

USING TWO STAY-TWO STRAY (TSTS) TO IMPROVE SPEAKING ACHIEVEMENT OF THE TENTH GRADESTUDENTS OF SMAN 10 PALEMBANG

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ABSTRACT

This research was conducted to improve speaking achievement of the tenth grade students of SMA N 10 Palembang in academic year of 2017/2018 by using Two Stay Two Stray (TSTS) method. The objective of this research was to improve the speaking ability. The method of this research was quasi experimental design. There were 20 students taken as the sample for both experimental and control group, respectively. The speaking test, in pretest and posttest, was used to collect the data. The data of speaking test was then analyzed by using SPSS program. The research findings revealed that holistically there a significant improvement on the students' speaking achievement who were taught by using TSTS Method. Analytically, there a significant improvement on the students' speaking aspects achievement who were taught by using TSTS Method where the highest score of speaking aspects in the experimental group were in fluency (0.85) and pronunciation (0.75). Also, there was a significant mean difference between the students' speaking achievement who were taught by TSTS method and those who were not.

Key words: *Two Stay Two Stray, speaking achievement*

1. Introduction

Speaking is one of the four integrated language skills that must be mastered by the students in terms of studying English. Speaking is also the most scary thing faced by the students because they are shy when they want to speak and they just have a few vocabulary. Speaking skill do needs much practice, frustration commonly voiced by learner is that they have spent years studying English but still cannot speak it. Speaking will be mastered if the students have a lot of practice and more active than teacher in the class (Thornbury, 2008, p. 208). Nowadays, speaking is prominent thing that must be mastered because it is key for a success in English communication. We can communicate, connect each other, and share information with other people by a means of speaking. Due to these reason, the ability of speaking English has many positive effect for us such as get better job and have many friends in other countries. In addition, it helps us to communicate when we go abroad, travel around the world, and socialize with other people throughout the world. This is in line with Hoge (2000, p. 3) claims that "speaking is the key to getting results with English. Automatic speaking makes it easy to connect with native speakers. As an automatic English speaker, it is easy for you to make friends, participate in business meeting, talk to customers, understand movies, and get better jobs". Iman and Angraini (2016, p. 16) argue that speaking skill has something to do with social and active interaction with other people, understand and perceive what they intend to say in the conversation. In with that, Iman (2017, p. 94) also states that speaking skill is the ability or a skill to send and receive the message during

daily life communication in which the speaker also requires to build and share meaning as well as express the ideas using verbal and non-verbal symbols fluently. Maharani (2016, p. 3) says that "speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, to entertain and that all can be learned by using some teaching learning methodologies". It means that speaking is about to show what thing in mind with the sounds. And not only about to show in mind speaking also entertain and give information to other peoples.

According to data reported by English Proficiency Index (2016), Indonesia ranks 32nd out of 72 countries in the world in terms of English proficiency. The survey involved 950,000 respondents. The average score of Indonesia student English Proficiency is 52.94%. Meanwhile, the neighboring countries like Singapore ranks 6 th (63.52%) and Malaysia ranks 12th (60.72%) with the ability to speak English at a high category. It means that Indonesia students speaking ability is still low. Apart from that, it was also stated by EPI (2016) that there were seven provinces in Indonesia which were on top seven, first is west java with 54.66 point, second is D.K.I Jakarta with 54.05 point, third is Banten with 52.77 point, four is east java with 52.22 point, fifth is D.I. Yogyakarta with 51.03 point, six is north sumatera is 50.42 point and the last is central java is 49.51 point. It means that South Sumatera was not including in top seven. In addition, based on writer's teaching practice in SMA LTI IGM Palembang, the writer still found many problems on students' speaking skill of SMA LTI IGM Palembang. First, the students were not interested in speaking because they felt shy when they spoke in front of class, second, they did not know about how to speak

well. The last is students got difficulty of using grammar. When the writer observed the students in SMA N 10 Palembang about problems of speaking, the writer found the same thing. First, students felt shame when they spoke English because they had grammatical error. Second, students had limited vocabulary and did not want to memorize the other vocabularies. And the last is the lack of an idea to talk. To make the students interested in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Furthermore, the teacher can use media in teaching English class, the method is used to help students to make interaction between the teacher and students.

Based on the above problems, the writer proposed a Two Stay Two Stray method because this method can make students more active in the class and improve their speaking ability. In general, Two Stay Two Stray is the activity which two students stay in the team and another two student look for the information from another team. Two Stay Two Stray is one of the techniques in cooperative learning developed by Spencer Kagan in 1992. According to Elita (2013, p. 67), "TSTS technique essentially is a group discussion model. Each member of group has its own responsibilities (two students become 'strayers' and other two students become 'stayers'). This technique employs student-centered activities rather than teacher-centered activities". It means that Two Stay Two Stray is group discussion and the member of this group consists of four students, two people as a stayers to share the results of their discussion and two others as a strayers who are looking for the discussion of other groups.

This strategy is beneficial for reviewing and integrating subject matters. Students with special needs often get benefits when this strategy is employed. After direct instruction of the materials, the group supports each member and provides opportunities to practice, and discuss the text materials' content. This research was conducted to investigate whether or not the Two Stay Two Stray (TSTS) method significantly improved the speaking achievement of the tenth grade students of SMAN 10 Palembang. Therefore, the title of this research was using Two Stay Two Stray (TSTS) to improve speaking achievement of the tenth grade students of SMA N 10 Palembang. Problems of the study were formulated as follows: (1) Was there any significant improvement on speaking achievement of the tenth grade students of SMAN 10 Palembang after being taught by using two stay two stray? (2) Was there any significant improvement on the speaking aspects of the tenth grade students of SMAN 10 Palembang after being taught by using two stay two stray? (3) Was there any significant difference on speaking achievement between the students who were taught by using two stay two stray and those who were not?. Based on the problems above, the objectives of the study was about to find out whether or not there was significant improvement on speaking achievement of the tenth grade students of SMAN 10 Palembang after being taught by using two stay two stray, to find out whether or not there was significant

improvement on speaking aspect of the tenth grade students of SMAN 10 Palembang after being taught by using two stay two stray, To find out whether or not there was significant difference on speaking achievement between the students were taught by using two stay two stray and those who were not. Additionally, the results of this study were expected to give many contributions to the English teaching in all senior high schools, especially for teacher and students of SMA N 10 Palembang. Hopefully, using two stay two stray methods made the students more interested in speaking class and show their idea and improve their speaking achievement. Then, for teacher, this method could be reference to make students more active in classroom and the writer hopes that they enjoy applying this method in the classroom so other English teachers could implement this method to their students in their school as well.

2. Discussion

A. Method of research

In this case, the writer used a quasi experimental design, Tuckman (1978, p. 136) argues that "quasi-experimental designs are partly-but not fully-true experimental designs; they control some but not all of the sources of internal validity". This research used a quasi-experimental design because it is difficult to control all variables since the writer was not a real teacher in that school

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Experimental Group	O1	X	O2
Control Group	O3	-	O4

B. Research variables

There were two variables in this research, namely independent and dependent variables. Independent variable is a stimulus variable or input, operates either within a person or within his or her environment to affect behavior. The dependent variable is a response variable or output (Tuckman, 1978, pp. 58-59). In this research, the independent variable was Two Stay Two Stray method. Meanwhile, the dependent variable was speaking achievement.

C. Operational definitions

There were two variables that the writer needs to operationally define such as Two Stay Two Stray and Speaking Achievement. The definitions of each variable were as follows:

1) Two Stay Two Stray

In this research, Two Stay Two Stray is a method used to improve the students speaking ability, in terms of delivering information in all aspects of speaking. TSTS is a group discussion with forming groups of four students, and the teacher will give the same topic to each group. In group, after getting the topic, the students will discuss the topic, after that, the stayers will give the

information that they discuss with other groups and the strayers will listen and get the information. Then, the stayers write all information from other groups with their own words. Finally, they present the material in front of the class.

2) Speaking Achievement

Speaking is expressing idea, feeling, and opinion with your voice. Speaking achievement refers to the students' speaking score that students would get before and after treatment by using two stay two stray method. It is measured by using a speaking test and the results of speaking test were checked by raters with the speaking rubric.

D. Population of the study

Population of this research was all of the tenth grade students of SMA N 10 Palembang in academic year 2017/2018. There were 14 classes as follows:

Table 2. Table of population

Class	Number of Student
X.MIA1	34
X.MIA2	36
X.MIA3	38
X.MIA4	36
X.MIA5	36
X.MIA6	36
X.MIA7	38
X.MIA 8	36
X.IIS1	34
X.IIS2	36
X.IIS3	34
X.IIS4	34
X.IIS5	38
X.IIS6	38
Total	504

Sources: SMA N 10 Palembang in academic year 2017/2018

E. Sample of the study

In this study, the writer selected the sample purposively because it is a technique that was often used to select the sample with some criteria. The criteria were: (1) the students were taught by the same teacher and, (2) the students were in same level in speaking ability, (3) the students were not taking English course.

The writer chose 40 students as the sample, 20 students in experimental group and 20 students in control group. The students were divided equally by flipping the coin.

Table 3. Table of sample

No	Group	Number student of
1	Experimental Group	20
2	Control Group	20
Total		40

F. Technique of data collection

In this study, the writer used test for data collection. The writer gave a speaking test to get the data. There were three different topics such as vacation, unforgettable moment, and favorite actor. The students

have to choose one of them. After that, they presented the topic in front of class.

In this test, the writer used speaking test with monologue form. By using monologue the writer could see the details of the students' ability in terms of speaking and the aspects

G. Technique of data analysis

To analysed the data of the students' speaking test, the writer used a SPSS package 23.0 for windows. In addition, in SPSS program the writer used two formulas such as a paired samples t-test and independent samples t-test.

Moreover, a paired samples t-test applied to answer the research question number 1 and 2. The paired samples t-test is used to compare the mean score of speaking achievement in pre-test and post-test of experimental and control groups. It is also used to see the significant improvement on the aspects of speaking achievement in experimental group. The writer also employed independent samples t-test to answer research question number 3 to see the significant mean difference of students' post test score in both groups.

Based on the speaking rubric above, the writer converted the score range as shown in table 4 below:

Table 4. Speaking score range

Criteria	Score range
Very Good	30 – 25
Good	24 - 19
Average	18 – 13
Poor	12 – 7
Very Poor	≤ 6

H. Findings and interpretations

1) The findings of the study

The results showed that the students in experimental group got higher improvement. It could be seen from the results of paired samples t-test was T-Obtained ≥ T-table (3.608 ≥ 2.024). Meanwhile, the students also got improvement in each aspect of speaking. The highest score in experimental group was in fluency (0.85) and pronunciation (0.75). Apart from that, the highest score in control group was in fluency (0.70) and pronunciation (0.60).

From the results of the descriptive analyses, the summary of score is shown in table 5 and 6 below:

Table 5. The summary of scores in the experimental group

Category	Experimental Group					
	Pre-test			Post-Test		
	Mean Score	F (%)	SD	Mean Score	F (%)	SD
Very poor	-	-	-	-	-	-
Poor	10.4	10(50)%	1.646	12	2(10)%	0.000
Average	15.37	8(40)%	1.685	15.08	12(60)%	1.729
Good	19.5	2(10)%	0.707	21	6(30)%	2.097
Very good	-	-	-	-	-	-
Total	13.25	20 (100)%	3.611	16.55	20 (100)%	3.561

Based on the summary of score pretest in experimental group of the tenth grade students of SMA Negeri 10 Palembang, there were 10 (50%) students in poor categories with mean score was 10.4, 8 (40%) students were in average categories with mean score was 15.37, and 2 students were in good categories with mean score was 19.5. Meanwhile, the results of the posttest of experimental group, 2 (10%) students who were in poor categories with mean score was 12, then 12 (60%) students in were average categories with mean score was 15.08, and 6 (30%) students were in good categories with mean score was 21.

Table 6. *The summary of scores in the control group*

Category	Control Group					
	Pre-test			Post-Test		
	Mean Score	F (%)	SD	Mean Score	F (%)	SD
Very poor	-	-	-	-	-	-
Poor	9.53	15(75)%	1.726	11.25	8 (40)%	0.707
Average	14.2	5(25)%	1.303	14.41	12 (60)%	2.020
Good	-	-	-	-	-	-
Very good	-	-	-	-	-	-
Total	10.7	20 (100)%	2.617	13.15	20 (10)%	2.254

In pretest of control group, there were 15(75%) students were in poor categories with mean score was 9.53 and 5 (25%) students were in average categories with mean score was 14.2. Apart from that, the results of posttest of control group showed that there were 8 (40%) students were in poor categories with mean score 11.25, then 12 (60%) students were in average categories with mean score was 14.41.

Table 7. *Table of the Results of Paired and Independent samples t-test of Speaking Achievement (total and the aspects)*

Variable	Pretest		Posttest		Mean difference pre and post test EXP within	Mean difference pre and post test CON within	T-Value post test between EXP and CON	The Value of sig2-tailed between EXP and CON
	Mean EXP	Mean CON	Mean EXP	Mean CON				
Speaking (total)	13.25	10.7	16.55	13.15	3.300	2.450	3.400	.001
Comprehension	2.60	2.05	3.25	2.40	0.65	0.35	0.85	.001
Fluency	2.60	2.00	3.45	2.70	0.85	0.70	0.75	.001
Vocabulary	3.25	2.70	3.75	3.15	0.50	0.45	0.60	.001
Pronunciation	2.65	2.10	3.40	2.70	0.75	0.60	0.70	.001
Grammar	2.15	1.85	2.70	2.20	0.55	0.35	0.50	.001

From the table above showed the results of paired samples t-test and independent samples t-test before and after the treatment. There were 5 aspects of the speaking achievement comprehension, fluency, vocabulary, pronunciation, and grammar. The highest score for each aspects in experimental group was in fluency (0.85), pronunciation (0.75), comprehension (0.65), grammar (0.55) and the lowest was in vocabulary (0.50). Meanwhile, the difference for the control group (2.450) and the aspects was as follows: fluency (0.70), pronunciation (0.60), vocabulary (0.45), comprehension and grammar (0.55).

2) The Interpretations of the study

In relation to the findings above, some interpretations could be explained. First the writer gave the speaking test (pretest and posttest) pretest was given before the treatment and posttest was given after the treatment for both experimental and control groups. But the writer just gave the treatment for experimental group. The total of the treatment was 10 meetings and 2 other meetings for pretest and posttest. For the first meeting, the writer gave the easy topic to in order to make the students relaxed and enjoyed. When the speaking tests, the writer found many students felt shy to practice speaking test in the classroom because they did not know how to use the grammar and they did not know the sentence building well. Grammar is one of the most fear things by students when they want to speak and they always think to use grammar. After giving several times of treatment and motivation by the writer, they were started to speak English although they still combine the words and their grammar were better than before. This statement is supported by Timmis (2012) that “any instructional technique that draws learners’ attention to some specific grammatical forms in such a way that it helps them either to understand grammar metalinguistically and or process it in comprehension and production so that they can internalize it” (p. 128). It means that the students should pay attention to grammatical forms because grammar can help us to understand about good sentence structure.

The second reason why two stay two stray improved fluency in speaking aspect because this method made the students are more accustomed to speak quickly or slowly in accordance with intonation and most of the students in the classroom forgot to mention the word then they would say uhhmm, ehmm, and speak more slowly. It is supported by Zamzam (2015, p. 110) that speaking English fluently means that someone has to speak without halting and considering the grammar. Fluency means speaker does not speak too slow or too fast.

The third reason Two Stay Two Stray improved the students’ vocabulary was because the repetition could add the students’ new vocabulary. This statement is proven by table 9. It showed the results of paired samples t-test and independent samples t-test (total and aspects). The highest score of the five aspects of the speaking achievement was vocabulary and the mean score of vocabulary of pretest in experimental group was

6.15 and for the posttest was 7.45. Meanwhile, for the control group the mean score of vocabulary was 5.45 to 6.40 in posttest. It has improved the students' ability because the students still remembered about the question of pretest.

Next reason why Two Stay Two Stray improved the students' speaking achievement was because the cooperative learning developed by Spencer Kagan 1992. In this activity, the students were required to work in a group. They were asked to speak. In experimental group the students were active, creative, and inovative. The main characteristic of this method was more oriented toward groups than individually. This is in line with Kessler (1992, p. 11) that "Cooperative Learning is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement."

The fifth reason why two stay two stray improved was the topic of the treatment. In first meeting, the topic was story about Malinkundang the writer chose it because the topic was easy in the first meeting to the students. In Malinkundang story, the students shared their opinions about the moral lesson from malinkundang story after that they summarized what the students got then presented in front of class. And then in SMA N 10 Palembang the duration of studying English was just two times of a week; Tuesday and Friday. The last reason was the use of Two Stay Two Stray method was effective to improve speaking achievement because it was a group discussion in which the students got and share the information.

3. Conclusion

Based on the results of the analyses of data, there was significant difference between the students who were taught by using two stay two stray and those who were not. The use of two stay two stray method in the classroom made the students active to speak up in the classroom. It is very interesting thing because with this method they did not felt shy when they wanted to speak about grammatical error. And also they could show and share their idea about the moral lesson, the main idea of the story, the main character and etc. TSTS is a group discussion in which use to students accepted the opinion from other groups.

Next, time to studying and learning English was only two times in a week. On Tuesdays students spent 15 minutes for preparing the students to study English after the break time and because of this the writer gave the simple games for students such as a guessing games they should guess the picture and mention the name of the main character from a famous movie it was 5 minutes for games. After that the writer saw the students re-excited to start the studying and learning English.

Suggestion

From the conclusion sentence above, there were some suggestions proposed by the writer. First was students should participate in discussion for giving the idea because it is a discussion group and focus to group. So all of the students in a group should share and give the ideas. Second every students must be active to show and accept the opinion because it the same thing with the characteristic of two stay two stray method in which was students' accepted the opinion from other groups. The third, the time must be efficient for preparing the student to divide the group. It was almost 10 minutes to prepare, so be careful to manage the time. Then, after 2 or 3 meeting the teacher should give games for the students to make students relax and have spirit for studying again. The games can give at the first or the last study. And the games such as puzzle games, mix and match, guessing games, and missing lyric. And then, teacher should give the different topic for make class not bored. Students would get bored if the teacher gave the same topic to the students and they did not felt challenged to improve their abilities.

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