

CHAPTER 1

INTRODUCTION

This introduction contains the context of the problem, the identification of the problems, the limitation of the problem, the research question, the goal of the research, and the significance of the research.

1.1 Background of the Problem

In this era of globalization, English has emerged as the primary language for education and technology, business, health, law, and other fields. Setiyadi (2020) stated that teaching methods are implementations of theoretical results; they may have originated from theories and then been put into practice. Learning English in elementary school is vital because it prepares pupils for the process of globalization while also allowing them to progress to higher levels of schooling. Thus, teaching English is defined as a lesson that pupils must master. The ability to speak and write in English is one of the most significant standards in the workplace (Hidayat, 2016). In the second part of the twentieth century, new approaches to language instruction emerged. Indonesian students require communication skills to prepare for higher education and the workforce. As a result, in order to speak with a large number of individuals, students must engage in extensive practice of English. Speaking skills refer to how students communicate their ideas during a presentation (Pradita, 2019). This study was prompted by the fact that there are many eighth-grade students at SMPN 2 Plered who are struggling to learn English, particularly when it comes to speaking. Based on observations in the field, many learners lack confidence and shyness when speaking in front of the class. This problem is also motivated by the less than optimal application of learning models and methods.

The research model that will be used is Quasi experimental. In language learning, the ability to communicate is important. For students learning English as a second language, honing presentation skills in front of the class is very useful to encourage language development. In order for students to play an active role in the learning process and use language, teachers need to introduce interactive activities into the classroom. Classroom presentation is one of the activities that can realize interactivity between students and teachers, students and students, and students with students. Doing presentation in class is very necessary to encourage students to practice English intensively, productively and without the need to practice outside the classroom.

However, there are various reasons why students are hesitant to present in class. Some students are hesitant to speak up because they are terrified of making mistakes in English and do not know what to say. Because speaking in front of many people and doing presentations can be difficult for anyone. Richard (2008) in Annas et al., (2018) acquiring speaking abilities in English is a top goal for second and foreign language learners. However, speaking is the most challenging skill for students since many are hesitant to try speaking English and lack drive. There are numerous ways, methods, strategies, and techniques that can be employed in the classroom to help students develop their speaking skills, particularly presentation skills in English classrooms and motivation. One of these is the Two-Stay-Two-Stray (TS-TS) technique. According to Dewi (2010) in (Rohim, 2018), public presentation is an art form that aims to inform, persuade, inspire, and entertain audiences. When students learn how to provide an excellent oral presentation, they improve their capacity to communicate with others. Additionally, they will find it easier and more successful to learn English. Making an oral presentation is a beneficial exercise that not only allows students to practice delivering their content in public in the appropriate language, but it also enhances their self-confidence. To accomplish this, the presenter must have strong presentation abilities (Nurwahyuni, 2019).

Lie (2002) in Masfufah (2020) defined Two-Stay Two-Stray as a method that allows students to share ideas, arguments, and facts with other groups. The method consists of several activities. Using this method, students assist one another in the teaching and learning process. Students with high and poor abilities collaborate to attain their group's aims. That is, this method can make students more active to try to speak and share ideas and information with other groups. By presenting to multiple groups, students can receive feedback and improve their skills. They may feel more comfortable speaking in front of the others. Meanwhile Suprijono (2010) stated that the Two Stay Two Stray method is a method that can encourage group members to gain in-depth concepts group members to acquire concepts in depth through giving students a role. After forming a group, the teacher gives assignments in the form of problems, the answers to which they must discuss. After the intragroup discussion is completed, two people from each group leave their group and go to visit another group. Group members who are not ambassadors (guests) are required to host guests from the group. Their task is to present the results of their group's work to the guest. All groups require two people as guests. Having completed their task, they return to their groups. After returning to their home group, both the students responsible for visiting and those responsible for receiving guests compared and discussed the results of the work done.

The purpose of the study using the Two-Stay Two-Stray method to improve presentation skills in English class at SMPN 2 Plered was to evaluate the effectiveness of this approach in helping participants develop their ability in public speaking. The method aims to improve self-confidence, communication skills, and the ability to convey ideas clearly and persuasively. The conclusion of the research using the Two-Stay Two-Stray method is that the approach is effective in improving presentation skills. The method helped participants to be more actively involved in the learning process and improved their ability to deliver the material more confidently and effectively. This method is designed to excite and encourage pupils to become active learners. Furthermore, this method enables the teacher to shift the classroom setting from tedious to enjoyable, putting pupils at ease and motivating them to learn English. Based on the

above description, the author intends to conduct a quasi-experimental study titled "The effectiveness of using the Two Stay Two Stray method in improving students' presentation skills in the English class at SMPN 2 Plered".

1.2 Identification of the Problem

With the background information mentioned above, the researcher determined the following problem: With the background information mentioned above, the researcher determined the following problem:

1. Students feel too shy to speak out loud
2. When speaking English, students are frightened of making mistakes.
3. Students are at a loss for words.
4. The teacher had not yet implemented an effective technique for teaching presentations in English class because the learning approach was repetitive and the students were disinterested in the material.

As a result, the Two-Stay Two-Stray method should be used by researchers as a learning strategy. This approach can make learning more enjoyable and make the learning process more realistic.

1.3 Delimitation and Focus of the Problem

Limiting the problem is crucial to avoid misunderstandings in its management. This study seeks to improve students' presentation skills in middle school English lessons, specifically among SMPN 2 Plered Class VIII pupils. As a result, this study examines the effectiveness of adopting the Two-Stay Two-Stray strategy to improve students' presentation skills in middle school English classes.

1.4 Research Questions

Based on the research background described earlier, this research has several problem formulations as follows:

- 1) How is the result of the presentation skill of students before treated through the Two-Stay Two-Stray method?

- 2) How is the result of the presentation skill of students after treated through Two-Stay Two-Stray method?
- 3) Is there any significant and positive effect of the Two-Stay Two-Stray method in improving students' presentation skill in English class?

1.5 The Objective of the Research

In addition, this research has specific objectives to be achieved, such as:

- 1) To Evaluate students' presentation skills before applying the Two-Stay Two-Stray method.
- 2) To Measuring students' presentation skills after applying the Two-Stay Two-Stray method.
- 3) To Identify significant differences in the improvement of students' presentation skills caused by the use of the Two-Stay Two-Stray method..

1.6 Significances of the Research

Researchers hope that this research will contribute to English language learning and teaching. This topic has two parts: practical implementation and theoretical implications.

1.6.1 Theoretically

The researcher anticipates this study to have numerous meanings: Theoretically, this research contributes to offering knowledge on how to improve presentation skills in English class utilizing the Two-Stay Two-Stray method, as well as gaining valuable experience during this research for grade VIII in SMPN 2 Plered.

1.6.2 Practically

For English teachers, to improve students' ability in presentation skills by applying the Two-Stay Two-Stray method is very significant.

- 1) The Two-Stay Two-Stray method requires the participation of all students to present, because this method each student must interact with their group mates. Therefore, this situation can help the teacher to measure and find out the weaknesses of the students.

- 2) For the students, this research can motivate the students to present in English earnestly, so that they will be more confident in expressing their ideas and feelings.
- 3) For researcher, providing alternative sources and references for other researchers in their efforts to learn the two stay two stray method and especially to improving presentation skills.
- 4) For readers, it can add insight into the Two-Stay Two-Stray method, especially in improving presentation skill in English class.

