

The Implementation Of Two Stay Two Stray Technique On Students Speaking Skills At SMP Al Mursyidiyah

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ABSTRACT

Learning speaking is obviously more difficult, therefore students are required to be more active in learning, so the teacher's role is very important to make a learning speaking more interesting. That way to enable students to be able to express themselves in speaking without having to be embarrassed and afraid. the teacher must be able to make methods or techniques that can encourage the ability of students so that students have an interest and drive to learn speaking. Cooperative learning is a method of learning that involves students to work together in groups, obtain knowledge and enhance social skills. One of the alternatives techniques is using Two Stay Two Stray. This research is useful for teachers to provides information in the teaching and learning process by using Two Stay Two Stray technique. This research is also useful for students to add vocabullary because with this technique students can argue in class, so that will make students add vocabullary to convey their meaning. This study uses qualitative approach which observation and interview and documentation are used to know both the implementation and students' responses towards the utilization of two stay two stray technique in teaching speaking. For the results and discussions for this study show that two stay two stray technique helpful the teacher to organize the teaching and learning process and also give many benefits for students in learning speaking can add their vocabullary. Students can complate assignments easily and fun in groups.

Keywords: *Two Stay Two Stray, Speaking Skill.*

INTRODUCTION

Speaking is one of English language skills, has important for communication with anoter people in the world, have the ability to speak is not only needed in educational level but also needed in the career and business world. Therefore English is very important for students, Speaking is the process of building and sharing meaning through the use verbal and non verbal syymbols (Chaney, 1998). Learning to speaking is obviously more difficult, therefore students are required to be more active in learning, so the teacher's role is very important to make a learning speaking more interesting. That way to enable students to be able to express themselves in speaking without having to be embarrassed and afraid. the teacher must be able to make methods or techniques that can encourage the ability of students so that students have an interest and drive to learn speaking.

For example, in oral language class, the students must to learn with cooperative learning activity, so that, they can practice English communicatively. Cooperative learning is a method of learning that involves students to work together in groups, obtain knowledge and enhance social skills. One of the alternatives techniques is using Two Stay Two Stray which is developed by (Kagan, 1994). In this technique, there are four people in each group that discusstions the topic. Then, two of them stay as the expert and two others stray to another group. The Two Stay Two Stray technique is used to encourage students to speak English communicatively.

In additon there are so many studies which has been conducted related to the Two Stay Two Stray technique First there is study done by (Juddah, 2019) with the title "Applying TSTS Technique Using Picture Series to improve Students Speaking Skill At The Second grade In MAN2 Parepare" Research conducted in 2019. The result of this research is the students can enjoy the lesson so they can be easier to

express their ideas and also confidence to speak by using the gesture. Besides the second research was conducted by (Munawarah, 2019). With the title “The implementation of Two Stay Two Stray Technique in Recount text (An Experimental Teaching At Second Grade (VIII-5) of SMP 4 Banda Aceh) in 2019. With the application of Two Stay Two Stray technique students are more active in showing their self expression in recount text. And The third previous study was conducted by (Riswanto, 2017). The title is “Promoting Speaking Skill Via Two Stay Two Stray Strategy Among The English Students of FKIP of Bengkulu university”. This study shows that the Two Stay Two Stray strategy can improve speaking skills at third semester students of English language education study program, teacher and education faculty Bengkulu University.

Based on information from the teacher who thought English there That the school who teach speaking used TSTS technique is SMP AL MURSYIDIYAH. This TSTS technique was applied because the teacher wanted different things in the speaking learning method from before in order to attract students to be more active in learning speaking and not boring to learn. During the learning process, the teacher introduce and explains what is the TSTS technique and how to apply it. Students are very enthusiastic about taking speaking lesson using this technique, at first the teacher was overwhelmed in dividing the group because there were some students who were difficult to manage, after the teacher persuaded slowly the students were able to participate and follow orders from teacher. If the previous study research the Two Stay Two Stray technique apply to students in schools. In contrast to this study which only research how to teacher apply this TSTS technique to teaching speaking and how students respond to this TSTS technique.

Based on the background above, the reseacher is interested in conducting a reseach entitled “The Implementation Of Two Stay Two Stray Technique On Students Speaking skills At SMP Al Mursyidiyah”

REVIEW OF LITERATURE

Definition of Two Stay Two Stray

The Two Stay Two Stray Technique is a group learning system with the aim that students can study together, be responsible, help each other solve problems, and encourage each other to achieve. This also trains students to socialize well. Two Stay Two Stray Technique can be used in all subjects and for all levels of students. This technique provides an opportunity for groups to share results and information with other groups. This is done because many teaching and learning activities are characterized by individual activities. Students work alone and not allowed to see other students' work. Whereas in the reality of life outside of school, human life and work depend on one another. Many teaching and learning activities are colored with individual activities. Learners themselves and are not allowed to see the work of other learner. Whereas in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically cooperative learning Two Stay Two Stray is in accordance with the characteristics of the implementation of cooperative learning methods have been widely described as above. Two Stay Two Stray method involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier and here teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the

learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter. **In this method Two Stay Two Stray learners not only learn and**

accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. Two Stay Two Stray learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of four students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need (Munawaroh, 2019).

Definition Of Speaking skills

According to Rachmawaty & Hermagustiana (2010) defines speaking is the English language that important to enhance because the skill indicates that someone used the English language and through this skill, people can produce utterances in the form of words also sentences orally so that people can communicate with others. Then, Leong & Ahmadi (2017) define speaking represented an interactive process that involves producing and processing or receiving information to serve both interactional and transactional.

Speaking is a language that used to express an idea, feeling and to communicate with each other. Sometimes when two people talk to each other they start the conversation, but the conversation can be a formal or informal conversation that is why speaking divided into two parts. Based on the (Mahmoud, 2016) formal speaking occurs in a business or academic situation, or when meeting people for the first time. Then informal speaking is used with the family and friends, or people we know well. Not only divided into two part, but speaking also divided into two types. Brown (2001) explains there are two types of speaking they are monologue and dialogue. Monologue means that one speaker spoke without any responses or disruption, while dialogue is a conversation between two or more speaker with any responses. . Furthermore, Irwan (2016) mention that speaking is a creative skill which consists of systematic verbal sounds that carry out a meaning. In addition, Rahmawati (2017) explains that speaking is a multifaceted skill because not only use meaningful words and sounds but also the speakers use body language or gestures to communicate with the listeners, so the listeners can understand what the speaker said.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Based on the explanation above, it can be concluded that speaking is the process of pronounce vocal or sounds through mouth that creates including vocal tract, vocal chords, tongue, teeth, lips, and the lungs to express idea, feeling, and to communicate between each other and the other people should understand what other people say. So, speaking is a difficult skill to practice, needs a lot of time to learn those skills.

RESEARCH METHOD

This research is descriptive qualitative research. It means this research focus on the data by describing the data in detail. The descriptive qualitative research is the data analyzed consists of forms of words, phrases, utterances, or sentences that are not in the forms of numbers. Based on Siagian & Adam (2017) descriptive qualitative research is research includes collecting data to answer the question about the status of the research subject and to understand the phenomenon experienced by the subject. Furthermore, Mohajan (2018) says qualitative research is a form of social action that emphasized the way people infer and understanding their experience in the social reality of individuals. The purpose of descriptive qualitative research is to describe a phenomenon or situation that happened in group communities and this research concerned with what than how or why something happened (Nassaji, 2015).

RESULT AND DISCUSSIONS

Based on the finding of research of observation, interview and documentation. Researcher had been found that TSTS technique can make it easier for teacher to form groups in teaching speaking and also can enrich students speaking skills. It appropriate with (Suprijono, 2009) TSTS technique giving the role of host and guest, each group consists of two people who act as guests and two people who act as hosts to discuss the material. It means that TSTS technique not only helps teacher in teaching speaking but also encourage students speaking skills from another friends easily and also add more vocabulary.

The reseracher found that TSTS technique is the right technique in teaching speaking. It appropriate with (Shoimin, 2014) teaching procedures Two Stay Two Stray technique are preparation, teacher presentations, groups activities, formalization, evaluation. Its means The teacher divided students VIII grade into 4 or 5 groups, the teacher introduced and explained the material. The researcher found that the teacher explained the material about Asking and Giving Opinion and the teacher asked students to brainstorm about their knowledge of the material and also the teacher asked students to read the material and teks in the guide book. The teacher gave the tasks of each group and asked to the group to finished the task and discuss it, after that teacher asked two student of each group strayed to other groups and two other student still stay in their groups, students discuss the dangers of smoking with other groups, interact through several question about the opinions of each student so that indirectly students communicate a lot with others so as to make students more active and thus students speaking skills become better and aslo enrich knowledge of vocabulary. The teacher asked each group to presentatation their result of discussion in front of the class, this is done to make students more courageous, because basically students tend to be shy to show their abilities, therefore the teacher took students who are a little less confident to present the results of their groups , so that the students can grow their confidence and show their ability in speaking. The teacher gave evaluation to each students but not gave award for students. The teacher gave input to students who are less active, as the teacher said to some students "*masih ada beberapa diantara kalian yang belum aktif, saya harap nanti kalian bisa lebih aktif dari sebelumnya*"(there are still some of you not active in discussion I hope later you are can be more active than before), the teacher also gave appreciation to students who are considered better than before"*kalian semua luar biasa, saya sangat senang, banyak dari kalian yang sudah sangat bagus dalam meningkatkan kemampuan speakingnya*"(I'm very happy, that many of you have been very good at growing your speaking skills).

Based on on the results of observation, interview and documentations with VIII grade students on the aplication of TSTS technique for teaching speaking, the research found through the TSTS technique, students can solve a problem, complete the tasks together with collaboration

between groups so as to enrich students speaking skill, as claimed by (Huda, 2013), Two Stay Two Stray is a cooperative learning system with the aim of students being able to work together, responsibility, solve problems together, and help each other to achieve achievement. It means Students learned to discuss in their groups and other groups, completed tasks together with responsibility on their respective tasks. Furthermore, through the TSTS technique for teaching speaking, students could enrich their speaking skills and English vocabulary. And also accordance with (Dwi Febriyanti dan Saunir Saun, 2013). The Two Stay Two Stray technique provides opportunities for students to share ideas, arguments, and information to other groups. In this technique there are several activities, then by using this technique students help each other, high and low level of students would work together to achieve group goals. Students said that through the TSTS technique they could share opinion and information and make learning speaking more enjoyable. The teacher divides high and low level of students to work together in groups, answer some question and discuss them, students help each other with friends in their groups. So that students with lower abilities can do better than before because they do not differentiate between each other.

Based on the finding of research of observation, interview and documentation. Researcher found that TSTS technique can help students to get information about the tasks in learning speaking and make learning more fun accordance with (Ie, 2002) Two stay two stray strategy gives chance to the students to share the result of their information from the subject matter given to the other students in a group. It means TSTS technique make it easier for students to learn speaking and get new informations from other friends according to the tasks that have been given by the teacher, this not only enrich students speaking skills and vocabulary but also makes learning more fun. As stated by student F “*menurut saya sangat menyenangkan karena saya tidak sendirian mengerjakan tugas*”, (I think it is very fun, because I’m not alone in doing the tasks), and also student A said “*tentu, karena saya bisa berbagi pendapat dengan teman yang lain*” (of course, because I can share my opinion with other), and added by student M “*menyenangkan, karena kita berdiskusi sambil bergurau, itu membuat kita tidak bosan selama pembelajaran berlangsung*” (it is fun because we are discussed while joking it make us not bored during the learning process). Students : “*iya menurut saya kemampuan speaking saya lebih meningkat, karena materinya mudah dipahami*” (yes I think my speaking skill better than before because the material easy). And there are also students said that their speaking skill just little enrich, “*meningkat, tapi sedikit karena saya masih agak bingung*” (yes I’ve improved a little, but just a little, because I’m still a bit confused).

Researcher found that learning speaking with TSTS technique could advance their English vocabulary as was conducted by (Munawarah, 2019) With the application of Two Stay Two Stray technique students are more active in showing their self expression in speaking and could add much vocabulary. Expressed by student L “*Ya kosakata saya sedikit meningkat*” (yes my vocabulary a little advance), and stated by student Y “*kosakata saya meningkat, saya menemukan kosakata baru yang belum saya ketahui sebelumnya*” (my vocabulary is advance and I found new vocabulary that I did not know before). It shows that the learning objective of speaking have been achieved. And the TSTS technique helps achieve speaking learning goals more easily. The researcher asked about what the difficulties in learning speaking with TSTS technique. Some students told there had not difficulties in learning speaking with TSTS technique, as said by student “*Tidak, saya tidak mengalami kesulitan dalam belajar*” (no, I don’t have any difficulties in learning). And also any students have difficulties in learning speaking with TSTS technique, as claimed by student “*Iya, karena ada beberapa anggota dalam kelompok yang tidak memahami materi dan tugasnya*” (yes, because there are some members in the group who don’t understand the material and their assignments). This interview showed that only some of the students interviewed had difficulty in speaking learning with TSTS technique due to some of the reasons above.

The researcher also found that used TSTS technique have many benefits for students according to what was found by (Juddah, 2019) Stated that the students can enjoy the lesson so they can be easier to express their ideas and also confidence to speak by using the gesture. It means students can get several benefits after learning speaking with the TSTS technique as expressed by student “*saya*

dapat berbagi pendapat dan menyelesaikan tugas bersama”(I can share ideas and complete the task together), added by other student “ *Saya dapat berdiskusi dengan kelompok saya dan juga kelompok lain*”(I can discuss with my group and also with other group), “ *Saya bisa belajar lebih aktif dalam kelas dan berinteraksi dengan teman yang lain*”(I can learn to be more active and in class and interact with other friends). This interview showed that, although some students had difficulty in learning speaking with the TSTS technique they still benefited from the technique.

The researcher found that the TSTS technique which was applied for teaching speaking received a positive response, the students from VIII grade got benefits from teaching speaking used the TSTS technique such as: upgrading students interest and motivation in teaching speaking English. In addition students could learn to share ideas with other students, learned to build responsibility for each others assignments and learned to be active in the classroom, and also the TSTS technique can escalating students speaking skills and their English vocabulary.

CONCLUSION

The purpose of this research was to determine the implementation of TSTS technique for teaching speaking and to find out students responses to the TSTS technique for teaching speaking. After conducted the research and analyzed the data on the implementation of the TSTS technique for teaching speaking it can be concluded that: Two Stay Two Stray technique was used at VIII grade of SMP Al Mursyidiyah to support students in learning English a specially speaking skills. The process of using TSTS technique was described by the teacher, teacher explained that TSTS technique is technique involving groups, where each groups contains 4 students two other students being guests and other two being hosts, when all the students have joined the groups the teacher gives the material to the students that is Asking and Giving Opinion with the theme Danger Of Smoking, as well as the assignment that discuss the danger of smoking with other groups to got new information. It also showed that during the learning process students were given for about 10 minutes, after that students come back to their group and each group come forward to presented the results. This showed that students speaking skills and English vocabulary are better than before, many students also more active after learning using TSTS technique.

In order to know students response of using TSTS technique in English speaking skills, the researcher implemented the TSTS technique to the VIII grade of SMP Al Mursyidiyah, the results was gained from observatin, interview and documentation. Both the teacher and students like to used TSTS technique in which the teacher helped in teaching speaking, while students were motivated in learning speaking, TSTS technique was really helpful although there were some students thought there some difficulties but TSTS technique is very good to use during the learning speaking to help students enrich their speaking ability, it was also found that the teacher could manage the class well and could be more communicative with the students, students can be motivated to learn speaking and got new experiences by using TSTS technique, learning become easier to understand and fun, so that students speaking skills become better.

Based on the result of this research, this research suggest for teacher and students. Researcher hope this suggestions can be input for teachers asnd students there are: For English teacher at SMP Al Mursyidiyah who implemented TSTS technique for teaching speaking, the researcher hope that teacher can improve the quality of the TSTS technique in teaching speaking. The process of TSTS technique activities in the classroom can be time consuming, so the teacher must have good preparation and able to manage time as efficiently as possible. So that all the teaching procedures of the TSTS technique can be applied in the teaching and learning process properly. For students VIII garde. Researcher hope that students must study seriously, they are required to be responsible for their own work in TSTS activities. And also passive students should increase their activeness in classroom for teaching speaking with the TSTS technique. Furthemore the researcher hope that students can improve even more speaking skills and English vocabulary using the TSTS technique or other techniques. For Other Researchers Suggeted to other reseracher to continou this research because this research need more improvement, in this study only focus on students speaking learning in English lesson, therefore try to use other subjects from the study using the same technique.

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