THE EFFECT OF USING THE TWO STAY TWO STRAY TECHNIQUE TO DEVELOP YOUNG LEARNERS' SPEAKING SKILLS AND MOTIVATION

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ABSTRACT

This was a quantitative experimental study with the aim of finding out the result of using the Two-stay–two-stray (TS-TS) technique to develop young learners' speaking skills, and motivation. The method used was a one group pre-test and post-test design: The instruments were the pre-test, the post-test and a questionnaire. The population was all the middle school students at SMPN2 in Idi Timur, East Aceh and the sample was the second grade students at SMPN2 Idi Timur chosen by using purposive sampling. The students' achievements were tested by using a test and their motivation was measured by using a questionnaire. A pre-test and a post-test were given before and after the treatment. The results showed that the mean score from the pre-test was 54 and from the post-test it was 66. The result from the t-score was 9.37, while the critical value from the t-table was 2.06 at the level of significance of 0.01 it was 2.78 with 25 degrees of freedom. Since the result from the t-test was higher than the t-table, the alternative hypothesis was accepted. This proved that using the Two-stay-two-stray technique improved the speaking skills of the sample young learners. Regarding motivation, the students' opinion about motivation in speaking English and the results from their pre-test were contradictory. Based on the answers to some questions in the questionnaire, the students showed lack of interest in developing their English speaking skills: Yet more than 50% of the students said that they practiced continuously so that their English speaking ability would

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get better. This means that these, students may still not be aware whether they are motivated or not in speaking English.

Keywords: *Two-Stay-Two–Stray Speaking Technique, Speaking Skills, Motivation*

INTRODUCTION

English, as the most prominent international language, plays a significant role in global communications. English is used as a medium for international communications in numerous fields such as transportation, commerce, banking, tourism, technology, diplomacy and scientific research (Brown, 2001). In the Indonesian curricula for English, all four major skills are taught in the English teaching-learning processes; viz: listening, speaking, reading, and writing. Although all four skills are equally important, speaking skills should be seen as the lead skill during the English learning process since learners need to communicate with others to express their ideas and feelings. In fact, Richards (2008) states that the mastery of speaking skills in English is a priority for second-language and foreign-language learners. Thus, the effectiveness of an English course is often decided based on the level of the learners' speaking proficiency.

Successful English language learning, nevertheless, requires motivation on behalf of the students. When the students are motivated to learn they will eagerly engage in learning and it will influence their performance. Dörnyei (2001) has defined motivation as "the choice of particular actions, the effort expended on them and the persistence with them". Logically, if students are not aware of the importance of learning speaking, they will not give deep attention to it and this will affect their learning processes. In the classroom, to maintain the students' motivation and keep them on track, it is important to vary the teaching methods during the lessons.

For Indonesian students, mastering the skills of speaking needs a lot of effort. According to Syafryadin (2011), most Indonesian students cannot speak English well due to several reasons, viz; lack of vocabulary, poor grammar, mispronunciation of words, pausing too long, lack of motivation and shyness. The English teachers at SMPN 2, Idi Timur also faced these challenges. Based on the researcher's observations, the school had three English teachers who are still inexperienced in teaching English; each has been teaching for only

about three years. From the interviews with the English teachers, the researcher found that the students at SMPN 2, Idi Timur were still poor in speaking, writing, reading, and grammar. However, speaking was the most difficult skill for them to master, since they were reluctant to try to speak in English and also they were lacking in motivation.

There are many approaches, methods, techniques and strategies that can be used in the classroom to build students' speaking skills and motivation. One of them is the Two–Stay-Two-Stray (TS-TS) technique. TS-TS is a technique or co-operative learning method that allows students to share information and findings from their studies. Using this technique, they share their knowledge and experiences with another group, going through various phases, viz: first 4 students work in the home-group, then 2 of them go to visit other groups (two students), while the remaining two welcome two guests, each one from one of the other groups (two students); following discussions with the students from the other group, each of the two straying students come back to their home group, and have discussions and report to their home group (2 stay) (Tim Dosen PAI STIT Muhammadiyah Berau, 2016). Regarding the use of the TS-TS technique in teaching speaking, several studies have been done previously. Sianipar and Sumarsih (2013), for instance, conducted a classroom action research (CAR) study to investigate students' achievements in speaking through the use of the Two Stay-Two Stray technique. They found that the teaching-learning process ran well and was quite lively, the students were active and motivated in speaking. This meant that the TS-TS technique was effective in improving the students' speaking ability. Zamzam (2016) also conducted a study using the TS-TS Technique in teaching speaking skills and found that it was effective for developing the students' speaking skills. Therefore, in this study the researcher applied the TS-TS technique while teaching speaking to students in grade 2 at SMPN 2 Idi Timur to find out whether it could improve the students' speaking skills and motivation.

Research Questions
1. Will there be any significant difference in the speaking skills, of students from grade 2 at SMPN 2 Idi Timur, after being taught speaking ESL using the Two-Stay-Two-Stray (TS-TS) technique?

2. Will there be any significant difference in the motivation of those students for learning English speaking after being taught ESL speaking using the TS-TS technique?

Research Objectives
1. To find out if there will be any significant difference in the EFL speaking skills, of students from grade 2 at SMPN 2 Idi Timur, after being taught EFL speaking using the TS-TS technique.
2. To find out if there will be any significant difference in terms of' the motivation of those students for learning EFL Speaking after being taught English by using the TS-TS technique.

Hypotheses of the Study

Ho1   = there will be no significant improvement in EFL speaking skill after being taught using the Two Stay Two Stray (TS-TS) technique.

Ha1   = there will be a significant improvement in EFL speaking skills after being taught using the TS-TS technique.

Ho2   = there will be no significant difference in term of students' motivation for speaking EFL after being taught EFL speaking using the TS-TS technique.

Ha2   = there will be a significant improvement in terms of students' motivation for speaking EFL after being taught using the TS-TS technique.

LITERATURE REVIEW

Speaking Skills

Speaking, like writing, is a productive skill. It involves using speech to express meaning to other people. Normal, day-to-day speaking does not give speakers time to prepare except in such formal speaking as public speeches. In speaking, there is two-way communication that involves using both language and body language to keep the participants involved and to check that the meaning is understood. An interactive communication is produced by making eye contact, using facial expressions and body language, asking questions, clarifying meanings, and confirming understanding. In addition, a good speaker is expected to speak with both fluency and accuracy. Fluency is speaking at a normal speed with little or no hesitation, repetition, fillers (ie, er, er and aa aa) or self-correction and with smooth use of

connected speech. Accuracy, on the other hand, is the use of normally accepted forms of collocations, vocabulary, pronunciation and grammar.

Five Aspects of Speaking

The first of the five aspects of speaking considered is task completion. This measures how thoroughly the student completed the task (details, length, "big picture"). A response that is very short negatively impacts other category scores such as style/complexity, collocations and vocabulary, grammar, fluency, and pronunciation due to insufficient evidence.

The second aspect is Fluency. This measures the ease with which the speaker delivers her message. Ease and comfort with the language increase with practice. Speaking fluency has been referred to as "smoothness with which sounds, syllables, words, and phrases are joined together during oral language; lack of hesitations, unnecessary repetitions or fillers in speaking.

The third aspect is pronunciation. This measures the ability of the student to produce vowel and consonant sounds specific to the English language and to the lexical item being spoken in an acceptable accent or dialect. The primary goal is to communicate effectively. The secondary goal is to produce natural-sounding speech.

Traditionally, pronunciation was related to expressing referential meaning. Individual sounds with stress and intonation patterns of the target language form higher level meanings (Mckay, 2006).

The fourth aspect is vocabulary and collocations ie a right word in a right place. This measures accuracy, variety, quality and quantity of vocabulary in the student's responses.

The last one is comprehensibility. Richard and Renandya (2002) have defined comprehensibility as words or utterances having meaning (locutionary force); words/utterances are said to be incomprehensible when the interlocutor cannot repeat them.

Teaching Speaking for Young Learners

One of the challenges in teaching is dealing with age and maturity. Different age levels need different ways and methods of teaching. When teaching young learners, teachers must always keep in mind the fact that what they have in front of them is a mixed bag with varied abilities, expectations, motivation levels, knowledge and last but not least, different learning styles. Junior high school students can be

classified as teens. Teens are in between children and adult. Therefore, teachers need to apply a special set of considerations in teaching them. Brown (2001) has explained that teenagers are at an age of transition, confusion, self-consciousness, with growing and changing bodies and minds. One of the most important concerns of English teachers in teaching this segment of English learners is to help the students maintain their self-esteem. Teacher should always avoid embarrassing them at all costs, affirming each student's talents and strengths, allowing them to make mistakes and accepting errors, nurturing competition between classmates, and encouraging small-group or pair work where risks can be taken more easily by a teen.

Assessing Speaking

According to Tuan (2012), there are two major methods for assessing oral speech, viz; analytical scoring and holistic scoring. Analytical scoring means assessing students' performance by breaking down the objective of the final product into skills, each of which is scored independently. The procedure involves separating various features of a discourse. Holistic scoring, on the other hand, uses a single global numeric rating to assess a (students') performance. It has the advantage of being faster and cheaper, but it provides less information about the (student} speakers' weaknesses and strengths. By contrast, analytic scoring requires more preparation to rate since the teacher is required to make more than one decision for every speaking performance. However, this method provides more useful diagnostic information about a students' speaking ability.

Co-operative Learning Methods

Jolliffe (2007) describes co-operative learning as learning activities where co-operative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. Gillies and Ashman (2005) and Lie (2004), in addition, describe co-operative learning as behavior when the learners strive to achieve the same or complementary goals, and are required to achieve their goals in equitable amounts, and when they are in close contact with one another.

Co-operative learning is a learning model in which the learners work together, usually in small groups of four to six people, to collaboratively achieve the same or complementary goals. Co-operative learning provides an ideal vehicle for teachers to structure the learning

environment for successful peer interactions and to provide learners with the coaching and support they need to develop their social and emotional skills and understandings.

The Two Stay Two Stray Technique

There are many techniques for co-operative learning. One of them is the Two–Stay- Two-Stray (TS-TS) technique, also commonly called the "Two Hosts-Two Guests" technique. Basically, TS-TS is in accordance with the characteristics for implementation of co-operative learning methods briefly described above. In the TS-TS technique, learners not only learn and accept what the teacher presents in the learning process, but also learn from each other and have the opportunity to teach other learners. Learning processes with such techniques are able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of four students. Therefore, when working in groups, students will develop an open learning atmosphere in the dimensions of equality, because there will be a collaborative learning process with personal relationships of mutual need.

Applying the Two Stay Two Stray Technique

The procedure for the TS-TS Technique starts with forming groups of four students. Each group chooses one topic or material that has been provided by the teacher. Then they are given the task to discuss the course material. After that, they choose two members to stay as the experts of the topic or material that they have studied. The other two members stray; they leave their group individually, not as a pair, and each one sits down next to a student that is a stayer to find out what that other group has done. The stayers each explain their own topic or material that they have discussed before, in the group and the strayers explain what they have discussed in their home group. So, first the class discusses topics in groups, then students in pairs discuss their group topics together.

According to Lie (2004), the TS-TS procedure is as follows:
a. Students, working in groups of four discuss, a topic given by the teacher.
b. After the discussion of the material in-the group finishes, two students from each group leave their group and each one visits one of the other groups while the remaining two students stay in

their original group and receive two guests from two other groups.

c. The two students who stay in their own group have to share the results of their groups' discussions, information and knowledge with the two guests who come to visit their group and vice versa.

d. After the exchange of information and opinions has finished, the guests return to their original groups to share their new findings and to hear what their stay members have learnt from their visitors.

e. The original group will discuss the results of all their findings together.

From the above, it can be seen that there are some steps that need to be followed to apply this technique, beginning by dividing the class into groups of four. After that, each group of students is given a task, e.g., to find the solution of a problem to be solved in their group. Next, two students leave their group, each to visit one other group and to participate in the discussion. Finally, they each go back to their own group and share with them the data that they have learnt from the other groups so at the end each group could have shared information from three to five groups – the teacher needs to plan accordingly.

Motivation

Ellis (2015) suggests four kinds of motivation:

1. Instrumental motivation. Learners have some functional reasons to make efforts to learn an L2, like to pass an examination, to get a better job, or to get a place at a university.

2. Integrative motivation. When some learners are interested in a place where its people and culture use the target language, they may choose to learn that particular L2.

3. Resultative or results motivation. Resultative or results motivation highlights motivation that can be the result of learning.

4. Intrinsic motivation. Intrinsic motivation may not be the learners' general reason for learning an L2 that is crucial in determining their motivation in some learning situations.

In summary, motivation centers around the maintenance of curiosity. It is the cause of learners' particular interests and the extent to which they will be willing to be involved in learning activities

personally. According to Ellis (2015), motivation is a clear phenomenon which is highly complex. The four types of motivation complement each other. Besides, it is possible that learners can be both integratively and instrumentally motivated at the same time.

Previous Research concerning the Two Stay Two Stray (TS-TS) Technique

Motivation research focuses on the processes and conditions that affect competence, performance, healthy development and vitality of our human endeavors. Deci and Ryan (2000) reported in their research results that the level of motivation can predict the outcome of a person's performance, their relationships and their general well-being. Higher performance and better relationships can be achieved when teachers use methods and techniques in the classroom involving peer discussions and group discussions such as jigsaw and the TS-TS technique to improve students' speaking performances

Sesen and Tarhan (2010) conducted a between-subjects quasi-experimental study to investigate the effects of TS-TS applications on students' motivation and learning attitudes towards chemistry. High school chemistry students were more successful in a group learning discussion compared to those students in a traditional lecture learning environment.

RESEARCH METHODOLOGY

In this quantitative study, the researcher used the one large-group-pre-test &-post-test design to test whether the TS-TS technique would be effective to improve students' achievements in speaking. The design for this type of research study only uses one experimental group. The learners were given a pre-test on the first day of the program and a post-test at the end of the last meeting. The treatment was conducted over three meetings where the students were taught using the TS-TS technique for the treatment. The topic for the first meeting was about announcements, for the second meeting it was about invitations and for the third meeting the topic was about short messages.

Research Setting

This study was conducted at SMPN2 Idi located in Matang Bungong village, Idi Timur sub-district, East Aceh District, Aceh,

postal code 24454. This school was established in 2013. It has 27 teachers plus administration staff and only 167 students at this time.

Research Participants

The researcher took only one class as the sample for this research. It was selected by a purposive sampling technique. The researcher chose class VIII A for the sample class because they were all females and based on a preliminary study by the researcher, the chosen class was more excited to receive the treatment than the other class. Rusly and Wildan (2006) have explained that purposive or judgmental sampling is the sample that is selected by a researcher on the basis of his own knowledge of the population, its elements, and the nature of his research aims. A purposive sample is a non-representative sub-set of some larger population, and is constructed to serve a very specific need or purpose. The sample class chosen was class VIII A for the experimental group (EG) consisting of 26 female students.

Research Instruments
Pretests and Post-tests

In order to discover how the students were thinking and using the target language, the researcher conducted tests. According to Brown (2001), "(a) test is a set of questions and exercises used to measure the achievement or capacity of the individual or group". The tests included a pre-test and a post-test. The scores from the pre-test were used to see the speaking ability of the class before the treatment, while the scores from the post-test were used to measure whether the treatment method implemented had affected the results from the EG or not.

Questionnaire

Arikunto (2006) stated that a questionnaire is a number of written questions which are used to gain information from respondents about themselves or their knowledge, beliefs, etc. Based on this theory, the researcher used a questionnaire for getting data or information about the students' responses and perception towards the use of the TS-TS technique as the method chosen for teaching Speaking, as well as to find out about their motivation in learning speaking before and after using the TS-TS technique. The questionnaire had twenty statements.

Technique of Data Collection

The researcher used an individual oral test with each participant to test the results from using the TS-TS technique. The form of the test

was a direct test item of speaking: The researcher tested the students individually, one at a time, to perform their communicative skills after the implementation of the TS-TS technique. Each student in grade VIII-A was given two to three minutes to respond orally to a question. The test was conducted twice, first as the pre-test and later as the post-test. The test items were questions related to the topics, viz: announcements, invitations, and short messages. During the pre-tests and the post-tests, the researcher stuck one announcement, one invitation, and one short message on the board. There were 26 different questions and each question was written on a piece of paper. The paper was folded and put in a bowl. As each student came forward she had to choose one of the question papers. Then she had to tell the researcher the answer to the question on the paper. Each question related to one of the three functional texts stuck on the green board.

The questionnaire was used to measure the motivation of each student to improving and maintaining their speaking skills ability. The questionnaire was adapted from Nuraeningsih (2012). It had 20 statements with a 5-point Likert scale for answers. In this case, students were asked to indicate on the 5-point Likert scale to what extent they agreed with each statement. The 20 statements were divided into four categories; statements that expressed feelings, effort, encouragement, and discouragement. Students gave their opinion for each statement to show how motivated they were to learn to speak English, EFL.

Technique of Data Analysis

The researcher analyzed the data using the following four steps, viz: scoring the data, tabulating the data, getting the frequency of distribution and testing the hypotheses.

RESULTS AND DISCUSSIONS

The Data from the Pre-tests and the Post-tests

The pre-test and post-test data was analysed by using a scoring rubric adapted from Blaz (2001) and the data from the questionnaire was analyzed descriptively by using charts.

Post-tests

The mean score from the post-test was 70 which was quite a good increase compared with the mean from the pre-test which was 58.

The details of the scores of the students from the pre-tests and the post-tests of the EG are set out in the figures that follow:
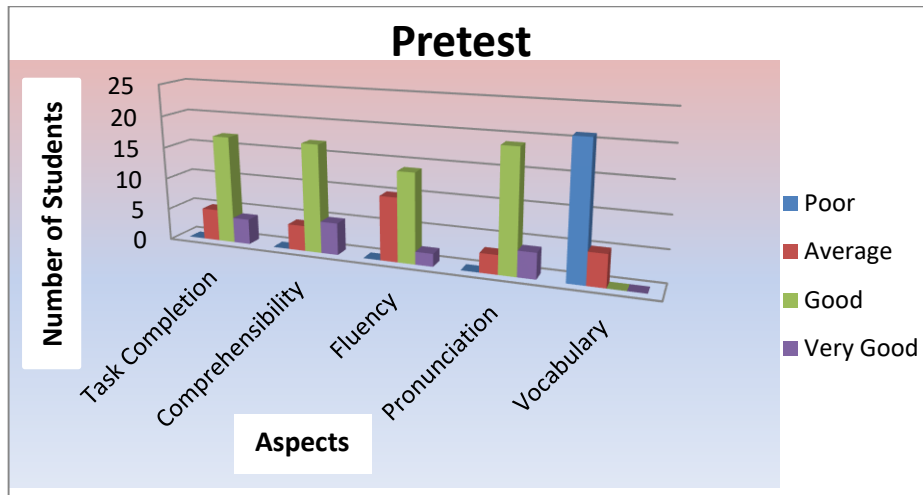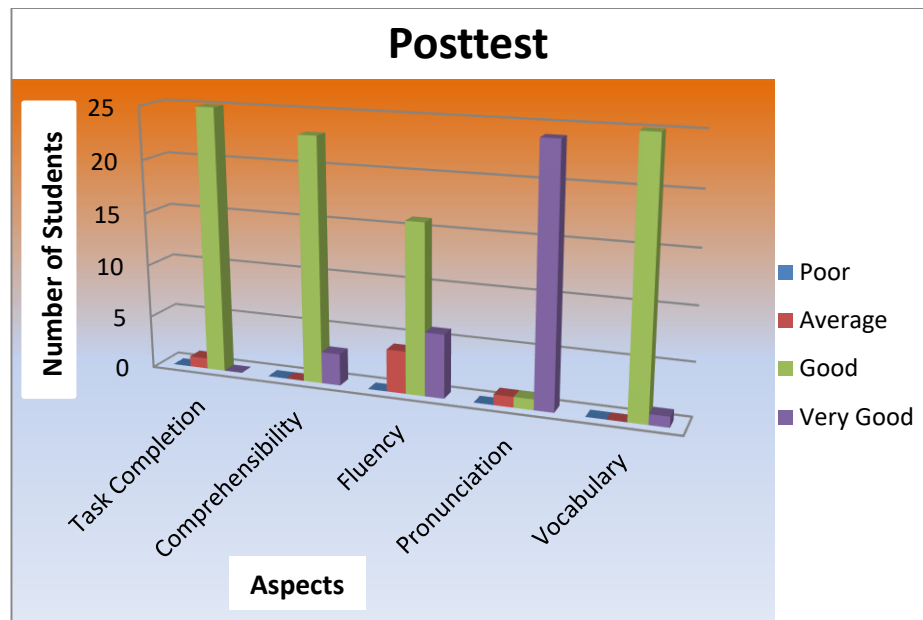

Figure 1. Pre-test Chart from EG

Figure 2. Post-test Chart from EG

From the statistical analysis for the t-test the difference between the pre-test and the post-test mean scores from the EG was 9.37. This was higher than the t-test at the level of significance for t - 0.05 (2.06)

and the level of significance 0.01 (2.79) for a one tail test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This meant that there was a significant improvement between the mean score from the pre-test and that from the post-test from the EG. In other words, there was a significant improvement in the speaking ability of the EG students when they were taught speaking EFL by using the TS-TS technique.

Description of the Data from the Questionnaire

The questionnaire was used to measure the motivation of the students in increasing and maintaining their speaking skills. The questionnaire which was adapted from Nuraeningsih (2012) had 20 statements and, the students were asked to indicate on a 5-point Likert scale to what extent they agreed with each statement. The 20 statements were divided into four categories viz: statements that expressed feelings, efforts, encouragement, and discouragement.
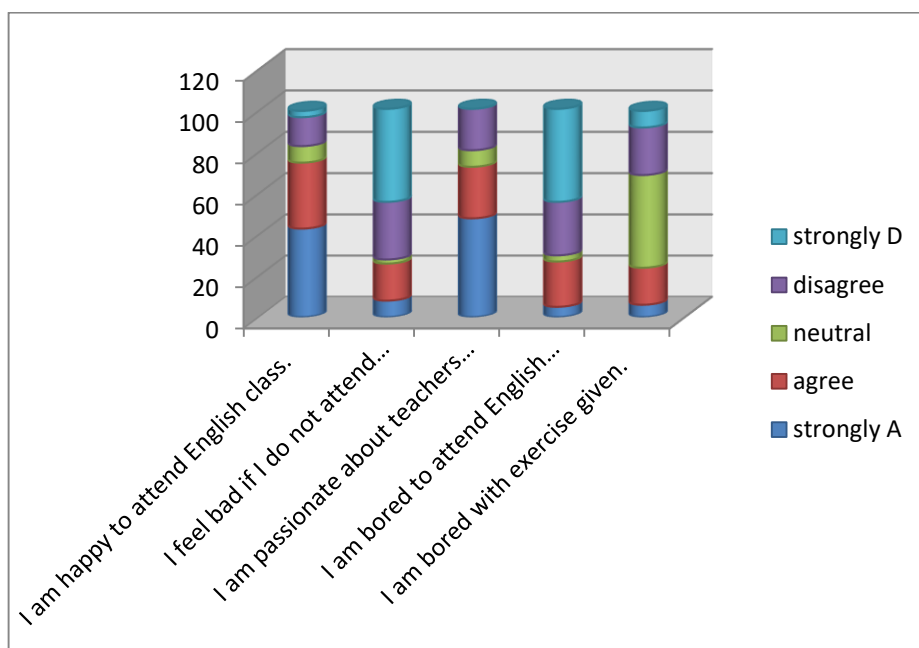

Figure 3. Statements concerning students' feelings about speaking and their English class

From Figure 3 above, it can be seen that most of the students showed positive feelings and attitudes about learning and speaking

English, EFL. Most students felt happy and passionate when they attended English Class. So it can be assumed that most students liked and felt motivated to study and to speak English using the TS-Ts technique in the classroom.

Statements from the students concerning their efforts at speaking, both in the English class and out of it, are shown in Figure 4 which follows overleaf:

From Figure 4, it can be seen that many students have made serious efforts to learn to understand more English. Most students tried to learn seriously when they were faced with exercises and they even prepared themselves in advance for studying the next material. So it can be concluded from Figure 4 that the students have made serious efforts to be able to speak English in the classroom.
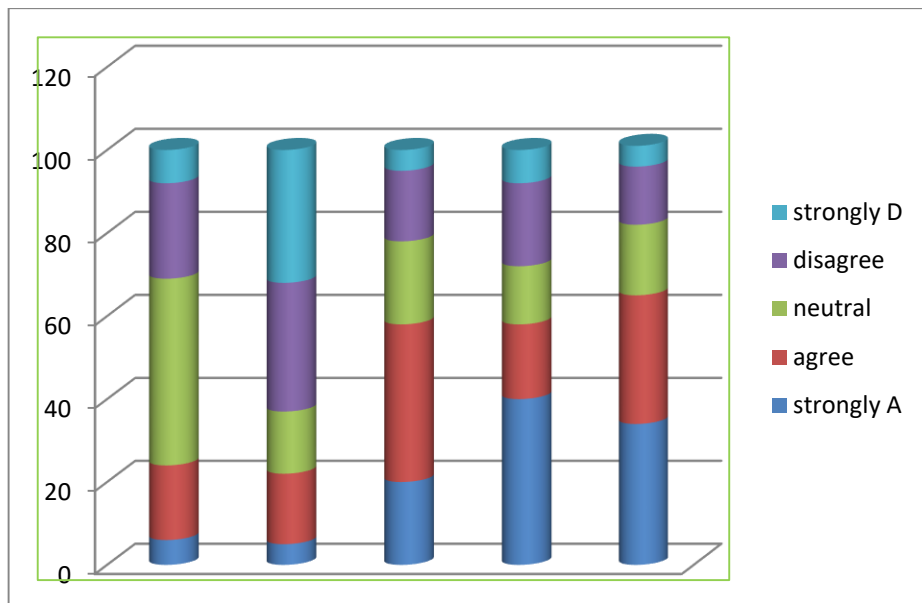

Figure 4. Statements about students' efforts at speaking and in their English class
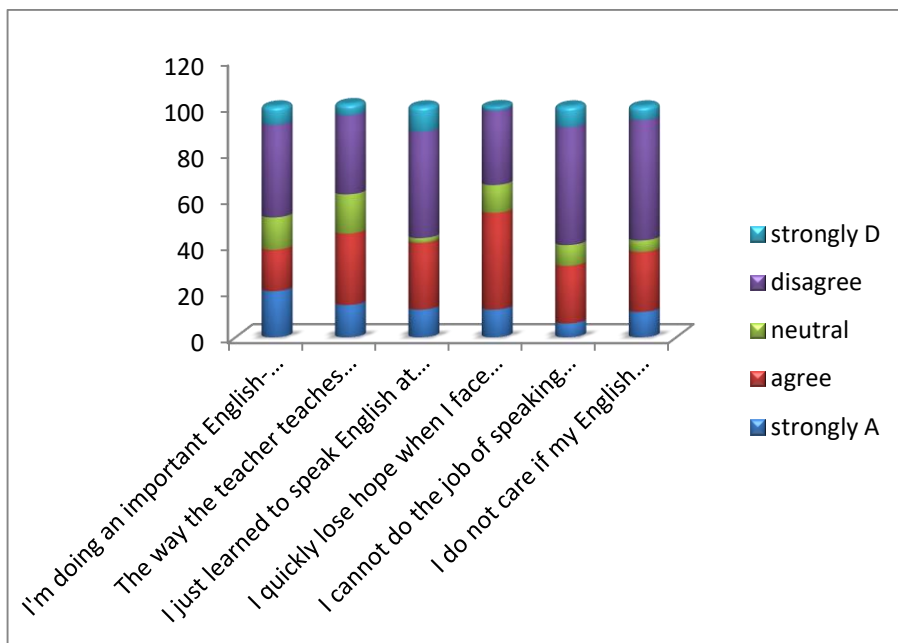
**Figure 5. Statements concerning discouragement about speaking
and English class**

From figure 5 above, it can be seen that most students expressed
disagreement with negative attitudes toward learning and speaking
English. However, there were some students who felt that English was
not their priority for learning and they only put minimum effort into
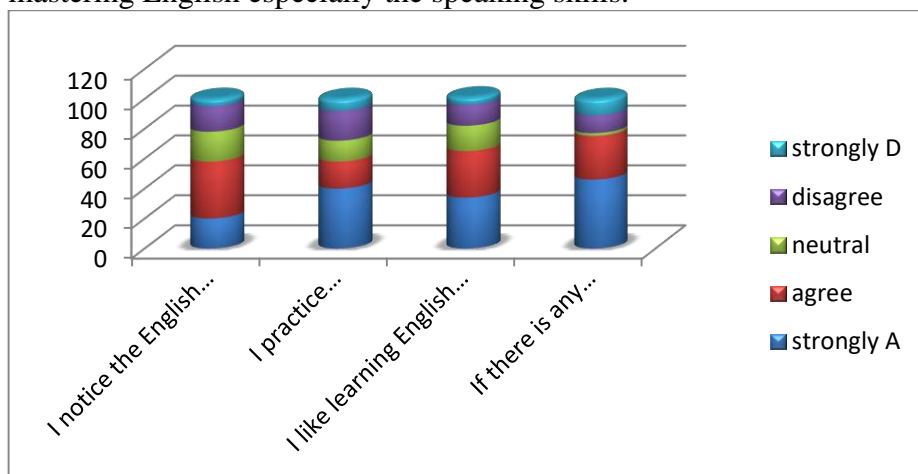mastering English especially the speaking skills.

**Figure 6. Statements concerning encouragement about speaking
and English class**

From Figure 6 above, it can be seen that most of the students showed a positive attitude and they encouraged themselves to be able to speak English better. They kept practicing continuously and they paid attention to the teachers. So it can be assumed that these students felt motivated to study and to speak English in the classroom.

Discussion
Pre-test, Treatment and Post-test
After analysing all the data collected from the EG by using statistics, it was found that the finding from this study supported the alternative hypothesis. According to the analysis of the EG results, it was found that the EG pre-test mean was 54 and that after they were treated three times, the EG post-test means increased to 64.

Based on observation and discussions with the students and the results from the pre-tests, the researcher found that the students experienced difficulties with two aspects which were vocabulary and fluency. Moreover, 15% of the students had problems with task completion and comprehensibility since they only got average scores for those two aspects. Before the treatment, almost all the students in the classroom had poor vocabulary skills. They could only answer 4 or 6 of the questions correctly out of 25. Surprisingly, there were several students who were still confused about subjects. They could not decide whether the use of 'I' is for singular and 'they' is for plural. Their mistakes in differentiating verbs, adjectives, nouns, and adverbs were also a major problem. Based on the observation from the first day of treatment, it was still hard for the students to communicate using English let alone using the TS-TS technique. They could not find the right words to express their ideas. They knew how to express their ideas in Indonesian but they could not translate their thoughts into English. Vocabulary plays a major role in speaking skills.

There were also some difficulties faced by the researcher when he started to apply the TS-TS technique during the research. At the first meeting, the researcher had had to consider the capabilities of the students, their mastery of English or lack of it and had then tried to find the solution before applying this technique, which was very challenging. In explaining the tasks of the students, namely stayers and strayers, and the procedures of the TS-TS activity, the researcher had to repeat the steps more than twice in order to get the students to understand what they had to do. In addition, when the strayer students

started to visit at first, then the stayer students were also confused about what they had to share with their guests.

In the post-tests, the students' speaking results were much improved. They started to be able to express their thoughts by completing simple sentences. The students agreed that the use of the TS-TS technique helped them to find the words to say what they want to say freely and without fear. They were motivated to ask their friends either about the questions or about the language itself. When one student could not express what she wanted to say, she approached her friend and asked her the way to express her thoughts. The students' fluency got much better as well. They began to get some good comprehension so that they could answer the questions from the text perfectly.

The mean scores from the pre-test and the post-test of the EG were significantly different: The pre-test mean was 54 and the post-test mean was 64. Consequently, the research hypothesis (Ha) was accepted and the Null hypothesis (Ho) was rejected. This showed that the TS-TS technique had helped the EG students to speak English better. This finding is supported by previous findings from Rafidah (2015) who mentioned that the participation of the students improved through the implementation of the TS-TS technique. The improvement was indicated by the number of students who joined in the activities. The results also showed that the students were encouraged to perform with their L2 by working in groups, rather than by having to perform in front of the whole class.

Results from the Questionnaire

This study had an interesting finding. The two results, which are the students' opinions about motivation for speaking English and the results from their tests, surprisingly are opposed to each other. Relating to statements in the questionnaire such as 'I try to do the job of speaking English well', 'I quickly lose hope when I face difficulty in learning how to speak English', and 'I feel bad if I do not attend English lessons', showed that more than half the students answered agree for those points so it can be assumed that these students did not put much attention into growing their motivation and interest in developing their English speaking skills. However, more than 50% chose that "they practiced continuously so their English speaking ability is better than others" and "if there is any difficulty working on the task of speaking English, they are not hopeless". This means that

the students are still not aware whether they are motivated or not in speaking English. This finding is supported by a previous study conducted by Irie (2003) who found that trying to understand motivation is unpredictable, awkward and a sticky proposition. Motivation can be a part of human behavior as a product of conscious thought or of unconscious thought.

Although they chose contradiction statements when filling in the questionnaire, their test result before and after treatment show that the TS_TS technique used by the teacher can improve their motivation in speaking and it gave impact to the results from their speaking skills post-test as well. Ellis (2015) has mentioned in her research that this situation can refer to what is called 'Resultative or results motivation'. The resultative motivation highlights motivation that can be the results of learning. Learners who get success as the result of learning may become more motivated than the learners who get success from other contexts. This helps to explain the conflicting research results. After the implementation of the TS-TS technique, the students' motivation and speaking skills improved. They were more active in participating in the teaching-learning processes. They could understand the materials better. The improvement of the students speaking skills can be seen in the improvement of the EG's scores in the post-test. When the technique was applied in the classroom, the students were excited and did exactly what the teacher asked them to do. This means that using the TS-TS technique contributed to enhancing the role of the students in the teaching-learning processes. This was shown by the students' efforts to become better at every successive meeting during the treatment. Based on the above, it can be concluded that TS-TS can be an interesting technique for students to get more motivated in the teaching-learning processes especially for learning speaking English. As a conclusion from this research, it is safe to say that the implementation of the TS-TS technique can motivate young learners to speak more and better English, EFL.

CONCLUSIONS AND SUGGESTION

Conclusion

There was a significant difference between the results from the pre-test and those from the post-tests after the students were taught ESL speaking using the TS-TS technique. After being taught speaking by using the TS-TS technique, the students achieved a significantly

better result in the group discussions and delivering their ideas orally. This fact can be proven by comparing the mean scores from the pre-tests of the EG with those from the post-tests. The pre-test mean was 54. After the treatment for three meetings, the post-test mean became 64, so there was an improvement of 10 points between the means, before and after the treatments. Also the students showed a great improvement in five aspects of speaking including task completion, comprehensibility, pronunciation, fluency, and vocabulary.

Regarding motivation, the students' opinions about motivation for speaking English and the results from their tests were in some ways contradictory. Based on some answers in the questionnaire, the students showed lack of interest in developing their English speaking skills. On the other hand, more than 50% of the students chose that "they practice continuously so that their English speaking ability will be better than that of others". This means that those students are still not aware whether they are motivated or not in speaking English.

Suggestion

It is suggested for English teachers to use the two stay two stray (TS-TS) technique for teaching English especially to increase speaking ability and to stimulate students' motivation to take part in class discussions. Moreover, the TS-TS technique can be used as a way to increase students' motivation in class discussions and other activities. So for both teachers and students, using this technique hopefully can solve some problems in communicating and learning to use EFL, English.

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