

# The Effect of Two Stay Two Stray In Toward Students' Self-Esteem

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## ABSTRACT

This research was aimed at find out whether or not using Two Stay Two Stray effective in toward students' Self-Esteem in speaking. The research was quasi experimental research with nonequivalent control group design. The population of the study was second grade students of SMPN 3 Batukliang which was consisted of two classes. Two classes were chosen as the samples by using population sampling technique; those were VIII<sup>A</sup> as experimental class was treated by using Two Stay Two Stray, and VIII<sup>C</sup> as control class was treated by using One Stray Three Stay, they were chosen by used lottre. The instrument to collect the research data. The scores were analyzed by using descriptive and inferential analysis, descriptive analysis used to describe mean, mode, median and standard deviation both of group, and the inferential analysis is to describe the value of t-test for the comparison between t-table. It shows that the value of t-test = 2,53 was higher than the value of t-table = 1,688 as the level of significance of 0,05% and the number of df (36). Therefore, based on the result of the analysis, it can be concluded that there is significant difference between students' Self-Esteem scores taught by Two Stay Two Stray. In other words, Two Stay Two Stray has positive effect toward students' in Self-Esteem.

**Keywords:** *Self-Esteem, Two Stay Two Stray, Speaking*

## INTRODUCTION

Self-Esteem is the experience that we were appropriate to live and to requirement to life. More specifically, Self-Esteem is a confidence in our thinking and to cope with the challenges of life. Self-Esteem is able to help someone to improve willingness to learn about something for their social life.

Self-Esteem important to students especially in speaking skill, because in learning speaking, the students expect the appreciation of teachers and classmates. For students form the Self-Esteem of teachers that are affecting levels of learning to students' self.

The researcher did the observation on January until March 2020 at second grade SMPN 3 Batukliang, and then in observation researcher found difficulty to students in learning speaking skill. The researcher found that students often difficult to accept and understand the material being taught speaking, students sometimes difficult for not be separated out from students' Self-Esteem because in learning in a classroom Self-Esteem play significant function to the existence low students' low ability. Based on the stimulate

in to students', the researcher used Two Stay Two Stray technique to students' Self-Esteem especially in learning Speaking skill.

Statement of the Problem Is Two Stay Two Stray technique effective toward students' Self-Esteem in speaking at second grade students of SMPN 3 Batukliang? Purpose of the Study The purpose of this study was to find out whether or not Two Stay Two Stray technique effective toward students' Self-Esteem in speaking at second grade students of SMPN 3 Batukliang.

## LITERATURE REVIEW

### a. Self-Esteem

Self-esteem is one part of the personality that is contained in each individual. Self-esteem is an evaluation made by an individual that expresses an attitude of agreement or disagreement and shows the level at which the individual believes he is capable, confident, important and valuable. In general, self-esteem is an evaluative component of self-concept, a broader self-representation that includes cognitive and behavioral aspects that are evaluative and effective (Coetzee, 2005).

Human being as individuals cannot be separated from other individuals, because in essence humans are social creatures. In interacting, someone should respect other people or vice versa. However, besides respecting others, one also needs to respect himself. Self-esteem is closely related to self-concept (Coopersmith, 1967).

Branden (1992: 8) States that Self-Esteem is the experience that we were appropriate to live and to requirement to life. More specifically, Self-Esteem is a confidence in our thinking and to cope with the challenges of life. Self-Esteem is able to help someone to improve willingness to learn about something for their social life.

Furthermore, Branden (1992: 16-17) divides self-esteem based on its interrelated aspects: 1) A sense of personal efficacy; Self-efficacy means confidence in the functioning of my mind, in my ability to think, in the processes by which I judge, choose, decide; confidence in my ability to understand to facts of reality that fall within the sphere of my interests and needs; cognitive self-trust; cognitive self-reliance. 2) A sense of personal worth (self-respect); Self-respect means assurance of my value; an affirmative attitude towards my right to live and to be happy; comfort in appropriately asserting my thought, wants, and needs; the feeling that joy is my natural birthright.

In addition, there were some fairly simple and direct ways in which healthy Self-Esteem manifests itself in our being. These include: 1) A face, manner, way of talking and moving that project the pleasure one takes in being alive, 2) Ease in talking of accomplishment or short comings with directness and honesty, since one is in friendly relationship to facts. 3) Comfort in giving and receiving compliments, expressions of affection, appreciation, and the like. 4) Open to criticism and comfortable about acknowledging mistakes because one's Self-Esteem in not tied to an image of "perfection." 5) One's words and movements tend to have a quality of ease and spontaneity since one is not at war with oneself. 6) Harmony between what one says and does and how one looks, sounds, and moves. 7) An attitude of openness to and curiosity about new ideas, new experiences, new possibilities of life. 8) Feelings of anxiety or insecurity, if they present themselves, will be less likely to intimidate or overwhelm one, since accepting them, managing them and rising above them rarely feels impossibly difficult. 9) An ability to enjoy the humorous aspects of life, in oneself and others. 10) Flexible in responding to situations and challenges, moves by a spirit of inventiveness and even playfulness, since one trusts one's mind and does not see life as doom or defeat.

Self-Esteem is the way to think about her or himself how to overcome every challenge that he or she faced in his or her life with good confidence about them self in which they can do all the things that they face. Students who have high Self-Esteem usually demonstrate a high degree of acceptance of themselves and others. These students recognized the skills and strengths of themselves and others and fell self and secure within their social relationship and environment. They also respond with confidence to problems and challenges, felling a sense of responsibility for their actions.

**b. Two Stay Two Stray**

According to Kagan (1994) the Two Stay Two Stray structure is one type of co-operative learning group technique which provides opportunities to share results and information to other groups. This alternative method can be preferable because a lot of teaching-learning activities are characterized by individual activities where students work alone and are not allowed to see the work of other students while in real life, outside of school in work-life people are interdependent on one another. This co-operative learning strategy promotes discussion both individually and in groups with individual and group accountability.

**RESEARCH METHOD**

In the research design, researcher used experimental method with quantitative approach. Experimental method is characterized by much greater control over the research environment and this cases some variables (Kothari, 2004: 5 in Kurniati, 2016: 20). The research design of this research was quasi experimental. According to Hatch & Farhady (1982: 24 in Arkam Azis 2015: 32) state that quasi experimental is practical compromises between true experimental and the nature of human language behavior which people wishes to investigate. The population of this research was of the second-grade students of SMPN 3 Batukliang in academic year 2019/2020, which consists of 205 students. For this research the researcher used population sampling technique based on the population of the students themselves. To determine which one the class as experimental and control class, the reseacher used a lottery. To find out the effect of Two Stay Two Stray technique in Self-Esteem, the researcher used questioner to test students' Self-Esteem (Miller,2005). The researcher divided the score into four criteria in testing, there are SA, A, D, SD. In the instrument the researcher used questioner test for testing students' Self-Esteem. There were two kinds of question in the questioner, positive and negative question. The total of the question is 10 questions. The students *were given* sheet of paper by the researcher. The researcher guided them in fulfill the statements, it based on students' Self-Esteem ability.

Table 1: Blue print of Self-Esteem

No	Indicators	Type of Test	Item
1	The ability to cope with life	Negative	2,5,6,8
2	The ability to build a good character to win confidence and friendship	Positive	1,3, 4

3	The ability to create a stronger bond between family	Positive	7
4	The ability to create a positive and significant academic performance	Negative	9
5	The ability of being realistic	Positive	10

After collecting the data from the experimental group and control group, the researcher analyzed the data. The researcher employed the formula as follows: 1) Descriptive Analysis, Descriptive Analysis is the branch of statistics that focuses on collecting, summarizing, and presenting a set of data, such as: mean, median, mode, and standard deviation. 2) Inferential analysis.

### RESULT AND DISCUSSION

The researcher gave students pre-questionnaire both of group, and the researcher treated the students by used Two Stay Two Stray in experimental group and in control group treated by used one stray three stay. In giving treatment the researcher gave students material about questioner. After that, the researcher conducted the post-questionnaire both of group. The Computation and Analyzing The Mean, Mode, Median and Standard Deviation Both of groups

1. The Computation of Mean Score

a. The mean score of experimental group:

1) Mean score of Pre-Questionnaire 2). Mean score of Post-Questionnaire

$$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{305}{20} = 15,25 \qquad \bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{598}{20} = 29,9$$

b. The mean score of Control group:

1) Mean score of Pre-Questionnaire 2). Mean score of Post-Questionnaire

$$\bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{272}{18} = 15,1 \qquad \bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{279}{18} = 15,5$$

2. The Computation of Mode Score

a. The mode score of Experimental group:

1) Mode score of Pre-Questionnaire 2). Mode score of Post-Questionnaire

$$M_0 = L + i \left( \frac{f_i}{f_i + f_2} \right) \qquad M_0 = L + i \left( \frac{f_i}{f_i + f_2} \right)$$

$$= 16,5 + 1,4 \left( \frac{4}{4+2} \right)$$

$$= 15,48$$

$$= 30,5 + 1 \left( \frac{14}{14+7} \right)$$

$$= 31,1$$

b. The mode score of Control group:

1) Mode score of Pre-Questionnaire 2) Mode score of Post-Questionnaire

$$M_o = L + i \left( \frac{f_i}{f_i + f_2} \right) \qquad M_o = L + i \left( \frac{f_i}{f_i + f_2} \right)$$

$$= 16,5 + 1 \left( \frac{10}{10+4} \right) \qquad = 23,5 + 1 \left( \frac{14}{14+6} \right)$$

$$= 11,71 \qquad = 24,2$$

3. The Computation of Median Score

a. The median score of Experimental Group:

1) Median score of Pre-Questionnaire 2) Median score of Post Questionnaire

$$M_e = L + i \left( \frac{\frac{N}{2} - cfb}{fw} \right) \qquad M_e = L + i \left( \frac{\frac{N}{2} - cfb}{fw} \right)$$

$$= 12,5 + 1,4 \left( \frac{10-9}{7} \right) \qquad = 28,5 + 1 \left( \frac{10-13}{7} \right)$$

$$= 12,57 \qquad = 28,92$$

b. The median score of Control Group:

1) Median score of Pre-Question 2). Median score of Post-Question

$$M_e = L + i \left( \frac{\frac{N}{2} - cfb}{fw} \right) \qquad M_e = L + i \left( \frac{\frac{N}{2} - cfb}{fw} \right)$$

$$= 12,5 + 1 \left( \frac{9-8}{6} \right) \qquad = 20,5 + 1 \left( \frac{9-12}{5} \right)$$

$$= 2,12 \qquad = 19,9$$

4. The Computation of Standard Deviation

a. The Standard deviation score of Experimental group:

1) Standard deviation of Pre-Questionnaire 2) Post-questionnaire

$$S_1^2 = \frac{\sum X_1^2}{N_1} - X_1^2 \qquad S_1^2 = \frac{\sum X_1^2}{N_1} - X_1^2$$

$$= \frac{4719}{20} - 15,25^2 \qquad = \frac{17922}{20} - 29,9^2$$

$$= 235,95 - 232,5 \qquad = 896,1 - 894,01$$

$$= 3,39 \qquad = 2,09$$

$$S_1 = \sqrt{S_1^2} = \sqrt{3,39} = 1,84 \qquad S_1 = \sqrt{S_1^2} = \sqrt{2,09} = 1,44$$

b. The Standard deviation score of Control group:

1) Standard deviation of Pre-Questionnaire 2). Post-Questionnaire

$$S_2^2 = \frac{\sum X_2^2}{N_2} - X_2^2 \qquad S_2^2 = \frac{\sum X_2^2}{N_2} - X_2^2$$

$$= \frac{4156}{18} - 15,1^2 \qquad = \frac{8756}{18} - 22^2$$

$$= 230,89 - 228,01 \qquad = 486,44 - 484$$

$$= \sqrt{2,88} \qquad = \sqrt{2,44}$$

$$S_2 = \sqrt{S_2^2} = \sqrt{2,88} = 1,70 \qquad S_2 = \sqrt{S_2^2} = \sqrt{2,44} = 1,57$$

### 5. Identification the Significance of t-test

$$\begin{aligned}
 t &= \frac{(X_1 - X_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{N_1 S_1^2 + N_2 S_2^2} \cdot (N_1 + N_2)} \\
 &= \frac{(29,9 - 22) \sqrt{(20 + 18 - 2) 20 \cdot 18}}{\sqrt{20 \cdot (1,44)^2 + 18 \cdot (1,57)^2} \cdot (20 + 18)} = \frac{7,9 \sqrt{36 \times 360}}{\sqrt{20 \times (2,0736) + 18 \times (2,4649)}} \quad (38) \\
 &= \frac{7,9 \times 113,84}{\sqrt{85,8402} \cdot (38)} = \frac{7,9 \times 113,84}{9,264 \cdot (38)} = \frac{899,336}{352,032} = 2,53
 \end{aligned}$$

It was found that, the value of experimental group in pre-questionnaire of mean score was 15,25, mode score was 15,48, median score was 12,67 and the standard deviation score was 1,84. Then the value of descriptive analysis of students' self-Esteem in post-questionnaire of experimental group were; the value of mean score was 29,9, mode score was 51,25, median score was 28,92, and the standard deviation score was 1,44. Therefore the value of control group in pre-questionnaire of mean score was 15,1, mode score was 11,71, median score was 2,12 and the standard deviation score was 1,70. Then the value of descriptive analysis of students' Self-Esteem in post-questionnaire of control group were; the value of mean score was 22, mode score was 24,2, median score was 19,9, and the standard deviation score was 1,57.

From the explanation above, it can be seen that, there was significant different between the results of pre-questionnaire and post-questionnaire between experimental group and control group. To make a conclusion or to draw a conclusion about the population, this research used inferential analysis by using t-test formula. It was found that the value of t-test = 2,53 > t-table = 1,688 (0,05/95%). From the result of comparison between the results of t-test with the value of t-table above, it can be seen the result of t-test was higher than the value of t-table. The result of post-test was higher than pre-test because using Two Stay Two Stray is effect at the second grade of SMPN 3 Batukliang. Based on the discussion above, the researcher concludes the use of Two Stay Two Stray has positive effect toward students' Self-Esteem English.

### CONCLUSION

Based on the statistical analysis, the value of t-table was 1,688 from (df) 20 + 18 - 2 = 36, it was clear that the t-test was higher than t-table. It means that the alternative hypothesis was accepted meaning that Two Stay Two Stray has positive effect in toward students' Self-Esteem of English speaking at the second-grade students of SMPN 3 Batukliang in academic year 2016/2017.

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