

## TEACHING ENGLISH USING TWO STAY TWO STRAY (TS-TS) IN IMPROVING STUDENTS ENGLISH SPEAKING SKILL AT SMKN 2 PRAYA TENGAH

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### ABSTRACT

*This research investigated the teaching of English by using Two Stay Two Stray to improve the students' speaking skill in the 10<sup>th</sup> grade students of SMK Negeri 2 Praya Tengah, West Nusa Tenggara Province. The participants of this research were 28 students. The research utilized a classroom action research. The research covered two cycles and each cycle consisted of four steps, they were; planning, acting, observing, and reflecting. The research consisted of two cycles and each cycle applied three parts, such as; pre-test, treatment, and post-test. The data collected were qualitative and quantitative data. The qualitative data were gained through observation and documentation. Meanwhile, the quantitative data was collected from the test. The researcher used SPSS 16.00 in analyzing the quantitative data. The researcher found that there was a significant improvement on students' speaking skills after giving treatment using Two Stay Two Stray in cycle I and cycle II. The improvement of using Two Stay Two Stray in improving the students' speaking skill was significant. It can be seen from the cycle I up to the cycle II. The result of the cycle I showed that the mean of post-test is higher than the the pre-test. The mean of post-test was 66.14 and pre-test are 60.50. In the cycle II, the mean of post-test is higher than the mean of the pre-test. The mean score of post-test was 76.28 and pre-test are 66.14. The researcher concluded that using Two Stay Two Stray improved the 10<sup>th</sup> grade students' speaking skill at SMK Negeri 2 Praya Tengah, West Nusa Tenggara Province.*

**Keywords:** *Two Stay Two Stray (TS-TS), Speaking Skill.*

## INTRODUCTION

Speaking skill is the most important in English skills. Speaking skill is productive skill that produces an idea and information actively by using language. This is why the

listener can be able to understand until they have capability to responds what they heard in learning process. Ahmadi (1990: p.35) says that speaking skill is a natural process

of social relation that growth in human beings. In speaking must be has a based on public sense, same language, assumption, and point. But if there are no differences in various aspects will be has a material of communication to the other. He also says that Speaking is an action to solve differences, one or more problems between two peoples or group of peoples, either the knowledge like public information, definition, and personal opinion. In international relationship, the capability of English speaking is very important since English is an international language in the world that always used in communicating each other in the world especially in western countries.

Based on the reason above, the teacher must design the materials of English teaching in order to understand easily for student in learning process. Lubis (2006, p.1) says that the teacher as a means of professional instructor must has ability to implement various theory, to conduct the effectiveness and efficiency of the teaching method, ability in including the students active in participation, and the ability in making learning process is support to the learning goals. There are many problem's found on the students when the writer take an observation while teaching at that school because the researcher is the English Teacher at that school. Those problems are like shy to say anything, fearful to make a mistake, difficult to express, seldom to practice, a little vocabulary, misunderstanding and lack confidence. The writer believes that entire of the students has ability to participate successfully in oral interaction.

There are many factors such as: student's motivation, material's interesting, and techniques in English teaching. It can

make the teacher ask the students to practice in writing more than practice in speaking. The teacher does prefer to inspect students' writing than students' speaking skill. This is why the students less in speaking practice to express their idea in front of other students in the classroom.

With references of the problems above, the teacher need the way to push the students active in expressing their idea. To optimize the students active in classroom is need an encourage in working together between students and the creativity of the students process to increase information. Anita Lie (2008, p.6) says that the learning strategy often used to activate the students' include in discussing at all. But strategy is not effective enough to push students in participating even though the teacher has been trying and motivate to participate. Most of students just for viewer and a few students who master materials in classroom. An effort to increase learning quality is cooperative learning. Anita Lie (2008, p.17) says that the cooperative learning often called by mutual-aid learning system. By cooperative learning students will work together with their groups then discuss about any information and express their opinion to another group.

The matters above has supported by the statement of Neos' (2005, p.12) in his research entitled "Engaging Students in Group-based Cooperative Learning A Malaysian Perspective" explain "As the students work together in group, they share information and come to each other's aid. They are a teamwork together to achieve group goals successfully". Neo's research shows that after cooperative learning implemented there is a positive reaction of the learners. It is show by the learning motivation is better. Baker (2009, p.4) says

that cooperative learning integrates with active teaching strategies by providing structures and processes for students to work in group settings.

Cooperative learning offers two additional benefits beyond traditional teaching methods that are the Students develop practice with real world requirements for teamwork and working in groups. The students become more engage both with content and learning (reflection, and practice) with each other. The teacher performs the function as a means of facilitator for learning groups. The first task for the teacher is a scheme for forming groups: random assignment and student selection. After the groups are formed, the teacher needs to monitor and assist the groups in being effective.

One of model in cooperative learning is Two Stay Two Stray. By cooperative learning Two Stay Two Stray techniques, the learners able to express their idea neither in their group nor another group. Beside that Two Stay Two Stray structures gives a chance to the group to give their information to another group. By using Two Stay Two Stray techniques the learners divided into some heterogenic groups that consist of four students in each groups. They work together to make a report with reference of the topic. After that students who have function as a means of house owner have to give information to the visitor. The students as visitors' back home to their group after they got enough information. Then, they give information that they got from the other group to their group and another groups. Then each group makes a report.

By the implementation of this technique the students able to get positive matter anymore. So, the teacher can activate all of

the students in learning process through Two Stay Two Stray techniques because there is two student as house owner who will speak to inform the visitors and two students as visitors goes to another group to get information and discuss at there.

The cooperative learning of Two Stay Two Stray techniques is need a long times to make the students work together either in their group or in other groups. When the students interview the house owner of other group is expect to confidences, has no fearful and not horrible because they are classmates. Besides that, Two Stay Two Stray techniques make the learners active in learning process because every student has to responsible. That is why the enthusiasm and talent of the students increase and also the students master the topic of discussion.

## METHOD

This research is CAR (Classroom Action Research). According to Creswell (2012:576), action research has an applied focus, it has aim to improve the practice of education by studying issues or problem that face. The researcher uses Classroom Action Research because the research wants to know the improvement and the significant influence of using Two Stay Two Stray Strategy to improve speaking skill. The researcher use Kemmis and McTaggart's model. Those steps are namely planning, acting, observing, and reflecting (Kemmis and McTaggart's in Burns 1999: 32). Improvement of the problem in this research is brought about by a series of two cycles.

## Research Design

Based on Kemmis and McTaggart's in Burn (1999:32) action research occurs through a dynamic and complementary

process, which consists of four steps, those are planning, action, observation and reflection. All those steps can be explained as follows:

**Planning.**

In this stage, according to Burns (1999:37) involves developing a viable plan of action for gathering the data, and considering and selecting a range of appropriate research methods. In this step, the researcher needs to prepare the instruments to learning process as follows:

1. Arranging lesson plan according to the syllabus that had been used by teacher during learning process.
2. Developed learning activities.
3. Preparing learning source such as the material or books and instrument such as learning media.
4. Preparing pre-test, post-test and scoring rubric.
5. Preparing research instrument.
6. Acting

After preparing plans, the researcher should implement action research as follow:

1. Giving pre-test
2. Giving explanation about the material
3. Apply the Two Stay Two Stray technique in teaching
4. Giving post-test.
5. Observation

During the action, the researcher observes the teaching learning process including the students' speaking. The crucial things that to be focused on this stage were the improvement of using Two Stay Two Stray technique the students' responses to the material in the classroom, and their speaking activity

**Reflection**

The researcher makes a reflection and evaluation toward the actions that are figured

out. The focus one is on the improvement after implementing Two Stay Two Stray technique in teaching speaking whether it is successful or not. If it had not been successful yet, another cycle should be continued.

**Population and Sample OR Subject**

The research was conducted in collaboration with the English teacher, the students, and the principal of SMKN 2 Praya Tengah conducted the action research. The subjects of this research were the students' class X DPIB consists of 28 Students (3 Female and 25 Male). Meanwhile, the object of this research was students' skill in Speaking through Two Stay Two Stray.

**Instruments**

This study used several data collection in gathering the data dealing with the question of study, i.e: Speaking test in the form of Speaking test, observation field note, and interview.

**Test (Speaking Test).**

Test is exercise that used to measure skill, knowledge, intelligent and attitude of someone or a group of people. The test that used in this research depends on the type and objective of the research itself. In this test of speaking, there were some elements that would be evaluated, such as: grammar, vocabulary, comprehension, fluency and pronunciation. The writer uses a technique in speaking scale to find out the improving of two stay two stray of the students' speaking skill as shown in the table bellow.

Table 1. Speaking scoring categories.

<b>No</b>	<b>Criteria</b>	<b>Rating score</b>	<b>Comments</b>
1	<b>Pronunciation</b>	5	Equivalent to and fully accepted by educated native

No	Criteria	Rating score	Comments
			speakers.
		4	Errors in pronunciation are quite rare.
		3	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Equivalent to and fully accepted by educated native speakers.
2	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.

No	Criteria	Rating score	Comments
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

No	Criteria	Rating score	Comments
3	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough

No	Criteria	Rating score	Comments
4	Fluency		that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to expressing anything but the most elementary needs.
4	Fluency	5	expressing anything but the most elementary needs. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can within the range of this

No	Criteria	Rating score	Comments
			experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
		1	No specific fluency description. Reverts to other four language areas for implied level of fluency.
5	<b>Comprehension</b>	5	Equivalent to that of an educated native speaker.

No	Criteria	Rating score	Comments
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversations of non technical subjects (i.e., topics that require non specialized knowledge).
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

The observation checklist were used to assess the students' activity and learning in teaching learning process and checking the students understanding about the speaking skill which the observation checklist would be evaluate by the writer (collaborator) in every meeting during applying the technique

with the aimed to know students' activity. The researcher would be observing the students activity during the teaching learning process. The observation checklist was base on the students' activity and how many meeting the researcher do the research. Each question of observation checklist was conducted by the teacher of English lesson as the collaborator in this research by giving checklist mark for each question.

The researcher uses observation checklist in order to make more systematic. The observation sheet consists of students' and teachers' observation checklist.

The interview consisted of some questions related to the activities, media, and assessment process conducted by the teacher. Moreover, the interview was intended to reveal the teachers' point of view about using the activities, media, and assessment in teaching English pronunciation in their classroom. The interview is a verbal interaction between two persons which are the interviewer and interviewee with the purpose of gathering relevant information for the research (Cannell and Kahn, 1968, cited in Cohen, Mannion, Morrison, 2000:268). Besides, the interview facilitates the participants to describe their interpretation about the situation from the participants' point of view (Cohen, Mannion, Morrison, 2000:267).

#### Data Analysis

In analyzing data, the researcher uses mixed methods to analyze the data (Creswell, 2012:16).

##### 1. Qualitative Data

In analyzing qualitative data collected based on words from a small member of individual, thus the participants' views are obtained and analyzed the data for description (Creswell, 2012:16). In this

research, the data of observation checklist is analyzed by qualitative.

##### 2. Quantitative Data

In the other hand, quantitative technique data analysis is used to process the data. The quantitative data is processed by the teacher and the researcher to get the score of the students. The maximum score is 100. The process measurement based on:

- a. Score the students' test
- b. There are four components in scoring speaking, are grammar, vocabulary, comprehension, and fluency, pronunciation. The researcher uses an analytical scoring rubric to analyze the data related to the students' speaking test.
- c. Calculate the result of the test  
After the scoring of students' test, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research uses Statistical Package for the Social Science (SPSS) for analyzing the data. In practice, the researcher will use SPSS version 16.0.

## FINDINGS AND DISCUSSION

### Research Findings

Based on the result of the cycle I, the teacher and researcher discussed about the teaching and learning using Two Stay Two Straytechnique in X DPIB class was not effective yet. The researcher found some weakness that happened during the teaching and learning process. The weakness was less of a quarter of tenth-grade students did not have an idea to speak. They were still confused in organizing the words in speaking. The students had low mastery of

grammar and limited vocabulary so they felt difficult to speak with an appropriate word while speaking.

The other weakness was the students did not achieve the passing grade in the pre-test and post-test. The passing grade (KKM) was 70, and the target of the passing grade was 75%, there was (21%) of students' pre-test score above from the passing grade (KKM). Meanwhile, there were 10 students (36%) who could reach the target of passing grade in post-test. Therefore, the researcher would conduct the cycle II.

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students' score of cycle II and the observations checklist were used to make a proper reflection. The teacher emphasized to review the material about the generic structure and grammatical features of asking and giving direction. Then, the teacher said that a technique is important for us. So, based on the discussion between the teacher and the researcher, the students' ability in speaking skill of asking and giving direction in cycle II had successfully improved.

The passing grade (KKM) for English subject was 70, The students' scores in the post-test of the cycle II show that there are 79% of the students who get the score higher than KKM. The post-test of the cycle II were better. The students' generate their idea in asking and giving direction. In the pre-test of cycle 2, there are 79% of the students who get the score higher than KKM. It means that after reflection from the cycle I was applied in the action of the cycle II, there was an enhancement of implementation of students' ability in speaking skill using Two Stay Two Stray technique for the tenth grade students of SMK Negri 2 Praya Tengah. Finally, the

teacher and the researcher stop the cycle because 79% of the students have already passed the passing grade.

#### Discussion

After analyzed the students' score in the cycle I and cycle II, the researcher concluded that there was a significant result of using Two Stay Two Stray technique to improve students' ability in speaking skill for tenth grade students of SMK Negri 2 Praya Tengah. The improvement can be seen as follows:

Table 2. The results of data analysis.

No	Analysis	Cycle 1	Cycle 2
1	Mean of pre-test	60.50	66.14
	Mean of post-test	67.57	76.28
2	Total of the students who pass the passing grade ( $\geq 70$ )		
	Pre-test	21%	39%
	Post-test	36%	79%
	Improvement	15 %	40%
3	T-Table with N-1(N=27)	1.703	1.703
4	T-test	5.344	7.392

From the table above, it can be seen that the t-test is bigger than t- table. It means that there is a significant result of using Two Stay Two Stray technique to Improve Students' Speaking Skills in The Tenth

Grade of SMK N 2 Praya Tengah. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 15 %, and in the cycle 2, the improvement is as much as 40%. On the result of the t-test of cycle I and cycle II, the using Two Stay Two Stay technique to improve the speaking skill. It could be seen from the table that showed that the t-test of cycle I was 5.344 and cycle II was 7.392 was higher than t-table with N-1 (1.703).

Based on the result above, the researcher concluded that the use of Two Stay Two Stay technique could improve the students' ability in speaking skills tenth grade students of SMK Negeri 2 Praya Tengah.

The finding of this research recalls that the use of Two Stay Two Stay technique is effective in improve students speaking skill. This finding corroborates the former research finding from Mis Mardiana (2014) who stated that the use of Two Stay Two Stay can improve students speaking skill.

This finding also strengthened from Sumarsono, D. (2013). The finding from Sumarsono, D. (2013), who found the application of two stay two stray can improve the students speaking ability.

## CONCLUSION

After conducting the research and analyzing the data, the researcher drew to several conclusions of using Two Stay Two Stay Technique to improve students' ability in speaking skill in the tenth grade students of SMK Negeri 2 Praya Tengah, the researcher can conclude based on the findings discussed in the previous chapter that.

The implementation of using Two Stay Two Stay Technique to Improve Students' Speaking skills in The Tenth Grade of SMK Negeri 2 Praya Tengah was successful. There is an improvement of speaking skill in asking and giving direction after using Two Stay Two Stay technique. The researcher got the information from cycle I and cycle II. There was the implementation of this study was divided into three parts.

The first part, the teacher conducted pre-test, the teacher gave pre-test to the students. In cycle I, the students looked confused in their pre-test. In the pre-test, some students got difficulties organizing the vocabulary while speaking. They asked the meaning of some words, and similar words. However, in cycle II the students got easier to speak asking and giving direction.

The second part, the teacher conducted treatment by using Two Stay Two Stay technique. The teacher gave the students example of asking and giving direction using Two Stay Two Stay technique.

The third part was the post-test. The teacher gave post-test to the students. After the researcher know the result of pre-test and post-test, the researcher analyzed the score of students by using SPSS 16.00. It can be seen from the score of pre-test and post-test. It is shown in the mean of students' score of pre-test in cycle I and cycle II are 60.50 and 66.14. It means that speaking skill in asking and giving direction without Two Stay Two Stay technique was low because the result showed that the standardized score (70) is higher than the mean of pre-test in cycle I (60.50) and II (66.14). While using Two Stay Two Stay technique the students' score of post-test in cycle I and II are 67.57 and 76.28. The mean of pre-test in cycle I

(60.50) and the mean of post-test in cycle II (76.28) are higher than the mean of pre-test in cycle I (60.50). The mean of post-test in cycle II is higher than the mean of post-test in cycle I. It means that using Two Stay Two Stray technique, the students' speaking skill in asking and giving direction was improved.

The result of students' ability in speaking skills before use Two Stay Two Stray technique in SMK Negeri 2 Praya Tengah show that there were only 21% of the students who got score higher than the passing grade (KKM) in the pre-test. After the treatment was applied in the cycle I shows that there was 36% of the students who got the score higher than the passing grade in the post-test. On the result of cycle II were 39% of students who got score higher than the passing grade in the pre-test and 79% of the students who got score higher than the passing grade in the post-test. Both of the statements can be the result of the research from the pre-test and post-test cycle I and cycle II. Finally, Developing Speaking Skills Using Two Stay Two Stray Technique to Improve The Tenth Grade Students' of SMK Negeri 2 Praya Tengah was successful.

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