TWO STAY TWO STRAY STRATEGY: A COOPERATIVE LEARNING MODEL TO IMPROVE STUDENTS' SPEAKING SKILLS

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Abstract: Speaking skill is the skill that is considered very important and cannot be separated from everyday life. If the interaction between a language speaker and the listener is not well established, the communication process cannot run smoothly. In the context of learning English in high school / vocational school, there are still many students who cannot convey their ideas or thoughts verbally especially when they are asked to speak about narrative text. Anxiety, shame, and fear of being laughed at are the causes that often arise when they will carry out speaking activities in front of the class. In addition, teacher-centered learning strategies are still often used by teachers so students are not fully involved in the learning process in the classroom. Of course, the impact is that students' skills in speaking narratives, in particular, become less honed. Students only get a little time to practice their speaking skills. So, here, Two Stay Two Stray strategy was believed to meet the students' needs for improving their speaking skills in narrative texts.

Keywords*: language skills, speaking, narrative text, cooperative learning, two stay two stray*

INTRODUCTION

In the high school/vocational curriculum, it is expressly stated that the purpose of English language learning is to improve communication skills through mastering the overall language skills (listening, speaking, reading and writing). Speaking, as one of the language skills, is very important to improve in order to facilitate the communication process. According to Knapp and Seidlhofer (2009, p.15), "Speaking is not necessarily an easy part of language learning". In other words, students can read and write effectively and learn successfully through word writing, but speaking ability is not

always the case. Goh and Burn (2012, p. 15) further explained that speaking is an important communication skill for students but not everyone is aware of how speaking can directly contribute to other important areas of student's individual success. That is, speaking skills can not only improve students' academic achievement in the classroom, but also in achieving success in their non-academic fields.

In the context of learning English in high school / vocational school, speaking skill can be applied to convey several types of texts verbally such as narrative, descriptive, recount, procedural, and information texts. According to Cihodario (2012, p. 1), Narration is the most important way to improve the meaning of events and the construction of social and cultural reality. Meanwhile, Mudrajad (2009,

p. 67) states that Narration comes from the word 'narrate' which means telling a chronological sequence of a story whether it is fiction or non-fiction. Fictions are stories that are not real and are only the creation and imagination of the author. In contrast, non-fiction stories include stories that come from the facts of life.

Narrative text is often a fiction where values are used to describe and/or explain human behavior. The structural components of narrative text are orientation, complications, and resolution. Orientation is the phase of introduction to text/discourse content such as main character recognition, and 'scene' settings (what, where, when and who). Furthermore, complications are crises or problems that arise in a narrative. Conflicts shown can be natural, social or

psychological conflicts. Then, the resolution is a phase where participants solve problems caused by the conflict. Successful or not, the conflict still ends. Narrative texts can be in the form of legends, fables, or fairy tales.

In everyday life, speaking of narrative texts is most often done by many people in the process of communication and interaction. When speaking narrative texts in class, often students experience difficulties in delivering them, sometimes they suddenly fall silent or lose their words. Yakussa (2011, p. 2) states that students feel shy and afraid to speak English so they never practice and use the target language and they always use mother tongue in the classroom. Limited vocabulary mastery and mistakes in speaking make them feel confused and lose

self-confidence. This makes them reluctant and rarely speaks in English.

On the other hand, low scientific literacy in Indonesia cannot be separated from the quality of teachers, facilities, and the lack of learning strategies used by teachers (Sulisworo and Suryani, 2014, p. 58). The teachers are often still trapped in the application of teacher-centered learning models, so the communication process only runs one direction and the students' skills in speaking/narrating become less honed. Thus, teachers must be more active, and innovative in finding appropriate, interesting, and fun teaching and learning strategies that can improve students' skills in speaking narrative texts using English.

Cooperative learning is a teaching method that is emphasized

on the results of student teamwork. This is different from other teaching approaches because students are more emphasized working together rather than working individually. The learning process is oriented towards students, teachers as mediators and motivators. One type of cooperative learning model is the Two Stay Two Stray (TSTS) strategy.TS-TS is a type of cooperative learning model that gives students the opportunity to share and discuss between groups with other groups in learning. This learning strategy is rarely applied in formal schools, meaning that it is possible that Two Stay Two Stray can increase activity and build good attitudes of students, especially in learning to speak English. As explained by Giantika, Putrayasa, and Gunatama (2015)that through the TS-TS strategy, learning time is more

effective, and each student becomes more active, responsible, and confident during class activities.

Here are the eleven steps in implementing TS-TS strategy based on Lie (2002,p. 60-61).

1) A teacher presents indicator and learning objectives

2) A teacher explores students' knowledge about the material which will be learned.

3) A teacher presents the procedure of cooperative learning Two Stay Two Stray

4) A teacher provides the guidance about important things that must be considered in the cooperative learning such as: all members of the group responsible for the success of group members' respect to friends' opinion, helping each other during the learning process, dividing the

individual tasks so that all members have equal responsibility in learning material.

5) Students are divided into groups; each group consists of four students.

6) A teacher provides tasks and questions that must be completed in a group.

7) Students work together in a group, called the original group. In the pre-group of students discussing all the problems given by the teacher.

8) After done, two students from each group leave the original group and visit the other group. In this group, students share information about a variety of issues that have been resolved in the original group. This group is called the visiting group and receive guests.

9) Two students who live in the original group share the information and ideas to the two students who visit.

10) After the time limit runs out for visit and receives guests, guests excuse their self to go back to the original group and report the results of the information exchange from other groups.

11) Students who visit other groups and students who are in receiving guests from other groups match the work each other and discuss the results of students' work.

Lie (2008, p. 61) further reveals that in the structure of Two Stay Two Stray, the opportunity was given to groups to share results and information with other groups. This strategy can be used in all subjects

and is suitable for all levels of students. However, there are still many teaching and learning activities that only focus on individual work. Students work alone and may not see other friends' work. But, in fact, humans depend on each other.

According to Isjoni (2012, p.41-44), the basic element of cooperative learning that makes it different from the work of other groups, is the existence of 1) positive interdependence; 2) face-to-face interactions; 3) individual accountability; 4) flexibility; 5) and group effectiveness. These basic elements are believed to be able to create a pleasant learning environment and provide challenges for students to be able to think critically, be able to interact and adapt not only with the teacher or a friend but also with all students in the class.

In short, through the Two Stay Two Stray strategy, each student is involved in the learning process in the classroom directly. This gives a positive influence on improving their learning achievement along with the reduced level of anxiety students speak in narrative using English.

On the other hand, Rusman (2011, p. 26) describes that cooperative learning has the following characteristics: 1) students work together in groups to complete learning material; 2) groups divided from those who have high, medium and low abilities; 3) there is a possibility, group members come from different racial, cultural, ethnic and gender groups; and 4) awards are more group oriented than individuals. In implementing the TS-TS strategy, students hold discussions between members in the original group and

guests, so that the results delivered by each group are good. The frequency of discussions encourages students to think critically in language and share ideas orally. But the teacher must still motivate students to participate in discussions with a good attitude and speaking behavior.

Furthermore, Giantika et. al. (2015, p. 4) explained that through this TS-TS strategy; students are divided into heterogeneous groups, each group of 4 students. Two students from each group will visit other groups. Two students who live in their group have the duty to share the work or convey information to their guests. Students who become guests return to their own groups and report what they get from other groups. Then students make a report about the results of the discussion. It can be understood that the TS-TS strategy can provide opportunities for students to give and get information on the subject matter with other group members and interact between them. The TS-TS strategy will not focus on the original group members. TS-TS strategy helps students learn how to work with their friends with different backgrounds. This strategy not only teaches how students' cognitive skills such as speaking skills are improved but also through cooperative learning, students can improve other skills, namely social attitudes in dealing with several different groups to be able to collaborate in one group or several different groups, such as being good listeners and speakers of languages.

Thus, the investigation was done to prove whether the TS-TS strategy could improve students' speaking skills especially when they are speaking about narrative texts.

METHODOLOGY

The experimental study using quasi-experimental research designs (quasi-experimental) was applied. According to White and Sabarwal (2014, p. 1), a quasi-experimental design identifies a comparison group that is as close as possible to the treatment group in terms of initial (pre-intervention) characteristics. This design involved two classes (non-equal control group design), namely the experimental and control classes, both of which were given pretest and posttest.

The population was the tenth-grade students of SMK 03 Kayuagung totaling 144 students and consisted of 4 classes. Moreover, the sample is a representative part of a population. To select the sample, the purposive sampling method was used. Jonhson and Christensen (2012, p. 231) stated that purposive sampling is a nonrandom sampling technique where researchers ask people with special characteristics to participate in research. So, the sample of this study must have the same criteria, that was, having the same total number of students, the same average score of English; 70, and being taught by the same English teacher. Based on these criteria, two classes met the criteria as samples, namely class X TKJ 1 and X TKJ 2. The distribution of the sample is presented in the following table.

Table 1
Sample of the Study

Class	Group	Students		Total
		Males	Females	
X. TKJ 1	Exp.	8	28	36
X. TKJ 2	Contr.	8	28	36
Total		16	56	72

The instrument used to collect the data was an oral test to determine the ability of students to speak narrative texts. Students were

instructed to choose one of the topics of the narrative text provided, then conveyed the narrative verbally for a maximum of 10 minutes based on the topic they had chosen. This oral test was given to students in the experimental group twice, namely before and after treatment.

Then, the data obtained from the test was tested statistically for its normality and homogeneity. Both had been fulfilled, therefore, the t-test analysis using SPSS version 22 at the 5% significance level was conducted to determine whether the Two Stay Two Stray strategy could improve the students' speaking achievement, especially about narrative text.

RESULTS AND DISCUSSION

Based on the result of statistical analysis using paired sample t-test, it was found that the mean of pretest was 66.9, the mean of posttest was 76.2, and value of t-obtained was 2.596 at the significance level of $p > 0.05$ in two-tailed testing with df of 35. The critical value of t-table was 2.030. Since the value of t-obtained exceeded the critical value of t-table and the mean of posttest was higher than the mean of the pretest, it meant that there was the progress of students' speaking achievement in the experimental group after being treated using Two Stay Two Stray strategy.

Meanwhile, the results of paired sample t-test in the control group showed that the mean of pretest was 56.5, the mean of posttest was 62.7, and the value of t-obtained was 6.788 at the significance level of $p > 0.05$ in two-tailed testing with df of 35. The critical value of t-table was 2.030. Since the value of t-obtained exceeded the critical value of t-table

the mean of posttest was higher than the mean of the pretest, it explained that the students' speaking skill achievement in the control group was also improved.

Furthermore, based on the results of independent sample t-test, the value of t-obtained was 2.866 at the significance level of $p < 0.05$ in two-tailed testing with df of 70, the critical value of t-table was 1.994. Since the value of t-obtained exceeded the critical value of t-table, the research hypothesis was accepted. It meant that there was a significant difference in the student's speaking achievement between students who were taught through TS-TS strategy and those who were not.

From the results of analyses above, in the experimental group, it was found that there was a difference of speaking achievement before and

after giving the treatment using Two Stay Two Stray strategy. It inferred that after treatment, student's achievement in speaking about the narrative text was improved. By applying the TS-TS strategy in learning, the students could follow the learning process more easily and enjoy the class so much. On the other hand, it also made the students more active to communicate among students. The students' social attitude while chatting with their friends were improved. They learned how to interact and negotiate with others during the activities.

On the other hand, in the control group, it was found that there was also a difference in students' speaking achievement after having the teaching and learning process without using TS-TS strategy. Student's achievement in the control group was

increased because students had prior knowledge about the narrative text, they actively asked the teacher and had high motivation to study. However, the progress made by the students in the control group was less high than the progress made by the students in the experimental group.

When compared to the results of independent sample t-test in control group, it was found that the posttest means score in the experimental group was higher than the posttest mean score in the control group, and the mean difference of the two groups was 13.5. It meant that there was a significant difference in speaking skill achievement of the students who were taught through TS-TS strategy. It was because TS-TS strategy could lead the students to feel free when speaking about narrative text. The students really enjoyed the activities,

could discover their learning styles and found the different atmosphere of teaching and learning process. The use of TS-TS strategy brought positive impacts not only for the students but also for the teachers.

Students also could improve their attitude in a social context through chatting, asking and giving information using English. TS-TS strategy could make the class more active and asked more questions in the teaching and learning process. The findings were in line with what Giantika, et. al. (2015) proved that through the TS-TS strategy, learning time was more effective, and each student became more active, responsible, and confident during class activities.

The English teaching and learning process was livelier and more enjoyable than the previous

condition. The classroom atmosphere was much better so the students were not bored. Moreover, The teachers were not lingering on the application of teacher-centered learning models anymore because TS-TS strategy gave something new and fun which could fulfill what the students need so far. After all, this strategy could be beneficial for both teachers and students in order the achieve the ideal goals of teaching and learning process.

CONCLUSION

Based on the results of the analysis, there was a significant difference in students' achievement in speaking about narrative text between the tenth-grade students of SMK 03 Kayuagung who were taught through 'Two Stay Two Stray Strategy' and that of those who were not. The inquiry was implemented in the tenth-grade students of SMK 03 Kayuagung.

The result of the study showed that the use of cooperative learning strategy, Two Stay Two Stray can improve the student's speaking effectively. Two Stay Two Stray, in the teaching-learning processes was effective to make the students more motivated and enthusiastic in the English speaking activities. The result implied that the students made more significant progress in speaking by using cooperative learning model, Two Stay Two Stray. They were more encouraged, could understand the material easily, concentrate more and speak more confidently. The students' speaking achievement improved through cooperative learning model, Two Stay Two Stray because they could learn share and

each other about their ideas to speak about narrative text. So, they were not bored in joining the teaching-learning process. It could be inferred that Two Stay Two Stray could significantly and effectively improve speaking skill achievement of the students.

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