothesis of this research are:

1. There is the significant effect of applying Two Stay Two Sary Method to students' speaking mastery at VII grade in MTs N 1 Model Padangsidimpuan(H_a).
2. There is no the significant effect of applying Two Stay Two Sary Method to students' speaking mastery at VII grade in MTs N 1 Model Padangsidimpuan (H_0).

⁴⁷ L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.110.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Place and Schedule of the Research

The research was done at MTs N 1 Model Padangsidempuan. It is located on Sutan Soripada Mulia Street, No. 27 Padangsidempuan. Then, The time of the research was from November 11th, 2016 until finished.

2. Research Design

The kind of this research is quantitative research with experimental method. According to L.R. Gay said that “Experimental research is the only type of research that can test hypothesis to establish cause and effect”.¹

The research uses two classes in this research. One of the class will be taught with Two Stay two stray method and called as Experimental class. Meanwhile the other class will not (will be taught with conventional method) and called as Control class. Students’ speaking is gotten before and after the learning process. The first, both of classes is given Pre-test to know the ability and score of students. The second, after teaching speaking with different implementation, both of the classes are given Post-test. It is employed as a basis to calculate whether the difference of rspeaking with and without two

¹ L.R Gay and Peter Airasian, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 367.

stay two stray method is the significant or not. The research design of this research can be seen in the following table:

Table 1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_1
Control	O_2	-	O_2

Where:

E = Symbol for experimental class

P = Symbol for control class

X = Symbol for treatment²

In this model, both of classes are given pre-test (O_1). Then, in experimental group is given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes are given post-test (O_2).

3. Population and Sample

a. Population

Gay and Airasian stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. It means that the population of this research is all of the VII class of MTsN 1 Model Padangsidempuan. It consist of 9 classes with students. It can be seen in the following table:

²Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 276.

Table 2
The Population of the grade XI students of MTsN 1 Model
Padangsidempuan

No.	Class	Students
1	VII 1	30
2	VII 2	30
3	VII 3	32
4	VII 4	32
5	VII 5	31
6	VII 6	31
7	VII 7	30
8	VII 8	32
9	VII 9	33
Total		192

Sources: Daftar Jumlah Siswa kelas XI MIA MAN 1 Padangsidempuan
T.A 2017-2018.

b. Sample

Sample is representative whole of population. According to Gay and Airasian, a sample comprises the individuals, items or events selected from a larger group referred to as a population.³

In this research, the researcher choose two classes as a sample. They will be divided into experimental class and control class. The researcher will use cluster sampling to take the sample.

Cluster sampling is ideal when it is impossible or impractical to comply a list of elements composing the population. A single stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly. In a multistage, clustering procedure the researcher first

³*Ibid.*, p. 121.

samples groups or cluster. Obtains name of individuals within groups or cluster and then samples within the cluster.⁴

Before using cluster sampling, the researcher must use normality and homogeneity test.

1) Normality test

Normality test is used to know whether the data of research is normal or not. The researcher uses normality test with using *Chi-Quadrate*, as follow:⁵

$$x^2 = \sum \left(\frac{f_0 - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_0 = Frequency is gotten from the sample/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculate the result of Chi-Quadrate, it is used significant level 5% (0,05) and degree of freedom as big as

⁴ John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Method Approaches-Second Edition* (USA: Sage Publication inc,2003), p.156

⁵ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2005), p. 298.

total of frequency is lessened 3 ($dk=k-3$). If result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it can be concluded that data is distributed normal.

2) Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the homogeneity test has function to find out whether the data homogent or not. It uses Harley test, as follow:⁶

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F_{\frac{1}{2}a(n_1-1)}(1=n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

⁶ Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p.276.

4. The Technique of data Collection

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher used achievement test. This test included the cognitive test. Achievement test measure the current status of individuals on school-taught subject. Standardized achievement test are available for individual curriculum areas such as speaking.⁷

The research need instrument to help researcher in collecting the data. The instrument of the research is test. Test is a way or method in measuring person's knowledge and ability.

In this case, to measure the variable X the researcher uses giving opinion as testing speaking method. The researcher prepares 3 themes to student's testing speaking in verbal essay. Then, students choose one of the themes. After that, the researcher gives the question to the student about the theme. Next, student will response the question orally.

⁷ L.R. Gay and Peter Airasian, *Op.Cit.* p. 154.

These are the criterions of speaking in measuring students' speaking skill:

Table 3.3
The indicators of Speaking

No.	The Indicators of Speaking Skill	Score
1.	Accent: a. Pronunciation frequently unintelligible. b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. c. "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary. d. Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding. e. No conspicuous mispronunciation, but would not be taken for a native speaker. f. Native pronunciation, with no trace of "foreign accent".	0 1 2 2 3 4
2.	Grammar: a. Grammar almost entirely inaccurate phrase. b. Constant errors showing of very few major patterns and frequent preventing communication. c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. e. Few errors, with no pattern of failure. f. No more than two errors during the interview	6 12 18 24 30 36
3.	Vocabulary: a. Vocabulary inadequate for even the simplest conversation. b. Vocabulary limited to basic personal and survival areas (time, food transportation, family). c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	4 8 12

	d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.	16
	e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	20
	f. Vocabulary apparently as accurate and extensive as that of an educated native speaker	24
4.	Fluency:	
	a. Speech is no halting and fragmentary that conversation is virtually impossible.	2
	b. Speech is very slow and uneven except for short or routine sentences.	4
	c. Speech is frequently hesitant and jerky: sentence may be left uncompleted.	6
	d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.	8
	e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	10
	f. Speech on all professional and general topics as effortless and smooth as a native speaker.	12
5.	Comprehension:	
	a. Understands too little for the simplest types of conversation.	4
	b. Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.	8
	c. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.	12
	d. Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing.	15
	e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	19
	f. Understand everything in both normal and colloquial speech to be expected of an educated native speaker.	23
Maximal Score		100

Table 3.3
Score of the Result Test

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average/Enough
21-40	Poor

5. Validity and Reability of Instrument

a. Validity of Instrument

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure and consequently permits appropriate interpretations of the test. In this research, the writer uses content validity to establish validity of instrument. According to Sugiono that validity is an instrument that used to measure what will be measured.⁸

In this research, researcher used oral test to test students' speaking mastery. To make the test became valid so the researcher applied construct validity. Construct validity is used to know whether the test valid or not by using to expert judgement such as English teacher. Researcher used it to make the test became valid.

⁸Sugiono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2013), p. 348

b. Reliability

Reliability is necessary characteristic of a good test. It is very need to create a good test. The test can be said reliable if the test can be believable to collect data because the instrument is good.

6. The Procedures of Research

In collecting data the researcher uses test to students. The kind of the test is multiple choice test. The test divided into two kind; pre-test and post test. The procedures as bellow:

a. Pre-test

It is a test that is given before doing the treatment to the students. It is needed to know the students' ability in experiment and control class before the researcher gives the treatment to experiment class. It is also used to find out the homogeneity and normality level of the sample. The researcher will use some steps in giving pre-test. They are:

- 1) The researcher prepares 3 questions for test the speaking skill students.
- 2) The researcher distributes the test to both classes; experiment and control class.
- 3) The researcher explains what the students need to do.
- 4) The researcher asks the question to each of students.

- 5) The researcher records the answer of the students.
- 6) The researcher checks the answer of students and counts the students' score.

b. Treatment

After giving the pre-test, the students will be given treatment. The experimental class will be taught by using Two Stay Two Stray method, while the control class is taught by conventional strategy. The researcher has some procedure in treatment class. They are:

- 1) For the beginning, researcher opens the learning activity with greeting. Then researcher asks students to take a pray. Next, researcher explains indicators and gives them motivation.
- 2) The researcher announces the rules in Two Stay Two Stray method.
- 3) The researcher asks students to make a discussion group. Every group has four members.
- 4) The researcher gives the question to every group.
- 5) The researcher gives time to students to answer the question with their group.
- 6) The students do the instruction from the researcher.
- 7) The researcher gives the score to every group.

- 8) The researcher makes summary or conclusion about important information from the text and the lesson.

c. Post-test

After giving treatment, the researcher conducts a post-test. It is different test with the pre-test. This post-test is the final test in the research, especially measuring the treatment, whether is an effect or not. Make a match technique on students' reading comprehension. After conducting the post-test, the researcher analyzes the data. The researcher has some procedure. They are:

- 1) The researcher distributes the test to both classes; experiment and control class.
- 2) The researcher explains what the students need to do.
- 3) The researcher asks the question to each of students.
- 4) The researcher records the answer of the students.
- 5) The researcher checks the answer of students and counts the students' score.

7. Technique of Analyzing Data

The techniques of analyzing data that is used by the researcher are:

a. Requirement test

1) Normality Test

To know the normality, the researcher uses *Chi-Quadrante* formula. The formula is as follow:

$$x^2 = \sum \left(\frac{f_0 - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_0 = Frequency is gotten from the sample/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population

2) Homogeneity Test

To find the homogeneity, the researcher use *Harley test*. The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha (n_1-1) (1=n_2-1)}$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

b. Hypothesis test

Hypothesis is the provisional result of the research. So, the researcher needs to analyze the data which have been divided into two groups: experimental class and control class. The data will be analyzed by using *t-test* formula. The formula is as follow:⁹

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T = The value which the statistical significance

M₁ = The average score of the experimental class

M₂ = The average score of the control class

x₁² = Deviation of the experimental class

x₂² = Deviation of the control class

n₁ = Number of experimental

n₂ = Number of control

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.354.

CHAPTER IV
DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of two stay two stray method to Students' speaking mastery, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Data Description

1. Data Description before Using Two Stay Two Stray

a. Score of Pre-test for Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (oral test).

The score of pre-test experimental class can be seen in the following table:

Table 5
The Score of Pre-test for Experimental Class

Highest score	75
Lowest score	35
Mean	62.46
Median	56.27
Modus	58.41
Range	40
Interval	7
Standard deviation	26.53
Variants	426.44
Total	1568

Based on the above table the total score of experiment class in pre-test was 1568, mean was 62.46, standard deviation was 26.53, variants was 426.44, median was 56.27, range was 40, modus was 58.41, interval was 7. The researcher got the highest score was 75 and the lowest score was 35. It can be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 6
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	35 – 41	38	1	3.3%
2	42 – 48	46	4	13.3%
3	49 – 55	53	6	20%
4	56 – 62	59	9	30.0%
5	63 – 69	66	6	20%
6	70 – 76	73	4	13.3%
<i>i = 7</i>				100%

In order to get description of the data clearly and completely, the researcher presents them on the following histogram:

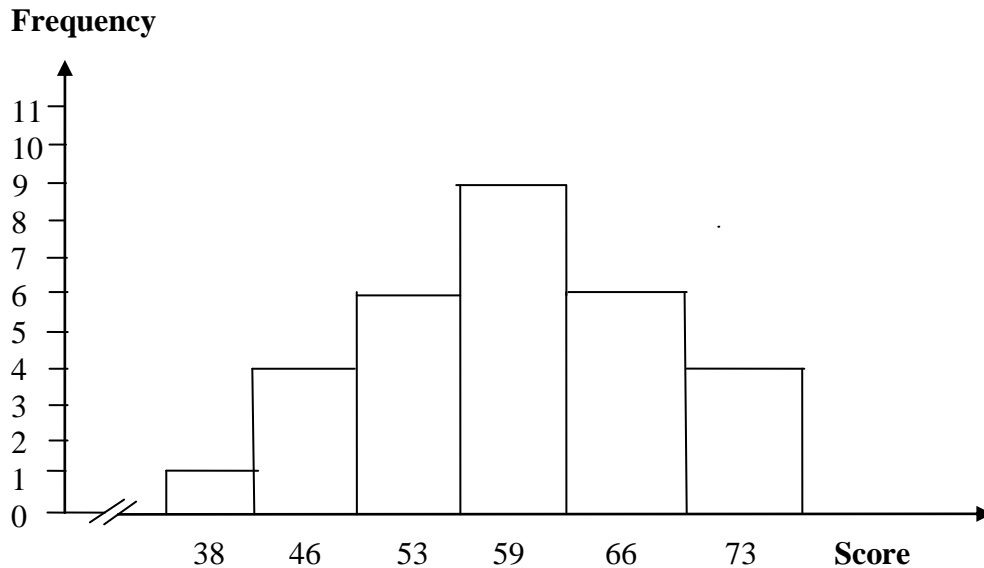


Figure 1: Description of Experiment Class (Pre-Test)

Based on the figure above, owed that there were 9 students got the highest interval (56 – 62) and there were 1 students got the lowest interval (35 – 41).

b. Pre-Test Score of Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (oral test). The score of pre-test control class can be seen in the following table

**Table7
The Score of Pre-testing Control Class**

Highest score	70
Lowest score	30
Mean	54.93
Median	53.3
Modus	53.3

Range	40
Interval	7
Standard deviation	19.10
Variants	381.33
Total	1490

Based on the above table the total score of experiment class for students' speaking mastery in pre-test was 1490, mean was 54.93, standard deviation was 19.10, variants was 381.33, median was 53.3, range was 40, modus was 53.3, interval was 7. The researcher got the highest score was 70 and the lowest score was 30. It can be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	30- 36	33	2	6.66%
2	37- 43	40	3	10.0%
3	44- 50	47	6	20.0%
4	51- 57	54	10	33.33%
5	58- 64	61	5	16.6%
6	65- 71	68	4	13.3%
<i>i = 7</i>			30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

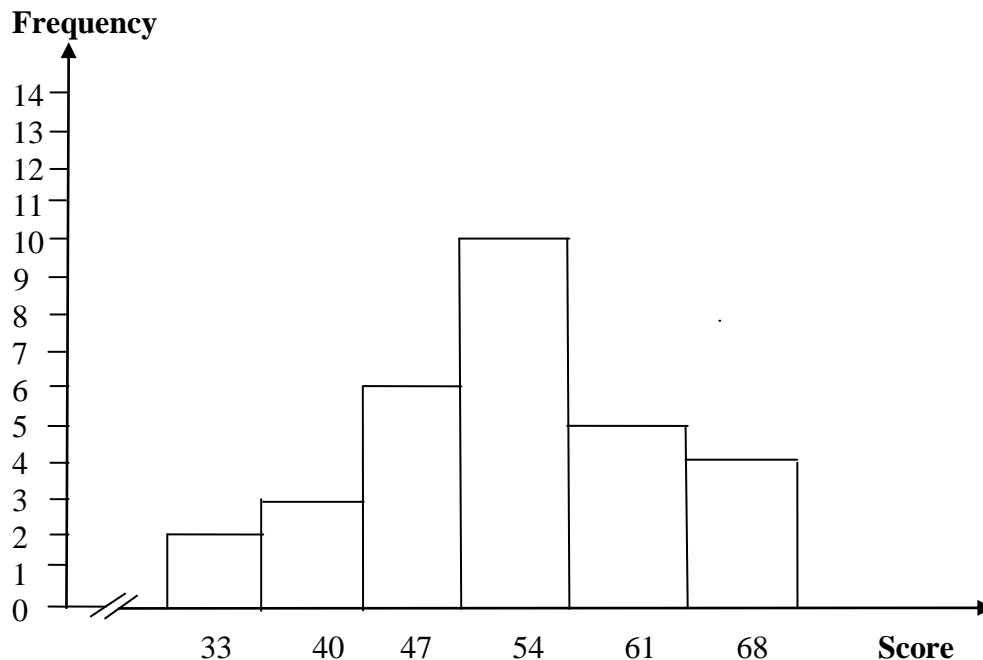


Figure 2: Description of Control Class (Pre-Test)

From the histogram above, the frequency of students' score for speaking mastery from 30 result up to 36 result was 2; 37 result up to 43 result was 3; 44 result up to 50 result was 6; 51 result up to 57 result was 10; 58 result up to 64 result was 5; 65 result up to 71 result was 4.

2. Description of Data After Using Two Stay Two Stray

a. Score of Post-Test for Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (oral test) after the researcher did the treatment by using two stay two stray method. The score of post-test experimental class can be seen in the following table:

Table 9

The Score of Experimental Class for Post-test

Highest score	93
Lowest score	70
Mean	84,76
Median	83.5
Modus	83.27
Range	23
Interval	4
Standard deviation	16.36
Variants	275.41
Total	2359

Based on the above table the total score of experiment class for post-test was 2359, mean was 84.76, standard deviation was 16.36, variants was 275.41, median was 83.5, range was 23, modus was 83.27, interval was 4. The researcher got the highest score was 93 and the lowest score was 70. It can be seen on appendix 7 and 8. Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as followed:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	70 – 73	70.5	2	6.6%
2	74 – 77	74.5	4	13.3%
3	78 – 81	78.5	6	20.0%
4	82 – 85	82.5	8	26.66%
5	86 – 89	86.5	6	20.0%
6	90 – 93	90.5	4	13.3%
$i = 4$			30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

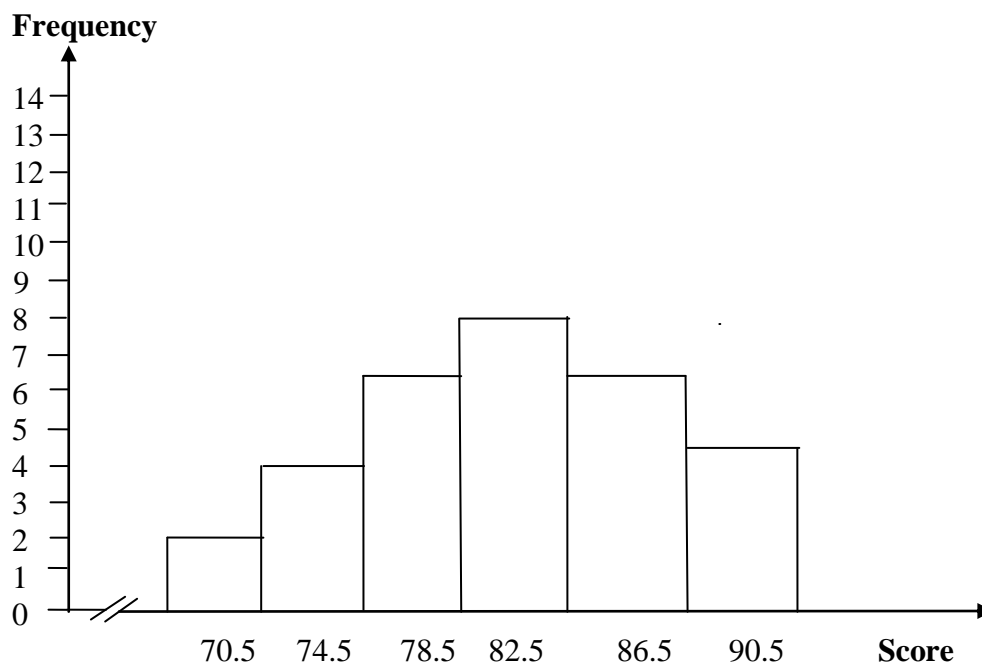


Figure 3: Description of Experiment Class (Post-Test)

From the histogram above, the frequency of students' score from 70 up to 73 was 2; 74 up to 77 was 4; 78 up to 81 was 6; 82 up to 85 was 8; 86 up to 89 was 6; 90 up to 93 was 4 and the lowest interval 86 up to 89 was 3 students. .

b. Score of Post-Test for Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (oral test) after the researcher taught the profession by using conventional strategy. The score of post-test control class could be seen in the following table:

Table 11
The Score of Control Class for Post-test

Highest score	75
Lowest score	45
Mean	61.96
Median	60.98
Modus	60.2
Range	35
Interval	6
Standard deviation	20.46
Variants	208.25
Total	1733

Based on the above table the total score of control class for post-test was 1733, mean was 61.96, standard deviation was 20.46, variants was 208.25, median was 60.98, range was 35, modus was 60.2, interval was 6.

The researcher got the highest score was 75 and the lowest score was 45. It can be seen on appendix 8. Then, the computed of the frequency distribution of the students' score for control class can be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	40 – 45	43	2	6.66%
2	46 – 51	49	5	16.66%
3	52 – 57	55	5	16.66%
4	58 – 63	61	8	26.66%
5	64 – 69	67	6	20.0%
6	70 – 75	72	4	13.33%
<i>i = 6</i>			30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

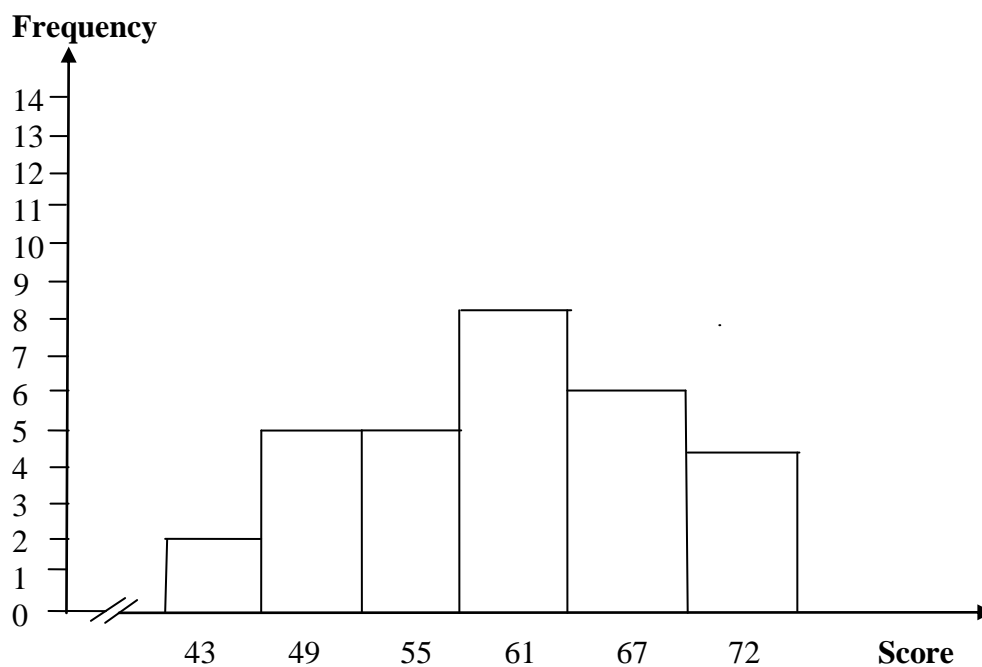


Figure 4: Description of Control Class (Post-Test)

From the histogram above, the frequency of students' score for speaking mastery from 40 result up to 45 result was 2; 46 result up to 51 result was 5; 52 result up to 57 result was 5; 58 result up to 63 result was 8; 64 result up to 69 result was 6; 70 result up to 75 result was 4.

c. The Comparison between Data Description for Pre-Test of Control Class and Experimental Class

a. The Comparison Data between Pre-test and Post-test by Using Two Stay Two Stray Method

In pre test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of classes, the researcher knew the students' speaking mastery before gave a treatment.

Based on the description data in pre test of experimental and control class, there was comparison score between pre-test experimental class before and after gave a treatment by using Two Stay Two Stray method. It can be seen in the following table:

Table 13
The Comparison Score of Students' Speaking Mastery
in Pre-test and Post-test (Experimental Class)

Students' Speaking Mastery in Pre-test				
No	Interval	Mid Point	F	Percentages
1	35 - 41	38	1	3.3%
2	42 - 48	46	4	13.3%
3	49 - 55	53	6	20%
4	56 - 62	59	9	30.0%
5	63 - 69	66	6	20%
6	70 - 75	73	4	13.3%

Students' Speaking Mastery in Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	70 – 73	70.5	2	6.6%
2	74 – 77	74.5	4	13.3%
3	78 – 81	78.5	6	20.0%
4	82 – 85	82.5	8	26.66%
5	86 – 89	86.5	6	20.0%
6	90 – 93	90.5	4	13.3%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

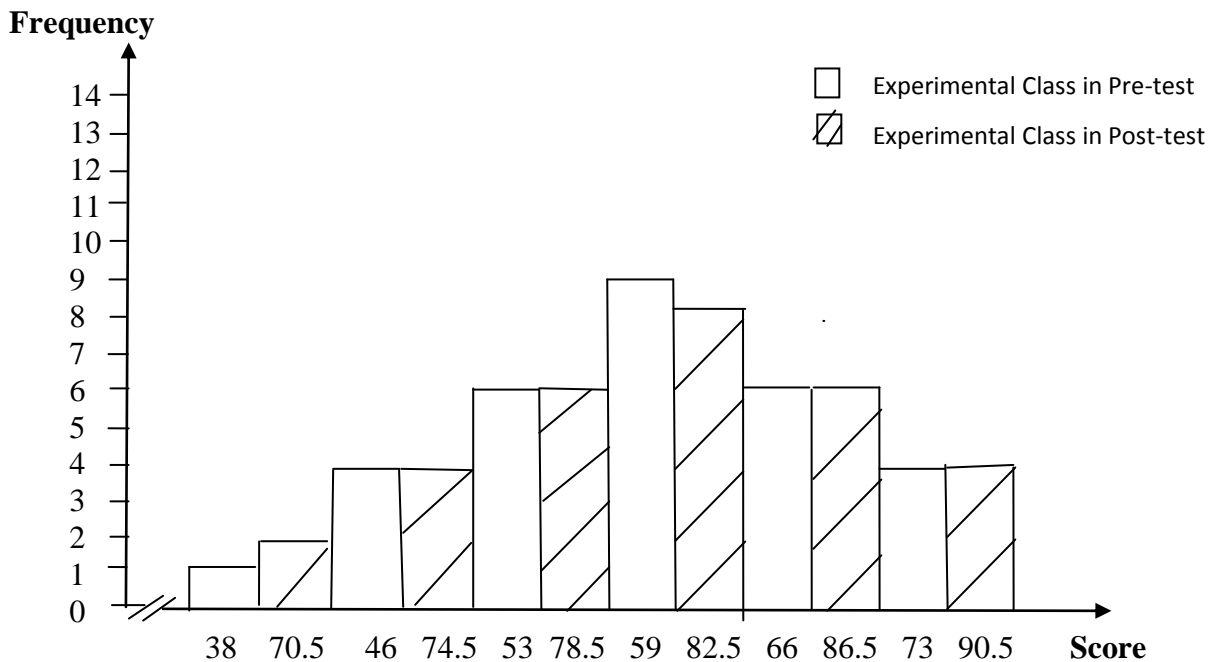


Figure 5: Comparison of Students' Speaking Mastery Score in Control Class (Pre-Test and Post-Test)

Based on the figure above, the frequency of students' score in pre test of experimental class from 35 up to 41 (1 students/3.3%); 42 up to 48 (4 students/13.3%); 49 up to 55 (6 students/20%); 56 up to 62 (9

students/30%); 63 up to 69 (6 students/20%); 70 up to 76 (4 students/13.3%). Meanwhile, the frequency of students' score in post test from 70 up to 73 (2 students/6.6%); 74 up to 77 (4 students/13.3%); 78 up to 81 (6 students/20%); 82 up to 85 (8 students/26.6%); 86 up to 89 (6 students/20%); 90 up to 93 (4 students/13.3%).

Then, the interval which had highest frequency in pre test was 56-62(9 students/30%) and the interval which had lowest frequency was 35-41 (1 students/3.3%). In post test of experimental class, the interval which had highest frequency was 82-85 (8 students/26.6%) and the interval which had lowest frequency was 70- 73 (1 students/3.3%).

b. The Comparison between Data Description for Pre-test and Post-test in Control Class

Based on the description data in pre-test and post-test of control class, there was the comparison score between pre-test control class before and after gave a treatment by using Conventional method. It can be seen in the following table:

Table 15
The Comparison Score of Students' Speaking Mastery in Pre-test and Post-test (Control Class)

Students' Speaking Mastery in Pre-test				
No	Interval	Mid Point	Frequency	Percentages
1	30- 36	33	2	6.66%
2	37- 43	40	3	10.0%
3	44- 50	47	6	20.0%
4	51- 57	54	10	33.33%
5	58- 64	61	5	16.6%

6	65- 71	68	4	13.3%
Students' Speaking Mastery in Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	40 – 45	43	2	6.66%
2	46 – 51	49	5	16.66%
3	52 – 57	55	5	16.66%
4	58 – 63	61	8	26.66%
5	64 – 69	67	6	20.0%
6	70 – 75	72	4	13.33%

For the clear description of the data, the researcher presents them in histogram on the following figure:

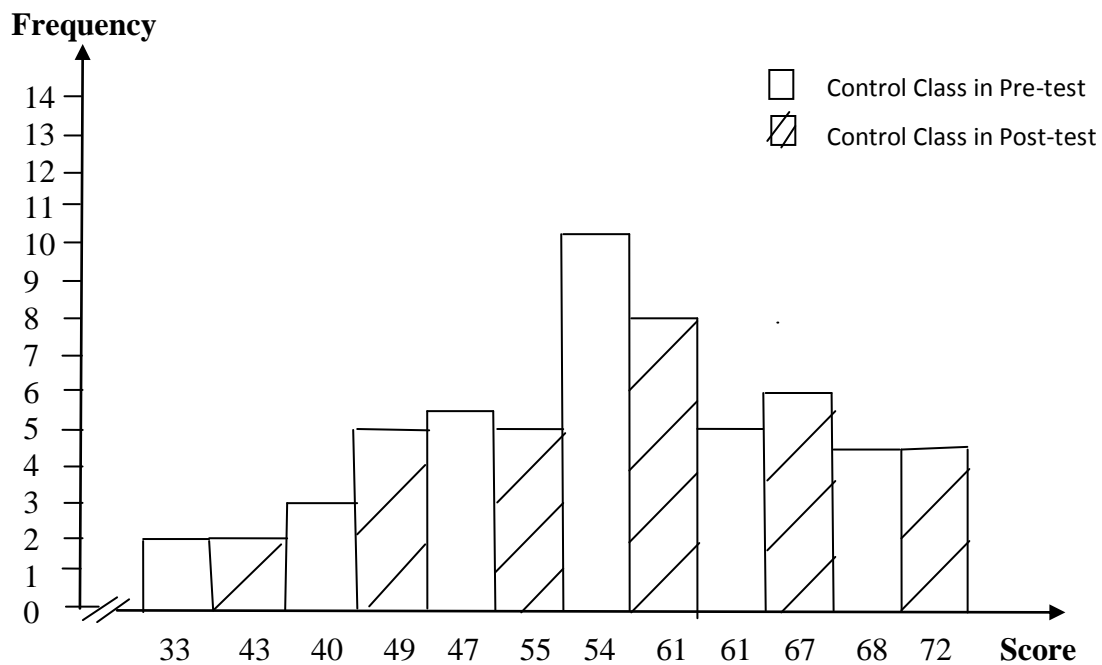


Figure 5: Comparison of Students' Speaking Mastery Score in Control Class (Pre-Test and Post-Test)

Based on the figure above, the frequency of students' score in pre test of control class from 30 up to 36 (2 students/6.6%); 37 up to 43(3 students/10%); 44 up to 50 (6 students/20%); 51 up to 57 (10

students/33.3%); 58 up to 64 (5 students/16.6%); 65 up to 71 (4 students/13.3%). Meanwhile, the frequency of students' score in post test from 40 up to 45 (2 student/6.6%); 46 up to 51 (5 students/16.6%); 52 up to 57 (5 students/16.6%); 58 up to 63 (8 students/26.6%); 64 up to 69 (6 students/20%); 70 up to 75 (4 students/13.3%).

Then, the interval which had highest frequency in pre test was 51-57(10 students/33.3%) and the interval which had lowest frequency was 30-36 (2 students/6.6%). In post test of control class, the interval which had highest frequency was 58-63(8 students/26.6%) and the interval which had lowest frequency was 40-45 (2student/6.6%).

c. The Comparison Data between Post-test by Using Two Stay Two Stray and Conventional Method

By giving pre test to both of classes (VII-1 as experimental class and VII-2 as control class), the researcher knew the students, speaking mastery before gave a treatment. In pre test, the researcher did not apply treatment to experimental and control class. After that, the researcher gave a treatment to both of classes, experimental class by using two Stay Two Stray method and control class by using Conventional method. The researcher got the comparison data between post-test score an experimental and control class after gave a treatment. The comparison data it can be seen in the following table:

Table 16
The Comparison Score of Students' Speaking Mastery
in Experimental and Control Class (Post-test)

Students' Speaking Mastery in Post-test (Experimental Class)				
No	Interval	Mid Point	Frequency	Percentages
1	70 – 73	70.5	2	6.6%
2	74 – 77	74.5	4	13.3%
3	78 – 81	78.5	6	20.0%
4	82 – 85	82.5	8	26.66%
5	86 – 89	86.5	6	20.0%
6	90 – 93	90.5	4	13.3%
Students' Reading Comprehension in Post-test (Control Class)				
No	Interval	Mid Point	Frequency	Percentages
1	40 – 45	43	2	6.66%
2	46 – 51	49	5	16.66%
3	52 – 57	55	5	16.66%
4	58 – 63	61	8	26.66%
5	64 – 69	67	6	20.0%
6	70 – 75	72	4	13.33%

From the table above, it can be concluded that the highest interval score in post test of experimental class was 82- 85 (8 students/26.6%) and the lowest interval score was 70-73 (2 students/6.6%), meanwhile the control class was 58-63 (8 students/26.6%), and the lowest interval score was 40-45 (2 student/6.6%).

For the clear description of the data is presented in the histogram comparison between description data post test of experimental and control class on the following figure:

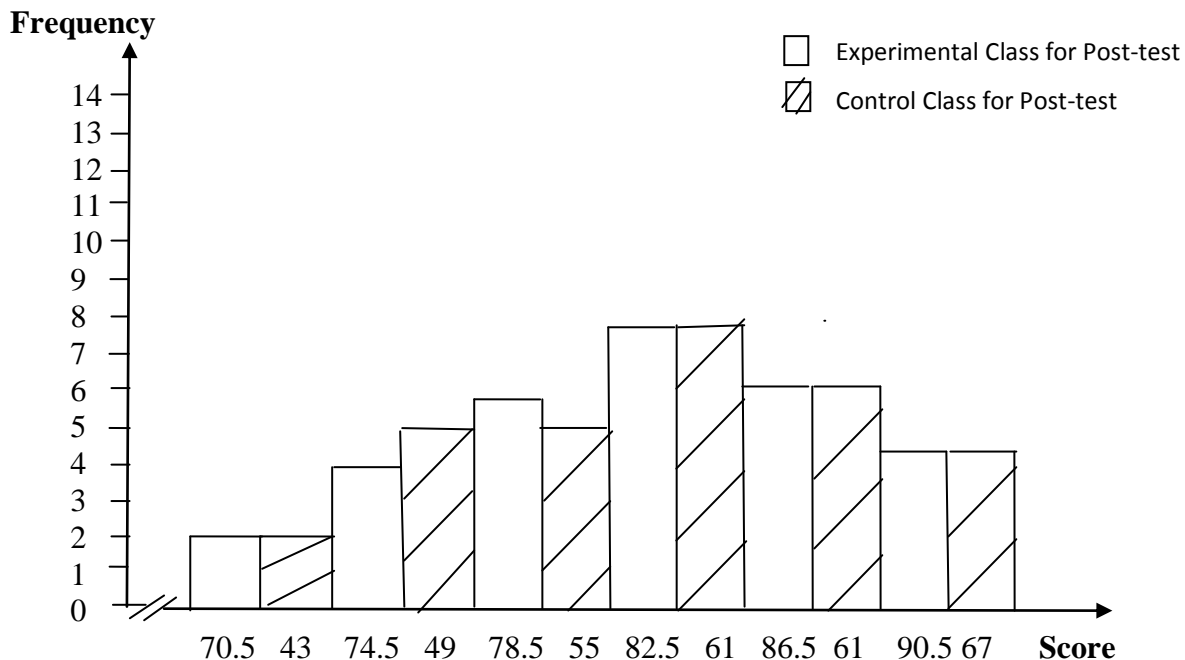


Figure 7: Comparison of Experiment and Control Class (Post-Test)

Based on the figure above, the frequency of students' score in post-test control class from 40 up to 45 (2 student); 46 up to 51 (5 students); 52 up to 57(5 students); 58 up to 63 (8 students); 64 up to 69 (6 students); 70 up to 75 (4 students). Meanwhile, the frequency of students' score in post test experimental class from 70 up to 73 (2 student); 74 up to 77 (6 student); 78 up to 81(4 students); 82 up to 85 (8 students); 86 up to 89 (6 students); 90 up to 93 (4 students).

Then, the interval which had highest frequency of control class the interval which had highest frequency was 58-63 (8 students) and the interval which had lowest frequency was 40-45 (2 student). Meanwhile, the interval which had highest frequency of experimental class was 82-85 (8 students) and the interval which had lowest frequency was 70-73 (2 student). The

highest score in experimental class by using Two Stay Two Stray Method was 93 (3students) and the lowest score was 70 (1 student), while the highest score in control class by using Conventional technique was 75 (3 students) and the lowest score was 40 (2 student).

From the description of comparison data above, it can be concluded that the students' scores of experimental class by using Make a Match technique was higher than the students' score of control class by using Conventional technique.

B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class for Pre-Test

Table 17
Normality and Homogeneity for Pre-Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	f_{count}	f_{table}
Experiment Class	0.23	12.592	1.11 < 1.80	
Control Class	0.34	12.592		

Based on the above table researcher calculated, the score of experiment class $Lo = -74.12 < Lt = 12.592$ with $n = 30$ and control class $Lo = -176.25 < Lt = 12.592$ with $n = 30$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that

experiment class and control class were distributed normal. It can be seen in appendix 7 and 8.

2) Homogeneity of Experimental and Control Class for Pre-test

The coefficient of $F_{\text{count}} = 1.11$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 30-1 = 29$ and denominator $dk 30-1 = 29-1 = 28$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.58$. It showed that $F_{\text{count}} 1.11 < F_{\text{table}} 1.58$. So, the researcher concluded that the variant from the data of the Students' Speaking Mastery at MTs N 1 Model Padangsidempuan by experimental and control class was homogenous. The calculation can be seen on the appendix 6.

b. Normality and Homogeneity for Post-Test

1) Normality of Experimental and Control Class for Post-Test

Table 18
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	0.46	7.815	1.32 < 1.80	
Control Class	0.65	11.49		

Based on the table above researcher calculated, the score of experiment class $Lo = 0.46 < Lt = 7.815$ with $n = 30$ and control class

$Lo = 0.65 < Lt = 11.49$ with $n = 30$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 7 and 8.

2) Homogeneity of Experimental and Control Class for Post-test

The coefficient of $F_{count} = 1.32$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 30-1 = 29$ and denominator $dk N-1 = 30-1 = 29$. So, by using the list of critical value at F distribution was $F_{0.05} = 1.58$. It showed that $F_{count} 1.38 < F_{table} 1.58$. So, the researcher concluded that the variant from the data of the Students' Speaking Mastery at MTs N 1Model Padangsidimpuan by experimental and control class was homogenous. The calculation can be seen on the appendix 9 and 10.

2. Hypothesis Test

After calculation the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the significant effect of Two Stay Two Stray Method to Students' Speaking Mastery". The calculation can be seen on the appendix 9 and 10

Table 19
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.9	2.021	6.0	2.021

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ “There was a significant effect of two stay two stray to students’ speaking mastery”.

Based on researcher’s calculation, researcher found that t_{count} 1.9 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{\text{count}} > t_{\text{table}}$ ($1.9 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of Two Stay Two Stray Method to Students’ Speaking Mastery. In this case, the mean score of experimental class by using Two Stay Two Stray was 84.76 and mean score of control class was 62.46 by using conventional strategy. The calculation can be seen on the appendix 10.

C. Discussion

The researcher discussed the result of this research with the theory that related with two stay two stray. In this case, the theory which had been discussed by researcher in chapter II. Two stay two stray is one of some

method in cooperative learning method. Cooperative learning method, students work together in four member teams to master material initially presented by the teacher.¹ Cooperative learning method help student in learning process. Student can easier get the material and students also fell fun in learning process. There some related finding that related with title of this research.

First,t. Octavia puspaning Maharani thesis entitled ” The Effectiveness of Using Two Stay Two Stray Method in Improving Students Speaking Ability (A Quasi Experimental Research at the Tenth Grade Students of SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016” stated that the experimental group got 62.27 for the mean score of pre test and after the treatment, the mean score of experimental group was 83.86.² $T_{\text{calculated}}$ was higher than t_{table} . It is prove that Octavia’s research has a significant effect. Third Terry Halimah Harahap thesis entitle “The Effect of Drama Technique on Students’ Speaking Mastery at Grade XI SMA Negeri 1 Angkola Barat”. The score of experimental class was bigger than control class (73.34>69.65), so there was positive effect using drama technique toward students’ speaking mastery at grade XI SMA Negeri 1 Angkola Barat.³

¹Robert E.Slavin, *Cooperative Learning Theory, Research And Practice*2thedition(Singapore:1995),p.4.

²Octavia Puspaning Maharani, The Effectiveness of Using Two Stay Two Stray Method in Improving Students Speaking Ability (A Quasi Experimental Research at the Tenth Grade Students of SMA Taruna Nusantara Magelang in the Academic Year of 2015/2016),<https://www.ejournal.unnes.ac.id/sju/index.php/elt/article/view/9889pdf>., (Published thesis), (Semarang: University of Semarang, 2016)

³Terry Halimah Harahap, The Effect of Drama Technique on Students’ Speaking Mastery at Grade XI SMA Negeri 1 Angkola Barat, (padangsidempuan: STAIN, 2015).

The last, Nova Riskayanti thesis entitled “The Effects Of Two Stay Two Stray (Tsts) Technique On Teaching Writing.”⁴ in her research prove that two stay two stray method has a significant effect on teaching writing. it show with the research result was the mean score of the post-test of the EG increased 13.35 points compared to the pre-test, while there was a progress of 6.67 points in the CG. The result also showed a great improvement in the five aspects of writing (content and mechanical, organization, vocabulary, and grammar. In conclusion, students’ achievement in writing descriptive text improved significantly through TSTS method.

The researcher also done the research with the same method was two stay two stray. The research result was the mean score of experimental class was higher than control class (84.76>62.46). Thus, the research concluded that there was significant effect of applying two stay two stray method to students’ speaking mastery at grade VII in MTs N 1 Padangsidempuan. Moreover, two stay two stray was an effective and efficient technique and it could increase students’ speaking mastery.

From the result of the research that is previously stated, it was proved that the students of the experimental group who were taught speaking mastery by using two stay two stay method got better result than the control group that were taught speaking by using conventional method.

D. Limitation of the Research

The research was limited in some situations. It was the problems in the class that appeared during the research, but the researcher couldn't hold or improve those things. The limitation of the research was as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
2. The students were noisy while learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Thus, it made them could not get the teacher's explanation well and gave the impact to the post-test answer.
3. It was also a possibility that some of students were not too serious in answering the pre-test and post-test. It must cause by the test, because they knew before that the test would not influence their score in school. It made them answer the test without thinking hard and they did not do it seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The scores students' speaking mastery before using Two Stay Two Stray Method VII grade of MTs N 1 Model Padangsidimpuan was 62.46 for mean score of experimental class and 54.93 for mean score of control class
2. After using Two Stay Two Stray Method, the mean score of experimental class was 84.76 and the mean score of control class 61.96.
3. The result of research showed that the students' score in the experimental class was higher than control class. The result prove that t_0 was higher than t_t . t_0 was 6.0 and t_t was 2.021 ($6.0 > 2.021$). It means that there was a significant effect of applying Two Stay Two Stray to Students' Speaking Mastery at VII grade in MTs N 1 Model Padangsidimpuan. So, the hypothesis was accepted

B. Suggestion

After finishing the research, the reseracher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. From the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to the English teacher of MTs N 1 Model Padangsidimpuan to apply various innovative method teaching

English. It also can be supported by choosing right media and good class management.

2. From the second conclusion, it can be seen that the experimental class which was taught by using Two Stay Two Stray Method, got the improvement from 61.96 to 84.76 meanwhile the control class which was not taught by Two Stay Two Stray Method got the improvement from 61.96 to 84.76. So, the researcher suggests to the English teacher of MTs N 1 Model Padangsidimpuanto use this method in teaching speaking.
3. From the last conclusion, two stay two stray has significant effect. So the researcher hopes to headmaster can give suggestion or direction to the teacher to do the best in English teaching, in speaking especially. Besides, the teacher and the other researcher who wants to apply this technique are hoped to manage the class well during the application of Two Stay Two Stray Method. For the other researchers, to develop the findings of this research largely by adding variables, enlarging sample, or making combination in research approach.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENT CLASS

Sekolah	: MTs Negeri 1 Padangsidempuan
Kelas/Semester	: VIII/2 (dua)
Mata Pelajaran	: Bahasa Inggris
Materi pokok	: Menanyakan dan Menyatakan Profesi Seseorang.
Alokasi Waktu	: 1 x 2 JP

A. Kompetensi Inti

- 1.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- 2.1 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3.1 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4.1 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

C. Indikator Pencapaian Kompetensi

1.1 menanyakan dan menyatakan secara lisan tentang profesi seseorang.

D. Tujuan Pembelajaran

1.1 Peserta didik mampu menanyakan dan menyatakan secara lisan tentang profesi seseorang.

E. Materi Pembelajaran

a. *Fungsi sosial*

Mengidentifikasi, Mengenalkan. Memuji, Mencela, Mengangumi.

b. *Struktur teks*

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

Menyatakan profesi seseorang.

- a) She is a nurse
- b) He works in a hospital
- c) He repairs motorbikes and sometimes cars.
- d) He is a policeman.

Menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda:

- e) What is your mother job?
- f) Where does he work?
- g) What is mr.Kamto?
- h) Who is mechanic?

c. *Unsur kebahasaan*

- a) Kata tanya dan pernyataan negatif
 - What?
 - Do you?
 - Does he?
 - He doesn't
 - They don't

F. Metode Pembelajaran

Pendekatan pembelajaran : scientific approach

Metode pembelajaran : Two Stay Two Stray

G. Media, Alat, Dan Sumber Pembelajaran

1. Alat/Bahan : Board Marker, White Board
2. Sumber belajar : Buku Paket, lingkungan sekitar, integrate

H. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

1. Kegiatan Awal (10 menit)

- a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- a. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks lagu pendek dan sederhana, seperti lagu yang dapat memotivasi peserta didik untuk dapat meraih cita-citanya;
- b. Mengajukan pertanyaan-pertanyaan untuk mereviu materi sebelumnya dan juga tentang sair lagu yang ditayang terkait dengan materi yang akan dipelajari;
- c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

2. Kegiatan Inti (70 menit)

Mengamati

- 1) Guru menyampaikan materi pembelajaran yang akan didiskusikan.
- 2) Guru membagi siswa ke dalam kelompok. Setiap kelompok beranggotakan 4 siswa.
- 3) Guru menjelaskan prosedur pelaksanaan dari metode yang diajarkan guru.

Mengeksplorasi

- 1) Guru memberikan tugas kepada siswa. Setiap kelompok mendiskusikan tugas yang diberikan guru.
- 2) Siswa yang bertugas sebagai tamu, bertamu kekelompok lain untuk mencari informasi tentang hasil diskusi dari setiap kelompok.
- 3) Siswa yang bertugas sebagai pemberi informasi, memberikan informasi mengenai hasil diskusi kelompok mereka.
- 4) Guru mengamati setiap kegiatan yang dilakukan siswa.

Mengasosiasi

- 1) Setiap kelompok menyimpulkan jawaban yang mereka peroleh dan memcocokkan hasil dari kelompok lain dengan hasil yang sudah mereka diskusikan.

Mengkomunikasikan

- 1) Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang profesi seseorang.

3. Kegiatan Penutup (10 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d. Siswa dan guru mengucapkan salam perpisahan

Padangsidempuan, Maret 2017

Validator

Researcher

Zainuddin,S.S,M.Hum

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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Sekolah	: MTs Negeri 1 Padangsidempuan
Kelas/Semester	: VIII/2 (dua)
Mata Pelajaran	: Bahasa Inggris
Materi pokok	: Menanyakan dan Menyatakan Profesi Seseorang.
Alokasi Waktu	: 1 x 2 JP

I. Kompetensi Inti

- 5.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- 6.1 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 7.1 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 8.1 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar

- 3.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

4.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksioanal denngan guru dan teman.

K. Indikator Pencapaian Kompetensi

1.1 menanyakan dan menyatakan secara lisan tentang profesi seseorang.

L. Tujuan Pembelajaran

1.1 Peserta didik mampu menanyakan dan menyatakan secara lisan tentang profesi seseorang.

M. Materi Pembelajaran

d. *Fungsi sosial*

Mengidentifikasi, mengenalkan. Memuji, mencela, mengangumi.

e. *Struktur teks*

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

Menyatakan profesi seseorang.

- i) She is a nurse
- j) He works in a hospital
- k) He repairs motorbikes and sometimes cars.
- l) He is a policeman.

Menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda:

- m) What is your mother job?
- n) Where does he work?
- o) What is mr.Kamto?
- p) Who is mechanic?

f. *Unsur kebahasaan*

1. Kata tanya dan pernyataan negatif

- What?
- Do you?
- Does he?
- He doesn't
- They don't

N. Metode Pembelajaran

Pendekatan pembelajaran : scientific approach

Metode pembelajaran : ceramah, diskusi, tanya jawab, pemberian tugas,

O. Media, Alat, Dan Sumber Pembelajaran

3. Alat/Bahan : Board Marker, White Board

4. Sumber belajar : Buku Paket, lingkungan sekitar, integrate

P. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

4. Kegiatan Awal (10 menit)

- b. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- d. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran menanyakan dan menyatakan tentang profesi seseorang.
- e. Mengajukan pertanyaan-pertanyaan untuk mereviu materi sebelumnya dan juga tentang profesi dengan materi yang akan dipelajari:
- f. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

5. Kegiatan Inti (70 menit)

Mengamati (50 menit)

- 4) Peserta didik mendengarkan/ membaca ungkapan untuk menyatakan dan menanyakan tentang profesi seseorang. Peserta didik mengikuti
- 5) Peserta didik secara menirukan model ungkapan untuk menyatakan dan menanyakan tentang profesi seseorang.
- 6) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tentang profesi seseorang.

Menanya (10 menit)

- 1) Dengan bimbingan dan arahan dari guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan untuk menyatakan dan menanyakan tentang profesi seseorang.

Mengeksplorasi

- 5) Siswa menyatakan dan menanyakan tentang profesi seseorang.
- 6) siswa mengobservasi gambar yang disediakan kemudian membuatnya kedalam dialog dan mempraktekkannya didepan kelas

6. Kegiatan Penutup (10 menit)

- e. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- f. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- g. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- h. Siswa dan guru mengucapkan salam perpisahan.

Padangsidempuan, September 2017

Validator

Researcher

Dra. Hj. Misrayana Harahap, M.Hum

Nindya Afyuni Silitonga

Nip. 19630812 1985 12 2 001

Nim. 13 340 0019

Appendix 3

Instrument For Pre Test

Information : this test is just to know your ability in speaking mastery and there is no effect in your appraisal in final examination of the school.

Name : _____

Class : _____

Instruction : Answer the question orally!

1. Look at the pictures! What is she?



2. What do you call a plane driver?
3. What does the doctor do?

Padangsidempuan, Agustus 2017

Validator

Dra. Hj. Misrayana Harahap, M.Hum

Nip. 19630812 1985 12 2 001

Appendix 4

Instrument For Post Test

Information : this test is just to know your ability in speaking mastery and there is no effect in your appraisal in final examination of the school.

Name : _____

Class : _____

Instruction : Answer the question orally!

1. Look at the pictures! What is she?



2. What do you call a one who sew the clothes?
3. What does the teacher do?

Padangsidimpuan, Maret 2017

Validator

Researcher

Zainuddin,S.S,M.Hum

Nindya Afyuni Silitonga

Nip. 19760610 200801 1 016

Nim. 13 340 0019

Appendix 5

LEMBAR VALIDITAS TEST

Nama Sekolah : MTs Negeri 1 Padangsidimpuan

Kelas : VII 1-2

Mata Pelajaran : Bahasa Inggris



Materi Pokok : Menanyakan dan Menyatakan Profesi

Keterangan : V = Valid

VR = Valid dengan Revisi

TV = Tidak Valid

Petunjuk : Berikanlah tanda (v) pada kolom yang telah tersedia.

No	Soal	V	VR	TD
1	Look at the pictures! Who is she? 			
2	Who is the one which drive the plane?			
3	What is the doctor do?			
4	Look at the pictures! Who is she? 			
5	Who is the one which sew the clothes?			
6	What is the teacher do?			

Catatan:

.....

.....

.....

.....

.....

.....

Padangsidimpuan, September 2017

Mengetahui,

Validator

Researcher

Dra.Hj.Misrayana Harahap,M.Hum
NIP. 19700326 1997 03 2 001

Nindya Afyuni Silitonga
NIM. 13 340 0019

Appendix 6

SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan dibawah ini:

Nama : **Dra.Hj.Misraya Harahap,M.Hum**

Telah memberikan pengamatan dan masukan terhadap Instrumen Test Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

The Effect Of Applying Two Stay Two Stray Method To Students' Speaking Mastery At Grade VII MTs N 1 Model Padangsidempuan.

yang disusun oleh:

Nama : Nindya Afyuni Silitonga

NIM : 13 340 0019

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

1. Materi yang akan di test kan pada siswa telah sesuai dengan materi pelajaran yang telah diajarkan.
2. Lakukan penelitian dengan sebaik mungkin.
3. Pastikan siswa menjawab test dengan jujur ketika test berlangsung untuk mendapatkan hasil yang akurat.

Dengan harapan, masukan dan penilaian yang saya berikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Tes Kemampuan Kognitif siswa.

Padangsidempuan, Agustus 2017

Validator

Dra.Hj.Misrayana Harahap, M.Hum

NIP. 19700326 1997 03 2 001

Appendix 7

A. Score of Students' Speaking Mastery in Pre-test (Experimental and Control Class)

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre-test of Control Class
1	AFH	35	AFS	35
2	AZR	48	AHN	38
3	AAN	55	AH	30
4	ARS	42	AHR	45
5	AFR	42	APM	57
6	AAS	45	BN	65
7	ABM	45	DTY	70
8	ADSD	48	DM	30
9	APH	55	DAR	70
10	ANN	56	DSRM	51
11	AAN	55	DA	62
12	BS	55	FA	40
13	BR	56	IM	40
14	DMS	60	IS	55
15	ERN	56	JA	50
16	GSA	60	KTN	51
17	ISN	56	KS	45
18	IFR	56	MD	55
19	IRS	62	MR	45
20	JLP	60	MA	62
21	JTN	63	MPH	53
22	MUS	65	NA	55
23	MS	65	NF	62
24	MFH	65	PJ	53
25	MHD	75	RF	45
26	MR	75	RS	62
27	NR	69	RH	57
28	NS	75	RPA	57
29	PA	69	RI	45
30	RA	75	SW	62

Appendix 8

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of VII-1

1. The score of grade VII-1 in pre-test from low score to high score:

35	42	42	45	45	48	48	55	55	55
55	56	56	56	56	56	60	60	60	62
63	65	65	65	69	69	75	75	75	75

2. High = 75

Low = 35

Range = High – Low

= 75 – 35

= 40

3. Total of classes = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (30)$
 $= 1 + 3,3 (1.47)$
 $= 1 + 4.87$
 $= 5.87 / 6$

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.66 = 7$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
35 - 41	1	38	+3	15	9	225
42 - 48	4	46	+2	10	4	100
49 - 55	6	53	+1	4	1	16
56 - 62	9	59	0	0	0	0
63 - 69	6	66	-1	-2	1	4
70 - 75	4	73	-2	-10	4	100
<i>i</i> = 7	30	-	-	17	-	445

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 59 + 7 \left(\frac{17}{30} \right)$$

$$\begin{aligned}
&= 59 + 7 (0.56) \\
&= 61 + (3.96) \\
&= 62.46
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
&= 7 \sqrt{\frac{442}{430} - \left(\frac{17}{30}\right)^2} \\
&= 7 \sqrt{14.7 - (0.56)^2} \\
&= 7 \sqrt{14.7 - 0.31} \\
&= 7 \sqrt{14.39} \\
&= 7 \times 3.79 \\
&= 26.53
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)^2}{f_h}$
35 – 41	34.5	-1.07	0.14231	-0.06	-1.8	1	0.008
42 – 48	41.5	-0.80	0.21186	-0.08	-2.4	4	0.044
49 – 55	48.5	-0.54	0.29460	-0.09	-2.7	6	0.084
56 – 62	55.5	-0.28	0.38974	0.38	11.4	9	0.006
63 – 69	62.5	0.01	0.0040	-0.09	-2.7	6	0.084
70 – 76	69.5	0.24	0.0948	-0.10	-3.0	4	0.052
	76.5	0.51	0.1950				
X²							0.27

Based on the table above, the researcher found that $x^2_{count} = 0.27$ while $x^2_{table} = 12.592$. Because $x^2_{count} < x^2_{table}$ ($0.27 < 12.592$) with degree of freedom (dk) = 7 - 1 = 6 and significant level $\alpha = 5\%$, distribution of VII-1 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	35-41	1	1
2	42-48	4	5
3	49-55	6	11
4	56-62	9	20
5	63-69	6	26
6	70-76	4	30

Position of Me in the interval of classes is number 4, that:

$$Bb = 55.5$$

$$F = 11$$

$$fm = 9$$

$$i = 7$$

$$n = 30$$

$$1/2n = 15$$

So :

$$\begin{aligned}
 Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\
 &= 55.5 + 7 \left(\frac{15-11}{9} \right) \\
 &= 55.5 + 7 \left(\frac{4}{9} \right) \\
 &= 55.5 + 7 (0.44) \\
 &= 55.5 + 3.08 \\
 &= 58.58
 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	35-41	1	1
2	42-48	4	5
3	49-55	6	11
4	56-62	9	20
5	63-69	6	26
6	70-76	4	30

$$L = 55.5$$

$$d_1 = 3$$

$$d_2 = 3$$

$$i = 7$$

So,

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 55.5 + \frac{3}{3+7} 7 \\ &= 55.5 + \frac{3}{10} 7 \\ &= 55.5 + 0.3 (7) \\ &= 55.5 + 2.1 \\ &= 57.6 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of the Normality Test of VII-2 in Pre-Test

1. Score of VII-2 class in pre-test from low to high score

30	35	38	40	40	45	45	45	45	45
50	51	51	53	53	55	55	55	57	57
57	62	62	62	62	65	65	70	70	70

2. High = 70

$$\text{Low} = 30$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 70 - 30$$

$$= 40$$

3. Total of Classes = $1 + 3,3 \log (n)$

$$\begin{aligned}
&= 1 + 3,3 \log (30) \\
&= 1 + 3,3 (1.47) \\
&= 1 + 4.87 \\
&= 5.87 / 6
\end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.66 = 7$$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
30 – 36	2	33	+3	6	9	36
37 – 43	3	40	+2	6	4	36
44 – 50	6	47	+1	6	1	36
51 – 57	10	54	0	0	0	0
58 – 64	5	61	-1	-4	1	16
65 – 71	4	68	-2	-10	4	100
<i>i</i> = 7	30	-	-	8	-	224

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 54 + 7 \left(\frac{4}{30}\right)$$

$$= 54 + 7 (0.13)$$

$$= 54 + (0.93)$$

$$= 54.93$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2}$$

$$= 7 \sqrt{\frac{224}{30} - \left(\frac{4}{30}\right)^2}$$

$$= 7 \sqrt{7.46 - (0.13)^2}$$

$$= 7 \sqrt{7.46 - 0.01}$$

$$= 7 \sqrt{7.45}$$

$$= 7 \times 2.72$$

$$= 19.10$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval	Real Upper	Z –	Limit of	Large	f _h	f ₀	$\frac{(f_0 - f_h)^2}{f_h}$
----------	------------	-----	----------	-------	----------------	----------------	-----------------------------

of Score	Limit	Score	Large of the Area	of area			f_h	
30 – 36	29.5	-1.33	0.09176	-0.07	-2.1	2	0.016	
37 – 43	36.5	-0.96	0.16853	-0.10	-3.0	3	0.09	
44 – 50	43.5	-0.59	0.27760	-0.13	-3.9	6	0.108	
51 – 57	50.5	-0.23	0.40905	-0.03	-0.9	10	0.129	
58 – 64	57.5	0.13	0.44828	0.13	3.9	5	0.002	
65 – 71	64.5	0.50	0.30854	0.11	3.3	4	0.0009	
	71.5	0.86	0.19489					
X^2								0.34

Based on the table above, the researcher found that $x^2_{count} = 0.34$ while $x^2_{table} = 12.592$. Because $x^2_{count} < x^2_{table}$ ($0.34 < 12.592$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of VII-2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	30-36	2	2
2	39-43	3	5
3	44-50	6	11
4	51-57	10	21
5	58-64	5	26
6	65-71	4	30

Position of Me in the interval of classes is number 4, that:

$$Bb = 50.5$$

$$F = 11$$

$$fm = 10$$

$$i = 7$$

$$n = 30$$

$$1/2n = 15$$

So :

$$\begin{aligned}
Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\
&= 50.5 + 7 \left(\frac{15-11}{10} \right) \\
&= 50.5 + 7 \left(\frac{4}{10} \right) \\
&= 50.5 + 7 (0.4) \\
&= 50.5 + 2.8 \\
&= 53.3
\end{aligned}$$

7. Modus

No	Interval	F	Fk
1	30-36	2	2
2	39-43	3	5
3	44-50	6	11
4	51-57	10	21
5	58-64	5	26
6	65-71	4	30

$$L = 50.5$$

$$d_1 = 4$$

$$d_2 = 5$$

$$i = 7$$

So,

$$\begin{aligned}
M_o &= L + \frac{d_1}{d_1 + d_2} i \\
&= 50.5 + \frac{4}{4+5} 7 \\
&= 50.5 + \frac{4}{9} 7 \\
&= 50.5 + 0.4 (7) \\
&= 50.5 + 2.8 \\
&= 53.3
\end{aligned}$$

Appendix 9

RESULT OF NORMALITY TEST IN POST TEST

A. Result of Normality Test of VII-1 in Post Test

8. Score of XI MIA 3 class in post-test from low to high score

70	73	74	75	75	77	78	78	78	78
80	81	82	82	83	83	84	85	85	85
86	86	88	89	89	89	92	93	93	93

9. High = 93

Low = 70

Range = High – Low

$$= 93 - 70$$

$$= 23$$

10. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1.47)$$

$$= 1 + 4.87$$

$$= 5.87 / 6$$

11. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{23}{6} = 3.83 = 4$

12. Mean

Interval Class	F	X	x	fx	x ²	fx ²
70 – 73	2	70.5	+3	18	9	324
74 – 77	6	74.5	+2	8	4	64
78 – 81	4	78.5	+1	4	1	16
82 – 85	8	82.5	0	0	0	0
86 – 89	6	86.5	-1	-3	-1	9
90 – 93	4	90.5	-2	-2	-4	100
<i>i</i> = 4	30	-	-	17	-	513

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 82.5 + 4 \left(\frac{17}{30} \right)$$

$$= 82.5 + 4 (0.56)$$

$$= 82.5 + (2.26)$$

$$= 84.76$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= 4 \sqrt{\frac{513}{30} - \left(\frac{17}{30}\right)^2}$$

$$= 4 \sqrt{17.1 - (0.56)^2}$$

$$= 4 \sqrt{17.1 - 0.31}$$

$$= 4 \sqrt{16.79}$$

$$= 4 \times 4.09$$

$$= 16.36$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)^2}{f_h}$	
70 – 73	69.5	-1.29	0.09853	0.74	22.2	2	1.587	
74 – 77	73.5	-0.69	0.24510	-0.08	-2.4	4	0.044	
78 – 81	77.5	-0.44	0.32997	-0.09	-2.7	6	0.084	
82 – 85	81.5	-0.19	0.42465	0.40	12.0	8	-0.016	
86 – 89	85.5	0.04	0.0160	-0.09	-2.7	6	0.084	
90 – 93	89.5	0.28	0.1103	-0.09	-0.09	4	0.044	
	93.5	0.53	0.2019					
X²								1.827

Based on the table above, the researcher found that $x^2_{count}=1.827$ while $x^2_{table}=7.815$. Because $x^2_{count} < x^2_{table}$ ($1.827 < 7.815$) with degree of freedom (dk) = $4-1 = 3$ and significant level $\alpha = 5\%$, distribution of VII-1 class (post-test) is normal.

13. Median

No	Interval	F	Fk
----	----------	---	----

1	70-73	2	2
2	74-77	4	6
3	78-81	6	12
4	82-85	8	20
5	86-89	6	26
6	90-93	4	30

Position of Me in the interval of classes is number 4, that:

$$Bb = 81.5$$

$$F = 8$$

$$fm = 12$$

$$i = 4$$

$$n = 30$$

$$1/2n = 15$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 81.5 + 4 \left(\frac{15 - 8}{12} \right) \\ &= 81.5 + 4 \left(\frac{7}{12} \right) \\ &= 81.5 + 4 (0.5) \\ &= 81.5 + 2 \\ &= 83.5 \end{aligned}$$

14. Modus

No	Interval	F	Fk
1	70-73	2	2
2	74-77	4	6
3	78-81	6	12
4	82-85	8	20
5	86-89	6	26
6	90-93	4	30

$$L = 81.5$$

$$d_1 = 4$$

$$d_2 = 5$$

$$i = 4$$

So,

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 81.5 + \frac{2}{2+5} 4 \\ &= 81.5 + \frac{4}{9} 4 \\ &= 81.5 + 0.28 (4) \\ &= 81.5 + 1.12 \\ &= 82.62 \end{aligned}$$

RESULT OF NORMALITY TEST IN POST TEST

B. Result of the Normality Test of VII-2 in Post Test

15. Score of VII-2 class in post-test from low to high score

40	40	50	50	50	50	50	55	55	55
56	56	60	60	60	60	61	61	62	63
68	68	68	69	69	69	70	75	75	75

16. High = 75

Low = 40

Range = High – Low

$$= 75 - 40$$

$$= 35$$

$$\begin{aligned}
17. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (30) \\
&= 1 + 3,3 (1.47) \\
&= 1 + 4.87 \\
&= 5.87 / 6
\end{aligned}$$

$$18. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{30}{6} = 5.83 = 6$$

19. Mean

Interval Class	F	X	x	fx	x ²	fx ²
40 – 45	2	43	+3	6	9	36
46 – 51	5	49	+2	10	4	100
52 – 57	5	55	+1	5	1	25
58 – 63	8	61	0	0	0	0
64 – 69	6	67	-1	-4	1	16
70 – 75	4	72	-2	-12	4	144
<i>i</i> = 6	30	-	-	5	-	321

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 61 + 6 \left(\frac{5}{30} \right) \\
&= 61 + 6 (0.16) \\
&= 61 + (0.96) \\
&= 61.96
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
&= 6 \sqrt{\frac{321}{30} - \left(\frac{5}{30} \right)^2} \\
&= 6 \sqrt{10.7 - (0.16)^2} \\
&= 6 \sqrt{10.7 - 0.025} \\
&= 6 \sqrt{10.67} \\
&= 6 \times 3.26 \\
&= 19.56
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)^2}{f_h}$
40 – 45	39.5	-1.09	0.13786	0.12	3.6	2	0.0025
46 – 51	45.5	-2.27	0.1160	-0.29	-8.7	5	0.0144
52 – 57	51.5	-0.51	0.30503	-0.11	-3.3	5	0.0025
58 – 63	57.5	-0.21	0.41683	0.38	11.4	8	0.0121
64 – 69	63.5	0.07	0.0279	-0.42	-12.6	6	0.462
70 – 75	69.5	1.68	0.4535	-0.20	-6.0	4	0.16
	75.5	0.66	0.2454				
X^2							0.653

Based on the table above, the researcher found that $x^2_{count}=0.653$ while $x^2_{table}=11.49$. Because $x^2_{count} < x^2_{table}$ ($0.653 < 11.49$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$, distribution of VII-2 class (post-test) is normal.

20. Median

No	Interval	F	Fk
1	40-45	2	2
2	46-51	5	7
3	52-57	5	12
4	58-63	8	20
5	64-69	6	26
6	70-75	4	30

Position of Me in the interval of classes is number 4, that:

$$Bb = 57.5$$

$$F = 8$$

$$fm = 12$$

$$i = 6$$

$$n = 30$$

$$1/2n = 15$$

So :

$$\begin{aligned} \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 57.5 + 6 \left(\frac{15-8}{12} \right) \\ &= 57.5 + 6 \left(\frac{7}{12} \right) \\ &= 57.5 + 6 (0.58) \\ &= 57.5 + 3.48 \\ &= 60.98 \end{aligned}$$

21. Modus

No	Interval	F	Fk
1	40-45	2	2
2	46-51	5	7
3	52-57	5	12
4	58-63	8	20
5	64-69	6	26
6	70-75	4	30

$$L = 57.5$$

$$d_1 = 3$$

$$d_2 = 2$$

$$i = 6$$

So,

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 57.5 + \frac{3}{3+2} 6 \\ &= 57.5 + \frac{3}{5} 6 \\ &= 57.5 + 0.6 (6) \\ &= 57.5 + 3.6 \\ &= 61.1 \end{aligned}$$

Appendix 10

A. Score Students' Speaking Mastery in Post-test (Experimental and Control Class)

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre- test of Control Class
1	AFH	78	AFS	69
2	AZR	92	AHN	75
3	AAN	80	AH	75
4	ARS	93	AHR	75
5	AFR	73	APM	69
6	AAS	78	BN	62
7	ABM	70	DTY	63
8	ADSD	93	DM	69
9	APH	78	DAR	68
10	ANN	74	DSRM	68
11	AAN	89	DA	50
12	BS	75	FA	40
13	BR	78	IM	61
14	DMS	75	IS	55
15	ERN	82	JA	50
16	GSA	77	KTN	40
17	ISN	89	KS	68
18	IFR	83	MD	50
19	IRS	89	MR	60
20	JLP	83	MA	55
21	JTN	82	MPH	50
22	MUS	84	NA	60
23	MS	81	NF	69
24	MFH	93	PJ	70
25	MHD	85	RF	55
26	MR	86	RS	50
27	NR	85	RH	56
28	NS	86	RPA	60
29	PA	88	RI	56
30	RA	85	SW	60

Appendix 11

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Two Stay Two Stray Method and variant of the second class as control class sample by using conventional technique are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of VII-1 class is:

No	Xi	Xi ²
1	35	1225
2	42	1444
3	42	1444
4	45	1600
5	45	1600
6	48	2025
7	48	2025
8	55	2025
9	55	2025
10	55	2025
11	55	2500
12	56	2500
13	56	3025
14	56	3025
15	56	3136
16	56	3136
17	60	3600

18	60	3600
19	60	3600
20	62	3600
21	63	3600
22	65	3600
23	65	3600
24	65	4225
25	69	4761
26	75	4900
27	75	5625
28	75	5625
29	75	5625
30	75	5625
Total	1568	94321

$$n = 30$$

$$\sum xi = 1568$$

$$\sum xi^2 = 94321$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30(94321) - (1568)^2}{30(30-1)} \\
 &= \frac{2829630 - 2458624}{30(29)} \\
 &= \frac{371006}{870} \\
 &= 426.44
 \end{aligned}$$

B. Variant of VII-2 class is:

No	Xi	Xi ²
1	30	900
2	35	1225

3	38	1444
4	40	1600
5	40	1600
6	45	2025
7	45	2025
8	45	2025
9	45	2025
10	45	2025
11	50	2500
12	51	2601
13	51	2601
14	53	2809
15	53	2809
16	55	3025
17	55	3025
18	55	3025
19	57	3249
20	57	3249
21	57	3249
22	62	3844
23	62	3844
24	62	3844
25	62	3844
26	65	4225
27	65	4225
28	70	4900
29	70	4900
30	70	4900
Total	2884	85062

$$n = 30$$

$$\sum xi = 2884$$

$$\sum xi^2 = 85062$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{30(85062) - (2884)^2}{30(30-1)} \\ &= \frac{2551860 - 2220100}{30(29)} \\ &= \frac{331760}{870} \\ &= 381.33 \end{aligned}$$

The Formula was used to test hypothesis was:

1. XI MIA 3 and XI MIA 4 :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{426.44}{381.33} \\ &= 1.11 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.11$ with $\alpha 5\%$ and $dk = 30$ and 30 from the distribution list F, researcher found that $F_{\text{table}} = 1.58$ cause $F_{\text{count}} < F_{\text{table}}$ ($1.11 < 1.58$). So, there is no difference in variant between the VII-1 class and VII-2 class. It means that the variant is homogenous.

Appendix 12

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

C. Variant of VII-1 class is:

No	Xi	Xi ²
1	70	4900
2	70	4900
3	70	4900
4	72	5184
5	72	5184
6	73	5329
7	75	5625
8	75	5625
9	75	5625
10	75	5625
11	80	6400
12	80	6400
13	80	6400
14	80	6400
15	83	6889

16	83	6889
17	84	7056
18	84	7056
19	84	7056
20	84	7056
21	85	7225
22	85	7225
23	88	7744
24	89	7921
25	89	7921
26	91	8281
27	92	8464
28	93	8649
29	93	8649
30	93	8649
Total	2359	193483

$$n = 30$$

$$\sum xi = 2359$$

$$\sum xi^2 = 193483$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30(193483) - (2359)^2}{30(30-1)} \\
 &= \frac{5804490 - 5564881}{30(29)} \\
 &= \frac{239609}{870} \\
 &= 275.41
 \end{aligned}$$

D. Variant of VII-2 class is:

No	Xi	Xi ²
----	----	-----------------

1	40	1600
2	40	1600
3	50	2500
4	50	2500
5	50	2500
6	50	2500
7	50	2500
8	55	3025
9	55	3025
10	55	3025
11	56	3136
12	56	3136
13	60	3600
14	60	3600
15	60	3600
16	60	3600
17	61	3721
18	61	3721
19	62	3844
20	63	3969
21	68	4624
22	68	4624
23	68	4624
24	69	4761
25	69	4761
26	69	4761
27	70	4900
28	75	5625
29	75	5625
30	75	5625

Total	1733	106149
--------------	-------------	---------------

$$n = 30$$

$$\sum xi = 1733$$

$$\sum xi^2 = 106149$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{30(106149) - (1733)^2}{30(30-1)} \\ &= \frac{3184470 - 3003289}{30(29)} \\ &= \frac{181181}{870} \\ &= 208.25 \end{aligned}$$

The formula was used to test hypothesis was:

1. VII-1 and VII-2

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{275.41}{208.25} \\ &= 1.32 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.32$ with $\alpha 5\%$ and $dk = 30$ and 30 from the distribution list F , researcher found that $F_{\text{table}} = 1.58$ and 1.58 , cause $F_{\text{count}} < F_{\text{table}}$ ($1.32 < 1.58$ and 1.58). So, there is no difference in variant between the VII-1 class and VII-2 class. It means that the variant is homogenous.

Appendix 13

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyze homogeneity test of the both averages was t-test, that:

So:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{64.46 - 54.93}{\sqrt{\left(\frac{(30 - 1)426.44 + (30 - 1)381.33}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{9.53}{\sqrt{\left(\frac{29(426.44) + 29(381.33)}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{9.53}{\sqrt{\left(\frac{(12366.7) + (11058.5)}{58}\right)(0.06)}}$$

$$Tt = \frac{9.53}{\sqrt{\left(\frac{23425.2}{58}\right)(0.06)}}$$

$$Tt = \frac{9.53}{\sqrt{(403.8)(0.06)}}$$

$$Tt = \frac{9.53}{\sqrt{24.2}}$$

$$Tt = \frac{9.53}{4.9}$$

$$Tt = 1.9$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{count} = 1.576$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, researcher found that $t_{table} = 2.021$, because $t_{count} < t_{table}$ ($1.9 < 2.021$). So, H_a was

rejected, it means that there is no difference in average between experimental class and control class in pre test.

Appendix 14

T_{test} OF THE BOTH AVERAGES IN POST – TEST

The formula was used to analyse homogeneity test of the both averages in post test was t-test, as below:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{84.76 - 61.96}{\sqrt{\left(\frac{(30 - 1) 275.41 + (30 - 1)208.25}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{22.8}{\sqrt{\left(\frac{29(275.41) + 29(208.25)}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{22.8}{\sqrt{\left(\frac{3748.29 + (-1528.41)}{78}\right)(0.05)}}$$

$$Tt = \frac{22.8}{\sqrt{\left(\frac{7986.89}{58}\right)(0.06)}}$$

$$Tt = \frac{22.8}{\sqrt{(241.83)(0.06)}}$$

$$Tt = \frac{22.8}{\sqrt{14.50}}$$

$$Tt = \frac{22.8}{3.8}$$

$$Tt = 6.0$$

Based on calculation above, the result of the homogeneity test of the both averages, it was found that $t_{\text{count}} = 6.0$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 -$

2 = 58, reseracher found that $t_{table} = 2.021$, cause $t_{count} > t_{table} (6.0 > 2.021)$. It means that H_a was accepted, it means there was the difference average between experimental class and control class in post test. It can be concluded that there was the significant effect of Two Stay Two Stay Method to students' speaking mastery at VII grade in MTs N 1 Model Padngsidimpuan.

Appendix 15

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 16

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974

Appendix 17

Percentage Points of the t Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0,005	0,025	0,01	0,05
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 18

