CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali april 1999

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat- syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

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1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Daftar Isi

THE EFFECTIVENESS OF TSTS METHOD WITH MOVIE IN TEACHING SPEAKING FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak: Tujuan dari penelitian ini untuk mengetahui apakah siswa yang diajar dengan metode TSTS dengan film memperoleh nilai yang lebih baik pada materi berbicara bahasa Inggris daripada siswa yang diajar dengan metode konvensional pada siswa SMP. Penelitian Semu sebagai bagian dari penelitian kuantitatif digunakan dalam penelitian ini. Data diperoleh dari *pre-test* dan *post-test*. Objek penelitian terdiri dari 30 siswa kelas 1. Dimana satu kelas menjadi kelas eksperimen yang menggunakan metode TSTS dengan Film dan satu kelas lain menjadi kelas kontrol yang menggunakan metode konvensional. Hasil penelitian menunjukkan bahwa penggunaan metode TSTS dengan Film lebih efektif digunakan untuk mengajar materi berbicara bahasa Inggris dan metode ini dapat membantu siswa meningkatkan kemampuan berbicara dalam bahasa Inggris daripada menggunakan metode konvensional.

Kata Kunci: *Keefektifan, Metode TSTS, Film, Berbicara Bahasa Inggris,*
       Siswa SMP.

Abstract: The aim of this study is to find out whether the students taught by using TSTS with movie achieve better in learning speaking than those taught by using conventional method for Junior High School Students. A quasi experimental design as a part of quantitative research was employed in this study. The data were obtained through the pre-test and post-test. The Object of study was 30 students of first year students. One class as an experimental group in which TSTS with movie was applied and one class as a control group which used conventional method. The research finds that TSTS with movie is effective to be used as method for teaching speaking and can help students to increase their speaking ability than using conventional method.

Key Words: *Effectiveness, TSTS Method, Movie, Speaking,*
       Junior High School Students.

INTRODUCTION

English as one of the world language is frequently used to communicate and build relationship among people all over the world. English is divided into four skills which are as follows: listening, speaking, reading, and writing. Mastering it is necessary for us since English as International language that takes an important role in the developing student's intelligence, social and emotional.

Speaking is one of the active skills, requires the language learners or the students to be active learners. They should practice English in order to make their speaking ability better. Moreover, the target of speaking itself is to make students be able to express their mind and idea in English spontaneously (facrurrazy 2011). In fact, the students hardly speak in English because of some reasons, one of which is that they are afraid of making mistakes. The students' fear in making mistakes makes them speak in English reluctantly. This is because they are afraid to be laughed at by the other students if they make mistakes in speaking.

Other problem is students have low vocabulary mastery. Students often feel confused when they perform in front of their class and when they want to share what they think. Usually some students often translate their own language through their thinking process when they do performance. When some students spoke in front of their class they often stopped when they did not know vocabulary. This case often happened in the junior high school level.

Other case of speaking is pronunciation. There are many students of junior high school cannot pronounce words well. They often say words like their spelling. It makes what they say sounds strange and cannot be understandable. In teaching, teacher was seldom to teach pronunciation because they often practicing English by finishing worksheet and homework. Learning activity seems focused on reading comprehension. It makes speaking learning not intensively trained.

The problem in the class is conventional method. It can reduce learning motivation students' in class. Uninterested method makes the students feel sleepy and bored. Teacher needs a method that can improve their students' capability on speaking and being actively involved in learning. Sometimes class management is serious problem because in the class usually the most clever students or teacher dominantly active. This makes other students do not get time to be active in learning.

The next problem is media. Sometimes worksheet usage makes students feel that the teacher just try to increase students' problem in learning. Teacher needs designing interesting media for learning. One way to make students more interested to learn English by using media.

Based on identification the problem above, the problems of speaking related student are grammar mastery, vocabulary mastery, and pronunciation mastery. The problems from the teacher aspect are teaching method and media. The alternative that can be implemented by teacher relating the problem is by changing method of teaching and media. Teacher can use Two Stay Two Stray as a method of teaching because this method can help the students. The method make students do not dominate the participation in the class so that every students can be involved actively. Teacher also can use movie media to improve the interested of students.

SPEAKING

Speaking is oral communication. This ability is to make speech. It needs correct grammatical rules and pronunciation so that what speaker has communicates can be accepted by other listener by correct meaning. This ability involves all language components such as grammar, vocabulary, and pronunciation.

Oral language involves all language components to make listener understand what information being transferred. Grammar is used to make what speaker speak easy to understand. Pronunciation is used to make listener understand the sound without error.

Chastian (1976) states that learning to speak is obviously more difficult than learning to understand the spoken language. Although it is difficult, it can be achieved by doing more practices in real situation. Brown (2007) also states that social contact in interactive language functions is an important key and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal message.

In conclusion, speaking is the ability to express thought and information by using voice which accompanied by symbols such as body language and eye contact in the front of interaction with other people, so that they understand the purpose of our talk.

Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area. Those
six categories are as follows:
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 used drilling in the teaching learning process. The reason is by using drilling, the 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.

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. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

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

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Purpose of Speaking

According to O'Malley and Pierce (1995:137), students speak to accomplish a variety of purposes and use a number of different genres to do so. Purpose in speaking determines the nature of the purpose in order to plan and compose a piece that responds to the task. The genre defines the style the speaking will use and suggests choices about the language and structure of speaking process (O'Malley and Pierce 1995:137). Writers who gain control over various genres have a broader repertoire of speaking abilities and increased understanding of the value of speaking for interpersonal communication, for documenting important ideas, and for achieving their own ends than those who do not to explain it means that writers inform and educate for readers about what his or her speaking. Next, to entertain it means that writers amuse reader through a story he or she writers. And the last to persuade it means that writers try to convince readers through his or her writing. Writers try to change reader's mind, from cloze mind to open mind.

Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those

who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

TWO STAY TWO STRAY

There are many techniques in the cooperative learning. One of them is Two Stay Two Stray. Two Stay Two Stray is a teaching technique adopted from One Stay Three Stray by Spencer Kagan (1994). Cooperative learning method Two Stay Two Stray is one part of the cooperative learning method that puts students in small groups of up to four until five people. Then they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of two lives two guest will provide the opportunity for the group to share information results to other groups.

Many teaching and learning activities are colored with individual activities. Learners themselves and

are not allowed to see the work of other learner. Whereas in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically cooperative learning Two Stay Two Stray is in accordance with the characteristics of the implementation of cooperative learning methods have been widely described as above. Two Stay Two Stray method involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier and here teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter.

In this method Two Stay Two Stray learners not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. Two Stay Two Stray learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of four students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

The Characteristics of The Learning Model Two Stay Two Stray

1. Students work cooperatively in groups to complete the learning material
2. Form groups of students who have high ability, medium and low
3. When the members of group may come from different racial, cultural, ethnic, gender
4. More oriented towards the group award than individual

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 our responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority figure" instructor.
4. This technique can apply to all of lesson materials.
5. Every group can share information with other group.
6. Students can train social relation to other students.
7. This technique to train respect in a problem.

8. Improving good relation among the students.
9. 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 they cannot work well together as a team.

The Steps of Two Stay Two Stray

The workings of cooperative learning method Two Stay Two Stray is as follows:

1. The students work in groups of four as usual
2. After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups
3. Then the two students who lived in these groups will be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
4. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and

5. The next match and the group will discuss the results of their work.

This method make students active in discussions, ask questions, seek answers, and also share ideas in teaching learning process.

Applying of Two Stay Two Stray Method in Teaching Speaking

Teacher guides the students to use Two Stay Two Stray method in teaching learning. First, the teacher explains the role of the students clearly. The teacher said that each member of group has a duty. Then the teacher played the movie. After that the teacher divides class into some groups. Each group consists of four people, the teacher remind again the role of the students. The teacher gives time around 30 minutes to watching the movie is given. After watched the movie with the group, the teacher give time to students discussed about the character on the movie. Otherwise two members from each group strayers go to another group to discussion like as , and also share about experience and story about the movie to another group. In this step teacher give 15 minutes. Otherwise two members from original group stayers to welcome the strayers, presenting the work of the group from other groups and share their group discussion also. This activity continue until they return to their own group.

Finally, the teacher ask each group to discuss and ask the students to presentation about the character on

this movie one by one in front of class. After all activities are already held, the teacher will evaluate gather with students. This teaching learning process gives an opportunity to the students to share their ideas, to discuss experiences while gathering the information. So, they are easy to find the ideas that will be developed in their speaking skill.

MULTIMEDIA TEACHING WITH MOVIE
1. Definition

According to Encyclopedia International (1973:112), movie is in fact, both an art form and medium of mass entertainment, and in the latter capacity it has had a significant impact in sociological sense.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Meanwhile, according to Azhar (2011;49) defines movie as pictures in a frame where frame by frame is projected through the projector lens mechanically. So, the picture in the screen looks alive.

Definition Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills(speaking and writing). Meanwhile, Azhar (2011:49) defines film as pictures in a frame where frame by frame is projected through the projector lens mechanically. So the picture in the screen looks alive.

2. Here are 20 potential outcomes to ponder:
   a) Grab students' attention
   b) Focus students' concentration,
   c) Generate interest in class;
   d) Create a sense of anticipation:
   e) Energize or relax students for learning exercise.
   f) Draw on students' imagination;
   g) Improve attitudes toward content and learning;
   h) Build a connection with other students and instructor;
   i) Increase memory of content;
   j) Increase understanding;
   k) Foster creativity;
   l) Stimulate the flow of ideas;
   m) Foster deeper learning:
   n) Provide an opportunity for freedom of expression;
   o) Serve as a vehicle for collaboration;
   p) Inspire and motivate students.
   q) Make learning fun;
   r) Set an appropriate mood or tone;
   s) Decrease anxiety and tension on scary topics; and
   t) Create memorable visual images.

CONVENTIONAL METHOD

Conventional method is a traditional learning method also called lecture method, because it has been used as a means oral communication between teacher with students in learning process. This teaching method is one way channel of communication to get information.

Advantages and Disadvantages of Conventional Method

The advantage of conventional method is the teacher can easily tell to the students about the lesson. Meanwhile the disadvantages of conventional method are:

1. The teacher dominate classroom.
2. The students become passive in learning and the student learning less meaningful as more memorizing.
3. The students are expected to listen and take notes during lectures, and there is limited interaction with the teacher.
4. The students just accept what is delivered by the teacher.
5. Usually only the most clever students dominantly active in the class.

RESEARCH DESIGN

The research approach used in this study is experimental research. Jupp (2006-266) explains experiment as "A research design used to draw causal inferences regarding the impact of a treatment variable on an outcome variable." The experimental research method used was quasi-experimental using non-randomized control group pre-test pos-test design. It observed the effect of two stay two stray method and movie toward speaking skill of junior high school students. The steps of this research involved pre-test to measure students' speaking skill, treatments using different methods, and post-test. The design can be seen in Table 3.1

Table Non-randomized Control Group Pretest-Posttest Design

Group	Pre-Test	Treatment	Post-Test
Experiment	Y^1	X^1	Y^2
Control	Y^1	X^2	Y^2

Description:

Y^1 is an observation in Pre-test (Test is given before treatment)

Y^2 is an observation in Post-test (Test is given after treatment)

X^1 is a treatment on TSTS method using movie

X^2 is a treatment on Conventional Method

Variables

The variables of the research consist of independent variable and dependent variable. Dependent variable refers to variable that is affected by other variable. Dependent variable in this case is post-test. Independent variable is not affected by other variable, in this case is pre-test. The researcher used three independent variables. Those are as following description:

Y^1 : Pre-test

X   : Treatment using Two Stay Two Stray method

Y^2 : Post-test

Research Treatment

The quasi-experimental research conducted to know the effect of different treatment of teaching to control group and experimental group. The researcher used different teaching methods. The experimental group would be taught by Two Stay Two Stray method with movie and the control group by conventional teaching learning. The teaching of Two Stay Two Stray method with movie was conducted in three meetings after being administered of pre-test. Two Stay Two Stray method with movie was implemented based on the lesson plan developed by the researcher.

Subject of the Study

The populations of this study were the students in the first grade of Mts Wahid Hasyim Wonodadi Blitar. The sample used in this study is non-random sampling. The researcher took two classes as sample of study. The two classes measured by using homogeneous test. There were class VII A and class VII B. Class VII A was the held an experimental class and class VII B was the control class.

Research Instrument

In quantitative research, research instruments can be test and non-test instrument. Validity and reliability of instruments are important because they give valid and consistent measurement. When the researcher uses instruments which are not valid, the result of the data was not valid. In this study, the researcher used three kinds of instruments such as pre-test, lesson plants with different method, and post-test to collect data. In this test the researcher used speaking test. Students must tell about descriptive text. The researcher used scoring rubric to measure speaking skill in pre-test and post-test. The scoring rubric is as following Table.

Table Scoring Rubric for Speaking Test

Factor	Criteria	Score
Grammar	100% grammar is correct	8
	There about 75% correct grammar	6
	There about 50% correct grammar	4
	There about 25% correct grammar	2

Factor	Criteria	Score
Pronunciation	100% Pronunciation is correct	8
	There about 75% correct Pronunciation	6
	There about 50% correct Pronunciation	4
	There about 25% correct Pronunciation	2
Fluency	Student speak fluently	4
	Student does not speak fluently	2
Idea	Content is appropriate with topic	5
	Content is rather appropriate with topic	4
	Content is not appropriate with topic	3

1. Validity

According to Heaton (inSasi, 2014:25) validity of a test is the extent to which it measure what it is supposed to measure and nothing else. Every test, whether it be short, informal classroom test or public examination, should be as valid as the constructor can make it. There are four types of validity, namely, face validity, content, construct, empirical and predictive validity.

a) Face validity

Face validity is the appearance of the test or the test grooming. It is the physical appearance of the test, which covers the format of presenting the test like a lay out and paragraphing.

b) Content validity

Content validity is concerned with how well the content of the test represents the subjects matter or behaviors to be tasted. The product of determining the content validity is by comprising the content of the test with the universe content of behaviors supposedly being measured.

c) Construct Validity

Construct validity means that wording of the test should represent the course objective. It covers the cognitive domain, which constitute knowledge, comprehension, application, analyses, synthesis, and evaluation. According to bay, validity is the degree to which a test measures and intended hypothetical construct, which is a non-behavior.

1) Empirical validity

Empirical validity means that the results of the test has a high score of correlation compared with another test, Empirical validity is divided into predictive validity and concurrent validity.

2) Predictive Validity

Predictive validity means the degree to which a test can predict how well an individual will do a future situation. This is extremely important for the test used to clarify or select individuals. In this study, the researcher used empirical validity to get the valid test. To measure the empirical validity of the test, the researcher applied the factorial analysis that is the scores of every

number of the test are correlated with the total scores.

2. Reliability

Ary (1976) stated that reliability of the instrument is the degree of consistency in which it measure whatever it is measuring. Thus reliability is essential in any kind of measurement since it has to do with the stability of the score for the same individuals.

The reliability of the test was the quality that researcher must consider is to get the valid test. The test must be reliable. It means that the instruments were good to get the valid data. The test material that was constructed from the English handbook in junior high school. It made sure that the materials follow the guide in basic course outline.

Place and Time Research

The research was carried out at MTs Wahid Hasyim. The subject of the research covered the first grade student of MTs Wahid Hasyim . This research was carried out in the second semester of the 2017/2018 academic year. There are four steps in this research, preparation, implementation, analysis of the data and research report. The details of each activity are as follows: Preparation on March 2018, Implementation (Research Permission on April 2018 and data collection on April 2018), analysis of data on April - May 2018, and research report on May 2018.

Table Schedule of the data collecting

Group	Month	Day	Date	Time	Meeting	Allocation
Experimental	April	Monday	2	2x45	1	Pre-test / Treatment
	April	Monday	9	2x45	3	Treatment / Post-test
Control	April	Tuesday	18	2x45	1	Pre-test / Treatment
	April	Tuesday	25	2x45	3	Treatment / Post-test

Research Procedure

The procedure of the research can be described as follow:

1. Deciding population and sample,
2. Preparing the research instrument,
3. Doing pretest,
4. Teaching using Two Stay Two Stray method with movie in experiment group,
5. Asking the students to speak data of the student's achievement by administering the post test,
6. Scoring the student's performance
7. Making the suitable technique of analyzing the data and statistical operation to know if the different results of both groups are significant or not

8. Concluding remark from the results of analysis. It will give information whether the hypothesis (ho) is received or refused.

Method of Collecting Data

In collecting data, the researcher conducted some process of research. The steps to collect data are as follows:

l. Giving Pre-test

Pre-test has a function to measure students' ability in speaking before the researcher applied treatment. Pre-test was done for control and experimental group, Pre-test for control group was April 18th, 2018 in classroom of Mts Wahid Hasyim Wonodadi Blitar and pre-test for experimental group was on April 2nd, 2018, in classroom of Mts Wahid Hasyim Wonodadi Blitar.

2. Applying Teaching in Experimental and Control Group

The researcher conducted treatments in experimental and control group after pre-test. The researcher used lesson plan with Two Stay Two Stray method using movie to teach experimental group and lesson plan story with conventional method to teach control group. The material both of the group was the same. It was about descriptive text. The treatment was conducted in each class, on April 18th, 2018 for control group and April 2nd, 2018 for experimental group. The place was in. Mts Wahid Hasyim Wonodadi Blitar.

3. Applying Post-test

Post-test has a function to measure students' ability in speaking after the researcher applied treatment. Post-test was done for control and experimental group. Pre-test for control group was April 25th, 2018 in classroom of Mts Wahid Hasyim Wonodadi Blitar and pre-test for experimental group was on April 9th, 2018 in classroom of Mts Wahid Hasyim Wonodadi Blitar.

Data Collection

In the research activity, the important something to get answer of research problem is data. Jupp (2006:57) explains "Data are observations about the social world. Data, the plural of datum, can be quantitative or qualitative in nature. The initial view of the concept of data tends to be numerical, but qualitative data, for example descriptions of interactions, are also common in social science." The data of the pre-test and post-test were ratio data and the treatment in this experimental research is functioned as nominal data.

The data collecting from the students' performance score used as the samples of this study, teaching the students and collecting the score of speaking performance which has been done by the researcher.

Technique of Analyzing the Data

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000, chapter 20:1). He states that ANCOVA can

be used when you have two group pretest/posttest designs (e.g., comparing the impact of two different interventions, taking before and after measure of the groups). Further, he says that the scores on pretest are treated as a covariate to control for preexisting differences between groups.

ANCOVA is also handy when a research have been unable to randomly assign the subject to the different groups, but instead have had to use existing groups(e.g., classes of students). As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences. Stevens (1996:324-327 in Pallant 2000, chapter 20:2). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 20.

CONCLUSION

There is significant difference between teaching of speaking using Two Stay Two Stray with movie and using Conventional method. The result shows that the probability (P) of pre-test (Y1) shows 0.000. It means that pre-test significantly influences post-test score. Partial eta squared of pre-test shows 0.426 that means 42.6% of post-test score is influenced by pre-test score. X (treatment) shows probability (P) 0.000. It indicates that treatment has significant influence for post-test because the probability is lower than 0.050. Partial eta squared of

treatment shows 0.333. It means that 33.3% of post-test is explained by treatment.

Two Stay Two Stray with movie gives better achievement for teaching of speaking in junior high school level than using conventional method. Experimental class shows that the mean of 15 students is 73.846 while control class shows that the mean of 15 students is 66.477. The mean of experimental class is greater than control class.

SUGGESTION

1. The students of junior high school can use Two Stay Two Stray with movie in the teaching of speaking skill because it can give better achievement for speaking skill.
2. The teacher of junior high school can use Two Stay Two Stray with movie in the teaching of speaking skill because it can give better achievement for speaking skill.
3. Other researchers can develop research by combining learning model that have been used with other learning models in order to obtain improvement in learning acquisition.

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