The Effect of Two Stay-Two Stray Technique on Speaking Ability of the Tenth Graders at MAU Al Anwari In The Academic Year 2023-2024

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ABSTRACT

This study evaluated the effectiveness of the Two Stay-Two Stray technique in improving the speaking kills of tenth-grade students at MAU Al Anwari the academic year 2023-2024. Data were collected through pre-tests and post-tests to measure changes in students' speaking abilities after the application of the technique. Analysis revealed that most students achieved post-test scores within the 41-60 range, with an average post-test score of 52.38. The T-test analysis showed that the T-test value (13.650) was higher than the T-table value (2.086), indicating that the difference between pre-test and post-test scores was statistically significant. These findings suggest that the Two Stay-Two Stray technique has a significant impact on enhancing students' speaking abilities. The technique not only improved students' speaking skills but also provided a more enjoyable learning experience, supporting student motivation and engagement in the classroom. This result aligns with Warsono and Hariyanto's (2012) view that cooperative learning methods, such as Two Stay-Two Stray, enhance student participation and create a positive learning environment. The technique proved effective in facilitating peer interaction, allowing self-assessment, creative expression, and the development of interpersonal relationships, making it a valuable method for improving speaking skills in English language teaching.

Keywords: *Speaking Ability, Two stay two stray technique*

A. Introduction

Learning a foreign language is a very important and useful thing for human being at this time. In certain contexts, a foreign language is used for communication as a second language. There are four key language skills in learning a foreign language such as reading, listening, speaking, and writing. Students are taught these four skills so that they can communicate effectively and accurately both verbally and in writing. These four skills are related to each other because each of them relates to the fundamental thinking processes underlying the ability to communicate.

In relation to these four basic abilities, namely speaking, reading, listening, and writing, speaking is the most commonly used in our everyday lives because the primary

social function of language is to facilitate communication and interaction between individuals or social groups. Speaking skills are essential for communication when delivering messages, and it is important to enhance these abilities, especially in English. Speaking skills have to do with social and active interaction with others, understanding and feeling what they intend to be said in a conversation (Iman & Angraini, 2016). In line with the access to learning English in the 2022 curriculum, learning English focuses on strengthening the ability to use English in six elements: speaking, reading, writing, simulating, and presenting. Therefore, by mastering English, learners will have a greater opportunity to interact using various texts. From these interactions, they acquire knowledge and learn the skills and human behavior needed to live in a diverse world culture.

But in fact, majority of Indonesian students still have problem to speak English. This can be seen from some previous studies that investigated the difficulty factors of speaking the English language in students. The research has found that the main speech difficulties encountered by fifth grade students are linguistic difficulty, mother tongue use, and inhibition (Al Hosni, 2014). Another study found that students encountered problems in speaking English related to pronunciation, fluency, grammar, and vocabulary, comprehension. The Greens, 2016 Subsequent research has found that the factors affecting students' English-speaking performance are low self-esteem, high anxiety, and low motivation to have serious difficulties in speech skills (Leong & Ahmadi, 2017).

The same thing happened at MAU Al Anwari. According to preliminary findings from observations by a researcher conducted in 10 graders, such as lectures and questions and give students individual or group projects to do during the learning process. This is due to the lack of creativity and understanding among teachers about teaching methods. Moreover, there is a lack of school facilities that can support learning. In this case, students assume that English lessons are uninteresting, and they are less motivated to learn the language. In addition, the classroom environment becomes unprofitable and less active. As a result, there is a crowded classroom atmosphere, and some students speak for themselves while the teacher explains in front of the class. In the end, when students are asked to practice speaking in English, they

cannot do so. In learning any language, students are required to be active and do a lot of practice. More practice and being more active in the classroom will help students master the speech (Thornbury, 2012).

Therefore, a teacher needs learning techniques that can be applied to sharpen the student's ability to speak during the learning process by considering all the issues mentioned above. In speaking ability, a teacher should use a learning model that involves all active students in it. there are several models that can be applied to teaching , among others. Discovery learning and project-Based learning Project-based learning, self-oriented learning (SDL), and contextual learning. Role play and collaborative learning One of them is collaborative learning. A cooperative learning model is a teaching method that emphasizes the results of student teamwork. It differs from other teaching approaches in that students emphasize working together more than individually. The learning process is oriented toward students and teachers as mediators and motivators.

One of the cooperative learning models that can be applied to sharpening student speaking ability is the two stay two stray technique. Two stay two stray technique is a collaborative learning model developed by Dr. Spencer Kagan. The Two stay two stray technique give students the opportunity to share and discuss between groups with other groups in learning. It can be used to sharpen student speech skills. Students learn to appreciate each other's opinions through sharing exercises. Students can develop their ability to communicate their opinions to others. In the end, students can boost their confidence and are encouraged to communicate their opinions. By applying the Two Stay Two Stray technique, students get more opportunities to speak, meaning they do not always understand what the teacher says. This can make the students feel saturated.

With the application of the Two Stay Two Stray technique, the student will be actively involved, thus generating the student's spirit in learning. Thus, the learning objectives can be achieved optimally. As for the steps of the two techniques left out, they are as follows: The teacher divides the students into groups of four and gives them sub-themes of the language to be discussed. After completion, two people from each group left their group to meet with the other group. Two people from each group shared their work and information with guests from the other group. Group meetings and

discussions about their work results were then discussed. Each group presented their work.

Based on the above description, it is necessary to do research on the learning technique of two stay two stray. The researcher is eager to investigate whether there is any Effect of the Two Stay Two Stray Technique on the Speaking Ability of Students in Tenth Graders at MAU Al Anwari in Academic Year 2023–2024.

This study addresses the issue of whether the Two Stay Two Stray technique has an impact on the speaking abilities of tenth-grade students at MAU Al Anwari. The primary objective is to determine the effect of implementing this technique on students' speaking skills.

The research aims to provide students with a new experience to enhance their speaking abilities, increase their motivation to master speaking, and offer interactive learning techniques. For teachers, the results could serve as an alternative approach in teaching, particularly in improving students' interest in learning English.

Additionally, this research contributes to future studies in related fields and serves as a reference for other researchers exploring the Two Stay Two Stray technique to improve speaking abilities.

The study focuses on the students' ability to express descriptive monologues, covering five key elements of speaking: fluency, pronunciation, vocabulary, content, and accuracy, with a focus on topics describing regencies in East Java. The Two Stay Two Stray technique is a collaborative learning model that encourages all students to participate, allowing them to share and discuss their learning with others, ultimately improving their speaking skills.

Speaking ability is a critical aspect of language learning, requiring students to grasp the significance of language and apply it effectively in speech activities. Without this understanding, students may struggle with verbal communication, leading to challenges such as a lack of self-confidence. To mitigate such difficulties, it is essential to provide students with a solid grammatical framework to support their oral activities.

For many learners of English as a second language, achieving proficiency in speaking is a primary goal. Speaking involves various skills that often develop at different rates. Effective speaking is characterized by the ability to produce and

comprehend utterances that convey meaning to others (Kushartanti & Lauder, 2005). This complexity involves not just speaking but ensuring that what is said is understood by others. Mastery of linguistic elements and appropriate mental or social processing enables students to express and communicate their ideas clearly, choose the right expressions, and avoid misunderstandings.

Key elements of speaking include vocabulary, content, fluency, accuracy, and pronunciation (Brown & Abeywickrama, 2004). Vocabulary encompasses the words used in spoken language and their meanings. It includes functional words (articles, prepositions, pronouns, conjunctions) and content words (nouns, verbs, adjectives, adverbs). Content refers to the ideas and substance conveyed in communication, requiring coherence and relevance (Wigati, 2014). Fluency involves speaking in a clear and effective manner without excessive hesitation (Hughes, 2020), while accuracy pertains to the correct use of language systems, including vocabulary and grammar. Pronunciation relates to the correct articulation of words, crucial for effective communication (Harmer, 2001).

Teaching speaking involves various techniques, such as discussion, role play, simulations, and storytelling, among others (Kayi, 2006). Effective speaking instruction should address diverse learner needs, from accuracy to fluency, use motivating techniques, encourage authentic language use, provide feedback, and integrate listening and speaking activities (Brown, 2001).

The nature of speaking differs from singing; speaking involves using language to produce ordinary sounds, while singing incorporates rhythmic elements. Speaking facilitates sharing ideas, gaining knowledge, and communicating with others. It is a linguistic skill that develops after mastering basic language use (Fulcher, 2003). Communication often serves two purposes: conveying meaningful messages or achieving specific communication goals (Harmer, 2001).

Ability refers to a person's inherent talent for performing physical or mental tasks, shaped by birth, learning, and experience (Sigit, 2003). According to Bloom's taxonomy, learning abilities include cognitive, affective, and psychomotor aspects, which teachers can develop by encouraging these dimensions in students.

Cooperative learning has been extensively defined by experts as an instructional method where groups of individuals work together to help each other build concepts, solve problems, or conduct investigations (Asmani, 2016). Essentially, cooperative learning is characterized by interconnected elements such as positive interdependence, face-to-face interaction, individual accountability, and the deliberate teaching of social skills (Huda, 2011). These elements are designed to foster an engaging and enjoyable learning environment, encouraging students to think critically, interact effectively, and adapt to both instructors and peers. The Two Stay, Two Stray technique exemplifies this approach by involving each student actively in the learning process within the classroom.

The primary goal of cooperative learning is to help teachers organize their classes more effectively, distinguishing it from traditional learning methods. It features characteristics such as group goals, individual accountability, equal opportunities for success, team competition, task specialization, and adaptation to individual needs (Slavin, 1995). This model suggests that students collaborate in small groups to study or address instructor questions, facilitating discussion and problem-solving in response to classroom challenges.

Cooperative learning techniques often include specific methods that are clear and practical. Among the various techniques, the Two Stay Two Stray approach, developed by Spencer Kagen, stands out. This technique promotes cooperation, accountability, and mutual assistance in problem-solving, while also motivating students. It involves students exchanging information and discussing it with other groups, which helps them appreciate different perspectives and enhances their confidence in expressing ideas (Sulisworo & Suryani, 2014). The Two Stay Two Stray method demonstrates essential components of collaborative learning, such as individual responsibility, face-to-face communication, positive interdependence, information sharing, and group evaluation.

The implementation of the Two Stay Two Stray technique involves several steps (Lie, 2002): preparation, teacher presentation, group activity, formalization, and group evaluation. Preparation involves creating the syllabus, evaluation system, teaching plan, assignments, and dividing the class into diverse groups. Teacher presentation includes

introducing and explaining the material based on a lesson plan. During group activities, students use activity sheets to learn and discuss topics in small groups, then share their findings with other groups. The formalization step involves presenting and discussing results within the group and with the teacher. Finally, group evaluation assesses comprehension of the information gained, with awards given to the highest-scoring groups.

The Two Stay Two Stray technique has notable strengths, such as providing students opportunities to assess their own self-concept through problem-solving, express themselves creatively, foster friendliness, increase motivation, and assist instructors in achieving learning goals with straightforward procedures (Huda, 2011). However, it also has weaknesses, including the time-consuming nature of discussions, the tendency for more intelligent students to dominate conversations, and difficulties faced by students unfamiliar with group work. To mitigate these issues, teachers should prepare curricula carefully and form heterogeneous groups to support mutual teaching and learning, thus addressing the disadvantages and enhancing the effectiveness of the Two Stay Two Stray technique in the classroom.

The first study is a thesis titled "Applying Two Stay Two Stray Techniques Using Picture Series to Improve Students' Speaking Skills" (Rasdiiana et al., 2019). This study aimed to determine if employing the Two Stay Two Stray technique with a series of images could enhance the speaking skills of second-grade students at MAN 2 Parepare. The study used purposive sampling and a pre-experimental design with pre-tests and post-tests. The findings revealed an improvement in students' speaking skills, as evidenced by the average score increasing from 44.46 before the test to 72.26 after the test. Differences between this study and the current research include the focus on speaking skills improvement versus speaking abilities, the different educational levels (second grade vs. tenth grade), the sampling methods (purposive vs. saturated), and the types of texts used (narrative vs. descriptive).

The second study is a thesis entitled "Two Stay Two Stray Method for Learning German Speaking Skills in XI Grade Students at SMAN 12 Surabaya" (Permadi & Samsul, 2019). This qualitative study collected data through tests and questionnaires, analyzing it using qualitative and descriptive methods. It focused on student responses

to the Two Stay Two Stray method for learning German speaking skills in the first semester of class XI. The study found that the method effectively facilitated German speaking skills development. The differences between this study and the current research include the qualitative versus quantitative research approaches, the focus on responses to the method versus the effect of the method on speaking ability, and the language of instruction (German vs. English).

B. Research Method

In this research, the researcher employed a quantitative approach, as the data collected was in numerical form and analyzed using statistical techniques. Additionally, this study falls under experimental research. Experimental research is a method used to determine the effects of specific treatments intentionally applied by the researcher (Sugiyono, 2009). This study utilized a pre-experimental research design, specifically the one-group pre-test-posttest design. The one-group pre-test-posttest design involves administering an initial test (pre-test) before applying the treatment and a final test (post-test) after the treatment (Arikunto, 2006). This design was chosen to meet the objective of assessing students' speaking abilities in understanding descriptive text materials, particularly those focusing on topics related to the regencies of the island of Java. The one-group pre-test and post-test setup consists of a single, specified group. The research pattern for this method (Sugiyono, 2017) is as follows:

$$E = O1 \longrightarrow X \longrightarrow O2$$

E   = Experimental group
O1   = Pre-test score (before applying treatment)
X   = Two Stay Two Stray technique
O2   = Post-test score (after applying treatment)

In this design, the test is administered twice: once before the treatment and once after. The experimental class (O1) first takes the pre-test, which is conducted before the treatment. Following the pre-test, the researcher applies the Two Stay Two Stray technique (X) as the treatment. Finally, the post-test (O2) is administered to measure the impact of the treatment.

This research was conducted at MAU Al Anwari, located at Jl. KH. Abdul Wahid No. 25, Kertosari, Kec. Banyuwangi, Kabupaten Banyuwangi, Jawa Timur 68418. This location serves as the site for both the research activities and data collection. The researcher plans to conduct the study over approximately four classroom meetings to gather the necessary data.

The respondents for this research are tenth-grade students at MAU Al Anwari during the academic year 2023-2024. The sample consists of 21 students, including 15 male and 6 female students. The sampling technique used in this research is saturation sampling, as the number of respondents is fewer than 40. Saturation sampling is a method in which all members of the population are included as samples (Sugiyono, 2012).

To ensure valid data analysis, the researcher used a speaking test as the primary instrument for data collection. In this study, students were asked to describe the Banyuwangi Regency. A pre-speaking test was administered at the beginning to assess the students' initial speaking abilities before they received instruction using the two-stay-two-stray technique over four classroom sessions. The evaluation focused on pronunciation, accuracy, vocabulary, fluency, and content.

The data collection procedure consisted of three main steps: pre-test, treatment, and post-test. During the pre-test, students were asked to describe Banyuwangi Regency, and their responses were recorded for two minutes to gauge their speaking abilities. Following the pre-test, the researcher applied the two-stay-two-stray technique as a treatment over four sessions, where students were divided into groups and engaged in collaborative discussions. Each group shared their descriptive text with others, promoting active learning and interaction.

After the treatment phase, a post-test was conducted where students described the Bondowoso Regency, again recorded for two minutes. This post-test aimed to determine any improvements in their speaking abilities following the treatment.

C. Research Finding and Discussion

The researcher summarized the findings from the study conducted using the Two Stay Two Stray technique. The research took place from September 6 to September 8, 2023, at MAU Al-Anwari, involving tenth-grade students who participated in a descriptive text test within an experimental class. The research focused on enhancing speaking abilities by teaching descriptive texts using the Two Stay Two Stray method. A total of 21 students participated in this pre-experimental study (refer to Appendix 4). The following results were derived from the pre-test, post-test, and t-test analyses.

In the pre-test, the researcher administered an initial test to tenth-grade students at MAU Al Anwari to evaluate their speaking abilities. The test required students to describe the Banyuwangi regency. To determine the pre-test scores, the researcher assessed students' speaking abilities based on criteria such as fluency, content, accuracy, and pronunciation. The frequency and intervals of the pre-test scores for describing Banyuwangi Regency among the tenth-grade students at MAU Al Anwari were recorded.

Table 1. The classifiìcation of interval and frequency score of students' speaking ability test

No.	Interval	Frequency
1	81 -100	0
2	61 – 80	0
3	41 – 60	7
4	21 – 40	12
5	0 – 20	2
	Total	21

In the pre-test, the highest score recorded was 50 by one student, while the lowest score was 20, achieved by two students (see Appendix 9). The data revealed that the most common score range was between 21 and 40, with 12 students falling within this interval (see Appendix 9). In contrast, the lowest frequency was found in the 0-20 score range, with two students. Out of 21 students, many scored between 21 and 40, with 4 students scoring 25, 2 students scoring 30, 5 students scoring 35, and 1 student

scoring 40 (see Appendix 9). The average score for this pre-test was 35 (see Appendix 11).

After conducting the treatment over four meetings, the researcher analyzed the post-test results. Similar to the pre-test, students were asked to describe the Bondowoso Regency. The following table presents the intervals and frequency of post-test scores in the speaking ability tests for tenth-grade students at MAU Al Anwari.

Table 2. The classifiìcation of iìnterval and frequency score of students' speaking ability test

No.	Interval	Frequency
1	81-100	0
2	61 – 80	1
3	41 – 60	16
4	21 – 40	4
5	0 – 20	0
	Total	21

Based on the data, 16 students achieved the most frequent post-test scores within the 41-60 range (see Appendix 10). The lowest frequency was represented by one student scoring 80 within the 61-80 range. The highest score in the post-test was 80, obtained by one student, while the lowest was 35, scored by four students (see Appendix 10). The average score for the post-test was 52.38 (see Appendix 11). The results indicate that the post-test scores were higher than the pre-test scores.

The researcher used the T-test formula to analyze the differences in results. To calculate the T-test, scores from both the pre-test and post-test were used. The mean score for the pre-test was 35, while the post-test mean was 52.38 (see Appendix 13). The standard deviation for the pre-test was 9.354, and for the post-test, it was 10.911 (see Appendix 13). After compiling the data, the researcher calculated the T-test, which was analyzed and interpreted with a significance level of 5%. The degree of freedom was calculated as 20 (N - 1 = 21 - 1 = 20), and the T-table value was 2.086 (see Appendix 12). The T-test result was 13.650 (see Appendix 13).

The hypothesis verification aimed to determine if the Two Stay-Two Stray Technique significantly affected the speaking ability of tenth graders at MAU Al Anwari during the 2023-2024 academic year. The researcher proposed an alternative

hypothesis (Ha) and a null hypothesis (Ho). The hypothesis criteria stated that if the T-test value was higher than the T-table, Ha would be accepted and Ho rejected; if the T-test value was lower than the T-table, Ha would be rejected and Ho accepted.

The statistical calculation showed that the T-test score was 13.650, which was higher than the T-table value (13.650 > 2.086) (see Appendix 11). This means that the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. In summary, the Two Stay-Two Stray Technique had a significant effect on the speaking ability of tenth graders at MAU Al Anwari during the 2023-2024 academic year.

The analysis of pre-test and post-test scores revealed that the t-test value was 13.650 (see Appendix 13), while the t-table value at a 5% significance level with 20 degrees of freedom was 2.086 (see Appendix 12). Thus, the t-test value exceeded the t-table value (13.650 > 2.086).

From the analysis of the students' speaking tests, it was observed that many students in the experimental class initially scored lower on the pre-test. However, their performance improved in the post-test, indicating progress. The application of the technique proved to be effective in enhancing their speaking abilities. The technique was well-suited to the students, as it did not cause them stress, leading to a more enjoyable learning experience.

Based on this evidence, it can be concluded that using the Two Stay Two Stray technique significantly impacts students' motivation and engagement in English class. This finding aligns with Warsono and Hariyanto's (2012) assertion that cooperative learning involves students working together in small groups to achieve learning goals through mutual assistance. This approach fosters active participation both individually and within groups, promoting a positive learning environment. The technique allows students to develop speaking skills through peer interaction, providing opportunities for self-assessment, creative expression, and building friendliness among peers. It also enhances motivation and supports the instructor in achieving educational objectives due to its straightforward implementation.

Overall, students enjoyed the English lessons conducted using the Two Stay Two Stray technique. In summary, it has been demonstrated that the Two Stay Two

Stray technique positively affects the speaking abilities of tenth graders at MAU Al Anwari during the 2023-2024 academic year.

The study conducted from September 6 to September 8, 2023, at MAU Al-Anwari assessed the effectiveness of the Two Stay-Two Stray technique in improving the speaking abilities of tenth-grade students through a descriptive text test. The results revealed notable improvements in students' speaking skills after implementing this cooperative learning method.

Pre-Test Results, The initial assessment (pre-test) aimed to gauge students' speaking proficiency before applying the Two Stay-Two Stray technique. The highest score recorded was 50, achieved by one student, while the lowest was 20, obtained by two students. The majority of students (12 out of 21) scored between 21 and 40. This range suggests that many students struggled with basic speaking skills, which could be due to a lack of practice or confidence in using descriptive language. The average score of 35 indicated that overall, students were at a relatively low level of speaking proficiency at the outset of the study.

Post-Test Results, Following four sessions of intervention using the Two Stay-Two Stray technique, a post-test was administered to measure any improvements. The results showed that the most frequent scores were in the 41-60 range, with 16 students falling into this category. The highest post-test score was 80, achieved by one student, while the lowest was 35, recorded by four students. The average post-test score increased to 52.38, indicating a general improvement in speaking abilities. This shift suggests that the Two Stay-Two Stray technique positively impacted students' performance.

Statistical Analysis, To determine the statistical significance of the observed improvements, a T-test was conducted comparing pre-test and post-test scores. The T-test score of 13.650 significantly exceeded the T-table value of 2.086 at a 5% significance level. This substantial difference supports the acceptance of the alternative hypothesis (Ha), which posits that the Two Stay-Two Stray technique had a significant effect on students' speaking abilities. The results confirm that the technique effectively enhanced students' performance in speaking tasks.

Effectiveness of the Two Stay-Two Stray Technique, The Two Stay-Two Stray technique, characterized by cooperative learning and peer interaction, demonstrated its efficacy in improving speaking skills. This method fosters a supportive learning environment where students actively engage in discussions and collaboratively solve problems. The observed increase in scores suggests that students benefitted from the interactive nature of the technique, which facilitated better understanding and practice of descriptive language.

Impact on Motivation and Engagement, The application of the Two Stay-Two Stray technique also positively influenced students' motivation and engagement in the English classroom. By encouraging peer interaction and providing opportunities for self-assessment and creative expression, the technique created a more enjoyable and effective learning experience. This aligns with Warsono and Hariyanto's (2012) assertion that cooperative learning enhances student participation and fosters a positive learning environment.

In conclusion, the Two Stay-Two Stray technique significantly improved the speaking abilities of tenth graders at MAU Al Anwari during the 2023-2024 academic year. The results showed that the most frequent scores were in the 41-60 range, the highest post-test score was 80, achieved by one student, the lowest was 35, recorded by four students. The average post-test score increased to 52.38.

D. Conclusion

Based on the data analysis results in Chapter IV, it can be concluded that the Two Stay-Two Stray technique has a significant effect on the speaking abilities of tenth graders at MAU Al Anwari during the 2023-2024 academic year. This conclusion is supported by the t-test results, where the t-test value was 13.650, compared to the t-table value of 2.086. Since the t-test value exceeds the t-table value ($13.650 > 2.086$), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

Moreover, the technique is straightforward and effective for enhancing students' speaking skills. It actively engages students and makes the learning process enjoyable, both individually and in groups. Thus, the Two Stay-Two Stray technique could be an excellent method for improving speaking abilities.

Based on the findings of the research, several recommendations are made for teachers, students, and other researchers.

For teachers, it is suggested that they implement the Two-Stay Two-Stray technique to enhance students' speaking abilities. This technique offers an alternative approach in the teaching and learning process, particularly for developing speaking skills, and could increase students' interest in learning to speak English.

Students are encouraged to use the Two-Stay Two-Stray technique to improve their speaking skills. This method promotes active participation and enjoyment in the learning process, both individually and in groups, making it an effective way to develop speaking abilities.

For other researchers, it is recommended that this study be used as a reference for future research to further evaluate and refine teaching techniques for speaking skills. Researchers are also advised to explore different and varied techniques and to conduct studies over longer periods to gain more comprehensive insights.

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