

The Effectiveness of the Two Stay Two Stray Technique in Enhancing Junior High School Students' Speaking Skills

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ABSTRACT

Speaking is one of the most difficult skills for junior high school to master in English language learning. Many students face challenges such as fear of making mistakes, low self-confidence, and lack of opportunities to speak in class. These obstacles often hinder their speaking performance and fluency. This study aims to examine the effectiveness of the Two Stay Two Stray technique in improving students' speaking skills. A quantitative approach was applied through a quasi-experimental design involving two classes: an experimental group and a control group. The experimental group was taught using the Two Stay Two Stray technique, while the control group received conventional teaching methods. Data were collected through speaking test (pre-test and post-test), classroom observations, and documentation. The results were analyzed using an independent sample t-test. The data analysis is showed a significant improvement in the speaking ability of students taught with the Two Stay Two Stray technique. The mean post-test score of the experimental group was 88.92, while the control group achieved a mean score of 62.85. The significance value ($p=0.000$) indicated that the difference was statistically significant. This result demonstrates that the Two Stay Two Stray technique effectively enhances students' speaking performance by encouraging peer interaction, confidence, and idea sharing. The findings suggest that the Two Stay Two Stray technique is a promising approach for improving students' speaking skills. Teachers are recommended to implement this technique to create a more engaging, communicative, and student-centered learning environment.

Keywords: *Two Stay Two Stray, Speaking Skills, Cooperative Learning.*

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INTRODUCTION

Speaking is one of the most challenging skills in learning English as a foreign language. Speaking is one of the essential language skills that must be mastered by foreign language learners as its plays a crucial role in developing English proficiency (Parawangsa et al., 2024). Speaking ability is one of the fundamental skills in acquiring a foreign language, requiring the integration of various linguistic and cognitive aspects. Speaking is not merely about producing sounds or words but also about conveying messages effectively in different social contexts (Richards & Rodgers, 1999). Speaking ability is not only about delivering messages but also serves as a communication tool that connects individuals to the outside world, especially in today's globalization era (Zainuddin & Hamdani, 2024). Many students experience anxiety and fear of making mistakes, which hinders their willingness to participate in speaking activities (Dong et al., 2022). Students must take into account vocabulary, grammar norms, and understanding when learning the complicated skill of speaking (Ikhsaniyah, 2022). High levels of anxiety can lead to a decline in speaking performance, making learners feel anxious or struggle to speak when interacting with native speaker. Students will be terrified to talk in English as a result of this nervousness. Pupils who lack confidence and willingness to study will be hesitant to demonstrate their speaking abilities in front of a large audience. English is an international language that plays a crucial

role in various aspects of life, including education, economy, and global communication. In Indonesia, English is widely taught as a foreign language, yet its practical use remains limited in daily activities (Adipramono, 2011). This issue is evident in Indonesia, where English proficiency remains relatively low. Indonesia ranked 79th out of 113 countries, falling into the “low proficiency” category. This indicates that Indonesian students still face significant challenges in mastering English, particularly in productive skills such as speaking (EF, 2023).

Initial observations in secondary schools indicate that most students tend to be passive when asked to speak in English. This reluctance stems from limited vocabulary, ineffective teaching strategies, and lack of engaging learning activities. One of the main issues that contribute to students' low speaking proficiency is the lack of an engaging and structured speaking environment. Many classrooms rely heavily on written exercises and grammar-focused instruction, leaving little room for spontaneous and confidently (Hamdani et al., 2022). Student often struggle to speak due to noisy classroom conditions, limited vocabulary, and difficulty in initiating discussions-factors that contribute to consistently low speaking scores. In addition, the fear of being judged by peers of making mistake further discourages students from actively participating in speaking activities. This problem highlights the need for more interactive learning approaches that not only build students linguistic competence but also foster their confidence and willingness to speak. Various interactive strategies such as Think-Pair-Share and Role Play have been implemented to improve students' speaking performance. Research has shown that the Think-Pair-Share technique significantly enhances students' English speaking skills by encouraging active participation and collaboration (Apriliani & Purnamasari, 2024). Similarly, role play activities effectively improve ESL learners' communication skills by providing authentic contexts for language use (Ishak & Abdul Aziz, 2022). The success of speaking can also be measured by how well a person communicates confidently in the target language (Islam, 2022). Therefore, speaking must be actively learned and practiced so that students become accustomed to communicating without fear making mistakes (Ferdiyanto & Kholili, 2022). Practice, in the context of language acquisition, serves as the substance that transforms theoretical knowledge into functional competence. While classroom instruction provides the scaffolding, practice is the mortar that binds the bricks of vocabulary, grammar, and cultural understanding together (Kim, 2023).

To address these issues, it is essential to implement more interactive and student-centered learning strategies that encourage students to actively participate in speaking activities. One effective approach is cooperative learning, which promotes interaction and collaboration among students (Hong et al., 2022). Cooperative learning has a significant positive on student achievement across various subject areas and grade levels. The results suggest that education should consider implementing cooperative learning strategies in their classrooms to enhance student learning outcomes (Eslit, 2023). The two stay two stray methods is a cooperative learning technique designed to enhance students speaking skills by providing structured opportunities for discussion and knowledge exchange (Hidayah et al., 2023). Previous studies have shown that two stay two stray is effective in enhancing students' speaking abilities by creating a dynamic and supportive learning environment. The effectiveness of the Two Stay Two Stray (TSTS) technique in enhancing students' speaking abilities has been demonstrated through improved fluency, pronunciation, grammar, and vocabulary (Zahro et al., 2024). The Two Stay Two Stray (TSTS) technique offers several advantages in language learning. It promotes learner autonomy, fosters creativity through peer collaboration, encourages open-mindedness, boosts students' motivation, and facilitates the achievement of instructional goals due to its practical implementation (Fatoni, 2014).

However, most studies on the Two Stay Two Stray (TSTS) technique have focused on face-to-face learning at the high school level or among young learners. There has been limited exploration of its implementation in other group, such as university students or junior high school students. Moreover, aspects such as speaking anxiety or students' interest

in learning remain underexplored in relation to this technique. Therefore, this study seeks to fill the research gap by investigating the effectiveness of two stay two stray in overcoming students' speaking challenges in secondary schools. By structuring peer interactions and creating a communicative learning environment, two stay two stray is expected to encourage students to practice speaking more confidently and fluently. The research will also explore how this method can help students overcome their fear of speaking and actively engage in classroom discussions.

This study aims to investigate the effectiveness of the two stay two stray method in improving students' speaking skills at the secondary school level. By exploring the impact of this technique, the research will contribute to the development of innovative teaching strategies that address students' difficulties in speaking English.

METHOD

This study adopted a quantitative approach with quasi-experimental design, specifically the non-equivalent control group design. This design was chosen because it allows the researcher to compare to intact groups experimental and control without random assignment, which is often unfeasible in natural classroom settings (Fraenkel et al., 2012). This design helps in identifying the effect of the treatment, in this case, the Two Stay Two Stray technique by comparing the outcomes of both groups before and after the intervention. Quasi experimental designs are particularly useful in educational research where strict experimental control is difficult to achieve.

This study involved two parallel classes of seventh-grade students in a Junior High School setting. One group received the experimental treatment using Two Stay Two Stray technique, while the other group continued with traditional teaching methods, typically involving lectures, individual exercise and repetition drills. The primary objective was to examine whether the Two Stay Two Stray technique has a statistically significant effect on the students' speaking skills as measured by pre-test and post-test performance.

Respondents

The participants in this study were seventh-grade students of SMP Zainul Hasan Genggong, selected through purposive sampling. This technique was deemed suitable because the researcher needed specific conditions to be met, such as comparable English proficiency levels and synchronized teaching schedules across the two classes (Prof. Dr. Sugiyono, 2013).

The experimental group consisted of 13 students, while the control group had 20 students. There intact groups were chosen due to administrative constraints and to maintain the natural classrooms environment. Using intact classrooms in school-based research helps preserve ecological validity (Fraenkel et al., 2012)

Ethical protocols were followed throughout the research process. Informed consent was obtained from the school authorities and verbal assent was gathered from the students. All participants were assured that their data would remain confidential and be used solely for academic purposes (Louis Cohen, 2007)

Instruments

The main research instrument was a speaking test developed in alignment with the curriculum standards for junior high school (Permendikbud, 2017). The test assessed students' performance both before and after the treatment. To ensure validity, the test underwent expert validation by two senior English teachers and was piloted with students from a different class to identify any ambiguities (Ary et al., 2010). The assessment rubric used was analytical in nature, focusing on five key aspects: fluency, vocabulary, grammar, pronunciation, and comprehension. Each criterion was rated on a 5 point likert scale, enabling detailed feedback and better inter-rater reliability.

To further strengthen the reliability of the data, two raters were involved in scoring all speaking performances: the researcher and an English teacher from the same school who had more than five years of teaching experience. Prior to the main data collection, both raters

underwent a calibration session in which they discussed and aligned their understanding of the assessment rubric to ensure consistency in scoring. Inter-rater reliability was measured using a pilot test scored independently by both raters, and the results were compared to ensure scoring agreement before formal data collection.

Procedures

This study was conducted through three main stages: pre-test, treatment, and post-test, which are standard phases in experimental research design (John W. Creswell, 2012). Each stage was carefully planned to ensure internal validity, minimize bias, and establish causality between the treatment and the measure outcome (Fraenkel et al., 2012). The entire procedure was carried out during the regular English class schedule to maintain ecological validity (Ary et al., 2010).

Pre-Test

Before any treatment was administered, a pre-test was given to both the experimental and control groups to assess their initial speaking abilities. The test was designed in accordance with the English curriculum for Junior High School by the Indonesian Ministry of Education and Culture (Permendikbud, 2017), which emphasize basic interpersonal communication skills. The test items required students to introduce themselves, describe a person or object, and respond to simple everyday situations-tasks suitable for their level of proficiency (Permendikbud, 2017).

To evaluate students' speaking performance, a standardized analytical rubric was used, covering five key components: fluency, vocabulary, grammar, pronunciation, and comprehension. The rubric employed a 1-5 rating scale for each criterion to allow for detailed scoring. Each student's speaking performance was scored independently by the two raters using the standardized analytical rubric. Before scoring, both raters had participated in a scoring calibration session to reduce subjectivity and ensure consistency. Discrepancies in score were resolved through discussion to reach consensus (Louis Cohen, 2007).

Treatment

Following the pre-test, a series of teaching sessions using the Two Stay Two Stray (TSTS) technique were conducted for the experimental group over a four-week period. TSTS is a cooperative learning strategy that encourages peer interaction, as students are divided into small groups where two members remain to explain their group's ideas, while the other two visit other groups to collect additional input. This model is effective in increasing students' confidence and speaking fluency through repetitive interaction and information exchange (Gillies, 2007).

In each session, the teacher introduced a speaking topic aligned with the curriculum (Permendikbud, 2017) and provided guiding questions or prompts. Students were then grouped, discussed their answers, and applied the TSTS strategy. After rotating roles, they returned to their base groups to synthesize what they had learned and reported back to the class, which not only supported speaking practice but also critical listening and summarizing. The teacher acted as a facilitator throughout the session, offering scaffolding, monitoring group dynamics, and correcting language use when necessary (Jeremy Harmer, 2007).

Meanwhile, the control group was taught using conventional teacher-centered methods, such as explanation followed by individual tasks and oral practice (Brown, 2004). These sessions were less interactive and limited students' opportunities to practice speaking collaboratively (Richards & Rodgers, 1999). Nevertheless, both groups received equal duration of instruction and the same lesson objectives to maintain experimental fairness (Fraenkel et al., 2012).

Post-Test

After the treatment period ended, a post-test was administered to both the experimental and control groups using the same format and rubric as the pre-test (Brown, 2004). This allowed the researcher to compare the development of speaking skills before and

after the intervention with consistency and validity (John W. Creswell, 2012). The post-test was assessed in the same way as the pre-test, using the same two raters and identical scoring procedures (Permendikbud, 2017). Inter-rater reliability was maintained through the consistent application of the rubric and pre-established scoring guidelines (Louis Cohen, 2007).

The primary goal of the post-test was to identify whether the TSTS technique resulted in statistically significant improvement in speaking skills compared to traditional methods (Ary et al., 2010). The pre- and post-test results were then analyzed using SPSS version 29 to determine the effectiveness of the treatment through descriptive and inferential statistical tests (Sugiyono, 2013).

Data Analysis

Quantitative data from the pre-test and post-test were processed using descriptive and inferential statistics. The mean and standard deviation were calculated to determine the central tendency and variability within each group.

An independent sample t-test was then employed to examine whether the observed differences between the experimental and control groups were statistically significant (Sugiyono, 2013). The data analysis was conducted using SPSS version 29, and significance level of 0.05 was set as threshold for hypothesis testing.

If the p-value obtained was less than 0.05, the null hypothesis, stating that there is no significant difference in the speaking abilities between the two groups, was rejected, indicating the effectiveness of the Two Stay Two Stray method in improving students' speaking skills.

FINDINGS AND DISCUSSION

Findings

This section presents the results of data analysis conducted to examine the effectiveness of the Two Stay Two Stray technique on students' speaking skills. The data were collected from both the experimental and control group through pre-test and post-test. To ensure the validity and reliability of the statistical procedures applied, the data were subjected to assumption tests, namely the normality test, homogeneity test, and t-test of variance test, before proceeding to inferential analysis. The results are discussed in the following subsections.

Descriptive Statistic

Before conducting inferential statistical analyses such as the normality, homogeneity, and t-test, it is important to observe the general trends in students' scores through descriptive statistics. These include the number of participants (N), minimum and maximum scores, mean scores, and standard deviation for both pre-test and post-test in the control and experimental groups. The results are presented in table 1.

Table 1 Descriptive Statistics of Pre-test and Post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest control	20	30	50	39.85	5.274
posttest control	20	59	69	62.85	2.925
pretest experiment	13	50	65	57.00	5.774
posttest experiment	13	85	95	88.92	2.397
Valid N (listwise)	13				

Table 1 displays the descriptive statistics of students' speaking scores in both the control and experimental groups. In the control groups, the mean score increased from 39.85 in the pre-test to 62.85 in the post-test, with a standard deviation decreasing from 5.274 to 2.295, indicating a more consistent performance in the post-test.

In contrast, the experimental group showed a more significant improvement, with the mean score rising from 57.00 to 88.92. The relatively small standard deviation in the post-test (2.397) suggests that the students' performance became more uniform after the

treatment. These descriptive results provide initial evidence that the Two Stay Two Stray technique might have contributed to a greater improvement in students' speaking skills compared to the conventional teaching method.

Normality Test

Before conducting inferential statistical test such as the t-test, it is essential to ensure that the data are normality distributed. Normality affects the type of statistical test that can be appropriately applied. In this study, the Kolmogorov-Smirnov and Shapiro-Wilk test were used to check the normality of the data in both the experimental and control groups for pre-test and post-test scores.

While the Kolmogorov-Smirnov test is often used for larger samples, the Shapiro-Wilk test is recommended for smaller samples ($n < 50$) due to its higher power in detecting non-normality (Ghasemi & Zahediasl, 2012). The table below summarizes the results of the normality test:

Table 2 Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
speaking skill	pretest experiment	.191	13	.200*	.884	13	.082
	posttest experiment	.250	13	.026	.885	13	.084
	pretest control	.139	20	.200*	.956	20	.468
	posttest control	.164	20	.162	.915	20	.078

The Shapiro-Wilk significance values for all data sets were greater than 0.05, indicating that the assumption of normality was not violated. Although the Kolmogorov-Smirnov test for the post-test of the experimental group showed a p-value less than 0.05, the corresponding Shapiro-Wilk value remained above the threshold, suggesting that the data can still be considered normally distributed. Therefore, the distribution of score meets the normality assumption, allowing the researcher to proceed with parametric statistical analyses such as the independent sample t-test.

It is important to note that a normal distribution is essential not only for the validity of t-test but also for ensuring the generalizability of the findings to the broader population. As such, the results of this test enhance the credibility of subsequent analyses.

Homogeneity Test

The second assumption that must be met before applying the independent sample t-test is the homogeneity of variances. Homogeneity implies that the variability in scores across groups is roughly equal. This is tested using Levene's test of equality of Variances, which determines whether the variance in the two groups is statistically similar

Table 3 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
speaking skill	Based on Mean	2.008	1	31	.166
	Based on Median	1.297	1	31	.263
	Based on Median and with adjusted df	1.297	1	30.772	.264
	Based on trimmed mean	1.798	1	31	.190

As shown in the table, all significance values are above 0.05, which indicates that the assumption of homogeneity of variance is satisfied. This finding supports the use of the independent sample t-test to compare the means of the experimental and control groups. If this assumption had been violated, the researcher would have had to use alternative statistical techniques such as the Welch's t-test.

Ensuring homogeneity is essential in experimental studies, as it enhances the validity of the comparison between treatment and control conditions. The results confirm that the variance in speaking scores between the two groups was not statistically different, allowing for fair comparison and increasing the internal validity of the study.

Independent Sample t-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
speaking skill	Equal variances assumed	2.008	.166	26.783	31	.000	26.073	.974	24.088 28.059
	Equal variances not assumed			27.960	29.199	.000	26.073	.933	24.166 27.980

Figure 1. Independent Sample Test

An independent samples t-test was conducted to determine whether there was a significant difference in the post-test speaking scores between the experimental group (taught using the Two Stay Two Stray technique) and the control group (taught using conventional methods). This test is appropriate when comparing the means of two independent groups and when data meet assumptions of normality and homogeneity of variances.

The result of Levene's test equality of variances shows a significance value of 0.166 (>0.05) which indicates that the assumption of equal variances was met. Therefore, the analysis was interpreted using the row labelled "equal variances assumed".

The t-test result shows a t-value of 26.783, $df = 31$, and Sig. (2-tailed) value of 0.000, which is less than the significance level of 0.05. This means that there is a statistically significant difference in students' speaking skills between the two groups after the treatment.

Furthermore, the mean difference was 26.073, with a standard error difference of 0.974, and a 95% confidence interval ranging from 24.088 to 28.059. This positive and narrow confidence interval, which does not include zero, strengthens the conclusion that the experimental group outperformed the control group significantly.

Discussion

The findings of this study demonstrate that the implementation of the Two Stay Two Stray technique significantly enhances the speaking skills of Junior High School students. This is evident from the results of the independent sample t-test, where the significance value (Sig. 2-tailed) was 0.000, which is lower than the 0.05 threshold, indicating a statistically significant difference between the control and experimental groups. The mean difference of 26.073, with a confidence interval between 24.088 and 28.059, suggest not only statistical significance but also a substantial effect size. This confirms that students exposed to the Two Stay Two Stray technique out performed those who were taught using traditional methods in terms of speaking ability.

The statistical assumptions prior to conducting the t-test were also satisfied. The normality test using Shapiro-Wilk showed that the pre-test and post-test data for both groups were normally distributed, which is especially relevant given the sample size being below 50. Meanwhile, the homogeneity of variance assumption was also met, as the Levene's test for equality of variances produced a significance value of 0.166 (>0.05), indicating that the variance of both groups was equal and the use of a parametric t-test was appropriate. These statistical validations strengthen the reliability of the conclusion drawn from this study.

The superiority of the experimental group can be attributed to the structure of the Two Stay Two Stray technique, which encourages active participation, student mobility, and peer teaching. During the implementation, students were observed to be more enthusiastic and engaged. This is supported by recent studies highlighting how opportunities to speak in a supportive peer environment (Rahmawati & Ayudhia, 2024). Two Stay Two Stray requires students to explain concepts to others, respond to questions, and summarize what they learn, all of which are essential components of communicative competence in language learning.

Furthermore, the Two Stay Two Stray technique provides a platform for meaningful student interaction that reduces anxiety and boosts self-confidence. Students are not merely passive listeners; they become active participants in constructing knowledge through dialogue and collaborative problem-solving. Cooperative learning methods such as Two Stay Two Stray encourage mutual responsibility and provide more time for students to express

their ideas (Rahmawati & Ayudhia, 2024). This aligns with the Communicative Language Teaching (CLT) approach, a language teaching methodology that emphasizes interaction and communication as both the means and the ultimate goal of learning (Ikasafitri, 2023).

In addition, Two Stay Two Stray offers a dynamic structure that blends both individual accountability and group interdependence. Each student has a unique role to play, which fosters not only communication but also critical thinking and problem-solving skills. Cooperative techniques can significantly contribute to students' interpersonal development, particularly in multicultural classrooms where social skills and empathy are as important as language proficiency (Romo & Romo, 2023). The structured rotation in Two Stay Two Stray allows students to practice speaking with a variety of peers, which increases exposure to different accents, expressions, and perspectives.

Another reason for the success of the Two Stay Two Stray model is its ability to address various learning styles. Visual learners benefit from group visuals and written prompts, auditory learners improve through discussion, while kinesthetic learners stay engaged through movement and interaction. This multimodal delivery has been shown to improve retention and motivation. By accommodating diverse learning preferences, the Two Stay Two Stray technique ensures more equitable participation and reduces the dominance of extroverted students in speaking activities.

Moreover, the role of teacher facilitation is central in maximizing the outcomes of the Two Stay Two Stray technique. Teachers must act as guides, observers, and feedback providers throughout the activity. Effective scaffolding such as providing question prompts, vocabulary support, or correction techniques, enable students to remain focused and avoid off-task behaviour. Proper scaffolding within peer-based strategies like Two Stay Two Stray not only enhances linguistic outcomes but also ensures that speaking tasks remain purposeful and academically rigorous (Sihite et al., 2021).

Beyond linguistic gain, the use of Two Stay Two Stray appears to foster a more inclusive and emotionally safe classroom environment. This is particularly critical in English as Foreign Language (EFL) contexts where speaking anxiety often hinders performance. By working in small, rotating groups, students are able to build rapport and trust with their peers, which reduces their fear of making mistakes (Delima & Dolotallas, 2021). In turn, this leads to greater risk-taking and experimentation in spoken language, two key traits of successful language learners.

Despite the promising results, this study has several limitations. The sample size was relatively small and confined to a specific region and age group, which may limit the generalizability of the findings. Future research should include a larger and more diverse sample to determine whether the same effects can be observed in different educational contexts. It is also advisable to implement a longitudinal approach to assess whether the improvement in speaking skills persists over time or fades without continued exposure to cooperative learning strategies.

In conclusion, the Two Stay Two Stray technique has proven to be a powerful instructional strategy in enhancing students' speaking performance. By encouraging structured interaction, peer collaboration, and student autonomy, Two Stay Two Stray aligns with current pedagogical principles of communicative competence and student-centered learning. Its implementation in language classrooms could contribute significantly to the development of learners' speaking fluency, accuracy, and confidence, thus making it a valuable approach in modern English language teaching. As educators continue to seek methods that both engage students and yield measurable outcomes, Two Stay Two Stray emerges as a promising tool worth wider adoption.

CONCLUSIONS

This study aimed to investigate the effectiveness of the Two Stay Two Stray technique in enhancing junior high school students' speaking skills. Based on the findings, it can be

concluded that the implementation of the Two Stay Two Stray technique significantly improved students' speaking performance compared to traditional teaching methods. The descriptive statistics showed a substantial increase in mean score. The experimental group's mean score improved from 57.00 in the pre-test to 88.92 in the post-test, while the control group improved from 39.85 to 62.85. Furthermore, the standard deviation in the post-test of the experimental group was 2.397, indicating consistent improvement across students. The results of the independent sample t-test revealed a t-value of 26.783 and a significance value (p) of 0.000 (<0.05), confirming a statistically significant difference between the two groups. The mean difference was 26.073, with a 95% confidence interval ranging from 24.088 to 28.059, which does not include zero-reinforcing the validity of the result. The data also met all required statistical assumptions, including normality (Shapiro-Wilk Sig. >0.05) and homogeneity of variance (Levene's Test Sig.= 0.166). These ensured that the application of parametric statistical test was appropriate and reliable. Therefore, the findings affirm that the Two Stay Two Stray technique is an effective cooperative learning strategy to improve speaking skills, promoting active participation, confidence, and peer interaction among students. Future research is recommended to explore its application across various language skills, age groups, and educational context with larger sample sizes for broader generalizability.

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