

**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**

THESIS



***Submitted to Fulfill One of The Requirements for Obtaining a Bachelor's
Degree in English Language Education***

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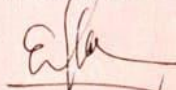
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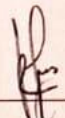
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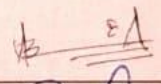
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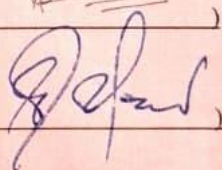
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I hereby declare that this thesis has not been submitted yet, either in the same or different form. As the best of my knowledge, no other form or ideas have been written or published by others except those are different from this thesis and mentioned in the bibliography. I declare this submission is my own work and to the best of my knowledge and it contains no plagiarized material.

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ABSTRACT

Indah Gita Cahyani, NIM 21140011. English Education, English Education Study Program Faculty of Teacher Training and Education, Muhammadiyah University of Sumatera Barat. Thesis Entitled 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

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) and interviews as supporting data. 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 $t\text{-count} = 10.78$, while the $t\text{-table}$ at the 0.05 significance level was 2.093. Since $t\text{-count} > t\text{-table}$, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating a significant difference between pre-test and post-test results. Qualitative data from interviews also supported this finding, showing that students felt more motivated, confident, and assisted in improving their speaking skills through the TSTS strategy. 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*, speaking skill, cooperative learning strategy



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3. Dr. Gusmaizal Syandri, M.Pd, Dean of the Faculty of Teacher Training and Education, Muhammadiyah University of West Sumatra, Padangpanjang.

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The researcher realizes that there are still limitations in knowledge, and therefore, errors and shortcomings in this thesis may occur. Constructive criticism



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and suggestions from all parties are highly expected to improve the quality of future work. It is also hoped that this thesis will be beneficial for the readers and all relevant parties. Aamiin

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Researcher



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CHAPTER I INTRODUCTION

A. Background of The Problem

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.

According to (Richard 2008), speaking skill is used for various purposes, with each purpose having its own objectives and involving different competencies. For instance, in casual conversation, the goal may be to establish social contact and build connections with others. On the other hand, when engaging in a discussion, the goal could be to express or seek opinions, persuade someone, or clarify information.

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Ideally, students should develop these competencies through active speaking practice. However, 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.

First, students demonstrate low speaking skills, particularly in fluency, pronunciation, and coherence. Eighth-grade students in SMPN 5 Padang Panjang show low proficiency in speaking English, struggling with basic conversations and lacking the confidence to use the language in daily interactions. Their speaking test results indicate below-average performance, highlighting difficulties in expressing ideas clearly.

Second, there are limited speaking opportunities in the classroom. The traditional teaching approach primarily focuses on grammar and vocabulary, leaving little room for interactive speaking activities. As a result, students have minimal exposure to real communicative practice, which prevents them from improving their fluency. This lack of speaking engagement is reflected in their oral test scores, which remain below the expected standard.

Lastly, the lack of collaborative learning further delays students' speaking development. At SMPN 5 Padang Panjang, students rarely participate in group discussions or interactive speaking tasks. Classroom activities are mainly individual or teacher-centered, limiting peer collaboration. Consequently, students struggle to express their thoughts, lack essential communication skills, and feel hesitant to engage in conversations. The low scores in group presentations also indicate weaknesses in teamwork and spoken interaction.

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. There are many

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strategies to overcome this problem, one of them is by implementing two stay two stray strategy. 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 Huda (2015) in (Hermawan, Alhamdan, and Kholili 2025), 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.

Previous studies that implemented the Two Stay Two Stray (TSTS) model to improve reading, listening, and writing skills have shown its effectiveness in these areas. For example, research by Huda (2015) in (Fitri and Dn 2021) shows that TSTS can improve students' reading abilities by encouraging information sharing between groups. Indriyani (2018) in (Windhachaya Nenti and Perdhani 2024) in also confirmed that TSTS is effective in enhancing listening and writing skills through collaborative group work. However, while the model has been successful in these areas, applying it to improve speaking skills remains challenging.

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.



B. Identification of the problem

1. Low Speaking Skills

Eighth-grade students at SMPN 5 Padang Panjang show low proficiency in speaking English. Many struggles with basic conversation and lack the confidence to use English in everyday situations.

2. Limited Speaking Opportunities

The traditional teaching approach focuses on grammar and vocabulary but offers few chances for students to practice speaking. This lack of interactive speaking activities prevents students from improving their fluency.

3. Lack of Collaborative Learning

Students at SMPN 5 Padang Panjang rarely engage in group discussions or interactive speaking tasks. Classroom activities are mostly individual or teacher-centered, limiting opportunities for peer collaboration. As a result, students do not develop essential communication skills, struggle to express their ideas, and lack the confidence to engage in conversations.

C. Limitation of the problem

This research is limited to addressing students' low speaking skills, particularly their lack of fluency, confidence, and vocabulary usage. The study also focuses on the limited opportunities for speaking practice and collaborative learning in the classroom. To overcome these issues, the researcher implements the Two Stay Two Stray (TSTS) strategy as an alternative teaching approach.

D. Research Question

Main research questions discussed in this study are:

1. How does the Two Stay Two Stray (TS-TS) contribute to the improvement of grade eight students' speaking skill at SMPN 5 Padang Panjang?
2. What challenges do students face in implementing the TS-TS strategy to enhance speaking skill?



E. The purpose of the research

Based on the research question above, the purposes of the research are:

1. To find out the effectiveness of TSTS strategy in improving students' speaking ability.
2. To identify some challenges being faces by the student when implementing TSTS Strategy.

F. Significant of the problem

This research is valuable because it highlights that students' English skills are not limited to reading, but speaking skills are also important. It also shows that teachers can use TS-TS strategies to help improve students' speaking abilities.

G. Definition of key term

1. **Two stay two stray strategies** : According to Kagan (1994) in (Habibullah and Yogyakarta 2020) The Two Stay Two Stray (TSTS) strategy encourages collaborative learning by organizing students into small groups where they can actively interact, discuss, and solve problems together. This strategy also promotes the sharing of knowledge and ideas between different groups, allowing students to compare, contrast, and integrate various perspectives.
2. **Speaking:** According to Hughes (2003) in (Nurkasih 2010) speaking ability involves several key components that contribute to effective communication. namely fluency, accuracy, content, and pronunciation.
3. **Speaking ability** : According to Wong (2006) in (Derakhshan, Khalili, and Beheshti 2016) speaking ability encompassed two main aspects, namely accuracy and fluency. Speaking ability was defined as the comprehensive skill that enabled an individual to convey ideas, thoughts, and information effectively through oral communication. It involved not only the correct use of linguistic structures, such as grammar, vocabulary,

and sentence formation, but also the ability to produce speech in a smooth, coherent, and continuous manner.



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