

TWO STAY TWO STRAY TECHNIQUES TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY MASTERY

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ABSTRACT

This study aimed to improve students' English vocabulary mastery by using two stay two stray. This study applied classroom action research in two cycles in six meetings. The population was all the seventh-grade students of SMP Abdi Negara Binjai and the sample was 32. The researcher conducted cycle I and cycle II and each cycle had a vocabulary test. The number of the test was 20 items. The data are taken from the test and analyzed with quantitative and qualitative data. The total score from the preliminary score was 2075 and the mean was 64.84 and then the cycle I the total score was 2265 and the mean was 70.78 and the cycle II the score was 2525 and the mean was 78.90 from the score, which means that two stay two stray technique could improve students' vocabulary mastery.

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I. INTRODUCTION

Vocabulary is one of the English components is defined as the total number of words in a language. Vocabulary mastery is one of the most important things to make our communication fluent. One of the components relates to listening, speaking, reading, and writing is vocabulary. If the students have limited vocabulary, it means that they will find difficulties in understanding English. It is caused by the lack of vocabulary and still depends on the teacher in the teaching-learning process. They feel difficult to share their idea about the material that is learned. Hatch and Brown (1995: 1) state that vocabulary is the foundation to build a language that plays a fundamental role in communication. It means that vocabulary is the priority in learning English.

Learning vocabulary is one of the first steps of learning a second language, yet one never reaches the last step of vocabulary acquisition. Whether in one's native language or a second language, the acquisition of a new vocabulary is a continuous process. Many methods and techniques can help one acquire new vocabulary. That is why teaching vocabulary plays an important role to communicate in English successfully.

Table 1. Students' score of vocabulary at the Seventh Grade Students of SMP Abdi Negara Binjai in the Academic Year 2018/2019.

No	Score	Number of Students	%
1	≤ 65	15	47%
2	≥ 65	17	53%
	Mean	64.84	
	Max	80	
	Min	45	

Based on the table above, 17 students pass the criteria of minimum mastery (KKM), and 15 students failed. In this case, the students' score of KKM in SMP Abdi Negara Binjai is 65 and many students get a score under 65. It is found that the total number of students who gets difficulty with vocabulary is 15 out of 32. It means that students who get difficulty with vocabulary are 47%. The mean students score is 64.84, the maximum score is 80, and the minimum score is 45.

Based on the observation at SMP Swasta Abdi Negara Binjai, it was found that the majority of the students have difficulty learning English. The crucial factor that made the students reluctant to learn English is the lack of vocabulary and low motivation. They are not interested to learn English, as they think English is not important and very difficult. This way becomes bored and there is no fun in the learning process. In this case, the students have to use vocabulary critically and the teacher must select the suitable technique or strategy to teach it. Even though some techniques and approaches have been employed in teaching vocabulary, the student's vocabulary mastery is still low.

From those problems mentioned previously the writer considered using Two Stay Two Stray as one technique in teaching vocabulary. The writer considered teaching vocabulary by using the Two Stay Two Stray technique to be good to enrich vocabulary mastery of the students. By using Two Stay Two Stray technique the students are facilitated to memorize the words easier and enjoy the learning process, Two Stay Two Stray technique has great potential to increase and stimulate the students in learning vocabulary.

Two-Stay Two-Stray (TSTS) technique is adapted from Spencer Kagan. This technique will motivate and stimulate the students to become active learners. Besides, by using this technique it can change the boring classroom atmosphere becomes fun and it makes the students feel comfortable and happy to learn English.

II. METHODS

This research was conducted in a classroom action research (CAR), aimed to improve the quality of learning and teaching English and revise classroom learning and teaching process to be better. Kemmis and Mc. Taggart (1982:3) stated that action research is deliberate, the solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition. The linking of the term "action" and "research" highlights the essential features of this method. Trying out an idea to practice was the meaning of increasing knowledge or improving curriculum, teaching, and learning.

Action research has been employed for various purposes: for school-based curriculum, as a professional development strategy, in pre-service and graduated courses in education, and in system planning and policy development. Besides, action research can be used as an evaluative tool, which can assist in the self-evaluation of whether the "self" is an individual or

an institution. CAR will help the teacher discover what works best in his/her classroom situation. It is a powerful integration of teaching and scholarship that provides a solid basis for instructional decisions. CAR's easily mastered techniques provide insights into that result in continual improvement.

In this research, the researcher needed instruments to collect data. There are tests, questionnaires, observation sheets, and diary notes. The instrument of collecting data is collected vocabulary tests, consisting of 20 multiple choices. The students are required to answer each question. The researcher gave a multiple choice test to make it easy to correct the students' answers and it spent a little time to finish the test because the students only need to cross or circle the only answer that they think is right.

The procedure of collecting data is by using cycle I and cycle II. To analyze the data, the researcher uses quantitative and qualitative data. The result of cycle I was compared with the result of cycle II. The data was analyzed using Microsoft Excel. The next steps after the data were collected and classified data. Finally, the last step was to draw conclusions and present the information.

III. RESULT AND DISCUSSION

The data show the improvement of students' vocabulary for the first year student in Junior High School when they were taught by using the two stay two stray technique. From the vocabulary score, the total of the students' scores was 2075 and the mean was 64.84. In cycle, I, the total of the students' scores was 2265, and the mean was 70.78, whereas in cycle II, the total of the students' scores was 2525 and the mean was 78.90.

There were differences between the lowest and the highest scores in each test that was given to the students. The differences showed that there was an improvement in students' vocabulary. The improvement of students' scores in each vocabulary test can be seen in the following table.

Table 2. Test result

Names of Test	Vocabulary Score	Cycle I	Cycle II
Lowest test	45	50	60
Highest test	80	90	95
X	62.5	70	77.5
N	32	32	32

Where:

X = Mean

N = Number of students

From the table above, it was seen that the students' scores kept improving. In preliminary score, the lowest was 45 and the highest score was 80. In cycle I, the lowest score was 50 and the highest score was 90. Whereas in the last cycle, the lowest score was 60 and the highest score were 95. It showed that there is an improvement in students' vocabulary.

The score of the students of each cycle was:

First meeting of cycle I, the total of the students was 2265 and the numbers of students were 32, so the mean was:

$$X = \frac{2265}{32} = 70.78$$

The score of the students of cycle II, and the total score of the students was 2525 and the numbers of the students were 32, so the mean was:

$$X = \frac{2525}{32} = 78.90$$

In this research, the indicator of successful achievement of students in vocabulary was 75% of the students have got scores above 65 in their vocabulary test. The number of students who were competent in vocabulary was calculated by applying the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage of the students who got a score of 65

F = the number of students who got a score above 65

N = the number of students

The percentage of the improvement of students' vocabulary can be seen as follows:

$$P1 = \frac{17}{32} \times 100\% = 53.1 \%$$

$$P1 = \frac{21}{32} \times 100\% = 65.6 \%$$

$$P1 = \frac{30}{32} \times 100\% = 93.75\%$$

Table 3. The percentage of Students' Vocabulary Test

Test	Students' who got a score above 65	Number of students
Vocabulary Score	53.1 %	17
Cycle I	65.6 %	21
Cycle II	93.75 %	30

The result showed the improvement of the student's scores in the pre-test (cycle I test) to post-test (cycle I test, and post-test (cycle II). When the pre-test was conducted on the students; there were only 53.1% or 17 students got a score above 65. In the post-test I which was conducted on the students' in cycle 1 of action research; there were 65.6% or 21 students got a score above 65. In the post-test (cycle II test) which was conducted on the students in cycle II of research; they were 93.75% or 30 students in their vocabulary about 65.6% compared with the post-test (cycle II test). It can be concluded that using two stay two stray techniques worked effectively in helping students to improve their vocabulary.

Based on the result of the data analysis, the finding of this research was that the two stay two stray technique can help the students improve their vocabulary's achievement in using two stay two stray, the score of the students in vocabulary increasing from the cycle I until the test of cycle II. The researcher proved by the data which showed that the mean of the students in cycle II (78.90) was higher than that in cycle I (70.78) and higher than that of the preliminary score (64.84).

This improvement not only happened in the mean score of students but also expression, interest, and excitement of the students showed that there was an improvement. Most of the students were more active and enthusiastic during the teaching-learning process.

Two stay two stray techniques were applied to improve the students' vocabulary. Two stay two stray was one of the many techniques that could make the students easier in learning English, especially in the vocabulary. This research proved the effectiveness of applying two stay two stray. It was shown in table 3, it was because the teacher controlled the class better. Therefore, the class become quieter and also provided more interesting activities in cycle II.

The data in cycle II showed that the mean score of the students was higher than the mean of students' score in cycle I test and also better than the pre-test. In the last test cycle, 30 students got a score above 65. It implies that using two stay two stray techniques could improve the students' vocabulary and also help the teacher to teach vocabulary.

IV. CONCLUSION AND SUGGESTION

After analyzing the data, the researcher found that the students' vocabulary was improved as seen from the pre-test to vocabulary in cycle I and cycle II. It can be seen from the improvement of the students' mean scores for the pre-test (66.18), post-test I in cycle I (71,96), and post-test II (79.90). The students were continuously in each test. The procedure of two stays two strays in the teaching-learning process runs well based on planning that was made before conducting the research. The observation and questionnaire sheet results showed that the students gave their attitudes, responses, and opinion during the teaching and learning process using two stay two stray techniques. It can be concluded that the application of two stay two stray technique improved students' vocabulary mastery in seventh grade.

English teachers should be prepared all the material before applied in the class, especially when the students learn about vocabulary. So, the students not only memorized the words but also understand the meaning. To make students master vocabulary, the English teacher has to know some techniques to make the students interested in learning. The technique is two stay two stray. Using this technique can enrich students' vocabulary and change the boring classroom atmosphere becomes fun and the students feel comfortable and enjoy learning English.

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