The Use Of The Two Stay Two Stray (TS -TS) Strategy To Improve Students' Speaking Ability Of The Grade Eight In SMPN 5 Padang Panjang

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Abstract

This research aims to investigate the effectiveness of the Two Stay Two Stray (TSTS) strategy in improving the speaking skills of eighth-grade students at SMPN 5 Padang Panjang. This study employed a pre-experimental design with a one-group pre-test and post-test. The sample consisted of 20 students selected randomly from a total of 32 students. The instruments used were speaking tests (pre-test and post-test). The findings revealed that the students' post-test scores were higher than their pre-test scores. A t-test with a degree of freedom (df) = 19 resulted in t-count = 10.78, while the t-table at the 0.05 significance level was 2.093. Since t-count > t-table, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted, indicating a significant difference between pre-test and post-test results. Therefore, it can be concluded that the implementation of the Two Stay Two Stray (TSTS) strategy is effective in improving students' speaking skills at SMPN 5 Padang Panjang.

Keywords *: Two Stay Two Stray Strategy, Speaking Skill, Cooperative Learning Strategy*

Abstrak

Penelitian ini bertujuan untuk menginvestigasi efektifitas dari strategi "Two Stay Two Stray" dalam meningkatkan kemampuan berbicara murid kelas delapaan SMP N 5 Padangpanjang. Penelitian ini menerapkan metode "pre-experimental" dengan satu grup "pre test" dan "post test". Sampel penelitian terdiri dari 20 siswa yang dipilih secara acak dari 32 siswa. Instrument yang digunakan adalah tes berbicara (pre-test dan post-test). Hasil penelitian menunjukkan bahwa hasil post test lebih tinggi dari pre test mereka. Uji t dengan derajat kebebasan (df) = 19 menghasilkan t-hitung = 10,78, sedangkan t-tabel pada tingkat signifikansi 0,05 adalah 2,093. Karena t-hitung > t-tabel, hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima, yang menunjukkan perbedaan signifikan antara hasil pre-test dan post-test. Oleh karena itu, dapat disimpulkan bahwa penerapan strategi Two Stay Two Stray (TSTS) efektif dalam meningkatkan keterampilan berbicara siswa di SMPN 5 Padang Panjang.

Kata kunci *: Strategi Two Stay Two Stray, Kemampuan Berbicara, Strategi Cooperative Learning*

INTRODUCTION

English is a foreign language taught in various countries in the world, including Indonesia. Based on Indonesia's education system, English has been taught from elementary school to university. There are four skills for learning English: reading, speaking, listening and writing. One of the skills is speaking. Speaking ability is the ability to express opinions or thoughts and feelings verbally to a person or group, in person, or at a distance. According to Nurgiantoro (2001) in (Zhu et al. 2022) speaking is the second language activity that emerges after listening, namely the ability to convey messages through spoken language.

Brown (2001) in (Wahyuniati, Maulidiyah, and Qolbia 2020) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This definition emphasizes that speaking is not merely the production of sounds or words, but a dynamic activity where meaning is built through interaction. It requires both the speaker and the listener to be actively engaged in exchanging and interpreting messages within a particular context. During communication, the message is transmitted from the communicator (speaker) to the receiver (listener). The communicator is the person who conveys the message. The message, once transmitted, is modified using symbols that are understood by both parties. These symbols require a channel to be converted into communication. Spoken language serves as a means of communication in the form of symbols produced by the human vocal apparatus.

Classroom observations and interviews with teachers reveal that many students struggle with speaking English due to several key issues, including low speaking skills, limited speaking opportunities, and a lack of collaborative learning. These challenges are further supported by students' speaking test scores, which consistently fall below the school's competency standards.

These issues highlight the need for a more interactive and student-centered approach to improve students' speaking abilities. Implementing strategies that encourage collaboration and active participation, such as the Two Stay Two Stray method, could provide students with more opportunities to practice and develop their speaking skills effectively. The Two Stay Two Stray (TSTS) strategy is a cooperative learning model that encourages students to engage in collaborative discussions and knowledge-sharing. According to Kagan (1994) in (Habibullah and Yogyakarta 2020) TS-TS strategy encourages collaborative learning within groups and promotes the sharing of knowledge between different groups, enriching the diversity of perspectives

Huda (2015) in (Hermawan, Alhamdan, and Kholili 2025) says that this strategy motivates students to actively participate in the learning process by interacting with peers and exchanging ideas. Indriyani (2018) in (Alfitri and Setiani 2018) further explains that TSTS provides opportunities for students to share experiences both within their own group and with other groups, fostering a dynamic and interactive learning environment. In this model, two students stay in their group to present their discussion results, while two others visit different groups to gather new insights. This structured approach enhances students' engagement and helps them develop better communication skills.

Recognizing this potential, the researcher aims to investigate how the TSTS strategy can enhance students' speaking abilities. Therefore, this study, titled "The Use of the Two Stay Two Stray (TS-TS) Strategy to Improve the Speaking Ability of Eighth-Grade Students at SMPN 5Padang Panjang," seeks to assess the impact of the TSTS model on students' speaking performance.

METHOD

This study used quantitative methods. It is used to measure the effectiveness of the Two Stay Two Stray (TS-TS) strategy in improving students' speaking abilities through a pre-experimental design using the one-group pre-test post-test model. According to Creswell (2012) in (Twycross 2004) quantitative research is a systematic method used to test theories by analyzing relationships between variables using numerical data and statistical procedures. Meanwhile, Sugiyono (2015) in (Hullisan Mohamad 2016) states that pre-experimental designs are used when researchers want to test the effectiveness of a treatment but do not have a parallel control group. One type of pre-experimental design used in this study is a one-group pretest-posttest design. The population in this study was all 32 students in class VIII.2 of SMPN 5 Padang Panjang in the 2025/2026 academic year. The sample was taken by using purposive sampling. Namely students who completed the pretest and posttest. Of the 32 students, 20 students met the criteria and were used as the research sample. Quantitative data in this study is in the form of pretest and posttest scores which show the improvement of students' speaking ability after using the TS-TS strategy. The instrument used in this research is speaking test.

RESULT

a. Pre-Test Result

The following were the pre-test scores of 20 students along with their percentages and categories :

Tabel 4.1: Pre-Test Result

No		Score Pre Test	Percentage	Category
1	STD 1	16	53.33	Fair
2	STD 2	20	66.67	Good
3	STD 3	21	70.00	Good
4	STD 4	22	73.33	Good
5	STD 5	23	76,67	Good
6	STD 6	19	63.33	Good
7	STD 7	20	66.67	Good
8	STD 8	16	53.33	Fair
9	STD 9	20	66.67	Good
10	STD 10	14	46.67	Fair
11	STD 11	14	46.67	Fair
12	STD 12	17	56.67	Fair
13	STD 13	20	66.67	Good
14	STD 14	13	43.33	Fair
15	STD 15	19	63.33	Good
16	STD 16	18	60.00	Fair
17	STD 17	15	50.00	Fair
18	STD 18	14	46.67	Fair
19	STD 19	15	50.00	Fair
20	STD 20	16	53.33	Fair

1) Calculating mean score of the pre test

$$X = \frac{\sum X}{n}$$

In which:
X =Mean score
∑= Total Score
N= the total number of students
Substitusi:

$$X = \frac{352}{20} = 17{,}6$$

This means that the average score before the test was (17.6) on a scale of 30, or 58.67%. The distribution scale is 100.

2) Calculating Category Percentages

$$P = \frac{F}{N}\ X\ 100\%$$

Where:
P = percentage
F = frequency
N = totalofnumber of sample
Therefore:
fair category:

$$P = \frac{11}{20}\ X\ 100\% = 55\%$$

Good Category:

$$P = \frac{9}{20}\ X\ 100\% = 45\%$$

Based on the pre test results, the students' speaking ability can be classified into two categories, namely Good and Fair. The distribution of the results is presented in the following table**:**

Tabel 4.2: table of distribution

Kategori	Jumlah Siswa	Persentase
Good	9	45%
Fair	11	55%

From the table above, it can be seen that 11 students or 55 percent were classified into the Good category, while 9 students or 45 percent were in the Fair category. This indicates that more than half of the students already had a relatively good speaking ability. However, nearly half of them were still at the Fair level, which suggests that further efforts are needed to improve their speaking skills through appropriate teaching strategies.

a. Post Test Result

Tabel 4.3 : Post-Test Result

No		Score Post Test	Percentage	Category
1	STD 1	25	83.33	Very Good
2	STD 2	27	90.00	Very Good
3	STD 3	27	90.00	Very Good
4	STD 4	25	83.33	Very Good
5	STD 5	28	93.33	Very Good
6	STD 6	28	93.33	Very Good

7	STD 7	28	93.33	Very Good
8	STD 8	21	70.00	Good
9	STD 9	25	83.33	Very Good
10	STD 10	16	53.33	Fair
11	STD 11	25	83.33	Very Good
12	STD 12	25	83.33	Very Good
13	STD 13	27	90.00	Very Good
14	STD 14	16	53.33	Fair
15	STD 15	25	83.33	Very Good
16	STD 16	21	70.00	Good
17	STD 17	18	60.00	Fair
18	STD 18	21	70.00	Good
19	STD 19	19	63.33	Good
20	STD 20	23	76.67	Good

1) Calculating mean score

$$X = \frac{\sum X}{n} = \frac{470}{20} = 23{,}5$$

This means that the average post-test score was 23,5 (scale of 30) or 78.33% (scale of 100). Distribution of student scores on the post-test:

2) Calculating Category persentation

Therefore:

Very good category:

$$P = \frac{12}{20}\ X\ 100\% = 60\%$$

Good Category:

$$P = \frac{5}{20}\ X\ 100\% = 25\%$$

Fair Category:

$$P = \frac{3}{20}\ X\ 100\% = 15\%$$

Based on the test results, the students' speaking ability was classified into three categories, namely Very Good, Good, and Fair. The distribution of the results is presented in the following table:

Tabel 4.4: Distribution table of the result

Category	Total of Students'	Persentage
Very good	12	60%
Good	5	25%
Fair	3	15

From the table above, it can be seen that the majority of students, namely 12 students or 60 percent, were in the Very Good category. Furthermore, 5 students or 25 percent were in the Good category, while only 3 students or 15 percent were in the Fair category. These results indicate that most students already had very good speaking ability, although a small number of them still need improvement in order to reach a higher level.

3) Comparison of pre-test and post-test:

Based on data analysis, it was found that the average pre-test score of students was 17.6 (58.67%), while the average post-test score was 23.5 (78.33%). This indicates an increase of 5.9 points or 19.66% after the implementation of the Two Stay Two Stray (TSTS) strategy.

This improvement is also clearly evident in the distribution of score categories. Before the intervention, most students were in the Fair category (55%), followed by the Good category (45%), and none reached the Very Good category. After the intervention, the proportions changed significantly: 60% of students were in the Excellent category, 25% in the Good category, and only 15% remained in the Adequate category. No students were in the Poor or Very Poor categories in either test.

Tabel 4.5 : Table Comparison of Pre-test and Post test

Category	Pre-Test (%)	Post-Test (%)	Change
Very good	0	60	+60
Good	45	25	-20
Fair	55	15	-40
Poor	0	0	0
Very Poor	0	0	0

Based on the table above, it can be seen that the largest increase occurred in the *Very Good* category with an increase of 60%. Meanwhile, the *Fair* category experienced a decline of 40%, indicating that most students who were initially in the *Fair* category have moved up to *Good* or Very Good.

This change indicates that the **TSTS** strategy not only improves the overall average score but also encourages students to move to a higher speaking ability category. This shift shows that interaction- and collaboration-based learning can improve students' speaking skills in terms of fluency, accuracy, content, and pronunciation.

Hypothesis Testing (paired Sampled T-test)

a. Step 1 – Formula & calculate the Standard Deviation of the Difference (sD)
   Formula :

$$s_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

Where:

- sD = standard deviation of the difference scores (difference between post-test and pre-test scores)
- ΣD^2 = sum of squares of all difference scores
- $(\Sigma D)^2$ = square of the sum of difference scores
- N = sample size (number of students)
- $N-1$ = degrees of freedom

Substitution Data:

$$\sum D = 118,\ \sum D^2 = 810,\ N = 20$$

$$\begin{aligned} s_D &= \sqrt{\frac{810 - \frac{118^2}{20}}{19}} \\ &= \sqrt{\frac{810 - 696.2}{19}} \\ &= \sqrt{\frac{113.8}{19}} \\ &= \sqrt{5.9895} \\ &\approx 2.447 \end{aligned}$$

b. Formula & calculation of t-value

$$t = \frac{\bar{D}}{s_D/\sqrt{N}}$$

where:

- t = t-test value
- D̄ = mean difference (mean difference = post-test − pre-test)
- sD = standard deviation of the difference score (calculated from the first formula)
- √N = square root of the sample size (to calculate the standard error)

Substitution of data:

$$\bar{D} = 5.9,\ s_D \approx 2.447,\ N = 20$$

$$\begin{aligned} t &= \frac{5.9}{2.447/\sqrt{20}} \\ &= \frac{5.9}{2.447/4.472} \\ &= \frac{5.9}{0.547} \\ &\approx 10.78 \end{aligned}$$

c. Hypotheses:

With df = 19, the critical t-value at the 0.05 significance level is approximately 2.093. Since the obtained t-count (10.78) is greater than the critical

t-value (2.093), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

DISCUSSION

The findings of this study clearly demonstrate that the Two Stay Two Stray (TSTS) strategy was effective in improving students' speaking ability. Quantitative results showed a significant increase in the mean score from 17.6 (58.67%) in the pre-test to 23.5 (78.33%) in the post-test. This improvement of 19.66% was statistically significant, as confirmed by the paired sample t-test, in which the calculated t-value (10.78) exceeded the critical t-value at the 0.05 level. These results indicate that TSTS provided a meaningful contribution to the development of students' speaking performance.

The improvement was also evident in the category distribution. Prior to the intervention, no students were in the "Very Good" category; most were in "Fair" (55%), while the rest were "Good" (45%). After applying TSTS, 60% of students reached the "Very Good" level, 25% were "Good," and only 15% remained "Fair." This shift demonstrates that the strategy not only raised average scores but also helped students move into higher achievement categories. Such results align with Brown (2001), who emphasizes that speaking is best developed through interaction and meaningful communication. The TSTS strategy, which encourages collaboration and information sharing, provides exactly this type of communicative practice.

CONCLUSION AND SUGGESTION

The implementation of the Two Stay Two Stray (TSTS) strategy significantly improved the speaking ability of the eighth-grade students at SMPN 5 Padang Panjang. The average score increased from17.6 (58.67%) in the pre-test to 23.5 (78.33%) in the post-test. The paired sample t-test confirmed that this improvement was statistically significant. The distribution of student achievement categories also changed. Before the treatment, most students were in the *Fair* category (55%), and none were in the Very Good category. After applying TSTS, 60% of students achieved Very *Good*, 25% were in *Good*, and only 15% remained in *Fair*. This shows that the TSTS strategy not only raised scores but also shifted students into higher levels of speaking ability.

Based on the conclusions above, the researcher proposes several suggestions:

1. **For English Teachers**

   Teachers are encouraged to apply the TSTS strategy in teaching speaking because it promotes collaboration, increases motivation, and builds students' confidence. However, teachers should provide adequate scaffolding in vocabulary, grammar, and pronunciation to minimize students' difficulties. In addition, it is advisable to implement this strategy in smaller classes (16–20 students) to ensure effective monitoring and maximum student participation.

2. **For Students**

   Students should actively participate in group discussions and information-sharing activities during TSTS to develop fluency, accuracy, and confidence in speaking. They are also encouraged to prepare vocabulary lists and practice pronunciation before speaking activities to reduce nervousness and mistakes.

3. **For Schools**

Schools should support teachers in applying communicative and cooperative learning strategies such as TSTS by providing sufficient classroom facilities and, if possible, organizing smaller class sizes to maximize the effectiveness of such strategies.

4. **For Future Researchers**

Further studies are suggested to implement the TSTS strategy in different contexts, such as larger classes, different grade levels, or with integration of technology. This will help identify how the strategy can be adapted and improved to address various classroom situations.

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