**CHAPTER 1**

**INTRODUCTION**

* 1. **Background of the Problem**

There are four basic skills to be learnt in English such as listening, speaking, reading and writing, among the four, speaking is the important thing because speaking is the way to communicate with others to express their opinions, intentions, and some points.

Speaking skill is the skill that is considered very important and cannot be separated from everyday life. If the interaction between a language speaker and the listener is not well established, the communication process cannot run smoothly. In the context of learning English in high school / vocational school, there are still many students who cannot convey their ideas or thoughts verbally especially when they are asked to speak. Anxiety, shame, and fear of being laughed at are the causes that often arise when they will carry out speaking activities in front of the class. In addition, teacher-centered learning strategies are still often used by teachers so students are not fully involved in the learning process in the classroom. Of course, the impact is that students' skills in speaking become less honed. Students only get a little time to practice their speaking skills.

Speaking is the most scary thing faced by the students because they are shy when they want to speak and they just have a few vocabulary. Speaking skill do needs much practice, frustration commonly voiced by learner is that they have spent years studying English but still cannot speak it.

Thornbury (2008:208) stated that a lot of practice and more active in the class will make the students mastery in speaking.. Nowdays, speaking is prominent thing that must be mastered because it is key for a sucsess in English communication. We can communicate, connect each other, and share information with other people by a means of speaking. Due to these reason, the ability of speaking English has many positive effect for us such as get better job and have many friends in other countries.

Iman and Angraini (2016:16) stated that speaking skill has something to do with social and active interaction with other people, understand and perceive what they intend to say in the conversation. In with that, Iman (2017:94) also stated that speaking skill is the ability or a skill to send and receive the message during daily life communication in which the speaker also requires to build and share meaning as well as express the ideas using verbal and non-verbal symbols fluently.

 Maharani (2016:3) stated that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, to entertain and that all can be learned by using some teaching learning methodologies. It means that speaking is about to show what thing in mind with the sounds and not only about to show in mind speaking also entertain and give information to other peoples.

Kayi (2006: 1) in the research stated:

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal communication. Verbal communication is an activity which people do to produce sound that express their idea while non-verbal communication is a system consisting of a renge of features often use together to aid expression.

Morozova (2013) stated that english speaking ability is one of the most important skills to be developed and enhanced in language learners, particularly in an academic setting.

 The progressing of the students in speaking must be scored in objective way. However, in real situation in English class, speaking activities do not work as it is expected because of many factors. The students are not confidence to speak English, they are afraid of making mistakes and sometimes they do not understand what they wanted to say so they difficult to express their idea, some of the students know about the meaning of the sentence which spoken by teacher but cannot express it because they confused to say some words. As a results, they speak Indonesian.

 Yakussa (2011:2) stated that students feel shy and afraid to speak English so they never practice and use the target language and they always use mother tongue in the classroom. Limited vocabulary mastery and mistakes in speaking make them feel confused and lose self-confidence. This makes them reluctant and rarely speaks in English.

 Gomleksiz (2007) and Ning (2011) stated that a promising method to traditional speaking instruction is cooperative learning. It serves as an alternative way of teaching for promoting speaking and social interaction among students.

 Cooperative learning is a teaching method that is emphasized on the results of student teamwork. This is different from other teaching approaches because students are more emphasized working together rather than working individually. The learning process is oriented towards students, teachers as mediators and motivators.

 One type of cooperative learning model is the Two Stay Two Stray (TSTS) strategy. TS-TS is a type of cooperative learning model that gives students the opportunity to share and discuss between groups with other groups in learning. This learning strategy is rarely applied in formal schools, meaning that it is possible that Two Stay Two Stray can increase activity and build good attitudes of students, especially in learning to speak English. As explained by Giantika, etal (2015) which stated that through the TSTS strategy, learning time is more effective, and each student becomes more active, responsible, and confident during class activities. Lie (2010: 69) stated:

 Two stay Two Stray is a techinique in which students learn to solve problems with members of the group, then two students from the group exchange information to two other group members were staying. In two stay two stray, the students are required to have responsibility and active learning in every activity because two stay two stray is oriented In group and students can share their opinion with another group.

Considering the reasons above, the researcher interested in conducting the research entitled “*The Effect Of Cooperative Learning Two Stay Two Stray (TS-TS) Strategy for Students’ Speaking Ability”*. Hopefully, this research will be able to motivate students participate in speaking and encourage English teacher to be more creative to create the models of teaching in school.

* 1. **The Identification of the Problem**

Based on the background above, some problems that can be identified are:

1. The students have difficulties in organizing their ideas orally.
2. The students are not confidence to speak English.
3. The students afraid of making mistakes.
	1. **The Limitation of the Problem**

The researcher focuses on the research of the effect of cooperative learning two stay two stray (TS-TS) strategy for students’ speaking ability which is related to Vacation topic.

* 1. **The Formulation of the Problem**

Based on the identification of problem above, problem can be formulated in question from as follows:

1. How is the students’ speaking ability before being taught using Two Stay Two Stray Strategy?
2. How is the students’ speaking ability after being taught using Two Stay Two Stray Strategy?
3. What affect does the two stay two stray strategy have on students’ speaking ability?
	1. **The Objective of the Research**

The objective of this research are:

1. To find out the effect of two stay two stray on developing students’ speaking skills.
2. To identify the whether the significance effect of two stay two stray to student’s ability in speaking skill.
	1. **The Significance of the Research**

The significances of this research are :

1. For students, it can be used to increase students’ ability in speaking.
2. For teacher and lecturer, TS-TS Strategy is one of a way to affect the students’ ability in speaking.
	1. **Basic Assumptions**

The assumption treate in this research is that the students hard to speak up. The researcher assumes that using Two Stay Two Stray strategy can be an alternative way to decrease the problem.

* 1. **Hypothesis**

Ha: “There is a significant effect of Two Stay Two Stray strategy in teaching speaking”

Ho: “There is no significant effect of Two Stay Two Stray strategy in teaching speaking