SKRIPSI

APPLYING TWO STAY TWO STRAY (TSTS) TECHNIQUE BY USING PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE IN MAN 2 PAREPARE

By

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ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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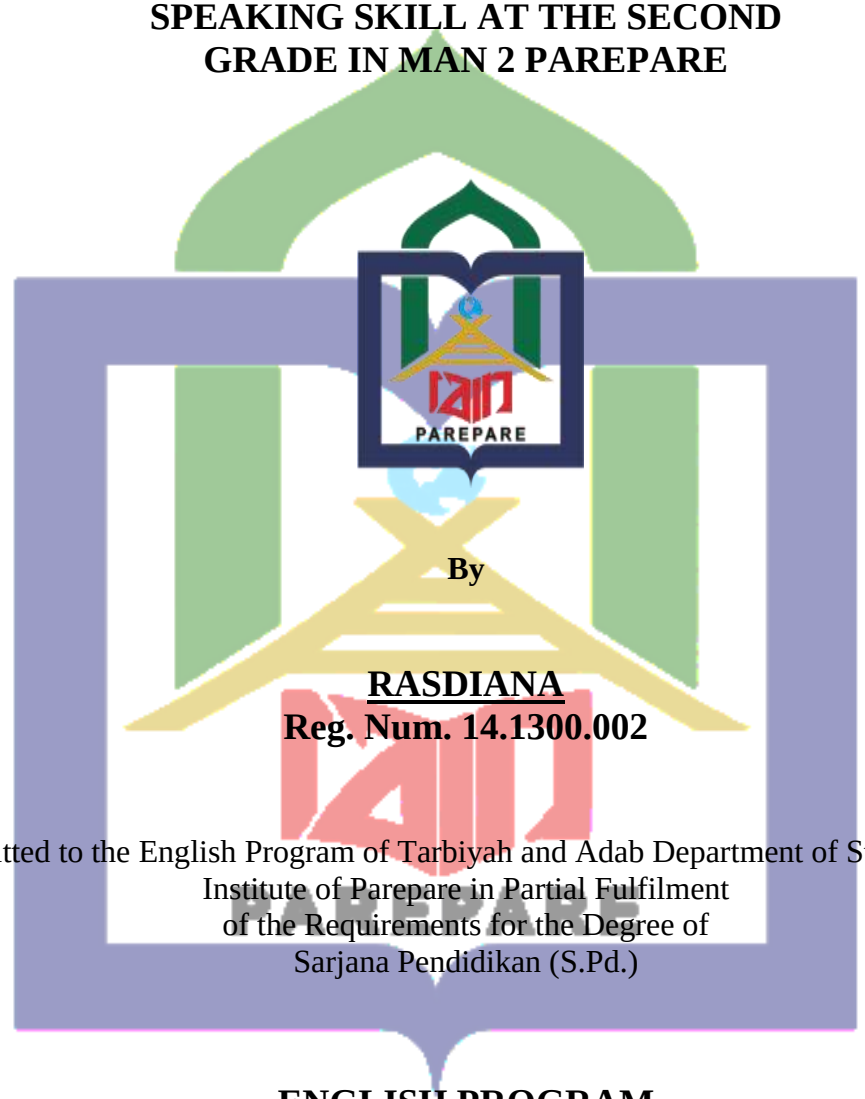

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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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TARBIYAH AND ADAB DEPARTMENT
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Skripsi

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English Program

Submitted by

RASDIANA
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to

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
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بسم الله الرحمن الرحيم

In the name of Allah, The Beneficent and The Merciful

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The researcher realize that this "Skripsi" is still far from being perfect, criticism and suggestion would be acceptable make it better.

Parepare, June 17th 2018

The Researcher

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Tittle of Skripsi	: Applying Two Stay Two Stray Technique by Using Picture Series to Improve Students' Speaking Skill at the Second Grade in MAN 2 Parepare

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 17th June 2018

The Researcher

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ABSTRACT

Rasdiana. *Applying Two Stay Two Stray Technique by Using Picture Series to Improve Students' Speaking Skill at the Second Grade in MAN 2 Parepare, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by Abu Bakar Juddah and Amzah).

The purpose of this research was positively to find out whether applying two stay two stray researcher by using picture series to improve students' speaking skill at the second grade in MAN 2 parepare. The results of this research, the benefit for the teacher and students. The teacher will be conscious that it is important to apply the technique in teaching. The students can enjoy the lesson so they can be easier to express their ideas and also confidence to speak by using the gesture.

The subject of this research is XI MIA 1 class which is consisted of 27 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. It aimed to know whether applying two stay two stray technique by using picture series can improve students' speaking skill.

The result in this research was indicated that there was the improvement of the students' speaking skill. It was indicated by the students' mean score of post-test (72.26) was greater than pre-test (44.46). Even, for the level significant (p) 5% and df = 26, and the value of table is 1.706, while the value of t-test is 18.34. It means that the t-test value is greater than t-table ($2.29 \geq 1.706$). Thus, it can be concluded that the students' speaking skill is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Speaking Skill, Two Stay Two Stray and Picture Series.

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CHAPTER I
INTRODUCTION

1.1 Background

Indonesia students in a school have to learn English as one of the target languages because English is the first foreign language that taught at school. They need to learn both language skills such as listening, reading, writing, speaking and also language elements such as pronunciation, vocabulary, and structure. Language is

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tool of communication used by the human being community in their interaction. As people know, English is international language. So, to communicate with each other in the world people should know English.

The process of learning a foreign language e.g English there are four kinds of skills namely listening, reading, speaking, and writing. These skills are required to master in communication both in spoken and written discourses. As for the learners, speaking skill is the most preferred skill among the other. As Richards in Kaharuddin state that, a large percentage of the world's language learners study English in order to develop proficiency in speaking.[1]

Actually, all English skills and English elements are important, but speaking skill is the most important skill for learners. People can express their ideas and feelings orally by speaking and people can describe things, give direction complain about people's behavior, make polite request, or entertain people with jokes, because people use speaking for a variety of different purpose.

In fact, there are many students are still poor at speaking. Such as, students still don't know how to express their ideas and feelings, they are difficult to communicate each other by using English, and in class five of twenty-seven students can speak English, and they are confident to express their ideas and feeling, there are also some of them know how to speak but not confident. Only five of them always speak up in the class, the other students still shy to speak up.

Based on the problems, the researcher interests to solve the problems by applying a technique in cooperative learning model namely Two Stay Two Stray

[1]A. Kaharuddin Bahar, *Transactional Speaking* (Samata-Gowa: Gunadarma Ilmu, 2014), p. ix.

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(TSTS) Technique, and researcher will use picture series to make students more interest in speaking. This technique can help students to explain things because they work in team that we call cooperative learning. They will discuss with their team, and then they will visit the other group to explain their group mate arguments. So not only five students speak up but almost all students will speak up.

Based on the explanation above, the researcher decides to determine the title of her research "Applying Two Stay Two Stray (TSTS) Technique by Using Picture Series to Improve Students' Speaking Skill at the Second Grade in MAN 2 Parepare".

1.2 Problem Statement

In relation to the background above, the problem of the research can be stated as follows:

1.2.1 How is the students' speaking skill before and after Applying Two Stay Two Stray Technique by using Picture Series?

1.2.2 Is applying Two Stay Two Stray Technique by using Picture Series able to improve students' speaking skill?

1.3 Objective of the Research

The following are the objectives of the research:

1.3.1 To know the students' speaking skill before and after applying two stay two stray technique by using picture series.

1.3.2 To find out is applying two stay two stray technique by using picture series able to improve speaking skill.

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1.4 The Significance of the Research

There are some significances of this research, as follows:

1.4.1 For the English teachers, to improve students' skill in speaking by applying two stay two stray technique is very significant. Two stay two stray technique needs the participation of all students to speak up, because this technique each student has to make interaction with the other group mate. Therefore, this situation can help the teacher to measure and find out the weakness with the students easily.

1.4.2 For the students, this research can be motivated the students to speak in English seriously, so they will be confident to express their ideas and feeling.

1.4.3 The researcher, give an alternative source and references to other researchers in their attempts to study two stay two stray technique and especially to improve speaking skill.

1.4.4 For the readers, it can enlarge the knowledge of the reader about two stay two stray technique and especially improve speaking skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.1.1 The Concepts of Cooperative Learning Model

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In this concept cooperative learning model, explain about definition of cooperative learning model, method and technique of cooperative learning model. Slavin in Rusman's book states that cooperative learning model encourages students to interact actively and positively in groups. This allows the exchange of ideas and self-examination of ideas in an atmosphere that is not threatened, in accordance with the philosophy of constructions. In this cooperative learning model, teachers act more than facilitators who serve as bridges to higher understanding, with students' own notes. Teachers not only provide knowledge to the students, but also must build knowledge in his mind. Students have the opportunity to gain hands-on experience in conveying their ideas. This is an opportunity for students to find and apply their own ideas.[2]

2.1.1.1 Definition of Cooperative Learning Model

Learning model is a pattern that is used as a guide in planning classroom learning and tutorials. According to Arends, the learning model refers to the approach to be used, including learning objectives, stages in learning activities, learning environment, and classroom management.[3] Joyce & Weil in Rusman's book state that learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), designing learning materials, and guiding classroom or other learning.[4] One of learning model is cooperative learning.

[2]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta: PT RajaGrafindo Persada, 2010), p. 201-202.

[3]Agus Suprijono, *Cooperative Learning; Teori & Aplikasi Paikem* (Yogyakarta: Pustaka Pelajar, 2016), p. 65.

[4]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 133.

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There are many definitions of coopertaive laerning model, but the researcher took some definitions to know definition of cooperative learning simply. Rogen in Miftahul's book states that cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learning in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[5]

In addition, there is also an understanding of cooperative learning models that cooperative learning is a learning model for developing social skills. Cooperative leaning emphasizes the importance of social interaction in a group to construct knowledge. Also, cooperative learning is a learning model for creating democratic learning by more accentuating the importance of interpersonal and intrepersonal skills.[6]

In addition, cooperative learning is a form of learning by means of students learning and working in small, collaborative groups whose members consist of four to six people with heterogeneous group structures.[7] The researcher also took definition of cooperative learning model from Kagan in Agus Suprijono book's state that, cooperative learning is more than "working together". It has been described as "structuring positive interdependence. Cooperative learning not only study in group. Cooperative learning is more towards groupness phenomenon that is group as one

[5]Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan* (Yogyakarta: Pustaka Belajar, 2017), p. 29.

[6]Agus Suprijono, *Cooperative Learning Teori & Aplikasi PAIKEM* (Yogyakarta: Pustaka Belajar, 2016), p. 48.

[7]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 202.

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unity which is not merely a group of people that are close together but rather unity among its members.[8]

Based on the explanation above, the researcher can conclude that cooperative learning model is learning model that students work together or collaborative in small group for studying or answer question from teacher. The students will discus to find out the answer from question or problem that given from the teacher.

2.1.1.2 Method of Cooperative Learning Model

Slavin states that there are some learning models that have been researched but the leaning model always used dived in three categories :

2.1.1.2.1 Students Teams Learning Method

Students Teams Learning Method is a cooperative learning method that is thoroughly researched and developed at John Hopkins University. Students Teams Learning Method emphasizes the importance of group goals and success that can be achieved only if all group members really study the assigned material. These Students Team Learning Method includes:[9]

1) Student Teams Achievement Division (STAD)

STAD type learning models are used to support and motivate students to learn the material in groups. STAD type was developed by Slavin (1995) and is one type of cooperative that emphasizes the existence of activities and

[8]Agus Suprijono, *Cooperative Learning; Teori & Aplikasi Paikem* (Yogyakarta: Pustaka Pelajar, 2016), p. 49.

[9]Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*, p. 114-116.

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interactions among students to mutually motivate and help each other in mastering the subject matter to achieve maximum performance.[10]

2) Team Games Tournament (TGT)

Team Games Tournament, originally developed by David De-Vries and Keith Edwards of Johns Hopkins University, uses the same teams, instructional format, and worksheets as STAD. In TGT, however, students play academic games in weekly tournaments to show their individual mastery of the subject matter.[11]

3) Jigsaw II

When Aronson developed the Jigsaw method for the first time. Salvin then adopted and modified it again. The modification results are known as the jigsaw version II method. In this method each group "competes" to get an award.

2.1.1.2.2 Supported Cooperative Learning Method

Expect Students Learning Method also Supported Cooperative Learning Method developed in John Hopkins University which was initiated by several researchers including the first Jigsaw admirer Aronson, also modified by Kagan namely Jigsaw III and the following are also some cooperative learning methods:

1) Team Accelerated Instruction (TAI)

In the TAI method, each group is given a series of specific tasks to be done together. The points in the assignment are distributed sequentially to each

[10]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 213.

[11]Robert E Slavin, *Cooperative Learning: Studen Teams* (United States: library of Congress in Publication Data, 1982), p. 9.

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member. All members must check each other's group's answers and give each other help if needed.[12]

2) Cooperative Integrated Reading and Composition (CIRC)

Kessler stated that CIRC method is a combination of reading and writing activities that use new learning in reading comprehension by writing. The success of the CIRC method relies heavily on the learning to process that is carried out. CIRC has been developed in learning since 1986 in elementary school. Now, CIRC has been used in various grade levels. Experts who continue to develop this method are Robert Salin, Robert Stiven, Nancy Maden, and Marie Farnish.

There are also another method in Supported Cooperative Learning Method such us Learning Together (LT) – Circle of Learning (CL), Jigsaw I, Jigsaw III, Cooperative Learning Structures (CLS), Group Investigation (GI), Complex Instruction(CI), and Structured Dyadic Methods (SDM).

2.1.1.2.3 Informal.

There are many cooperative learning activities developed from traditional teaching methods and are often observed by some teachers. These activities are better known as informal methods. Such as Spontaneous Group Discussion (SGD), Numbered Heads Together (NHT), Product Teams (TP), Cooperative Review (CR), Think-Pair-Share (TPS), and Discussion Group (DG) - Group Project (GP).

2.1.1.3 Technique of Cooperative Leaning Model

[12]Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*, p. 119-125.

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These techniques are often exchanged with cooperative learning methods. If in general, each method always has the technique, but in cooperative learning the techniques actually standalone and almost entirely include clear procedures and of course more practical than cooperative learning methods. In cooperative learning there are at least fourteen techniques that are often used one of them is two stay two stray. Here, the researcher will explain that technique:[13]

2.1.1.3.1 Two Stay Two Stray

Kagan in states that, cooperative interdependent educational experiences in our classrooms is necessary if we hope to make possible the democratic ideal of informend and equal participation. It's necessary if we hope to maintain traditional values, including respect, kindness and the ability to enter and maintain positive social relations. Kang emphasizes that cooperative is need to be done in the classroom because it will make students have some roles and can help each other.[14]

According to Suyatno two stay two stray is the way of students share knowledge or experience to other group. Syntax work in group, two stray to the other group and two of them stay in their group to welcome the other group. Team work, stray to the other group, back to their group, and report what haven been taught that is two stay two stray.[15]

[13]Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*, p. 134.

[14]Nur Fatoni, "The Influence of Using Two Stay Two Stray in Learning Reading Comprehension of Recount Text" (Published Scrips; English Education Fakulty of Tarbiyah and Teachers Training Syarif Hidayatullah: Jakarta, 2014), p. 17.

[15]Muhammad Fathurrohman, Model-model Pembelajaran Inovatif (Jogyakarta: Ar-ruzz Media, 2015), p. 91.

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In this technique students are exposed to activities listen to what is expressed by his friend while visit, which indirectly students will be taken to listen to what is expressed by the members of the group who hosted them. In this process, there will be listening to the material in the students' activities.[16]

The conclusion, two stay two stray technique is activity in small group consist of four to five students that can give and receive information from the other group, because every group two members of them visit the other group and two of them stay in their group, discus, back to their group, and report. So they will share information with another students.

2.1.1.2.5.2 Characteristics of Two Stay Two Stray technique

The characteristics of this technique are, 1) students work in groups cooperatively to complete the learning materials, 2) the group is formed from students who have high ability, moderate and low, 3) if possible group members come from different races, cultures, tribes, and gender, 4) awards are more group-oriented than individuals.

2.1.1.2.5.3 The Advantages and Disadvantages

The advantages and disadvantages of the two stay two stray technique. A technique must have disadvantages and advantages.

[16]Hanawati, "Using Two Stay Two Stray Method In Increasing Students' Speaking Ability Of The Second Year Students Of SMP Negeri 1 Mallusetasi" (Unpublisher Scrips; English Program Tarbiyah Department State Islamic College (Stain): Parepare, 2013), p. 16.

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The advantages of the two stay two stray technique are as follows, 1) applicable to all classes/levels, 2) students learning tendencies become more meaningful, 3) familiarize students to be open to friends, 4) provide an opportunity for students to create creativity in communicating with friends of his group, 5) more oriented to students' thinking activeness, 6) increase student's motivation and learning outcomes, 7) provide opportunities for students to define their own concepts by solving problems, 8) it is expected that students will dare to express their opinions, 9) increased cohesiveness and student confidence, 10) students' speaking ability can be improved, 11) helps increase interest and learning achievement.

The disadvantages of the two stay two stray technique are as follows, 1) it takes a long time, 2) students tend not to learn in groups. Especially those who are not accustomed to learning groups will feel alien and difficult to cooperate, 3) for teachers, requires a lot of preparation (materials, funds and labor), 4) teachers tend to have difficulties in classroom management, 5) like an ordinary group, students are good at mastering the course of the discussion, so the less able students have little opportunity to express their opinions.[17]

2.1.1.2.5.4 The Procedure of Applying Two Stay Two Stray Technique

The procedure of applying two stay two stray technique are 1) teacher gives delivering learning materials or problems to students in accordance with the basic competition to be achieved, 2) teacher forms groups. Each group consists of 4-5 students in a heterogeneous manner with different abilities of both skill levels (high,

[17]Fajrin Basyirun, "Model Pembelajaran Two Stay Two Stray" http://fbasyirun.blogspot.co.id/2013/02/model-pembelajaran-twostaytwostray.html. (Accesed on December 1st 2017).

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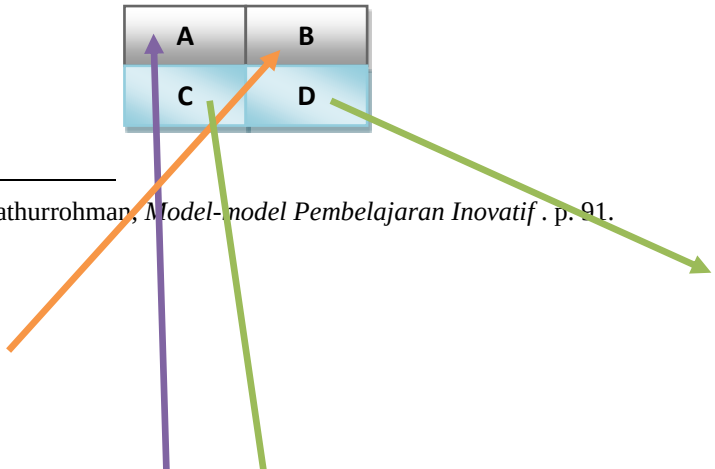
medium, and low) as well as gender, 3) teacher gives student worksheet (LKS) or assignment to be discussed in group, 4) 2-3 people from each group visit another group, and the remainder of the group remains grouped to receive students who are visiting in their group, 5) students who visit back to their respective groups and deliver the results of visits to friends who stay in the group. visiting results are discussed together and discussed together and recorded, 6) results of group discussions were collected and one representative of the group presented their answers to the other group responding, 7) teacher clarifies the correct answer, 8) researcher encourages students to summarize lessons, and 9) teachers reward groups.[18]

Figure 2.1 The Procedure of Two Stay Two Stray Technique:



[18]Muhammad Fathurrohman, *Model- model Pembelajaran Inovatif* . p. 91.

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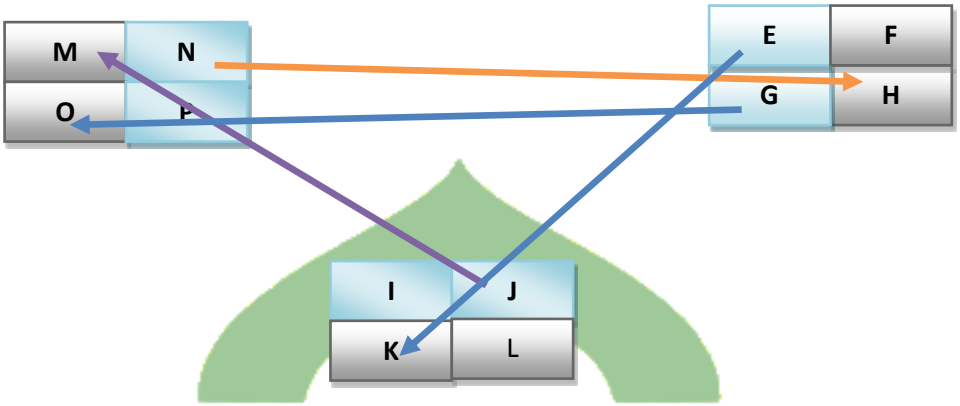

Explanation:

= tinggal/stay

= berpencar/stray

2.1.2 The Concepts Media of Picture Series

Media comes from Latin is *medius* means central, intermediary or introduction. Gerlach and Ely in Azhar Arsyad books's state that media when understood in broad outline is a human, material, or event that builds conditions that enable students to acquire knowledge, skills or attitudes.[19] Picture series include one of media.

In these concepts, explain about definition of picture series and function of picture series. Anshey Dwi Astuti Wahyu Nurhayati states that, Median can be used to support one or more of the following instructional activities. First is to gain attention. A picture on the screen, a question on the board, or music playing when students

[19]Azhar Arsyad, *Media Pembelajaran* (Jakarta : PT Raja Grafindo Persada, 2004), p. 3.

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enter the room all serve to get the students' attention. Second is to recall prerequisites. Media can be used to help students recall what they learned in the last class so that new material can be attached to it and built upon. Third is to present new content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video). Fifth is to support learning through examples and visual elaboration. One of the biggest advantages of media is brought the world.[20]

2.1.2.1 Definition of Picture Series

Here is one of definition of picture series, Picture series refers to sequential pictures which reveal a theme in a connected set of illustration. It is used as media in the teaching of procedure text where students mention some materials and express a sequence of instruction to do something orally by observing a connected set of illustrations depicted in the picture.[21] And also, picture series are one of the solution to cope the problem in teaching speaking. According to Wright that picture series are the picture aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with.[22]

In addition, Finocchiaro in Mochammad Riyan's journal states that, One of the effective ways to help the students in learn how to write produce text is using

[20]Dwi Astuti Wahyu Nurhayati, " Using Picture Series to Inspire Reading Comphension For the Second Semester Students of English Department of IAIN Tulungagung ", *journal of Dinamika Ilmu*, Vol. 14 no. 2, (December 2014), p. 181-182. https://journal.iain-samarida.ac.id/index.php/dinamika_ilmu/article/dowload/14/26, (Accessed on December 2nd 2017).

[21]Nuryadi, "Using Picture Series in Teaching Procedure Text to Improve the Students Speaking Ability at Grade Eight of SMP Negeri 2 Deket in the Academic Year 2013/2014", http://journal.unisla.ac.id/pdf/14112015/nuryadi.pdf , (Accessed on December 2nd 2017).

[22]Andrew Wright, Picture for Language Learning (Cambridge: Cambridge University Press, 1989), p. 2.

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picture series. Picture series are the picture that tell a story in a sequence on a one chart. In other side, picture series can make easier students to create or produce a procedure text by showing some pictures that related with the topic. It can develop their imagination and open their mind about how to make or produce something.[23]

Based on those explanations above, picture series are pictures, there are some of the pictures show some object or action. Picture series can be used to make easier the students in expressing their ideas and feelings. By picture series they will more interest because there are some color that coloring in picture and it's look interesting. So the students are spirit in learning. Example of picture series:

Figure 2.2 Picture Series

2.1.2.2 Function of Picture Series

In using picture series there are people should know the function of picture series. Function learning to accord to Levie & Lentz, namely: "afensi function,

[23]Mochammad Riyan, "The Effectiveness of Using Picture Series as Media to Teach Writing Producedure Text for Tenth Graders of SMA Negeri Babdar Kedung Mulyo Jombang", *E-Journal*, Vol. 2 no. 2, 2014. http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/viw/7559, (Accessed on December 2nd 2017).

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affective function, cognitive function, and compensatory function". The four functions of the visual media will be described as follows:

2.1.2.2.1 The attention function of the visual media, such as a picture series that can attract and direct the attention of students to concentrate on the content of the lesson displayed or accompanying the text of the subject matter. For example, when a student is tired of listening to a teacher's lecture, the teacher shows pictures relating to the subject matter. This can attract the attention and concentration of students on the subject matter because of the media that can be seen directly.
2.1.2.2.2 The effective function of the visual media, such as the picture series exhibited by the teacher will inspire students' emotions and attitudes, such as information concerning social or racial issues in everyday life. Students' learning ability will be improved through the use of picture series. The use of picture series attempted to inspire students' feelings about events through the radiant images presented.

2.1.2.2.3 Cognitive function of the visual media, such as picture series will be able to facilitate the achievement of goals to understand and recall information or messages contained in the picture. Thus, the use of picture series as a visual medium will improve students' thinking power on the subject matter.

2.1.2.2..4 The compensatory function of the visual media, such as picture series will provide a context for understanding the text and help weak students in reading to organize information in texts and be able to recall. This is very important in accommodating weak and slow students in accepting and understanding the content

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of the lesson that is presented with text or presented verbally, because students can see directly and relate to the subject matter.[24]

2.1.2.3 The Role of Picture Series in Speaking

According to Andrew Wright the role of picture in speaking are pictures can motivate the students and make them want to take part. Picture contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train). Picture can be described as an objective way (this is a train) or interpreted (it is probably a local train) or responded to subjectively (I like traveling by train). Picture can cue responses to questions or cue substitutions through controlled practice. And pictures can stimulate and provide information to be referred to in conversation, or discussion.[25]

In this Research, Picture Series as media. When applying two stay two stray technique students share in group after that they will discuss something. Here, they will tell the story about the picture that given from the researcher. So, the role of picture series in this researcher as media is that students talk about in each group and this media help and make complete in applying two stay two stray techniques.

2.1.3 The Concept of Speaking

2.1.3.1 Definition of Speaking

[24]Shoran, "Media Gambar Seri" http://shaoran1401.blogspot.co.id/2014/01/media-gambar-seri.html, (Accessed on December 2nd 2017)

[25]Andrew Wright, *Visual Materials for the Language Teacher* (England: Longman Group itd, 1983), p. 17.

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There are many definitions of speaking, one of them is Bailey in A. Kaharuddin Bahar's book assumes that, speaking is the production skill that consists of producing systematic verbal utterance to convey meaning.[26] From Bailey's explanation, the researcher assumes that speaking is skill that express ideas and feeling orally, then extend meaning like Bailey said speaking convey meaning.

In addition, Scott Thornbury in Jeremy Harmer's book suggests that various dimensions of different speaking events in order to describe different speaking genres. For example, we can make a distinction between transaction and interpersonal functions. Transaction function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about minting and sustaining good relations between people.[27] People communicate each other in own their purpose. Such is giving information and make good relationship each other.

Besides that, Anderson and Bachman in claim that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.[28] Speaking is the most important skill so learner should know how to speak. Speaking is something undervalued or in some circle taken for granted.[29]

[26]A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p. 1-2.

[27]Jeremy Harmer, *The Practice of English Language Teaching* ; *Fourt Edision*, (England Longman Pearson, 2002), p. 343.

[28]Ni Wayan Darsini, "Impproving Speaking Skill Though Cooperative Learning Method of the Eight Grade Students of SMPN 2 UBUD IN Academic 2012/2013" (Published Scrips; English Department Faculty of Teacher Training and Education Mahasaraswati Denpasar University: Denpasar, 2013), p. 9.

[29]Jo MCDonough and Christopher Shaw, *Material and Methods in ELT: A* Teacher Guide (Cambridge: Black well Publisher, 1993), p. 151.

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Based on explanation above, the research assumes that speaking is the important skill that express ideas and feelings orally, giving information and make good relationship each other. In addition learner should study and improve their speaking.

2.1.3.2 The Elements of Speaking

The are some elements in speaking that had to be concist by the speakers as follows:

2.1.3.2.1 Vocabulary

According to mountain in nation's book vocabulary is knowledge of words and word meanings, however, vocabulary is more complex than this definition suggest. Words come in two forms: oral and print, oral vocabulary includes those words that we recognize and use in listening and speaking.[30]

2.1.3.2.2 Pronunciation

The students can discriminate among the sound features of the language they are learning and when they have received specific suggestion about how to produce certain sounds and sound combinations. They must be given the opportunity to practice their pronunciation.[31]

2.1.3.2.3 Fluency

The fluency is a quality in communication in speaking and writing clear and correctly. And the speaker know when to pause and stop in appropriate place.

[30]Nation. I.SP, *Teaching and Learning Vocabulary* (United States of America: Heinle & Heinle Publisher, 1990), p. 8.

[31]Edward David, Allen. *Classroom Techniques: Foreign Languages and English as a Second Language*, (New York: Harcourt Brace Jovanovich, 1972), p. 67.

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Therefore, we can call speak fluently if the speaker produce words in his/her speech into groups of words that meaningful, not produce word by word at a time in speaking.

2.1.3.2.4 Accuracy

Accuracy is someone who can use or choose word exactly, true and suitable. And know the collocation of the word. And when people speak matches what people actually using target language we call accuracy.

2.1.3.2.5 Content

When someone discuss something with other people or make conversation, people can respond what the person mean.

2.1.3.3 Applying Two stay two stray Technique by Using Picture Series in Teaching Speaking

Two stay two stray is technique that can give and receive information from the other group, because every group two members of them visit the other group and two of them stay in their group. So they will share information each other.

Picture series is one of media that are pictures or some picture show action or object, each picture show different action and consist four to six pictures.

Applying two stay two stray technique by using picture series is proved by Darmayasa, Suara, and Manuaba in their research states that applying two stay two stray technique with media pictures can improve students' motivation in learning PKN at the fourth grade in SD Negeri 1 Manukaya.[32] So two stay two stray technique can be used to improve students' motivation or achievement in learning.

[32]Darmayasa, Suara, and Manuaba, "Penerapan Pembelajaran Kooperatif Tipe Two Stay Two Stray Berbantuan Media Gambar Untuk Meningkatkan Motivasi dan Hasil Belajar Pkn" (Published; PGSD Departement of University Pendidikan Ganesha: Singaraja, 2013), p. 8.

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In learning to Speak, applying two stay two stray technique by using picture series very suitable, because two stay two stray technique study in group that students discuss before stray two the other group. Using picture series is good media to motivated students to speak up and it will be more interested because there are some color that coloring in picture and it will make the students easier to express their ideas or feelings.

2.1.3.4 The Procedures of Applying Two Stay Two Stray Technique by Using Picture Series in teaching Speaking

There are some steps to apply two stay two stray technique by using picture series, 1) the researcher divides the students in groups each group there are four to five members, 2) the researcher gives picture series each group, 3) the researcher explains the procedure of two stay two stray technique, 4) each group is given time fifteen minutes to tell story based on the picture series, 5) after that, two members of each group visit the other group with different group. And two of them stay in their group, 6) the visitor and owner of that group will be story telling about what they have been told with their group. They share each other, 7) the visitor back to their group, 8) the researcher starts asking one of them explain what they have got, 9) the researcher gives a conclusion about the picture series that they have been told about.

2.2 Previous Research Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher's proposal.

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Hasnawia stated in her research to find out whether the use of point by two stay two stray method is effective in speaking mastery to the students of SMP Negeri 1 Mallusetasi, and the interest of students toward two stay two stray method. The researcher used an experimental design one class was given pre-test, treatment and post-test design. The population was the second year students of SMP Negeri 1 Mallusetasi. The sample of the research was class IIA of SMP Negeri 1 Mallusetasi, there were 24 students. The technique of sampling was purposive sampling, and the data was analyzed into percentage, mean score analyzes and the value of the t-test.The result of the research shows that teaching through two stay two stray method is effective in improving students' speaking mastery at SMP Negeri 1 Mallusetasi. The use of two stay two stray method is effective in improving students' speaking mastery. The result of the research that teaching through two stay two stray could motivate students in speaking.[33]

Nur Fatoni has conducted in her research thatto examine the effectiveness of using Two Stay Two Stray (TSTS) technique on the students' reading comprehension achievement of second grade. Contained 25 students. Pre-test and Post-test are giving to both classes. Pre-test was given to see students' basic capability in readingbefore the treatment was contucted. Post-test wiil, easure the effectiveness of the teatment towords students' reading achievement in a certain period. Experiment class was taught by using Two Stay Two Stray technique and the control class was taught by using Conventional Method that currently is used by teacher (Grammar Translation Method). The data was collected from 20 test items wich are tested to the students

[33]Hanawati, "Using Two Stay Two Stray Method In IncreasingStudents' Speaking Ability Of The Second Year Students Of SMP Negeri 1 Mallusetasi" (Unpublished skipsi;English Program Tarbiyah Department State Islamic College (Stain) Parepare, 2013), p. ix.

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before and after treatment. Two Stay Two Stray (TSTS) technique has effectiveness in learning to read of recount text.[34]

Purwatiningsih in her research was conducted to solve the students' problems in speaking. It is to improve the students' ability in speaking through story-telling technique by using picture series in terms of content and delivery of the story. The design of this study was classroom action research which was conducted in two cycles consisting of six meetings. The subjects of this study were students of grade X-9 of MAN 2 Madiun in 2014/2015 academic year. The instruments to collect the data were observation checklists, field notes, speaking task measured using scoring rubrics, and questionnaire. The finding of the study indicated that the implementation of the technique was successful in improving the students' speaking ability, since the criteria of success were achieved. Implementing the story-telling technique using picture series in teaching speaking encompasses several procedures: 1) understanding the narrative text carefully, 2) understanding grammar and difficult words, 3) employing diction based on its context, 4) discussing the text in groups, 5) using own sentences to deliver story, 6) avoiding mistakes by having picture series, 7) understanding the message or social value of the text, and 8) giving reward to enhance motivation.[35]

[34]Nurfatoni, "The Influence of Using Two Stay Two Stay Technique in Learning Reading Comprehension (A Quasi Experimental Research at Second Grade Students of SMA Dharma Karya UT Pondok Cabe Ilir, Pamulang , Tanggerang Selatan, Banten)", (Published Scrips; English Education Facultyof Tarbiyah and Teachers Training Syarif Hidayatullah: Jakarta, 2014), p. v.

[35]Purwatiningsih, "Improving Speaking Ability Through Story Telling Technique By Using Picture Series", *Journal on English as a Foreign Language*, Vol 5 no 1, March 2015, p. 57. http://e-journal.iain-palangkaraya.ac.id/index.pp/jefl/article/viewfile/93/616, (Accessed on December 2nd 2017).

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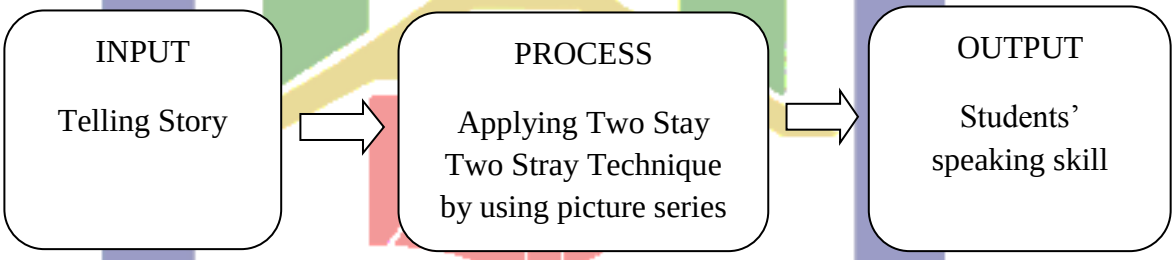
Based on the research finding above that shown of three researchers have been done the research about applying two stay two stray and using picture series in speaking. That is all about how the two stay two stray and using picture series can improve students' speaking skill. In this research, the researcher will apply two stay two stray technique by using picture series. It aims to know how this learning model can improve students' speaking skill.

2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how theory relates to a variety of factors that have been identified as an important issue.[36]

The following is the conceptual framework which is underlying this research:

Figure 2.3 The Conceptual Framework of the Research



There are three components explained in the following:

Input : it refers to the material of speaking is telling story.

Process : it refers to give treatment in applying two stay two stray technique by using picture series to teach speaking.

[36]Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif,* (Cet. 22;Bandung: Alfabeta, 2015), p. 91.

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Output : it refers to achievement of students' speaking skill after applying two stay two stray technique by using picture series.

2.4 Hypothesis

Before formulating the hypothesis people should know what is hypothesis. Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.[37]

Based on previous related literature, some pertinent ideas, as well as the conceptual framework, the researcher formulates the hypothesis as follows:

2.4.1 Hypothesis Null (Ho) : There is no improvement in speaking skill through applying two stay two stray technique by using picture series at the second grade in MAN 2 Parepare.

2.4.2 Alternative Hypothesis (Ha) : There is improvement in speaking skill through applying two stay two stray technique by using picture series at the second grade in MAN 2 Parepare.

The statistical hypothesis in this research as follows:

H_0 : $D \leq 0$

H_a : $D \geq 0$

[37]Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah*, (Parepare: Departemen Agama, 2013), p. 26.

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To the hypothesis, the researcher used one-tailed test, with 0,05 level of significance.

1. If t-table < t-test, H_a is accepted and H_o is rejected. It means that the applying two stay two stray technique by using picture series is able to improve students' speaking skill.
2. If t-test < t-table, H_0 is accepted and H_a is rejected. It means that the applying two stay two stray technique by using picture series is unable to improve students' speaking skill.[38]

2.5 Variable and Operational Definition of the Research

2.5.1 Variable of the Research

This research has three variable, two independent and one dependent variable, namely:

2.5.1.1 Independent variables of this research are two stay two stray technique, and picture series.

2.5.1.2 Dependent variable of this research is students' speaking skill.

2.5.2 Operational definition of variables

2.5.2.1 Two stay two stray technique is one of technique in cooperative learning that can give and receive information from the other group, because every group two members of them visit the other group and two of them stay in their group.

2.5.2.2 Picture series is media in teaching show some actions and instruct to express something orally.

[38]Burhan Bungin, *Metode Penelitian Kuantitatif*, (Jakarta: Kencana Pradana Media, 2005), p.79.

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2.5.2.3 Speaking is the important skill that express ideas and feelings orally, giving information and make good relationship each other.

2.5.2.4 Applying two stay two stray technique by using picture series is discussing picture series and it can motivate students to speak up and it will be more interested because there are some color that coloring in picture and it will make the students easier to express their ideas or feelings.

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CHAPTER III

THE RESEARCH METHOD

Kinds of research method can be broadly divided into two quantitative and qualitative categories. Quantitative categories are pre-experiment, true-experiment, quasi-experiment, descriptive, comparative, asosiatif, ex post facto. Qualitative categories are action research, research and development, analyze concept, and monographic.

In this section, the researcher is going to review research design, location and duration of the research, population and samples, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was pre-experimental with pre-test and post-test. It aimed to know whether applying two stay two stray technique in cooperative learning by using picture series can improve the student's speaking skill at the second grade in MAN 2 Parepare. The following is the formula:

Figure 3.1 The Formula of the Research Design

E= O1 x O2

Where:

E : Experimental Group

O1 : Pre-test

X : Treatment

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O2 : Post-test[39]

3.2 Location and Duration of the Research

The location of the research took a place at MAN 2 Parepare. The research used the quantitative research that have several times to collect and analyze data. The researcher did the research around one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of the research was the second year students of MAN 2 Parepare academic year 2018/2019. There were 6 classes in that school which were XI.Mia 1, XI.Mia 2, X.Mia 3, XI.Iis 1, XI.Iis 2, and XI.Iis 3. The total of population were 144 students.

Tabel 3.1 The Total Students of the Second Year at MAN 2 Parepare

No	Class	Number of Student
1	XI.Mia 1	27
2	XI.Mia 2	29
3	XI.Mia 3	29
4	XI.Iis 1	19
5.	XI.Iis 2	19
6.	XI.Iis. 3	19
Total of Students		144 Students

(Sources administration of MAN 2 Parepare)

[39]Sugiono, *Metode Penelitian Pendidikan* (Cet. XX; Bandung : Alfabeta, 2014). p. 111.

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3.3.2 Sample

The sample was taken by using purposive sampling. The researcher used this technique because the researcher has purpose so the sample took from the researcher is class XI.Mia 1. the class XI.Mia 1 which was consists of 27 students as the sample in this research.

3.4 The instrument and Process of Collecting Data

3.4.1 The Instrument

In collecting data, the researcher tested the students' speaking skill by giving questions about unforgettable moment in pre-test and holiday post-test and the researcher recorded by voice recorder. The pre-test was intended to see students' speaking skill before giving treatment, while the post-test was intended to know the students' improvement in speaking. The researcher asked to tell about unforgettable moment in measuring students' speaking skill before applying two stay two stray technique by using picture series in the pre-test. The researcher asked to tell about telling a holiday to know the improvement after applying two stay two stray technique by using picture series in post-test.

3.4.2 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

3.4.2.1 Pre-test

Before giving treatment, the researcher asked the students telling their unforgettable moment. The students were recorded by voice recorder. After that, the researcher checked the students' record to know the students' speaking skill.

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3.4.2.2 Treatment

After doing pre-test the researcher gave treatments to the students. The researcher applied two stay two stray technique by using picture series as an away to improve students' speaking skill. The treatment process was conducted for forth meetings.

The first meeting, the researcher greeted the students, after that explained the procedure of two stay two stray technique. Next, applied two stay two stray technique by using picture series. Then, divided students into group each group consists of four to five students, after that gave picture series each group. The students were given time fifteen minutes to make story from the picture series about a turtle and deer after that two members every group visited the other group with the researcher instruction, and two of them stayed in their group. Next, The visitor and own of group explained what have been discussed with their group. They shared each other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today. Finally, the researcher would give a conclusion about the picture series that have been discussed.

The second, third and fourth meeting, the researcher also did same procedure of the first meeting but used different title of the picture series. The title in the second meeting was Malin Kundang, the third meeting was a fox and a cat, and the fourth meeting was a deer and crocodile.

3.4.2.4 Post-test

After treatment, the researcher gave the students post-test. In this post-test, the researcher asked the students to tell their holiday. The students were recorded by

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voice recorder, same with the pre-test to make the researcher easier to know was there improvement after giving treatment.

3.5 Technique of Data Analysis

Some formula is applied in this research to process the data as follows:

3.5.1 Scoring Classification

Table 3.2 Scoring Formulation for Students' Speaking Skill

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
	1-2	- Purpose is not clear, needs a lot of communicating usually does not respond.
Accuracy	9-10	- No mistake
	7-8	- One inaccurate
	5-6	- Two inaccurate word
	3-4	- Three inaccurate word
	1-2	- More than three inaccurate
Content	9-10	- Message required is dealt with effectively
	7-8	- Message required is dealt with effectively but a little unsystematic
	5-6	- Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost of detail
	1-2	- Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	- Very good pronunciation
	7-8	- Good pronunciation

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	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation

(Data' source of MAN 2 Parepare)

3.5.2 Classification of The Students Score

Table 3.3 The Classification Students' Score.

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

3.5.3 Scoring the Students' Speaking of Pre-test and Post-test

$$Score = \frac{Students' \ total \ score}{Max \ score} \dot{x} \ 100$$

3.5.3.1 Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

In which:

X = Mean score

∑ = Total Score

N = the total number of students[40]

[40]Suharsumi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 264.

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3.5.3.2 Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample.[41]

3.5.3.3 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = test of significance

D = the mean score of difference

∑D = the sum of the total score

∑D2 = the square of the sum score of difference

N = the total sample.[42]

[41]Anas Sudijon, *Pengantar Statistik* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

[42]Gay L.R, *Educational Research Competencies for Analysis and Application*, second edition, p. 331.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provides information about the result of data collected through the test that can be discussed in this section below:

4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of the research question. The researcher gave two tests which are pre-test and post-test. The pre-test was given before treatment to know students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that applying two stay two stray technique by using picture series is able to improve students' speaking skill at XI MIA 1 class in MAN 2 Parepare.

4.1.1 Students' Speaking Skill in Applying Two Stay Two Stray Technique by Using Picture Series

This section described the result of data analysis applying two stay two technique by using picture series at XI MIA 1 class in MAN 2 Parepare :

4.1.1.1 The students' score in the pre-test

The researcher gave some questions to the students' as the pre-test to know the students' speaking skill. Every student got the questions and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skill based on the criteria of

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speaking skill which are fluency, accuracy, content and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 The Students' Score in Pre-Test Based on Speaking Skill

NO	Name	Fluency	Accuracy	content	Pronunciation	Total
1	AF	5	4	6	5	20
2	AM	6	3	8	5	22
3	AP	4	5	5	5	19
4	IM	3	2	4	3	12
5	IS	4	3	3	4	14
6	JD	3	3	4	4	14
7	MS	5	4	5	5	19
8	MT	3	3	5	3	14
9	MF	4	3	5	4	16
10	MW	7	7	6	7	27
11	MY	5	4	5	4	18
12	MA	4	2	4	2	12
13	MD	6	4	5	5	20
14	MH	6	5	8	6	25
15	NW	5	5	5	5	20
16	NH	4	4	5	5	18
17	NF	4	3	4	3	14
18	NH	4	3	3	4	14
19	PD	5	3	5	4	17
20	RW	7	5	8	8	28
21	RP	3	3	4	4	14
22	RT	4	4	5	5	18
23	RS	6	4	6	6	22
24	SL	4	3	5	4	16
25	UZ	5	4	5	5	19
26	WT	3	3	4	4	14

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27	DZ	3	3	4	4	14
Total		122	99	136	123	480

(Data' Source: the students' score in pre-test)

After knowing the students' score in pre-test based on the criteria of speaking skill which are fluency, accuracy, content, and pronunciation. The following table below is to know students speaking score in pre-test:

Table 4.2 The Students' Speaking Score in Pre-test

No.	Name	Pre-Test of Students (X_1)			
		Max Score	Total Score (X_1)	$(X_1)^2$	Classifucation
1	AF	40	50	2500	Fair
2	AM	40	55	3025	Fair
3	AP	40	48	2304	Fair
4	IM	40	30	900	Poor
5	IS	40	35	1225	Poor
6	JD	40	35	1225	Poor
7	MS	40	48	2304	Fair
8	MT	40	35	1225	Poor
9	MF	40	40	1600	Poor
10	MW	40	68	4624	Good
11	MY	40	45	2025	Fair
12	MA	40	30	900	Poor
13	MD	40	50	2500	Fair
14	MH	40	63	3969	Good
15	NW	40	50	2500	Fair
16	NH	40	45	2025	Fair
17	NF	40	35	1225	Poor
18	NH	40	35	1225	Poor
19	PD	40	43	1849	Fair
20	RW	40	70	4900	Good

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21	RP	40	35	1225	Poor
22	RT	40	45	2025	Fair
23	RS	40	55	3025	Fair
24	SL	40	40	1600	Poor
25	UZ	40	48	2304	Fair
26	WT	40	35	1225	Poor
27	DZ	40	35	1225	Poor
Total			**∑X=1203**	**∑X^2=56679**	

(Data' Source: the students' score in pre-test)

Based on table above about students' speaking in the pre-test we can know the frequency of the classification score by looking the following table:

Table 4.3 The Rate Percentage of the Frequency of the Pre-test

No.	Classification	Score	Frequency Of Pre-Test	Percentage Of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	3	11.1%
3.	Fair	41-60	12	44.4%
4.	Poor	21-40	12	44.4%
5.	Very poor	0-20	0	0%
Total			**27**	**100%**

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior speaking skill before applying two stay two stray technique by using picture series. There were three students got the good score, twelve students got the fair score and twelve students got the poor score. The total score in the pre-test was 1203. It had

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shown that the students' speaking skill in the pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

$$x = \frac{\sum}{N}$$

$$x = \frac{1203}{27}$$

$$x = 44.46$$

Thus, the mean score (X_1) of pre-test is 44.46

Based on the result of the pre-test, the data showed that the average score of the pre-test is 44.46 from that analyzing. It had shown that almost of the 27 students skill in speaking was still low because most of the students got fair and poor score. They mostly have low score in accuracy, they spoke with very limited speaking vocabularies and ungrammatically as well as in fluency since they spoke unnaturally with many pauses.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{56679 - \frac{(1203)^2}{27}}{27-1}}$$

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$$SD = \sqrt{\frac{56679 - \frac{1447209}{27}}{26}}$$

$$SD = \sqrt{\frac{56679 - 53600.33}{26}}$$

$$SD = \sqrt{\frac{3078.67}{26}}$$

$$SD = \sqrt{118.41}$$

$$SD = \mathbf{10.88}$$

Thus, the standard deviation of pre-test is 10.88

After determining the mean score (X_1) of pre-test was 44.46 and standard deviation of the pre-test was 10.88. it had shown that the students' speaking skill were in low category.

4.1.2 The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.4 The Students' Speaking Score in Post-test

NO	Name	Fluency	Accuracy	Content	pronunciation	Total (X_2)
1	AF	9	9	9	8	35
2	AM	8	8	8	7	31
3	AP	7	7	7	6	27
4	IM	7	8	6	6	27

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5	IS	7	7	7	7	28
6	JD	7	7	7	6	27
7	MS	7	8	7	7	29
8	MT	8	8	8	8	32
9	MF	7	7	6	6	26
10	MW	9	9	8	9	35
11	MY	6	6	7	6	25
12	MA	7	6	7	7	27
13	MD	7	7	7	7	28
14	MH	8	8	8	8	32
15	NW	7	7	7	8	29
16	NH	7	7	7	7	28
17	NF	6	6	7	6	25
18	NH	7	7	8	6	28
19	PD	7	7	7	7	28
20	RW	8	8	8	9	33
21	RP	7	7	7	6	27
22	RT	7	7	7	7	28
23	RS	9	9	8	8	35
24	SL	7	7	8	7	29
25	UZ	7	7	7	7	28
26	WT	5	6	7	5	23
27	DZ	7	7	6	7	27
Total		195	197	196	188	639

(Data' source: The students' score in post-test)

After knowing the students' score in post-test based on the criteria of speaking skill which are fluency, accuracy, content, and pronunciation. The following table below is to know students speaking score in post-test:

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Table 4.5: The students' Speaking Score in Post-test

No.	Name	Post-Test of Students X_2			
		Max Score	Total Score (X_2)	$(X_2)^2$	Classifucation
1	AF	40	88	7744	Very Good
2	AM	40	78	6084	Good
3	AP	40	68	4624	Good
4	IM	40	68	4624	Good
5	IS	40	70	4900	Good
6	JD	40	68	4624	Good
7	MS	40	73	5329	Good
8	MT	40	80	6400	Good
9	MF	40	65	4225	Good
10	MW	40	88	7744	Very Good
11	MY	40	63	3969	Good
12	MA	40	68	4624	Good
13	MD	40	70	4900	Good
14	MH	40	80	6400	Good
15	NW	40	73	5329	Good
16	NH	40	70	4900	Good
17	NF	40	63	3969	Good
18	NH	40	70	4900	Good
19	PD	40	70	4900	Good

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20	RW	40	83	6889	Very Good
21	RP	40	68	4624	Good
22	RT	40	70	4900	Good
23	RS	40	88	7744	Very Good
24	SL	40	73	5329	Good
25	UZ	40	70	4900	Good
26	WT	40	58	3364	Fair
27	DZ	40	68	4624	Good
Total			**∑X=1951**	**∑X²=142563**	

(Data' Source: the students' score in post-test)

The table above shows about students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with maximum score, after that times with 100. Based on table above about students' speaking score in post-test we can know the frequency of the classification score by looking the following table:

Table 4.6 The Rate Percentage of the Frequency of the Post-test

No.	Classification	Score	Frequency of pre-test	Percentage of pre-test
1.	Very Good	81-100	4	14.8%
2.	Good	61-80	22	81.5%
3.	Fair	41-60	1	3.7%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			27	100%

(Data' source: The rate percentage of the frequency of post-test)

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The table above, shows the result of students' improvement in speaking skill after applying treatment through two stay two stray technique by using picture series. There were four students' got very good score and twenty-two students' got good score and one student got fair score. It means that the students' speaking skill had improved through applying two stay two stray technique by using picture series. The total score in post-test was 1951. It proved that there were improving of students' score in post-test. In addition, the result of post-test showed that no students had poor classification.

In this table, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in applying two stay two stray technique by using picture series in speaking skill.

Mean score of the post-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1951}{27}$$

$$x = 72.26$$

Thus, the mean score (X_2) of post-test is 72.26

Base on the result of the post-test. The data showed that the mean score of the post-test was 72.26. From that analysing, it could be seen that almost of the 27 students' speaking was very good and good score.

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The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{142563 - \frac{(1951)^2}{27}}{27-1}}$$

$$SD = \sqrt{\frac{142563 - \frac{3806401}{27}}{26}}$$

$$SD = \sqrt{\frac{142563 - 140977.81}{26}}$$

$$SD = \sqrt{\frac{1585.19}{26}}$$

$$SD = \sqrt{60.97}$$

$$SD = \mathbf{7.81}$$

Thus, the standard deviation (SD) of post-test is 7.81

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4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.7 The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	44.46	10.88
Post-test	72.26	7.81

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.7. Shows that the mean score of pre-test was 44.46 (X_1) while the mean score of the post-test increased 72.26 (X_2). The standard deviation of pre-test was 10.88 while the standard deviation of post-test was 7.81. Standard deviation in pre-test was 10.88, it means the students' speaking skill different or the students' speaking skill far, after giving treatment each students have almost same speaking skill or the students' speaking skill not far. it proved from standard deviation in post-test was 7.81.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process that applying two stay two stray technique by using picture series.

4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

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Table 4.8 The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	4	0%	14.8%
2.	Good	61-80	3	22	11.1%	81.5%
3.	Fair	41-60	12	1	44.4%	3.7%
4.	Poor	21-40	12	0	44.4%	0%
5.	Very Poor	0-20	0	0	0%	0%
Total			27	27	100%	100%

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test three (11.1%) students got the good score, twelve (44.4%) students got the fair score, and twelve (44.4%) students got the poor score while the rate percentage of the post-test, four (14.8%) students got the very good score, twenty-two (81.5%) students got the good score and one (3.7%) student got the fair score. The percentage in the post-test that students got the very good score was higher than percentage in the pre-test. It showed that students were able to improve the students' speaking skill after treatment through applying two stay two stray technique by using picture series.

4.1.2 The Implementation of Applying Two Stay Two Stray Technique by Using Picture Series to Improve The Students' Speaking Skill at the Second Grade in MAN 2 Parepare.

This part presented the result of data analysis ofapplying two stay two stray technique by using picture series to improve the students' speaking skill at the second grade in MAN 2 Parepare.

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4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 The Worksheet of the Calculation the Score in Pre-test and Post-test of the Students' Speaking Skill

NO.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	50	88	2500	7744	38	1444
2	55	78	3025	6084	23	529
3	48	68	2304	4624	20	400
4	30	68	900	4624	38	1444
5	35	70	1225	4900	35	1225
6	35	68	1225	4624	33	1089
7	48	73	2304	5329	25	625
8..	35	80	1225	6400	45	2025
9	40	65	1600	4225	25	625
10	68	88	4624	7744	20	400
11	45	63	2025	3969	18	324
12	30	68	900	4624	38	1444
13	50	70	2500	4900	20	400
14	63	80	3969	6400	17	289
15	50	73	2500	5329	23	529
16	45	70	2025	4900	25	625
17	35	63	1225	3969	28	784
18	35	70	1225	4900	35	1225
19	43	70	1849	4900	27	729
20	70	83	4900	6889	13	169
21	35	68	1225	4624	33	1089
22	45	70	2025	4900	25	625
23	55	88	3025	7744	33	1089

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24	40	73	1600	5329	33	1089
25	48	70	2304	4900	22	484
26	35	58	1225	3364	23	529
27	35	68	1225	4624	33	1089
Total	**$\sum X_1$=1203**	**$\sum X_2$=1951**	**$\sum X_1^2$=56679**	**$\sum X_2^2$=142563**	**$\sum D$=748**	**$\sum D^2$=22318**

(Data source: Primary data processing)

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{748}{27} = 27.7$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{27.7}{\sqrt{\frac{22318 - \frac{748^2}{27}}{27(27-1)}}}$$

$$t = \frac{27.7}{\sqrt{\frac{22318 - \frac{559504}{27}}{27(26)}}}$$

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$$t = \frac{27.7}{\sqrt{\frac{22318 - 20722.37}{702}}}$$

$$t = \frac{27.7}{\sqrt{\frac{1595.63}{702}}}$$

$$t = \frac{27.7}{\sqrt{2.27}}$$

$$t = \frac{27.7}{1.51}$$

$$t = \mathbf{18.34}$$

Thus, the t-test value is 18.34

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.10 The Test of Significant

Variable	T-test	T-table value
Pre-test – post-test	18.34	1.706

(Data source: Primary data processing)

4.1.2.2 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test

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the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test. The following table is the normality test:

Table 4.11 Normality Test

Interval	f_o	f_h	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
10 – 15	1	0.73	0.27	0.07	0.09
16 – 21	5	3.60	1.4	1.96	0.54
22 – 27	8	9.17	-1.17	1.37	0.15
28 – 33	7	9.17	-2.17	4.71	0.51
34 – 39	5	3.60	1.4	1.96	0.54
40 – 45	1	0.73	0.27	0.07	0.09
	27	27	0	10.14	1.92

(Data source: Primary data processing)

Based on the table above, the researcher found value of Chi Quadrant hitung = 1.92. And then, the value is equalized with value of Chi Quadrant Table (Appendix 6) with degree of freedom (df) 6-1 = 5. If df 5 and (α) 5%, so value of Chi Kuadrat Table = 11.070. Because Chi Quadrant hitung ≤ Chi Quadrant Table (1.92 ≤ 11.070). Thus, the sample is normally distributed.

4.1.2.3 Hypothesis Testing

The overall comparison between students' gain score in pre-test and post-test in previous sub chapter showed the improvement of the quality of students' speaking skill from poor to fair, fair to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with girl and boy.

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To find out degree of freedom (df) the researcher used the following formula:

Df = *N-1*

= 27-1

=26

For the level, significant (α) 5% and df = 26, and the value of the table is 1.706, while the value of t-test 18.34. It means that the t-test value is greater than t-table (18.34 ≥ 1.706). Thus, it can be concluded the students' speaking skill through applying two stay two stray technique by using picture series is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 The improvement of students' speaking skill through applying two stay two stray by using picture series.

From the previous result, it showed that the improvement of students' speaking skill through applying two stay two stray technique by using picture series because the mean score of the pre-test was 44.46 and the mean score of post-test was 72.26. The researcher concludes that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The researcher applied two stay two stray technique by using picture series in teaching speaking to make the students were easier to express their idea. The researcher measured the students' speaking by focusing on the aspect of speaking which are fluency, accuracy, content, and pronunciation. These aspects also were a guideline for the researcher in scoring students' speaking.

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The data provided in a classification table based on the aspects of speaking from the test finding. There was an improvement skill after giving the treatment because the students score in the pre-test was 44.46 and it was very low score then the score of the post-test was 72.26and it was very high score. In the pre-test, three (11.1%) students got the good score, twelve (44.4%) students got the fair score, and twelve (44.4%) students got the poor score. While four (14.8%) students got the very good score, twenty-two (81.5%) students got the good score and one (3.7%) student got the fair score in the post-test. From the result, the researcher concluded that the students speaking skill from poor to good score, also from fair to very good score.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value 18.34 was greater than t-table value 1.706 table ($18.34 \geq 1.706$) with a degree of freedom (df) 26. It means the alternative hypothesis (H_a) was concluded that by applying two stay two stray technique by using picture series was able to improve the students' speaking skill at the second grade of MAN 2 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the researcher conclude that there was an improvement of applying two stay two stray technique by using picture series in teaching speaking at the second grade of MAN 2 Parepaare.

4.2.2 The ways of applying two stay two stray technique by using picture series in improving students' speaking skill.

After finished doing the research, the students felt happy and fun in learning English by applying two stay two stray technique by using picture series. They were

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easier to express their ideas because of there were picture series, and they felt fun because they discussed with their group after that shared with the other group. So they were not only interacting with their group but also the other group. It would make them speaking, not only some of them but all students speaking.

In teaching English through applying two stay two stray technique by using picture series had impact in improving the students' speaking skill. In fact, based on the finding most students have a good score in post-test. It means that, applying two stay two stray technique by using picture series effective to be used in improving students' speaking skill. This model learning helped the student to express their ideas, and the media could make they were easier to speak, so they would not confuse to speak and communicate with each another.

The pre-test is one meeting before doing the treatment of the research. It held as the first meeting on Monday, May 7th, 2018. In pre-test, the researcher introduced herself. To make the students understood the researcher gave the explanation about the purpose of the research, so the students knew what would be done. After that the researcher recorded the students answer by giving some questions about personal identity and the unforgettable moment to know the students skill in speaking by tape recorder to make easier evaluate the aspects of students' speaking.

In the second meeting on Monday, May 14th, 2018, the researcher greeted the students, after that explained the procedure of two stay two stray technique. Next, applied two stay two stray technique by using picture series about a turtle and deer, then divided students into group each group consists of four to five members after that gave picture series every group. The students were given time fifteen minutes to make a story from the action in the picture series after that two members every group

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visited the other group with the researcher instruction, and two of them stayed in their group. Next, The visitor and own of group telling story. They shared with other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today. Finally, the researcher would give a conclusion about the picture series that have been told. Most of the students were still shy to speak because of limited vocabularies and made some grammatical errors in their speaking.

On Tuesday, May 15th, 2018, was the second meeting, the researcher divided the students into group consists of four to five students and gave the picture series about Malin Kundang. The students were given time fifteen minutes to make a story about picture series after that two members every group visited the other group with the researcher instruction, and two to three of them stayed in their group. Next, The visitor and owner of the group telling story what have been discussed with their group. They shared with other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today. Finally, the researcher would give a conclusion about the picture series that have been told. In this meeting, students' speaking better than the first meeting it made the students enjoy the learning process because they can share their ideas with their group mate and the other group.

The third meeting on Monday May 28th, 2018, as the procedure of two stay two stray teachnique the researcher divided the students into group consists of four to five students and gave the picture series about Fox and a Cat. The students were given time fifteen minutes to make a story from the action in the picture series after that two members every group visited the other group with the researcher instruction,

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and two to three of them stayed in their group. Next, The visitor and own of group explained what have been told with their group. They shared with other. Then, the visitor would back to their group. The researcher asked the students about what they thought about the lesson today, two of them directly rice their hands to express their opinion.

On Tuesday, May 29th, 2018 was the fourth meeting. The researcher divided the students into group consists of four to five students and gave the picture series about a Deer and Crocodile. They made story from that picture series about fifteen minutes. Next, two to three visited the other group to share what has been told in their group. After sharing, they were back to their group. In this meeting, they were active, it's looked from their gesture. They explained as deer and crocodile style.

In the last meeting, the researcher gave post-test on June 7th, 2018. In this meeting the researcher recorded by giving some questions about the students' holiday to make easier gave a score of speaking aspects which are fluency, accuracy, content and pronunciation.by tape recorder. It aimed to know the students' speaking skill after doing the treatment.

Based on the first meeting until the last meeting, the students express their ideas in speaking with a different theme for each meeting. It was hoped to make the students confident to express their ideas and make easier to speak and also develop their ideas. Applying two stay two stray technique by using picture series in learning to speak was able to help the students to speak English completely and fluently. As the conclusion, Applying two stay two stray technique by using picture series had an impact in improving the students' speaking skill.

CHAPTER V

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CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking skill and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether applying two stay two stray technique by using picture series was able or not to improve the students' speaking skill. Therefore, the researcher concluded that there was a significant difference of the students' speaking skill before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 18.34. It was greater than t-table was 1.706 at the level significance 0,05 and degree of freedom (df) was 26.

5.1.2 The mean score of pre-test (44.46), standard deviation (10.88), and the mean score of post-test (72.26) and the standard deviation (7.81).

Based on the description of the result above, it can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (44.46) is lower than the mean score of post-test (72.26). Then, the t-test (18.34) was greater than t-table (1.706). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

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Based on the research, the researcher gives some suggestion as fallow:

5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well.

5.2.2 It is suggested to the English teacher to apply two stay two stray technique in teaching speaking because it can help the students to express their idea and feeling by using picture series as their foundation to speak.

5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.

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Appendix 1. lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI. Mia 1/2
Materi Pokok : Telling Story
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 1

A. Kompetensi Inti:

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

B. Kompetensi Dasar:

KD. 1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks narasi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kosakata dan pengucapan yang ada pada text bacaan sesuai dengan konteks penggunaannya.

C. Indikator:

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1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk lagenda rakyat sesuai dengan konteks penggunaanya.

D. Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi teks narasi melalui gambar berseri secara lisan.
2. Pesera didik dapat mengidentifikasi nilai moral yang ada pada cerita melalui gambar berseri.

E. Materi Pembelajaran:

F. Metode Pembelajaran : task based instruction

G. Media, Alat, dan Sumber Pembelajaran

a. Media dan Alat: gambar berseri.

b. Sumber Belajar: Buku bahasa Inggris dan Internet.

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H. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa	5 menit
Inti	1. Peneliti menjelaskan prosedur menggunakan two stay two stray technique by using picture series. 2. Kemudian, mengaplikasikan two stay two stray dengan menggunakan picture series. 3. Petama, Peneliti akan membagi peserta didik dalam kelompok, setiap kelompok terdiri dari empat sampai lima peserta didik. 4. Setelah itu Peneliti akan membagikan picture series setiap kelompoknya. 5. Peserta didik diberi waktu 15 menit berdiskusi untuk membuat cerita berdasarkan gambar yang diberikan tentang kura-kura dan kelinci. 6. Setelah itu, dua anggota grup mengunjungi grup lain dan 2 lainya menetap digrupnya. 7. Selanjutnya, pengunjung bercerita berdasarkan picture series kepada kelompok lainnya. 8. Kemudian, pengunjung kembali ke kelompoknya masing-masing. 9. Akhirnya, Peneliti menanyakan pendapat peseta didik mengenai pelajaran hari ini.	35 menit
Penutup	1. Peneliti menyimpulkan pembelajaran. 2. Peneliti mengakhiri pelajaran dengan memberikan salam	5 menit

PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGU - CAPAN	KELANC ARAN	ISI	KETEPA TAN		
1.							
2.							
	RATA – RATA						

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	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

ISI

1-2 : Sulit dipahami

3-4 : Banyak kesalahan dan mengganggu makna

5-6 : Ada beberapa kesalahan dan mengganggu makna

7-8 : Ada kesalahan tapi tidak mengganggu makna

9-10 : Hampir sempurna

PENGUCAPAN

1-2 : buruk

3-4 : Kurang

5-6: sedang

7-8 : baik

9-10 : sangat bagus

Kelancaran

9-10 : langsung menjelaskan dengan lengkap

7-8 : menjelaskan dengan lengkap sambil berpikir

5-6 : menjelakan tidak lengkap

3-4 : menjelaskan sambil berpikir tidak lengkap

Ketepatan

9-10 : tidak adakesalahan

7-8 : satu kesalahan

5-6 : dua kesalahan kata

3-4 : tiga kesalahan kata

1-2 : banyak kesalahan

Peneliti

RASDIANA

14.1300.002

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI.Mia 1/2
Materi Pokok : Telling Story
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 2

A. Kompetensi Inti:

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

B. Kompetensi Dasar:

KD. 1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks narasi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kosakata dan pengucapan yang ada pada text bacaan sesuai dengan konteks penggunaannya.

C. Indikator:

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk lagenda rakyat sesuai dengan konteks penggunaanya.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

D. Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi teks narasi melalui gambar berseri secara lisan
2. Pesera didik dapat mengidentifikasi nilai moral yang ada pada cerita melalui gambar berseri

E. Materi Pembelajaran:

F. Metode Pembelajaran : task based instruction

G. Media, Alat, dan Sumber Pembelajaran

a. Media dan Alat: gambar berseri.

b. Sumber Belajar: Buku bahasa Inggris dan Internet.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa	5 menit
Inti	1. Peneliti menjelaskan prosedur menggunakan two stay two stray technique by using picture series. 2. Kemudian, mengaplikasikan two stay two stray dengan menggunakan picture series. 3. Pertama, Peneliti akan membagi peserta didik dalam kelompok, setiap kelompok terdiri dari empat samai lima peserta didik. 4. Setelah itu Peneliti akan membagikan picture series setiap kelompoknya. 5. Peserta didik diberi waktu 15 menit berdiskusi untuk membuat cerita berdasarkan gambar yang diberikan tentang Malin Kundang. 6. Setelah itu, dua anggota grup mengunjungi grup lain dan 2 lainya menetap digrupnya. 7. Selanjutnya, pengunjung bercerita berdasarkan picture series kepada kelompok lainnya. 8. Kemudian, pengunjung kembali ke kelompoknya masing-masing. 9. Akhirnya, Peneliti menanyakan pendapat peseta didik mengenai pelajaran hari ini.	35 menit
Penutup	1. Peneliti menyimpulkan pembelajaran. 2. Peneliti mengakhiri pelajaran dengan memberikan salam	5 menit

PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGU-CAPAN	KELAN CARAN	ISI	KETEPAT AN		
1.							
2.							
	RATA –						

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

ISI

1-2 : Sulit dipahami

3-4 : Banyak kesalahan dan mengganggu makna

5-6 : Ada beberapa kesalahan dan mengganggu makna

7-8 : Ada kesalahan tapi tidak mengganggu makna

9-10 : Hampir sempurna

PENGUCAPAN

1-2 : buruk

3-4 : Kurang

5-6: sedang

7-8 : baik

9-10 : sangat bagus

Kelancaran

9-10 : langsung menjelaskan dengan lengkap

7-8 : menjelaskan dengan lengkap sambil berpikir

5-6 : menjelakan tidak lengkap

3-4 : menjelaskan sambil berpikir tidak lengkap

Ketepatan

9-10 : tidak adakesalahan

7-8 : satu kesalahan

5-6 : dua kesalahan kata

3-4 : tiga kesalahan kata

1-2 : banyak kesalahan

Peneliti

RASDIANA

14.1300.002

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.Mia 1/2
Materi Pokok : Telling Story
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 3

A. Kompetensi Inti:

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

B. Kompetensi Dasar:

KD. 1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks narasi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kosakata dan pengucapan yang ada pada text bacaan sesuai dengan konteks penggunaannya.

C. Indikator:

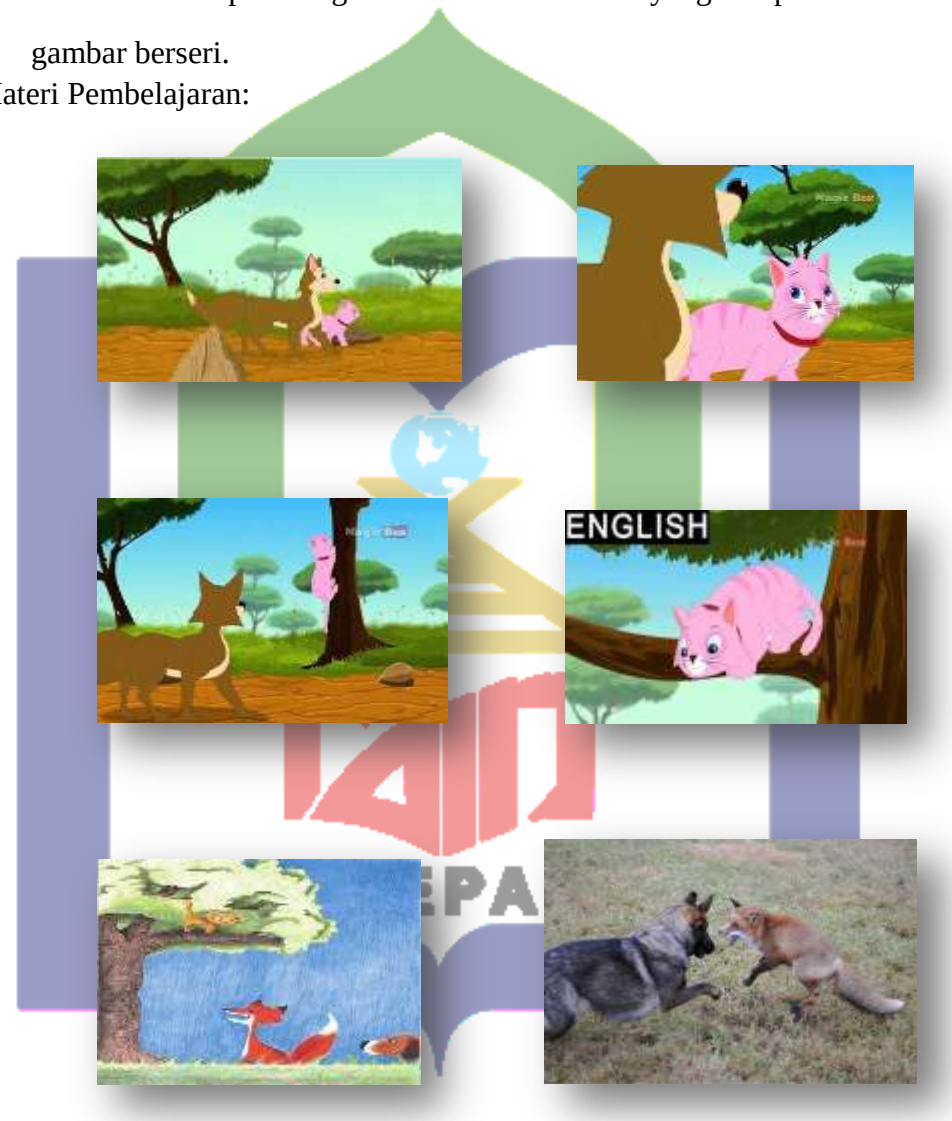
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk lagenda rakyat sesuai dengan konteks penggunaanya.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

D. Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi teks narasi melalui gambar berseri secara lisan
2. Pesera didik dapat mengidentifikasi nilai moral yang ada pada cerita melalui gambar berseri.

E. Materi Pembelajaran:



F. Metode Pembelajaran : task based instruction

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

G. Media, Alat, dan Sumber Pembelajaran

a. Media dan Alat: gambar berseri.

b. Sumber Belajar: Buku bahasa Inggris dan Internet.

H. Kegiatan Pembelajaran

Kegiatan	**Deskripsi**	**Alokasi Waktu**
Pendahuluan	1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam. 2. Mengecek kehadiran siswa	5 menit
Inti	1. Peneliti menjelaskan prosedur menggunakan two stay two stray technique by using picture series. 2. Kemudian, mengaplikasikan two stay two stray dengan menggunakan picture series. 3. Pertama, Peneliti akan membagi peserta didik dalam kelompok, setiap kelompok terdiri dari empat samai lima peserta didik. 4. Setelah itu Peneliti akan membagikan picture series setiap kelompoknya. 5. Peserta didik diberi waktu 15 menit berdiskusi untuk membuat cerita berdasarkan gambar yang diberikan tentang kucing dan serigala. 6. Setelah itu, dua anggota grup mengunjungi grup lain dan 2 lainya menetap digrupnya. 7. Selanjutnya, pengunjung bercerita berdasarkan picture series kepada kelompok lainnya. 8. Kemudian, pengunjung kembali ke kelompoknya masing-masing. 9. Akhirnya, Peneliti menanyakan pendapat peseta didik mengenai pelajaran hari ini.	35 menit

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Penutup	1. Peneliti menyimpulkan pembelajaran. 2. Peneliti mengakhiri pelajaran dengan memberikan salam	5 menit

PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGU-CAPAN	KELANC ARAN	ISI	KETEPATAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

ISI

1-2 : Sulit dipahami

3-4 : Banyak kesalahan dan mengganggu makna

5-6 : Ada beberapa kesalahan dan mengganggu makna

7-8 : Ada kesalahan tapi tidak mengganggu makna

9-10 : Hampir sempurna

PENGUCAPAN

1-2 : buruk

3-4 : Kurang

5-6: sedang

7-8 : baik

9-10 : sangat bagus

Kelancaran

9-10 : langsung menjelaskan dengan lengkap kesalahan

7-8 : menjelaskan dengan lengkap sambil berpikir

5-6 : menjelakan tidak lengkap

3-4 : menjelaskan sambil berpikir tidak lengkap

Ketepatan

9-10 : tidak ada

7-8 : satu kesalahan

5-6 : dua kesalahan kata

3-4 : tiga kesalahan kata

1-2 : banyak kesalahan

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI. Mia 1/2
Materi Pokok : Telling Story
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 4

A. Kompetensi Inti:

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

B. Kompetensi Dasar:

KD. 1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks narasi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kosakata dan pengucapan yang ada pada text bacaan sesuai dengan konteks penggunaannya.

C. Indikator:

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk lagenda rakyat sesuai dengan konteks penggunaanya.

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D. Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi teks narasi melalui gambar berseri secara lisan
2. Pesera didik dapat mengidentifikasi nilai moral yang ada pada cerita melalui gambar berseri

E. Materi Pembelajaran:

F. Metode Pembelajaran : task based instruction

G. Media, Alat, dan Sumber Pembelajaran

a. Media dan Alat: gambar berseri.

b. Sumber Belajar: Buku bahasa Inggris dan Internet.

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H. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa	5 menit
Inti	1. Peneliti menjelaskan prosedur menggunakan two stay two stray technique by using picture series. Kemudian, mengaplikasikan two stay two stray dengan menggunakan picture series. 2. Kemudian, Peneliti akan membagi peserta didik dalam kelompok, setiap kelompok terdiri dari empat samai lima peserta didik. 3. Setelah itu Peneliti akan membagikan picture series setiap kelompoknya. 4. Peserta didik diberi waktu 15 menit berdiskusi untuk membuat cerita berdasarkan gambar yang diberikan tentang kancil dan buaya. 5. Setelah itu, dua anggota grup mengunjungi grup lain dan 2 lainya menetap digrupnya. 6. Selanjutnya, pengunjung bercerita berdasarkan picture series kepada kelompok lainnya. 7. Kemudian, pengunjung kembali ke kelompoknya masing-masing. 8. Akhirnya, Peneliti menanyakan pendapat peseta didik mengenai pelajaran hari ini.	35 menit
Penutup	1. Peneliti menyimpulkan pembelajaran. 2. Peneliti mengakhiri pelajaran dengan memberikan salam	5 menit

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PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGU-CAPAN	KELANC ARAN	ISI	KETEPATAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

ISI

1-2 : Sulit dipahami

3-4 : Banyak kesalahan dan mengganggu makna

5-6 : Ada beberapa kesalahan dan mengganggu makna

7-8 : Ada kesalahan tapi tidak mengganggu makna

9-10 : Hampir sempurna

PENGUCAPAN

1-2 : buruk

3-4 : Kurang

5-6: sedang

7-8 : baik

9-10 : sangat bagus

Kelancaran

9-10 : langsung menjelaskan dengan lengkap kesalahan

7-8 : menjelaskan dengan lengkap sambil berpikir

5-6 : menjelakan tidak lengkap

3-4 : menjelaskan sambil berpikir tidak lengkap

Ketepatan

9-10 : tidak ada

7-8 : satu kesalahan

5-6 : dua kesalahan kata

3-4 : tiga kesalahan kata

1-2 : banyak kesalahan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Peneliti

RASDIANA

14.1300.002

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Appendix 2. Instrument of Pre-test And Post-test

Instrument of the pre-test

the students is asked to tell about the questions below!

UNFORGETTABLE MOMENT

Instrument of the post-test

the students is asked to tell about the questions below!

HOLIDAY

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Appendix 3. Students' Speaking Skill of Pre-test

Name : Riski Tri Suriyanti

Class : XI Mia 1

Researcher : Hello, what is your name ?

Students : My name is Riski Tri Suriyanti

Researcher : What is your unforgettable moment?

Students : My unforgettable moment is time I go to MAN 2 Parepare. I feel very happy because I can meet wait my friends and very many tge eee pelajarn-pelajaran religious and I am very happy because I find the score high in the lesson eee semenjak saya enter the school in MAN 2 Parepare.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Annisa Miranti

Class : XI Mia 1

Researcher : Hello, What is your name?

Students : My name is Annisa Miranti sister.

Researcher : What is your unforgettable moment?

Student : oke, My unforgettable moment is I am pernah join apa compesision Biologi in 2015. In upon time pada saat yang lalu itu dulu, I am in Junior High School SMP grade two. Awalnya I am not want to join this compesision but my friends memaksa saya untuk join this compesision. he say if I have bakat dibidang biologi tersebut. I am akhirnya saya ikut tes and I am join to the tes and tak disangka-sangka I am akhirnya apa terpilih in selection to join the compesision in tingkat city in Parepare. I am fell sad but I apa kalau senang kak happy too because I am very love Biologi. Setelah itu my teacher is bimbing me to study Biologi in beberapa month and I saya pun lulus ditingkat kota dan pada tanggal I forget the date, bulan puasa, dipertengahan bulan puasa I am go to went to Makassar city to join the compusision tingkat kabupaten mewakili Parepare city and I am very very ready for that because pengalaman eh apa the compusision itu sangat saya nanti-nantikan dan saya diantar oleh guru MAN 2 Parepare pada saat itu saya masih MTS saya diantar and then because the teacher MAN 2 is pick up me itu yang membuat pick me itu yang membuat saya ingin masuk di MAN 2 setelah itu. Begitu mi kak.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Ilham Mansyur

Class : XI Mia 1

Researcher : Hello, what is your name ?

Student : My name is Ilham Mansyur.

Researcher : oke Ilham, can you tell me your unforgettable moment?

Student : My unforgettable moment is jatuh dari sepeda because pada saat saya bersepeda ada lubang depan saya terus saya tidak bias menghindarinya lalu saya jatuh.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Umniyah Safira Ammas

Class : XI Mia 1

Researcher : What is your name ? please tell your unforgettable moment!

Student : My unforgettable moment is Umniyah Safira Ammas my Unfor Unforgettable moment is when I follow it the activities aklam research of UIN with my friend name Yusri and Husairi we got compion one.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Muh. Husairi

Class : XI Mia 1

Researcher : What is your name ? please tell your unforgettable moment!

Student : Hello guys, my name is Muh. Husairi. I want to tell you my unforgettable moments. I live in jl. Sutadarma number 4 in Parepare and infront of my house there are aspal and I like to ride bicycle in there. And at the time I ride bicycle with my friend infront of my house I rest with him and I balap-balapan and I terlalu fast. I so fast. I am not see there are grand grand father apa kalau orang tua in my depan and I tabrak him. I pun sick because I jatuh and my solder is luka. That's my unforgettable moment.

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Appendix 4. Students' Speaking Skill of Post-test

Name : Annisa Miranti Amri

Class : XI Mia 1

Researcher : Hello, What is your name?

Students : My name is Annisa Miranti Amri sister.

Researcher : Can you tell me your holiday?

Students : Yes, I can. Ee when I was holiday in ee Bantimurung. I was ee I went to I went with my family and ehm my brother and my sister. In there I I go to swimming and after ee go to Bantimurung ee we come back to the hotel. Eee I was very very happy because I can take a picture a lot of. Just it.

Researcher : thank you

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CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Umniyah Safira Ammas

Class : XI Mia 1

Researcher : Hello, What is your name?

Students : Hello, My name is Umniyah.

Researcher : Can you tell me your holiday?

Students : Yes, I of course . when I went went to Trans Studio I play some wahana on there. When I want to enter the wahana there are many people in line that make me fell bored.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Muh. Husairi

Class : XI Mia 1

Researcher	: Hello, What is your name?
Students	: Hello, My name is Muh. Husairi.
Researcher	: Can you tell me your holiday?
Students	: Yes I can.
Researcher	: Please!
Students	: When I was holiday in Bira beach. I go to with my family ee for three days in Bira beach. I spend my holiday ee in my room, in the beach and in market. Ee in Bira beach ee many ee there are many people want to holiday in Bira beach.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Ilham Mansyur

Class : XI Mia 1

Researcher : Hello, What is your name?

Students : My name is Ilham Mansyur.

Researcher : Can you tell me your holiday?

Students : When I was holiday Pantai Losari. I was felling very happy because I can set put me on one of tourism icon of Indonesia.

Researcher : thank you

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Riski Tri Suriyanti

Class : XI Mia 1

Researcher : Hello, What is your name?

Students : Hello, My name is Riski Tri Suriyanti. You can call me Riski.

Researcher : Riski can you tell me your holiday?

Students : Oke. I have a experience about my holiday. At the time, I went to Bira beach with my family there are many people on there. I am very happy and we played Banana Boat with my played family and I felt cold. I really happy at the time because I can gather and spend my holiday with my family

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Appendix 5. Distribution of T-Table

	α (level of significance) (*one-tailed test)*					
Df	0,25	0,10	0,05	0,025	0,01	0,005
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	0,727	1,476	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	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	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	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	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	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
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	2.7798
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

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Appendix 6. Value of Chi Kuadrat

	Taraf significant					
dk	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	17.322	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	34.409
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

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 7. Documentation

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 (0421)21307 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 90 /Sti.08/PP.00.9/05/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: RASDIANA
Tempat/Tgl. Lahir	: MALAYSIA, 16 Maret 1995
NIM	: 14.1300.002
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: MASSILA, KEC. DUAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KOTA PAREPARE*** dalam rangka penyusunan skripsi yang berjudul :

"APPLYING TWO STAY TWO STRAY (TSTS) LEARNING MODEL BY USING PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE IN MAN 2 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

2 Mei 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id
PAREPARE

Parepare, 4 Mei 2018

Kepada
Yth. Kepala Kantor Kementerian Agama Kota Parepare
Di -
Parepare

Nomor : 050 / 314 /Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 90/Sti.08/PP.00.9/05/2018 tanggal 2 Mei 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	: RASDIANA
Tempat/Tgl. Lahir	: Malaysia / 16 Maret 1995
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
A l a m a t	: Massila, Kec. Duampanua, Kab. Pinrang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"APPLYING TWO STAY TWO STRAY (TSTS) LEARNING MODEL BY USING PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE IN MAN 2 PAREPARE"

Selama : Tmt. Mei s.d Juni 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E. WARIYADI S, ST, MT
Pangkat Pembina
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara RASDIANA
5. Arsip.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 2
Jalan Jenderal Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor : B.530./Ma.21.16.02/PP.00.6/06/2018

Yang bertanda tangan di bawah ini :

Nama	: **Dra.Hj.Martina,M.A**
NIP.	: 19650101 198903 2 005
Pangkat, Golongan	: Pembina, IV/a
Jabatan	: Kepala MAN 2 Parepare

Menerangkan dengan sesungguhnya bahwa :

Nama	: RASDIANA
N I M	: 14.1300.002
Jurusan	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris

Benar adalah mahasiswa yang telah melakukan penelitian di MAN 2 Parepare mulai tangal 07 Mei 2018 sampai dengan tanggal 07 Juni 2018, dengan judul " APPLYING TWO STAY TWO STRAY (TSTS) LEARNING MODEL BY USING PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE IN MAN 2 PAREPARE "

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 06 Juni 2018
Kepala MAN 2 Parepare

Dra.Hj. MARTINA,M.A

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
Jalan Jenderal Sudirman Nomor 37 Parepare
Telepon 0421-21133 ; Faksimile 0421-24996
Email: kotaparepare@kemenag.go.id

Nomor : B- 1976 /Kk.21.16/1/KP.01.1/05/2018
Sifat : Biasa
Lampiran : -
Perihal : *Izin Melaksanakan Penelitian*

Parepare, 08 Mei 2018

Yth. **Sdr. Rasdiana**
Di- Parepare

Dengan Hormat,

Memperhatikan Surat saudara Tanggal 07 Mei 2018 tentang Permohonan Izin Penelitian dan Surat Kepala BAPPEDA Kota Parepare Nomor : 050/324/Bappeda Tanggal 04 Mei 2018 perihal Izin Penelitian, maka diberi izin kepada saudara untuk melaksanakan penelitian dengan judul **"Applying Two Stay Two Stray (TSTS) Learning Model By Using Picture Series To Improve Students Speaking Skill At The Second Grade In MAN 2 Parepare"** di MAN 2 Kota Parepare dalam Lingkungan Kantor Kementerian Agama Kota Parepare.

Demikian izin ini diberikan untuk dilaksanakan sesuai ketentuan yang berlaku.

a.n. Kepala Kantor,
Kepala Sub Bagian Tata Usaha,

H. Muh. Amin

Tembusan :
Kepala MAN 2 Kota Parepare, Parepare.

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CURRICULUM VITAE

RASDIANA, the writer was born on March 16th 1995 in Malaysia. She is the third child from three children in her family. From the couple, Tajuddin and Haddawia. She has one sister and one brother, her sister name is Ramlah and her brother name is Ramli.

She began her study in Kinder Garden in Malaysia and graduate on 2002. In the same year, she continued her study to an Elementry School in Malaysia, in the second grade she moved studying at SDN 30 Duampanua, Indonesia and graduate on 2008. She decided to continue her study at SMPN 1 Duampanua and finished her Junior High School on 2011. After that, she is registered as a student in SMAN 2 Pinrang and graduate on 2014. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she study in IAIN Parepare, she actives in Lintasan Imajinasi Mahasiswa IAIN Parepare 2014-2018. Also active in one of community Skholatanpabatas in 2015-2016. On 2018 she completed her skripsi with the tittle "Applying Two Stay Two Stray (TSTS) Learning Model by Using Picture Series to Improve Students's Speaking Skill at the Second Grade MAN 2 Parepare".

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