THE EFFECT OF USING TWO STAY TWO STRAY TECHNIQUE WITH HELLO ENGLISH APPLICATION ON STUDENTS' SPEAKING SKILL

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Abstract

The objectives of this research are 1) to describe the implementation of Two Stay Two Stray with Hello English Application in teaching speaking 2) to find out whether or not there is a significant effect of applying Two Stay Two Stray with Hello English Application on students' speaking skills.This research was conducted through an experimental approach with a quasi-experimental design. The population is 256 students in the seventh grade of SMPN 1 Tegal. The samples are 32 students in the experimental group and 32 students in the control group. Purposive sampling with two categories: the experimental group who were taught using TSTS with Hello English, and the control group who were taught without was used. The data collecting technique consists of a pretest and posttest with a speaking test and observation checklist instrument. SPSS 22 program was used to analyze the data.The result of the average score of the posttest experimental group is higher than the control group (60,42 > 53,02). The result of Paired Samples T-Test showing sig. (2-tailed) value is 0.000 < 0,05. It means there is a significant effect on students' speaking skills in the experimental group than in the control group. Thus, TSTS with Hello English app is effective for students' speaking skills. Furthermore, the writer suggests: 1) The English teachers should use an appropriate media in teaching-learning process to enhance students' interest in learning English, 2) Further research should try and develop the use of TSTS with Hello English app in teaching other English skills.

Keywords: *Two Stay Two Stray (TSTS), Hello English, Speaking Skill.*

1   INTRODUCTION

Speaking refers to how people communicate by delivering ideas, feelings, and viewpoints to others so that the messages can be conveyed well. Ur (2009:120) stated that speaking occupied the most important of the four skills. As the most crucial part, speaking can be said as a process of providing and receiving information that involves an interaction each other among people. Speaking refers to the way people express ideas, opinions or feelings to others with a purpose by delivering words and sounds in the order form, and it can be mastered by applying teaching-learning methodology (Maharani, 2016). It can be concluded that people are considered successfull in learning English as a foreign language by mastering speaking.

In fact, speaking becomes the most dreaded skill among the four skills for Junior High School students since it is considered the most difficult one. Most of them are less confident and ashamed of speaking English, so they are rare to participate in speaking practice. Second, lack of vocabulary and pronouncing words. It is caused students are afraid of making mistakes and getting a laugh from others. Then, students are confused about how to convey ideas and opinions through speaking because they rare to practice it than writing skills. To solve those problems, the teacher should provide an innovative methods and media in the teaching process. Thus, students will become interested in learning English, especially speaking. The method used should focus more on the students' role known as student-centered approach. Otherwise, the media should utilize technology to attracting students' interest. The use of them provides more opportunities for students to actively participate in the learning process.

The Two Stay Two Stray (TSTS) as one of the types of cooperative learning which was developed by Kagan in 1992. (Altun & Sabah, 2020) stated that the use of cooperative learning gives many benefits in teaching English both in general or focusing on oral communication skills since it is considered ways to ease and build interaction among students during the learning process.

Furthermore, it gives motivation to students to be active in class and help each other to solve the problem. It also makes students can explore their ability so that, it will positively affect learning achievement. (Sulisworo & Suryani, 2014) stated that activities of Two Stay Two Stray can build up students' confidence and value because it provides specific role for each members.

Besides the learning method, media is needed in the learning process. By using creative and interactive media, the learning process is expected to be more effective. (Rosdiana & Sulistyawati, 2019) who stated that many educators have applied technology in teaching, especially in EFL teaching-learning. Hello English is a smartphone application to learn English through interactive courses and games. According to (Putra et al., 2020) Hello English is an interactive application which is designed specifically in to assist users to learn English.It is suitable to use in the 21st century.

The combination of method and media are expected can solve students' problems in speaking. Thus, the writer interested in combining the TSTS with Hello English app in speaking class. The purposes of this study are 1) to describe the implementation of Two Stay Two Stray with Hello English Application in teaching speaking in seventh grade students of SMPN 1 Tegal, and 2) to find out whether or not there is a significant effect of applying Two Stay Two Stray with Hello English Application on students' speaking skills of SMPN 1 Tegal.

2   METHODOLOGY

In this study, the writer used a quantitative method with a quasi-experimental design. This design aimed to investigate the relation among variables with two categories: the control and experimental group. The control group refers to a group that was taught using the conventional method while the experimental group used TSTS with Hello English app as the treatment given by the writer. The treatment was given through several stages, it begins with a pre-test, followed by teaching using TSTS with Hello English app, and concludes with a post-test. A checklist observation and speaking test were used as the instruments in this study to gain the data. The participants of this study are seventh-grade students of SMP N 1 Tegal in the academic year 2022/2023. The writer used a purposive sampling technique to determine the participants. The total number of seventh-grade students is 256 which 64 students were selected as the participants in this study who have similar ability in speaking.

3   RESULTS

After the experiment in teaching seventh-grade students through TSTS with Hello English app was conducted. The writer calculated the data and then summed up the conclusions. The data from checklist observation is used to describe the implementation of TSTS with Hello English app in teaching speaking while the data from the speaking test is used to determine the difference output between students who were taught using TSTS with Hello English and those who did not. In calculating data, the writer utilized the SPSS 22 Program consisted of several statistical tests: descriptive statistic, normality test, homogeneity, and hypothesis test. The result of checklist observation can be interpreted as follows:

The teacher implemented TSTS technique with Hello English app in this study. Every meeting in this study began with the preparation of learning media such as powerpoint, Hello English app and Pictures of Indonesian Figures. Then, it was followed by giving an apperception and Questions and Answers session. The writer explained the material and introduced how to operate Hello English app. The writer also explained the topic in there, so that the students could prepare what would be discussed.

The students were formed into a group consisting four students. The writer guided and encouraged them to be active during discussion. Two members in each group were asked to visit other groups to share their findings and collect information from the others. The writer accompanied the students in presenting their work, then gave feedback on what they had done. In the end, the writer and the students reviewed and drew conclusions for what have learned in every meeting.

The result of the statistical can be interpreted as follows:

Table 1. Descriptive Statistics Result

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Experimental Group	32	40,00	60,00	1560,01	48,7503	5,85060
Posttest Experimental Group	32	50,00	73,33	1933,34	60,4169	6,86562
Pretest Control Group	32	40,00	63,33	1566,67	48,9584	6,07208
Posttest Control Group	32	40,00	76,67	1696,68	53,0212	8,22483
Valid N (listwise)	32					

Based on the table of descriptive statistics result above, it can be concluded that the total number of samples from 7E as an experimental group consist of 32 students. The lowest score of pretest from the experimental group is 40, and the highest score is 60. The average score of the pretest is 48,75 and a standard deviation 5,85. After the treatment was given, the researcher found the effect of implementing Two Stay Two Stray with Hello English app from the result of the lowest and the highest score of posttest experimental group. The lowest and highest score is 50 and 73,33. For the average score is 60,42 with a standard deviation 6,87.

For the control group (7C) which was not taught by using TSTS with Hello English, the writer found the lowest and highest score of the pretest is 40 and 63,33. The average score of pretest is 48,96 with the standar deviation 6,07 while the mean score of posttest is 53,02 with a standar deviation 8,22. In the end of treatment, the lowest score of posttest control group becomes 40 and the highest score becomes 76,67.

Based on those explanations, the average score of the posttest from the experimental group is higher than the result of average score of the control group.

Table 2. NormalityTest

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Speaking	Pretest Experimental Group	,139	32	,120	,942	32	,088
	Posttest Experimental Group	,131	32	,174	,943	32	,090
	Pretest Control Group	,151	32	,063	,945	32	,103
	Posttest Control Group	,143	32	,093	,937	32	,060

a. Lilliefors Significance Correction

Based on the table, the distribution of data in this study is normally distributed. It was proven by the significant result of pretest experimental is 0,088 and the control groups is 0,103 which is higher than 0,05.

However, after the treatments were given, the data was also normally distributed. It happened because the significant result of the posttest from each group showed higher than 0,05. The significant for the control group is 0,090, while the experimental is 0,06.

Table 3. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Speaking	Based on Mean	,148	1	62	,701
	Based on Median	,192	1	62	,663
	Based on Median and with adjusted df	,192	1	55,173	,663
	Based on trimmed mean	,156	1	62	,694

The table shows the significant result based on the mean is 0,701, which is higher than 5%. It showed that the data from the experimental and control group come from the same variance or it is called homogenous.

Table 4. Independent Sample Test

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Speaking	Equal variances assumed	,148	,701	3,905	62	,000	7,39562	1,89394	3,60969	11,18156
	Equal variances not assumed			3,905	60,082	,000	7,39562	1,89394	3,60728	11,18397

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Students Speaking	Posttest Experimental Group	32	60,4169	6,86562	1,21368
	Posttest Control Group	32	53,0213	8,22483	1,45396

Based on the result above, the data has a significance two-tailed score 0.000 < 0.05. The data also shows that the average score of posttest experimental group is higher than the control group with a comparison score 60,42 > 53,02. It also could be seen, the degree of freedom (df) is 62 and t value is 3,905 with level of significance α 5% which means the t value (3,905) > t table (1,671).

From the explanation of the table above, it can be said that there is a significant effect in posttest outcomes among the students who taught using TSTS technique with Hello English app and those who did not. It also can be said, Ho in this study is rejected and Ha is accepted.

Table 5. Paired Samples Test

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest Experimental Group - Posttest Experimental Group	-11,66656	5,42135	,95837	-13,62117	-9,71196	-12,173	31	,000
Pair 2	Pretest Control Group - Posttest Control Group	-4,06281	5,13207	,90723	-5,91312	-2,21250	-4,478	31	,000

The table shows that t value of paired 1 as the experimental group is 12,173 and t value of paired 2 as the control group is 4,478. It means t value of the group which applying TSTS with HE app is higher than the control group (12,173 > 4,478). Furthermore, the result of t value in each pair is greater than t-table with a score 2,042.

For the significance (2-tailed) from both pair the experimental and control group consisted of pretest and post-test are 0,000. It means the sig. (2-tailed) is less than 0,05. It also showed the differences the average score of the experimental and control group. It indicates that the implementation of TSTS with Hello English app in teaching has more effects on students' speaking skills.

4   CONCLUSIONS

After the writer taught students in seventh grade using TSTS with Hello English app and without using it, the writer calculated the data to find out the answer of this study and whether the writer completed this study through the implementation of TSTS with Hello English app. Based on the calculated data, the writer can draw a conclusion as to whether this study had a significant effect on students' speaking skills who were taught using TSTS with Hello English app and who did not.

The result of the checklist observation shows that the writer has done the teaching-learning process through TSTS with Hello English by the stages of its implementation. Then, the results of several statistical tests show that teaching speaking using TSTS with Hello English app to seventh-grade students can be said effective. It is proven from the result that the mean of the posttest experimental group is higher than the control group. It is also supported by the result of sig. (2-tailed) value of the independent sample t-test shows 0.000 < 0.005. It means there is a different output among students who were taught using TSTS with Hello English app and those who did not. In line with the result of paired samples test shows that the t-value of the experimental group is higher than the control group. Furthermore, the t-value of the two pairs is greater than t-table which means the alternative hypothesis in this study is accepted while the null hypothesis is rejected. So, it can be concluded that the combination of method and media through TSTS with Hello English app has an effect on students' speaking skills. The use of it assists the writer in the teaching process and in providing the material.

The writer offers the use of TSTS with Hello English app as an alternative method and media in teaching speaking for the teacher. Moreover, other researchers are expected to conduct a related study so that the result of this study can assist the other researchers since it will be used as an illustration in conducting and writing their project.

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