OPTIMIZING THE USE OF TWO STAY TWO STRAY METHOD TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH

Dian Yuliana, Dewi Rochsantiningsih, Handoko Pudjobroto

English Education Department
Teacher Training and Education Faculty
Sebelas Maret University of Surakarta

Email: dyulianahidayah@yahoo.com

Abstract: The research aims to describe whether and to what extend the use of Two Stay Two Stray (TSTS) improves students' motivation in learning English and to identify the strengths and weaknesses of TSTS. The research was carried out to eighth grade students in one of Junior High School in Karanganyar. The research data were collected by using techniques of observation including questionnaire, photographs, field notes, interview, documents, and test. The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed through descriptive statistics. The research findings show that Two Stay Two Stray Method improves students' motivation in learning English. Besides, there was were some strength of implementation Two Stay Two Stray Method in learning process including students' behavior, interest, and interaction among students and interaction between students and teacher. Considering the result of this study, it is suggested that Two Stay Two Stray Method overcome the students' motivation problem in learning English.

Keywords: Two Stay Two Stray, motivation, learning English, Classroom Action Research

INTRODUCTION

Motivation is very needed in many occasions. Especially in learning process, motivation influences process and result of learning. Motivation is factor that has important influence to increase the pretension and enthusiasm in learning. Brophy (1998: 3) says that motivation refers to students' subjective experiences, especially their willingness to engage in lessons and learning activities and their reasons for doing so. Motivation is not only used in getting students to engage in learning activities. It is also important in establishing how much students will learn from the activities they perform or the information to which they are exposed. According to Elliot et al (2000: 332), motivation is defined as an internal state that arouses us to action, pushes us in particular direction, and keep us engaged in definite activities. It can be concluded that motivation is an arousal, impulse, or desire that moves and leads learner to do a particular action in order to meet the needs or to attain a set of goals of learning.

There are some types of motivation. Elliot (2000: 332) differentiates two types of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation is the desire of students themselves to learn, without the need for external motivation. Elliot (2000: 332) said that extrinsic motivation is those rewards and inducements external to students such as scores, prizes, and other rewards. The reason of learner doing an activity is to get something beyond the activity such as obtaining best score, getting rewards, the motivation tends to be extrinsic.

Besides intrinsic and extrinsic motivation, there are integrative and instrumental motivations (Ur, 1996: 276). Integrative motivation is the desire to identify with and integrative into target- language culture. Then, instrumental motivation is the wish to learn the language for purposes of study or career promotion. Therefore, integrative motivation comes up from the sources outside the learners.

According to Naiman (in Ur 1996: 257), the characteristics of motivation are: 1)positive task orientation, the students are willing to tackle tasks and challenges and have confidence in students' success; 2)ego-involvement, the students find it important to succeed in learning in maintaining and promote students' positive self-image; 3)need for achievement, the students have a need to achieve, to overcome difficulties and succeed in what students set out to do; 4)high aspiration, the students are aware of the goals of learning of specific learning activity and direct students effort toward achieving them; 5)perseverance, the students consistently invest a high level of effort in learning and it not discouraged by setbacks or apparent lack of progress; 6)tolerance of ambiguity, the students are not disturbed of frustrated by situation involving a temporary lack of understanding or confusion; students can live with these patiently, in confidence that the understanding will come latter.

Based on the fact that I found from the observation and questionnaire in the pre-research conducted in one of the class on the eighth-grade students in one of Junior High School in Karanganyar showed that students' motivation in learning English was still low. This was indicated from the students' behavior during learning process. The problem indicators are: 1) students do not show their attention to the teacher; 2) students look passive during learning process; 3) students look sleepy during learning process; 4) students do not show their seriously in finishing their task; 5) students look afraid when the teacher asks them to perform in front of the class.

The problems that make students have low motivation are caused by several factors that may come from the students, teacher, media or technique used in teaching and learning process. The problems are: (1) students don't have more effort to learn English because it's rarely used in their daily life; (2) students have difficulty to find some ideas because they are lack of vocabulary; (3) the topic implemented in the learning process is not interesting or unfamiliar for the students; (4) method of learning that used by the teacher makes some of the students feel bored.

For the reasons discussed above, teacher should create teaching and learning techniques that is interesting, enjoyable and comfortable situation to the students in order to increase students' motivation in learning English. One of the good methods to teach English is Two Stay Two Stray Method. TSTS is one of cooperative learning method that can provide good approach to produce interactive situations in order to improve students' motivation in learning English. According to Lie, A (2002: 61-62) TSTS is one of the learning cooperative method that gives a chance to the group to share the result and information to others group. It is done because a lot of learning activities are individual oriented activities. The students work by alone and are not allowed to look at other students' work. Though, in fact, in the real life out of the school life, the life and the work of the people depend one to another.

Huda (2011) suggests the steps of TSTS which includes: (1) students are arranged in group of four; (2) teacher gives task to each group. Then the students are asked to discuss the task; (3) after doing discussion, two members of the group will

leave the group then visit other group; (4) two students of each group stay in their group. They are asked to share the result of the work and share information to the guest; (5) after two students of group visit another group, they back to their group and share information that they got from another group; (6) then, they match and discuss the result. The purpose of this method has the same purpose of cooperative learning approaches that has been discussed previously. Students are invited to work cooperative in completion of the task. The use of TSTS will lead students to be active, both in discussion, question and answer, looking for answer, explain and also listening to the material described by a friend. In addition, there is a clear division of labor group each member of the group. Students can work with their friends; they can solve crowded condition during learning process. From this activity, teacher can evaluate how far the implemented TSTS method can improve students' motivation in learning English.

RESEARCH METHODS

The type of the research conducted in this study was classroom action research. Ebbut in Hopkins (1993: 34) states that action research is about systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. According to Burns (1999: 30) said that action research is the application of fact finding to practical problem solving in social situation with view to improve the quality of action with involving collaboration and cooperation of researchers, practitioners, and laymen. The other definition, Wallace (1998: 1) stated that action research as systematic collection and analysis data relating to the improvement of some aspect of professional practice. From the definition above, it can be concluded that action research is the study to improve educational practice and finding practical problem solving in social situation by me to improve and evaluate of the results.

Kemmis and Mc.Taggartin Burns (1999:32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiral process. The steps are planning, action, observation, and reflection. If the result is not satisfied, I revised the plan to hold the next cycle.

Researcher used qualitative and quantitative data in collecting the data. The data from quantitative method support the qualitative and vice versa. The technique of collecting data in qualitative method could be done in many ways. In this case, I collected the data through observation, interview, questionnaire, and document analysis. In quantitative, I collected the data through the result of test. In analyzing the qualitative data, I used qualitative technique as suggested by Burns. Burns, Anne (1999: 156) defined steps in the process of data analysis. They are assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The quantitative data will be presented in the form of mean score. The quantitative data analyses were used to analyze data from the result of the teaching learning process. It was done to compare the students' motivation before and after each meeting in this action or the result of pre-test and students' motivation score showing whether or not there was improvement motivation in learning English.

RESEARCH FINDINGS AND DISCUSSIONS

I found some findings to answer the problem which is: 1) Is Two Stay Two Stray Technique able to improve the students' motivation in English class? If yes, in what extend its improvement?; and 2) What are the

strength and the weakness when Two Stay Two Stray Technique is implemented in learning process?

The data were collected through several sources, such as: researcher's diaries, field notes, interviews, questionnaires, and students' test scores. The implementation of Two Stay Two Stray in English class consisted of five meetings. Furthermore, the major aspects of this research are the

.

students' achievement and motivation in learning English.

The improvement of the student's English achievement could be seen from the improvement of the students' scores in reading test from pre- test and post- test. The mean of score in pre-test is 45.13; the mean of score in post- test is 78.80. The complete mean score was presented in the table 1.

Table 1. The Improvement of Students' Achievement

Skill	Base score	Post Test
Sum of the score	1399	2443
Sum of the students	31	31
Students' mean score	45, 13	78, 80

Based on the table 1 it can be concluded that the students have a better achievement at the end of the research. Their score constantly increased from the pre-test to post test. Meanwhile, the findings of teaching and learning process showed that the situation before and after the implementation of Two Stay Two Stray was changed. The teaching and learning process using Two Stay Two Stray was more alive. Most of the students looked enjoying the lesson and their enthusiasm in learning got increased.

In the teaching and learning process, Two Stay Two Stray Method could run well and attract the students to join the class. They found different learning experience from their usual class with their teacher before. They paid more attention and interested when I gave explanation and they also did the tasks

given. They were more interested having class in form of group.

Unfortunately, there were some problems during implementing this method. In implementing this method which was done in group, some students still got difficulty to speak English spontaneously, especially when they had to convey their ideas in front of the class. Those students needed long time to practice before they did presentation in front of the class. Some students did not speak naturally as they relied on their notes. Besides, there were few students who still mispronounce during the presentation.

Based on the observation during teaching and learning process, it was known that there were some improvements on the students' motivation. They became more active during teaching and learning process. The improvement of the students' motivation can be seen in the table 2 below:

Table 2. Improvement of The Students' Motivation in Learning English

The condition before implementing the action	The condition after implementing the action
1) Students did not show their attention to the teacher.	1) Students paid more attention to the teacher explanation.
2) Students looked passive during learning process.	2) Students were active during teaching and learning process. They tried to look and share information to their friends.
3) Students looked sleepy during learning process.	3) The students were active during teaching and learning process. They showed good cooperation with their group.
4) Students did not show their seriously in finishing their task.	4) The students tried to get some information from their friends. They tried to get best score.
5) Students looked afraid when the teacher asks them to perform in front of the class.	5) The students presented their work in front the class. They showed their result discussion.

Table 3. Students' Improvement of Each Indicator

	Positive Task	Ego-Involvement	Need for Achievement	High Aspiration	erseverance	Tolerance of Ambiguity
Pre-research	1,2	1,3	2,1	2,4	0,3	1,2
Post-test	2,9	2,9	3,3	3,7	0,2	2,2
Improvement	1,7	1,6	1,2	1,3	0,4	1,0

The improvement of students' motivation also shwon by the increasing of the students' score of each motivation indicators. The description about the students' score improvement of each indicator is shown in Table 3.

From the table 3 concluded that the students' motivation of each in learning English had improved. The students' positive task were improved in pre-research the students were not active in teaching and learning process, they did not show their seriously in finishing their tasks. Some students were cheating when finishing the tasks from the teacher. They just asked the answer to their friends without asked the reason why they took the answer. Their pretension to finish the task has not seen yet because they were not willing to tackle the tasks. After implementing TSTS method during teaching and learning process, some students showed their seriously in finishing

the tasks. They asked me when they found difficulties.

The students' ego- involvement was also improved in pre-research. I had seen that some students did not show their attention to the teacher. This problem had showed when the teacher started the lesson, more than a half students still doing conversation with their friends. It is also had seen when the teacher explained the material, some students were doing non academic activities such as doing conversation and doing other subject's homework. It showed that students had not thought about the importance of learning or their ego involvement was still low. While teaching and learning process was going on, some students showed their attention to me and material. Each student in group did their activities.

Students' achievement was also improved in this research. In the pre-research students who have difficulties in learning just

keep silent and did not want to ask to the teacher. While this research was going on, students were active and tried to overcome their difficulties. They always asked to me when they found difficulties in learning. Students' aspiration and perseverance were also improved in this research. In the pre-research, students looked passive during teaching and learning process. They did not show their high aspiration and perseverance. They did not consistently invest a high level of effort and did not aware to the goals of learning. When the teacher asked students' to answer the question they just keep silent. Some students lost concentration because they were sleepy. While I implemented TSTS method in teaching and learning process, some students showed their confidence. They did not afraid to answer question from their friend and the teacher.

Based on the result of the research which was gathered from field notes and some activities in each meeting, it could be seen that the students' motivation in learning were improved. The students' behavior improved, they became more active than before. Besides, they also more paid attention to my explanation and did the tasks or instruction given. The other aspects of students' motivation, such as: positive task, ego-involvement, high aspiration, perseverance, tolerance of ambiguity, and need for achievements were also improved. I concluded that TSTS method attracted the students' attention and motivation in the teaching and learning process. Through

TSTS activities, the students were encouraged to give more interaction with their friends

Besides, it is presented sample of students' achievement. I took three students came from different level of motivation. Student A (NM) is including a smart students, she always paid attention to the teacher and did the assignment seriously. She was enthusiastic in implementing TSTS method. She always asks me when she found difficulties. She always shows her seriously in group discussion and did assignment.

Student B (AJ) is including a student with average level. Actually, she had good response in receiving material but sometimes he did not attention to researcher's explanation and was not interested to the lesson. Although she knew the answers of given questions sometimes she were lazy to answer. Furthermore, she easily got bored and tended to make noise in the class. However, she became more active by every meeting.

Student C (IA) is included in the lower level. He was a calm students when I gave questions, he just smile and did not answer the question. When the TSTS method was going on, he tried to answer the questions and noted some difficulties vocabulary in his note.

Table 4. Sample of Students' Achievement

Students	Pre- Test	Post- Test	Mean Score
Students A	15	22	18,5
Students B	10	16	13,5
Students C	8	17	12,5

Besides the students' motivation improvement, there weresome strengths and weaknesses in implementing TSTS method in this research. Those strengths and weaknesses were explained as follows: (1) there was improvement on the students' behavior during teaching and learning process. Students became more active in teaching and learning activities; (2) the students' positive task was improved. The students more willing to tackle task and have confident in students' success. Students did the assignment from me seriously. They were also active in group discussion; (3) there was improvement in students' ego involvement. The students became more realize the importance of succeed learning; (4) the students' achievement was improved. Students showed their effort in overcome their difficulties in teaching and learning process. They don't afraid to ask to me or ask their friends when find difficulties; (5) the students' aspiration was also improved. They showed high aspiration in teaching and learning process. They became more aware of the goals of learning; (6) there was improvement of the students' perseverance. The students consistently invest a high level of effort in learning; (7) most students became happier and enjoyed in learning process. The weaknesses are explaines as follows: (1) few students still miss pronounced when doing presentation; (2) students still could not speak English spontaneously in the class. Besides, the weakness of the use TSTS method in learning process are the implementation of TSTS method took a long time and the teacher should prepare some materials. I decided to stop the action until meeting five because there was improvement students' motivation in each meeting. There were some reasons why I stopped the action. The reasons are:(1) there was problem with time of research, the school only permitted to conduct the research

for not more than a months since the school would held a test semester in several future time; (2) all aspects on students' motivation were improved. They are positive task, ego-involvement, high aspiration, need for achievement, perseverance and tolerance of ambiguity; (3) students' motivation score in learning was improved. It could be seen from the improvement students' motivation mean score from 10, 5 in pre- research become 18, 4 in post- test; (4) I had found the strengths and weaknesses in implementing TSTS method in this research.

Considering the result above, I decided not to revise the plan and stop the action. There were some reasons why Istopped the action. The reasons are: 1) I had problem with time of research, the school only permitted to conduct the research for not more than two months since the school would held a test semester in several future time; 2) All aspects on students' motivation were improved. They are positive task, ego-involvement, high aspiration, need for achievement, perseverance and tolerance of ambiguity; 3) Students' motivation score in learning was improved. The students' improvement on motivation during learning process can be seen from the mean score of post-test which was higher than the mean score of pre-test. The mean score of pre-test was 10,5 while the mean score of post-test was 18,4 (the maximum score is 24); 4) I had found the strengths and weaknesses in implementing TSTS method in this research; 5) I had problem with time of research, the school only permitted to conduct the research for not more than two months since the school would held a test semester in several future time.

CONCLUSIONS AND SUGGESTIONS

After conducting the research by using Two Stay Two Stray Method, I got the research finding that there is improvement in

students' motivation during learning process, especially in learning English. Students became more active in teaching and learning activities. Students more willing to tackle task and challenges and have confident in students' success. Students did the assignment from I seriously. They were also active in group discussion. Students became more realize the importance of succeed learning. Their achievement was improved. Students showed their effort in overcome their difficulties in teaching and learning process. They don't afraid to ask to me or ask their friends when find difficulties. Students' aspiration was also improved. They showed high aspiration in teaching and learning process. They became more aware of the goals of learning. Students were consistently invest a high level of effort in learning. Most students became happier and enjoyed in learning process. Their motivation score showed that the students' mean score increased from 10, 5 in the pre-research and it improved into 18, 4 in post- test (maximum score is 24).

Having concluded the result of the research, the writer proposes some suggestions. For English teachers, the teacher should create interesting and fun method for teaching and learning process. I suggest using Two Stay Two Stray Method as the method of learning. TSTS is one of the cooperative learning method that require students to work in group, in which they share their ideas to others and exchange them with other groups, to obtain the best understanding of learning material. The students will work in group then they will try to share what the group has comprehended to other groups. By using TSTS method, students will more interest in teaching and learning process. For the students, students should be aware of the goals of learning. They more willing to tackle tasks and have confidence to get success in learning. Students will more comfort in teaching and learning process. They can improve their ability and learning. They can share idea with their friend. For the school, the school should push in developing the students' motivation in learning especially in learning English, because motivation in learning is very important so that the students have good motivation in learning. It is necessary to give chance for the students to improve their motivation in learning. Implementing the interesting method can make students more engaged in learning English. For the other researchers, this research is about improving the students' motivation in speaking. The findings in this research can be used as reference for other researchers who want to conduct the next research.

BIBILIOGRAPHY

Biggs John, Watkins David. (1995). *Educational Psychology for the Asia Teacher.* Singapore: Prentice Hall.

Brophy, J. (1998). *Motivating Students to Learn.* Boston: McGraw- Hill.

Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers.* Cambridge University Press

Burns, R.B. (1994). *Introduction to Research Methods.* Melbourne: Longman.

Ebbut in Hopkins, David. (1993). *A Teacher's Guide to Classroom Research.* Buckingham: Open University Press.

Elliot et al. (2000). *Effective Teaching Educational Psychology.* Singapore: Mc. Graw Hill.

Grocia in Elliot et al. (2000). *Effective Teaching Educational Psychology.* Singapore: McGraw Hill.

Huda, Miftahul. (2012). *Cooperative Learning.* Yogyakarta: PustakaBelajar.

Isjoni. (2005). *Cooperative Learning.*Jakarta: PT. Grasindo.

Johnson, Roger T and Johnson, David W.*An Overview of Cooperative Learning.* 1994. Retrieved from http:///www.co-operative.org/pages/overview.html

Kemmis and Mc. Taggart in Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers.*Cambridge University Press.

Lie, A. (2002). *Cooperative Learning: Mempraktekkan Cooperative Learning di Ruang-RuangKelas.*Jakarta:Gramedia

Naiman in Ur, Penny. (1996). *A Course in Language Teaching.* Cambridge: Cambridge University Press

Safa' at. (2001). *Interaksidan Model Pembelajaran.*Jakarta: Grafindo.

Suprijono, A. (2009). *Cooperative Learning.* Yogyakarta: PustakaBelajar.

Ur, Penny. (1996). *A Course in Language Teaching.* Cambridge: Cambridge University Press.

Wallace, M. J. (1998). *Action Research for Language Teachers.* Cambridge: Cambridge University Press.