

# The Effect of Two Stay Two Stray and Think Pair Share Techniques on Students' Speaking Skills at Grade XI of Madrasah Aliyah Swasta Al Manaar

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## Abstract

This investigation tries to ascertain The Effects of the Two Stay Two Stray and Think Pair Share Techniques on Class XI Students at Al-Manaar Private Madrasah Aliyah's Speaking Skills The goal of this study was to ascertain and evaluate the impact of the Two Stay Two Stray and Think Pair Share Techniques on the Speaking Skills of Class XI Students at Madrasah Aliyah Al-Manaar Private. It is a quantitative form of study. Pre-test, post-test, control group design describes the research methodology used in this study. Students in class XI at Madrasah Aliyah Al-Manaar Private made up the population of this study. The class XI 2 MIA 25 students who were chosen for the study's sample using non-purposive sampling served as the study's sample population. employing essay tests as a data collection method. Testing is divided into two tests, namely pre-test and post-test. They were carried out to find out the students' speaking skills before and after receiving treatment. This study uses the Man Whitney and Kruskal Wallis formulas to analyze research data. The results show that Mean TPS > Mean TSTS or 26.56 > 14.24. This means that Ha is accepted and H0 is rejected, "there is a significant difference between the average Two Stay Two Stray and Think Pair Share techniques on students' speaking skills". The calculation results of the three groups obtained the value of H = 291 and H table = 101 which means that H0 is rejected and Ha is accepted, meaning that "there is a significant effect between Two Stay Two Stray and Think Pair Share on students' speaking abilities.

**Keywords:** Two Stay, Two Stray, Think Pair Share, Speaking Skill, Madrasah Aliyah Al Manaar

## 1. Introduction

Speaking is the act of conveying thoughts, feelings, or opinions to another person through articulated words or sounds with the intent to enlighten, convince, or amuse. This means that pupils may communicate their thoughts, feelings, and opinions to others verbally using words or phrases, which of course makes use of a communication instrument called language. In this instance, pupils utilize English to communicate their thoughts and emotions (Herman et al, 2020). For pupils, speaking is the most terrifying thing. It's because they're afraid to speak up when they have anything to say. Students have trouble speaking English because they lack vocabulary, good pronunciation, and proper grammar.

Because it is one of the cornerstones to effective English communication, speaking is a talent that must be acquired. Students can interact, discuss, and exchange knowledge with others through conversation. Students benefit from knowing English since they can find good employment and make more international acquaintances. Using the source of Sari's Journal Tools Management, Indah (2019). Students may find it challenging to speak English due to both internal and external influences. Such internal factors as curiosity and motivation to learn are brought on by the pupils themselves. Teachers and friends can provide pupils with motivation, which is a stimulus or encouragement to learn (Herman et al, 2022). Students' fondness or interest in a person, thing, or activity is referred to as interest.

English communication among students might be challenging while using media. The reason for this is that the teachers' pair improper media with the course subject (Silalahi et al, 2022). For pupils to lose interest in speaking English, teachers may employ inappropriate media, which is material that is not suited for language instruction. For the most part, teachers exclusively use books as media. Learning media are impacted by the development of technology (van Thao et al, 2021). Presently, a variety of media, including auditory ones like

recordings and music, visual ones like pictures, and audio-visual ones like movies and videos that can be viewed through a projector, can aid teachers in making learning more effective (Munthe et al, 2021). Even today, there are a number of applications that may be used on Smartphone’s and laptops to facilitate learning.

Students may find it challenging to speak English at school. As is well known, frequent use of a language—including the use of English in the classroom—is what leads to fluency in that language. In the educational setting, pupils speak in both their native language and second language when they interact with classmates and teachers. Students stop using English in the classroom as a result of this. Therefore, it is essential to have rules requiring kids to speak English in a school setting so that children can interact in the language.

Based on the aforementioned issues, the research suggests the Two Stay Two Stray and Think Pair Share approaches. Both of these methods can increase students' participation in class, which has an impact on their speaking abilities. According to the source, Journal Bahasa and Sastra, written by Lesia & Nike (2017), Two Stay Two Stray is one of the approaches for discussing learning that Spencer Kagan invented in 1992. A discussion-based learning methodology is the "Two Stay, Two Stray" method. Each group of pupils in a student division consists of four individuals. Two students will go to different groups in order to get knowledge. Two more students stayed with their groups to answer questions from other groups' visitors (Indriyani, 2011). Finally, each group will share with everyone the knowledge they have learned students in the class.

A strategy that teachers can use to aid in the learning process is the "Think Pair Share" method. According to Feni (2018), who cited the Cahyani-written journal English and Education as her source, the think-pair-share method gives students the chance to participate actively in their education by encouraging their collaboration and creative thinking. The discussion learning method used in this technique is a cooperative learning strategy. Individual questions are posed to each student by the teacher, who then instructs them to consider their answers. To explore the issue and come to a resolution, students then work in pairs with their partners. The teacher asks the class to share the discussion's outcome with other teams before closing.

**2. Method**

This study used quantitative methods. Experimental research methodology was used. Experimental research was utilized to determine the causes and effects of independent and dependent variables (Creswell, 2012). The strategies Two Stay Two Stray and Think Pair Share were used as independent variables in this study. Students' speaking abilities served as the dependent variable. Pre-test and post-test control group designs were used in this study. The experimental group was chosen using non-purposive sampling, and the control group was part of the research design (Sugiyono, 2017). The experimental group used the approaches Two Stay Two Stray and Think Pair Share. The control group received instruction using customary methods. Students participated in this study by taking a pre-test, treatment test, and post-test. Because the sample size was less than >30, non-parametric statistics were used in this study.

Table. 1. Pre-test Post-test Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X1	O2
	O3	X2	O4
Control	O5	-	O6

*Sugiyono (2017)*

Where:

O1: Pre-test experimental group (TSTS) O2: Post-test experimental group (TSTS) O3: Pre-test experimental group (TPS) O4: Post-test experimental group (TPS) O5: Pre-test control group

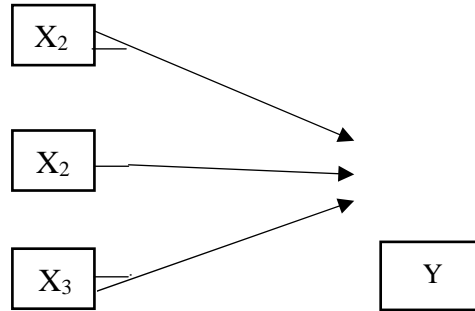
O6: Post-test control group

X1: Two Stay Two Stray Technique X2: Think Pair Share Technique

- : No treatment

This study used the Two Stay Two Stray and Think Pair Share procedures, which are both independent variables represented by the letter "X" in the research. X1 and Think Pair were in Two Stay Two Stray Share was X2. The dependent variable was "Y" which refers to the students' speaking skills.

The Kruskal-Wallis formula was employed in this study. Three groups—the Two Stay Two Stray group, the Think Pair Share group, and the Conventional group—were compared using the study formula. Speaking ability was the dependent component in this study, while method was the independent element. In essence, the following was considered when designing this study:



Research Design of Kruskal Wallis

Where:

X1: Two Stay Two Stray Technique  
 X2: Think Pair Share  
 X3: Conventional Learning

Y: Speaking Skill

3. Results and Discussion

The overall post-test score for the control group was 956 according to the calculation. following the computation of the control group's pre- and post-test scores. Following are the two tests' respective differential scores.

Table 2. Mean and Standard Deviation of Two Stay Two Stray Group

No	Name	Pre-test X	Post-test Y	x ____ (X-Mx)	y (Y-My)	x.y	√2	√2
1	Ade	40	52	0	-0,48	0	0	0,2304
2	Andi	32	52	-8	-0,48	3,84	64	0,2304
3	Anjas	40	52	0	-0,48	0	0	0,2304
4	Dea	40	52	0	-0,48	0	0	0,2304
5	Dewi	40	52	0	-0,48	0	0	0,2304
6	Evi	48	60	8	7,52	60,16	64	56,5504
7	Faisal	32	48	-8	-4,48	35,84	64	20,0704
8	Isnaini	32	48	-8	-4,48	35,84	64	20,0704
9	Jihan	40	52	0	-0,48	0	0	0,2304
10	Mey	40	52	0	-0,48	0	0	0,2304
11	Mikola	36	48	-4	-4,48	17,92	16	20,0704
12	Milna	40	52	0	-0,48	0	0	0,2304
13	M. Arif	48	64	8	11,52	92,16	64	132,7104
14	M. Genta	40	52	0	-0,48	0	0	0,2304
15	M. Khairul	36	52	-4	-0,48	1,92	16	0,2304
16	M. Rohim	40	52	0	-0,48	0	0	0,2304
17	Mustakim	44	48	4	-4,48	-17,92	16	20,0704
18	Nuryadi	40	52	0	-0,48	0	0	0,2304
19	Raja	28	40	-12	-12,48	149,76	144	155,7504
20	Robi	40	52	0	-0,48	0	0	0,2304
21	Safira	48	56	8	3,52	28,16	64	12,3904
22	Setiawan	40	52	0	-0,48	0	0	0,2304
23	Umayroh	44	56	4	3,52	14,08	16	12,3904
24	Zahra	44	56	4	3,52	14,08	16	12,3904
25	Wan Nabila	48	60	8	7,52	60,16	64	56,5504
Total		1000	1312	0	0	496	672	522,24

Based on the data above, it can be seen that mean and standard deviation of Two Stay Two Stray Group was as follow:

$$\text{Mean } X = \frac{\sum x}{N} = \frac{1000}{25} = 40$$

$$SD x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{672}{25}} = \sqrt{26,88} = 5,1$$

$$\text{Mean Y} = \frac{\sum y}{N} = \frac{1312}{25} = 52,48$$

$$SD y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{522,24}{25}} = \sqrt{20,88} = 4,5$$

Based on the calculation above, it can be known that Mean of pre-test was lower than Mean of post-test, it can be said that Mean of pre-test < Mean of post- test or 40 < 52,48.

Table 3. Mean and Standard Deviation of Think Pair Share Group

No	Name	Pre- test X	Post- test Y	x _____ (X-Mx)	y (Y-My)	x.y	x <sup>2</sup>	y <sup>2</sup>
1	Ade	64	72	7,36	7,2	52,992	54,1696	51,84
2	Andi	56	64	-0,64	-0,8	0,512	0,4096	0,64
3	Anjas	60	72	3,36	7,2	24,192	11,2896	51,84
4	Dea	56	64	-0,64	-0,8	0,512	0,4096	0,64
5	Dewi	60	72	3,36	7,2	24,192	11,2896	51,84
6	Evi	64	72	7,36	7,2	52,992	54,1696	51,84
7	Faisal	52	56	-4,64	-8,8	40,832	21,5296	77,44
8	Isnaini	52	68	-4,64	3,2	-14,848	21,5296	10,24
9	Jihan	56	68	-0,64	3,2	-2,048	0,4096	10,24
10	Mey	52	64	-4,64	-0,8	3,712	21,5296	0,64
11	Mikola	56	68	-0,64	3,2	-2,048	0,4096	10,24
12	Milna	60	68	3,36	3,2	10,752	11,2896	10,24
13	M. Arif	64	72	7,36	7,2	52,992	54,1696	51,84
14	M. Genta	52	56	-4,64	-8,8	40,832	21,5296	77,44
15	M. Khairul	56	64	-0,64	-0,8	0,512	0,4096	0,64
16	M. Rohim	56	68	-0,64	3,2	-2,048	0,4096	10,24
17	Mustakim	40	48	-16,64	-16,8	279,552	276,8896	282,24
18	Nuryadi	60	72	3,36	7,2	24,192	11,2896	51,84
19	Raja	44	44	-12,64	-20,8	262,912	159,7696	432,64
20	Robi	56	64	-0,64	-0,8	0,512	0,4096	0,64
21	Safira	64	72	7,36	7,2	52,992	54,1696	51,84
22	Setiawan	48	52	-8,64	-12,8	110,592	74,6496	163,84
23	Umayroh	64	72	7,36	7,2	52,992	54,1696	51,84
24	Zahra	60	64	3,36	-0,8	-2,688	11,2896	0,64
25	Wan Nabila	64	64	7,36	-0,8	-5,888	54,1696	0,64
Total		1416	1620	0	0	1059,2	981,76	1504

Based on the data above, it can be seen that mean and standard deviation of Think Pair Share Group was as follow:

$$\text{Mean X} = \frac{\sum x}{N} = \frac{1416}{25} = 56,64$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{981,76}{25}} = \sqrt{39,27} = 6,2$$

$$\text{Mean } Y = \frac{\sum y}{N} = \frac{1620}{25} = 64,8$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1504}{25}} = \sqrt{60,16} = 7,7$$

Based on the calculation above, it can be known that Mean of pre-test was lower than Mean of post-test, it can be said that Mean of pre-test < Mean of post- test or 56,64 < 64,8.

Table 4. Mean and Standard Deviation of Conventional Learning Group

No	Nama	Pre-test X	Post-test Y	x (X-Mx)	y (Y-My)	x.y	x <sup>2</sup>	y <sup>2</sup>
1	Andi	32	40	-0,16	1,76	-0,2816	0,0256	3,0976
2	Agnia	24	32	-8,16	-6,24	50,9184	66,5856	38,9376
3	Aldino	36	40	3,84	1,76	6,7584	14,7456	3,0976
4	Diana	40	40	7,84	1,76	13,7984	61,4656	3,0976
5	Dita	28	28	-4,16	-10,24	42,5984	17,3056	104,8576
6	Feri	24	24	-8,16	-14,24	116,1984	66,5856	202,7776
7	Fia	28	36	-4,16	-2,24	9,3184	17,3056	5,0176
8	Herdy	24	40	-8,16	1,76	-14,3616	66,5856	3,0976
9	Ichsan	40	44	7,84	5,76	45,1584	61,4656	33,1776
10	Irfan	32	32	-0,16	-6,24	0,9984	0,0256	38,9376
11	M. Dani	28	44	-4,16	5,76	-23,9616	17,3056	33,1776
12	Melysa	40	44	7,84	5,76	45,1584	61,4656	33,1776
13	M. Elfadra	28	44	-4,16	5,76	-23,9616	17,3056	33,1776
14	M. Iqbal	32	40	-0,16	1,76	-0,2816	0,0256	3,0976
15	M. Ridho	28	40	-4,16	1,76	-7,3216	17,3056	3,0976
16	Nuraini	36	40	3,84	1,76	6,7584	14,7456	3,0976
17	Nur Hikmah	24	24	-8,16	-14,24	116,1984	66,5856	202,7776
18	Rido	40	40	7,84	1,76	13,7984	61,4656	3,0976
19	Riky	32	40	-0,16	1,76	-0,2816	0,0256	3,0976
20	Riyanda	40	44	7,84	5,76	45,1584	61,4656	33,1776
21	Riyo	32	36	-0,16	-2,24	0,3584	0,0256	5,0176
22	Shella	40	44	7,84	5,76	45,1584	61,4656	33,1776
23	Suci	32	40	-0,16	1,76	-0,2816	0,0256	3,0976
24	Wiwin	32	40	-0,16	1,76	-0,2816	0,0256	3,0976
25	Yuni	32	40	-0,16	1,76	-0,2816	0,0256	3,0976
Total		804	956	0	0	487,04	751,36	834,56

Based on the data above, it can be seen that mean and standard deviation of Conventional Learning Group was as follow:

$$\text{Mean } X = \frac{\sum x}{N} = \frac{804}{25} = 32,16$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{751,36}{25}} = \sqrt{30,05} = 5,4$$

$$\text{Mean } Y = \frac{\sum y}{N} = \frac{956}{25} = 38,24$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{834,56}{25}} = \sqrt{37,93} = 6,1$$

Based on the calculation above, it can be known that Mean of pre-test was lower than Mean of post-test, it can be said that Mean of pre-test < Mean of post-test or  $32,16 < 38,24$ .

#### 4. Conclusions

Students' speaking abilities are impacted by the usage of the Two Stay Two Stray and Think Pair Share strategies. Data from the Kruskal Wallis calculation made reference to it. It was understood that  $291 > 101$  or H value > H table. It suggests that  $H_a$  was convinced that "the Two Stay Two Stray and Think Pair Share strategies had any appreciable impact on pupils' speaking skills." The Think Pair Share technique was simple to implement, and the children like learning through conversation. The data from the Mann Whitney computation made mention of it. It was understood that  $26,56 > 14,24$  or Mean of TPS > Mean of TSTS. Students' interest in learning English, particularly in speaking, can be piqued by the employment of Think Pair Share strategies in the teaching and learning process.

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