



**THE EFFECTIVENESS OF USING *TWO STAY TWO STRAY* AS A  
TECHNIQUE IN IMPROVING STUDENTS SPEAKING ABILITY  
(A Quasi Experimental Research at the Tenth Grade Students of SMA Taruna  
Nusantara Magelang in the Academic Year of 2015/2016)**

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**Abstract**

*This research is about using Two Stay Two Stray technique for teaching speaking in senior high school. Two Stay Two Stray is an interactive technique that encourages the participants to be more creative and active in group work. This research aimed to find out whether or not Two Stay Two Stray technique is effective to teach speaking at the tenth graders of SMA Taruna Nusantara Magelang in the academic year of 2015/2016. The research design used was quasi experimental research. Tests and observation checklist were used as the instruments to collect the data and information. Before conducting the experiment, try out was given to 30 students of X-7 to make sure that they were valid and reliable. The researcher used class X-1 as the experimental group and X-2 as the control group. Both classes were in the same level, background, and competence. The result of the pre-test showed that the mean score of the experimental group was 62.27 and the mean score of the control group was 60.47. After the treatment, the mean score of experimental group was 83.86 and the mean score of control group was 77.86. It could be seen that there was an improvement after the treatments dealing with their speaking ability. From the t-test computation of the post-test score, the t-value was higher than t-table ( $t\text{-value} > t\text{-table} = 4.167 > 2.750$ ). Therefore, the null hypothesis was rejected and the working hypothesis was accepted. It means that there is a significant difference between the experimental group and the control group. The results indicate that Two Stay Two Stray technique is effective in improving the speaking ability at the tenth graders of SMA Taruna Nusantara Magelang in the academic year of 2015/2016. It is suggested that the findings of this study could be applied regularly and continuously or developed by the English teachers to have a better speaking teaching.*

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## INTRODUCTION

English is getting more and more important in communication world. It is used as a medium for communication among people all over the world in both spoken and written forms. English is the first foreign language in Indonesia. It is taught in all levels of school in Indonesia, including elementary school, junior high school, and senior high school. In senior high school, English teachers have to make their class interesting with various methods, techniques, instrument and material in order to stimulate students to learn language skills effectively, especially in speaking.

The result of observation that the researcher conducted in SMA Taruna Nusantara showed that speaking is also the most frustrating for students in senior high school. The students sometimes face many problems in learning English, especially in speaking. The preliminary observation revealed that: (1) the students, sometimes, know what they want to say but they are shy to speak, (2) the students have low motivation in learning English, (3) the students are less confident because of their low motivation, (4) the students are afraid of making mistake, (5) many students who want to speak to other usually face some troubles such as cannot produce their ideas, argument or feeling communicatively, and (6) they sometimes can understand what other say but cannot be able to communicate it.

In teaching English as a foreign language, teachers should teach four language skills (listening, speaking, reading and writing) particularly in order to make the students able to use English communicatively. Teaching speaking is considered to be difficult among the four skills. Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Learning to speak is obviously more difficult. It means that more effort is required by the students and various interesting activities are also required by the teacher.

In order to enable students to express their ideas in speaking, teachers should apply creative

methods and create various strategies. For example, in oral language class, the students should be taught 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 will discuss a topic. Then, two of them will stay as the expert and two others will stray to another group. The *Two Stay Two Stray* technique is used to encourage students to speak English communicatively.

## LITERATURE REVIEW

There have been a number of researchers conducted some studies related to the use of *Two Stay Two Stray* technique in improving students' speaking ability such as Arsyanti (2014), Fitriani (2014), Zanwar (2014), Tsou (2005), and Temerova (2007). From the related of previous studies, I am inspired to do an experimental research on teaching speaking by using *Two Stay Two Stray* technique. However, this reseach is different from the studies above because this technique can give the students chances to express their ideas communicatively and creatively either in their own group or in the other group. They also should be active in teaching learning process and master the material they discussed because they have responsibility to deliver the material to the other group.

### General Concept of Two Stay Two Stray Technique

There are many techniques in the cooperative learning. One of them is *Two Stay Two Stray*. *Two Stay Two Stray* is a teaching technique adopted from *One Stay Three Stray* by Spencer Kagan (1994).

The procedure of *Two Stay Two Stray* starts with forming groups of four. Each group choose one topics or material that has been provided by the teacher. Then, they discuss their topic. After that, they choose two members to

stay as the expert of the topic or material that they have. The other two members stray, they leave their group individually, not as the pair, and sit down next to the person as stayers to find out what the other groups have done, the *Two Stay Two Stray* technique is used. The stayers explain their group's topic or material that they have discussed before. The class discusses, first in groups and then as the whole class, how *Two Stay Two Stray* involves components of cooperative learning and how it can be used in other contexts.

**The General Concept of Speaking**

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.

Speaking skill in a second or foreign language is not easy to be learned. Thornburry (2005:1) states that speaking is a part of daily life that we take it for granted. The average person

produces tens of thousands of words a day, although some people, like auctioneers or politicians, may produce even more than that. So natural that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language. It is because foreign language involves other language elements, such as grammar, rhythm, fluency, pronunciation and intonation. Furthermore, a speaker has to think about how to deliver the message in order to convey the right meaning to audience or listener.

**METHODS OF INVESTIGATION**

In this research, I used quasi-experimental research design with the use of non-equivalent control group design. This study involved two groups: an experimental group and a control group. This research used pre-test and post-test to obtain the data.

**Table 1 Research Design**

|                    | Pre-Test | Treatment | Post-Test |
|--------------------|----------|-----------|-----------|
| Experimental Group | O1       | X         | O2        |
| Control Group      | O3       |           | O4        |

The population in this study was the tenth grade students of SMA Taruna Nusantara Magelang in the academic year of 2015/2016. The number of the students was 360, which were divided into 12 classes. The sample was X-1 as the experimental group and X-2 as the control group. The instrument of this research was test and observation checklist. Before the test is used to collect the data, the try-out test was conducted to measure the validity, reliability, discriminating power, and the difficulty level of the test. To measure the significance of the pre-test and post-test of the both groups, the researcher used *t-test* based on Arikunto (2002).

**RESEARCH FINDINGS**

**Tryout**

A try-out was given before doing the pre-test because it was used to know the validity, reliability, difficulty level, and discriminating power of the rating aspects. The try-out was held

on Thursday, July 30th 2015. It was given to class X-7. The researcher did not use X-1 (the experimental group) or X-2 (the control group) as the subject in the try-out because the researcher wanted to know the quality of the rating scale that the researcher used before conducting the research. There were 30 students who did the test. The mean score was 60.99. The highest score was 86 and the lowest one was 34. The result showed that the items were valid and reliable.

**Pre-Test**

A pre-test was given before doing the experiment. It is aimed to measure their prior ability or knowledge before getting the treatments. The pre-test for X-1 as the experimental group was held on August 4<sup>th</sup>, 2015 and X-2 as the control group was held on August 5<sup>th</sup>, 2015. There were 60 students in both experimental and control groups who did the pre-test.

From the pre-test result, the average scores of the students were analyzed. The average score of experimental group was 62.27, while the average score of control group was 60.47. Although the result of pre-test showed the difference between the score average of control and experimental groups, but it was not very significant. It meant that the prior ability between experimental and control groups was relatively the same before the treatment was given.

**Treatments**

In conducting the experiment, the treatment was given to the students after the pre-test. The X-1 as the experimental group was taught by using *Two Stay Two Stray* as a technique to learn descriptive text, meanwhile X-2 as the control group was taught by classical guided teaching.

The first treatment for experimental group was done on August 11<sup>th</sup>, 2015 and the second meeting was on August 18<sup>th</sup>, 2015. On the other hand the treatments for control group were done on August 12<sup>th</sup>, 2015 and on August 19<sup>th</sup>, 2015. After doing the treatment, the researcher found that there were some advantages of using *Two Stay Two Stray* Technique. The advantages of using *Two Stay Two Stray* technique are easy to learn, building an active teaching and learning process, developing students' cooperation, and building the students' self-confidence. Besides the advantages of using *Two Stay Two Stray* technique, the researcher also found out the disadvantages of this technique. Firstly, this technique needs a lot of time. It needs more efforts and good preparation. Secondly, this technique also makes the class noisy when they do the presentation in each group. It needs a class management skill from the teacher, especially in terms of the seat arrangement.

**Post-Test**

Post-test was done after the treatment was given to the experimental class, in which the students of experimental class were taught descriptive text about places using *Two Stay Two Stray*, whereas students of control class were taught by classical guided teaching. Post-test was

given to both experimental and control groups. It is aimed to measure their ability or knowledge after getting the treatments.

The post-tests for X-1 as the experimental group was held on August 25<sup>th</sup>, 2015 and X-2 as the control group was held on August 26<sup>th</sup>, 2015. There are 60 students in both experimental and control classes who did the post-test.

From the post-test result, the average scores of the students were analyzed. The average score of experimental class was 83.86, while the average score of control class was 77.86. It can be concluded that the achievement of the experimental class who were taught using *Two Stay Two Stray* was higher than the control class who were taught using classical guided teaching.

**The Significance Difference of Two Tests**

To know the significant difference of the experiment, t-test formula was used in this research. It was done by comparing the t-value and t-table. The t-value was found from the score differences between pre-test and post-test both in experimental and control groups, while the t-table was found by consulting to the critical value on the table column.

The difference of the means of the experimental and control groups was classified to be significant if the t-test was higher than the t-table. To measure the significance of the two groups, this formula was used:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{21.6 - 17.6}{\sqrt{\left(\frac{227.2 + 579.2}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} = 4.167$$

Notes:

- t : t-value
- Mx : difference gain of the experimental group students
- My : difference gain of the control group students
- $\sum x^2$  : total standard deviation of the experimental group
- $\sum y^2$  : total standard deviation of the control group

$N_x$  : the number of students of the experimental group

$N_y$  : the number of students of the control group

The t-table was 2.750. The obtained t-value was 4.167 so the t-value was higher than the critical value. It can be concluded that there is a significant difference between the experimental and control groups. This could reject the null hypothesis. Therefore, based on the computation there was a significant difference between teaching speaking using *Two Stay Two Stray* and Classical Guided Teaching. It could be seen from the result of the test, the students who were taught by *Two Stay Two Stray* got higher grades than the ones taught by classical guided teaching.

## CONCLUSIONS

The purpose of this research is to find out whether or not the use of *Two Stay Two Stray* is effective for teaching speaking at the tenth grade students of SMA Taruna Nusantara in the academic year of 2015/2016. Based on the research that has been done, the researcher drew some conclusions.

Firstly, there was a significant difference between the students taught by using *Two Stay Two Stray* technique and those who were taught by using classical guided teaching. It was proven by the calculation of the mean of the post-test (83.86) that was higher than the mean of pre-test (62.27). The obtained t-value (4.167) was higher than the t-table (2.750) which meant that there was a significant difference of the post-test result between experimental and control groups. Besides tests, the researcher also conducted an observation to know the students' improvement during the teaching and learning process using *Two Stay Two Stray* technique. The students showed positive responses in learning spoken descriptive text using *Two Stay Two Stray* technique. The improvement of the students during the teaching and learning process using *Two Stay Two Stray* technique was significant.

Secondly, the use of *Two Stay Two Stray* for teaching speaking at the tenth grade students of SMA Taruna Nusantara in the academic year of 2015/2016 is effective because there was

improvement of the students' speaking achievement. It helps the students in learning English independently, especially speaking skill, and develops social skill among students of senior high school. *Two Stay Two Stray* can be used as a technique in teaching speaking because it is effective, simple, and this technique gives the students new experience in improving their speaking skill. By applying this technique, the students were encouraged to be active and creative. They need to work in group and compete with the other groups to solve the problem. It gave them more motivation during the learning process. In addition, teaching speaking using *Two Stay Two Stray* was very helpful for the improvement of the students' speaking ability because in this technique, the students did not just listen to the teacher but also communicated with the others to discuss the material.

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