Increasing Student's Ability in Mastering Vocabulary in Grade VII-1 SMP Negeri 2 Percut Sei Tuan by Using Two Stay Two Stray Strategy

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ARTICLE INFO	ABSTRACT
Article history: Received Revised Accepted *Keywords:* *Increasing* *Ability* *Vocabulary* *Strategy*	The research was conducted at SMPN 2 Percut Sei Tuan (PST). The subjects of this study were 32 students in class VII-1 SMPN 2 PST, consisting of 18 female students and 12 male students, in the 2022-2023 academic year. This study aims to determine whether the use of the Two Stay Two Stray technique can improve students' vocabulary mastery with reading text-based learning. This research includes 2 cycles consisting of 7 meetings. The results of cycle 1 showed an increase in the results of students' vocabulary mastery. The writer also uses quantitative data in this study. If seen from the results obtained from the pretest to the post test, the achievement of students' vocabulary mastery continues to increase significantly. Pretest learning outcome data shows 11. 60% of students who are able to pass a score of 75 (KKM). In cycle 1 there were 45.20% of students who achieved a score of 75. Meanwhile in cycle 2 there were 91.20% of students who passed a score of 75. Looking at the observation instruments and diary notes also showed an increase in the quality of the teaching and learning process which was more conducive. So the writer can conclude that the use of the Two Stay Two Stray approach in learning vocabulary in class VII-1 T.A 2022-2023 can significantly improve the results of students' vocabulary mastery and increase students' understanding of the text.

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INTRODUCTION

The term vocabulary or vocab refers to the words used in a language. "Vocabulary" can have at least three different meanings, all of the words in a language. New words are constantly being added to the vocabulary of English.

Baurer, L (1998 : 89) states that when learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar.

This is true for native speakers as well as for learners. In your own language, there are many words that you use regularly when speaking or writing. These words are part of your active vocabulary. And then there are many words that you understand when you hear them, on television for example, but do not use in everyday speech.

Vocabulary is the most difficult problem that all English learners must deal with, and so are students. English vocabulary is really important for our students for making them master in English. Vocabulary learning is also very important in English study especially for the beginners. It needs something called ability. Ability is an effort of someone to get something better.

The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. Here we will find a variety of teaching strategies to help students take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate especially in learning English Vocabulary. In fact, many students at SMPN 2 Percut Sei Tuan, still make many mistakes in spelling or pronounce the words. We consider that there are the many problems in teaching our student. Teacher need to pay a big attention for the students, they must prepare the suitable strategy for the students.

Arsyad, A (2002:39) said that one of that teaching strategy is Two Stay Two Stray (TSTS). Various subjects also use this strategy for teaching the students, like math and saint subject. TSTS is a cooperative learning strategy that is adapted from Kagan's One Stay-Three Stray. TS-TS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. TSTS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become 'strayers' and other two students become 'stayers'). It is hoped that by implementation this strategy the students' ability in mastering vocabulary will be improved

Based on the problem above, he was interested in conducting a research in relation with mastering vocabulary by using Two Stay Two Stray method in SMPN 2 Percut Sei Tuan (PST)

Based on the background of the study, the problem of the research can be formulated as "How is the implementation of teaching vocabulary using Two Stay Two Stray strategy to improve students' vocabulary at VII- 1 of students of SMP N 2 PST "

Meanwhile, the main purposes of this research are to find out how the implementation of teaching vocabulary using two stay two stray strategy to improve students' vocabulary at eighth grade students of SMP N 2 PST and to see how the student's responses to two stay two stray strategy that will be used by the teacher in teaching vocabulary.

The writer then needs to clarify the significant of the study. First, the results will be used as the basic information to improve the teaching Learning process at school. Second for students this result, the results can make them easier to master English vocabulary and feel happier to enrich vocabulary. Second, it is very useful to help teachers to find a new strategy or a good teaching technique to master the students' ability in vocabulary. Regarding with the scope, this study is limited to VII-1 SMPN 2 PST which in fact have very poor of English vocabulary. Because of it, the study is focused on the use of Two stay two stray strategy in order to enrich student's vocabulary mastery. The reason is because the writer wants to know how the result of using Two stay two stray strategy in teaching English, especially vocabulary material.

METHOD

This research is conducted at SMPN 4 Percut Sei Tuan which is located on Jalan Pasar Gambir, Kec .Percut Sei Tuan Kab. Deli Serdang. The research was carried out in academic year 2022- 2023 in the second semester. The population of the study was grade VII-1 SMPN 2 PST consisting 32 students, they are 18 girls and 14 boys.

.Arikunto (2008) figured the scheme of action research in which there are two cycles and followed by four steps; planning, acting, observing, reflecting. It can be shown as follows;
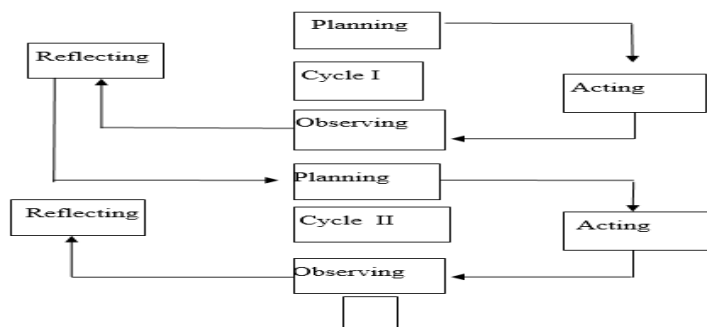

Table 1 : Scheme for Penelitian Tindakan Kelas

Cycle I

Planning is purposed to be researcher's input which was used in the classroom to lead the action. Planning was done to arrange everything has been needed in action which presented. It must be flexible because it depended on the circumstance of the classroom and the curriculum.

Action was the implementing of planning. Two Stay Two Stray has been applied in the teaching learning for listening comprehension in that classroom. Researcher applied the plans that have been arranged and used in TS-TS.

Reflection is the evaluation of the action, including the data and teaching learning process. Then, the researcher took the feedback of teaching and learning process form the result of the observation

Cycle II

As the beginning, the researcher set out the revised lesson plan, prepare the material which would be applied in the research, the observation sheet, provide the media and gave reinforcement. They indeed were given more explanation of two stay two stay method and its application in learning mastery vocabulary. The researcher guided clearly the students by using

two stay two stay (TS-TS). In the learning process. The students discussed the material in a group and gave them opportunity to fulfill the given exercises.

It is good that finding out the classroom activity under the TS-TS technique was carried out, the researcher some conducted questionnaire. It resulted many students were enjoyable to run the teaching learning process by using TS-TS strategy The students in fact could enrich their vocabulary through the TS-TS method as well as they could explore their ideas and thought better.

FINDINGS

Cycle 1

As a research, this research had to follow the research procedure with 2 cycles. Each cycle owns four phase, they are planning, acting, observing and reflecting. The first cycle was conducted in three meetings. In the first cycle, the score of the students significantly improved so the researcher then conducted the second cycle. Here the student's score also had significantly improved and the student's vocabulary mastery had been solved significantly.

To make it clearer, It is a need to compare results, the pretest and the cycle I, it is found that percentage the highest score was 80. Based on the result given in Cycle II can be pointed out that the average of result also improved significant, that was 60.73 %. (seeing from cycle 1 to cycle 2). From the data collected it was assumed that by applying the TS-TS can enrich student's vocabulary mastery and comprehension can grow the student's ability in understanding a text. This would be a fact researcher needs to go to cycle II.

Cycle II

Referring to the collected data, the cycle II can be looked as follows. 1) the students were more excited when introduced with the teaching material and text. 2) Several student were more active in giving questions on the text, (AM, EAM, BST, NT, N). 3) Many students were able to improve their words mastery and got better score than previous one. 4) Students resulted better words mastery by using TS-TS method as well showed the better response to the process. To make it clear, take a look the table below.

No	Initial	Pre Test Score	Cycle I Score	Cycle II Score
1.	ABS	60	66	80
2.	ANT	60	75	80
3.	ARS	50	60	60
4.	AN	60	80	80
5.	BST	60	65	80
6.	DPL	60	60	80
7.	DAN	75	70	85
8.	DUM	50	60	80
9.	DI	65	80	80
10.	EA	60	65	70
11.	ES	60	60	75
12	EAM	80	85	85
13	FDS	55	65	75
14	HA	50	60	75
15	HC	40	75	80

16	KAS	60	65	70
17	KYS	45	65	80
18	MFR	40	75	80
19	NNH	50	60	80
20	NT	50	75	80
21	NN	50	60	75
22	OLG	45	60	80
23	RS	50	65	80
24	RNS	55	75	80
25	RBF	75	75	80
26	S	60	75	80
27	SMS	60	70	80
28	SP	65	70	80
29	SF	70	75	80
30	TW	65	75	85
31	TRS	70	70	90
32	ZA	75	75	85
	Total = ∑X	1875	2250	2580
	Means=X	58.10	70,65	78.80
	Completeness	11.60 %	45..20%	91.30 %

Tabel 2. The result of Pretest, Cycle I and Cycle 2

Seeing the comparison score the pretest and Cycle I, there were only 3 students (11.60 %) who passed the minimum score. But the result of cycle I showed that there were 11 students (45.50 %) who got the minimum score. It means that there were a significant improvement, 17.11 %.

Then, comparison of the student's score in the pre test, cycle I and cycle II. Comparing average from the pretest and cycle I, there were 8.80 % improvement. And the improvement of average between the cycle I with cycle II was 17,38 %. But the improvement of average between pre test and cycle II that was 22,30, %. Furthermore, looking through the result of tally of students' completeness, there were 8 students 25 % of the tally. Comparing students' completeness between cycle I and cycle II was 17 students (53,45%). But if comparing the result between pretest and cycle II, there was a very significant progress. The improvement was 25 students 78,15 %.

Based on the given data, it can be seen the lowest score of the three tests was 50 (in pre test). And of the three test, the highest score was 90 (in the cycle II). The lowest percent of completeness was 57..03 % (in pre test) and the highest percent of completeness was 78.77 % (in cycle II). Comparing the pre test and cycle I was 214 score. The improvement of score between cycle I and cycle II was 390 score. It is said the TS-TS is going more smoothly

Meanwhile, the data from the cycle II, there were 13 students (39,5% of all students) who got the score of 80. Meanwhile their score was 55 to 70 in the pre test. In the cycle I there was only 1 student (3.1 %) got 80 score. It means that there was significant improvement as much as 31. 4%. The 12 students also paid a good attention and attraction while applying the ST method. And from the cycle I and cycle II, there were 3 students 11.56%) who got the same score as in cycle I. Both in cycle I and cycle II they got 75 score. They were ARS, MFRS and EAM. There were 20 students (62,5 %) who still had not yet achieved the minimum score. The

tally who got 70 was 1 student, there were 7 students who got score of 60-65. Meanwhile, in cycle II there were 3 students who did not yet reach the minimum score.

The result of cycle II was seen that the achievement of average was 90.40 % . There were 28 students who got score over 75. In the cycle I the achievement was 39.30 % (11 students scored over 75). Comparing the result of cycle I and cycle II, it was found that there was improvement around 21.78 %. Then, in the pre test resulted the achievement of 11.56 % (3 students who got over 75) . If comparing the result of pretest and cycle II, there was 78,50 % improvement.

In addition to given data, it can be seen the lowest score of the three tests was 45 (in pre test). And of the three test, the highest score was 90 (in the cycle II). The lowest percent of completeness was 57..03 % (in pre test) and the highest percent of completeness was 78.77 % (in cycle II). Comparing the pre test and cycle I was 214 score. The improvement of score between cycle I and cycle II was 390 score. It is said the ST is going better and better.

Based on the data from the cycle II, there were 13 students (39,5% of all students) who got the score of 80. Meanwhile their score was 55 to 70 in the pre test. In the cycle I there was only 1 student (3.1 %) got 80 score. It means that there was significant improvement as much as 31. 4%. The 12 students also paid a good attention and attraction while applying the TS-TS method. And from the cycle I and cycle II, there were 3 students 11.56%) who got the same score as in cycle I. Both in cycle I and cycle II they got 75 score. They were ANT, FDS and EAP. There were 20 students (62,5 %) who still had not yet achieved the minimum score. The tally who got 70 was 1 student, there were 7 students who got score of 60-65. Meanwhile, in cycle II there were 3 students who did not yet reach the criterion.

From the data in the cycle II was seen that the achievement of average was 90.40 %. There were 28 students who got score over 75. In the cycle I the achievement was 39.30 % (11 students scored over 75). It was found that there was improvement around 21.78 %. Then, in the pretest resulted the achievement of 11.56 % (3 students who got over 75). If comparing the result of pre test and and cycle II, there was 78,15 % improvement.

Comprehension Test	Percentage
Pre Test	11.60 %
Cycle I	45,50 %
Cycle II	91.30 %

Tabel 3. The percentage of students who scored over 75

While looking over the lowest and the highest score in the pretest the lowest score was 45 and the highest score was 80. And the data in cycle I, the lowest was 55 and the highest score was 80. Then the cycle II the lowest score 65 and the highest score was 90. The data would be a fact that from first phase to the last phase, the improvement is higher and higher. In short, the TS-TS TS strategy indeed encourages the students' motivation so that students are able to enrich more vocabulary as well as comprehension is getting much better. Therefore this TS-TS strategy enables them to improve not only listening skill but also two other skills.

It is a fact that conducting the research through TS-TS method in the grade VII-1 SMP N 2 Percut Sei Tuan academic year 2022-2023 can truly improve the students' vocabulary mastery on the form of reading. The students are overall motivated and encouraged more in studying English and classroom atmosphere also improves on teaching process.

CONCLUSION

Looking through the data resulted and the discussion above, it was found that the students' score increased form the pretest to cycle I as well as the cycle II. The average of completeness increased 11.60 % (pretest) to 40,20 % (cycle I) and went to 91.30 % (cycle II). The tally of students achieving on minimum also increased, there were 3 students (pre test) increasing to 13 students (in cycle I) and went up to 28 students in cycle II. It turns out that there is significant enlargement on students' vocabulary mastery on teaching reading when they were introduced with TS-TS strategy in learning process.

Regarding to the completion, followings are offered. First, for teachers, it would rather use TS-TS strategy in teaching reading or vocabulary as through this technique the students can be more enjoyable and effective to enrich vocabulary and understand the written forms more and more easily. For students, it is suggested to practice their comprehension skill by using TS-TS strategy and also to level up students' mood on learning process since vocabulary mastery has a close relationship with better learning activity's environment.

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