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The Effect of the Two Stay Two Stray Cooperative Learning Model on the Speaking Skills of Fifth Grade Elementary School Students

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ABSTRACT

Objective: *This study aims to determine the differences in the improvement of students' speaking skills through the application of the Two Stay Two Stray (TSTS) cooperative learning model in learning Indonesian on the material of facts and opinions in advertisements.* ***Method:*** *This study uses a quantitative approach with a quasi-experimental Nonequivalent Control Group Design. The subjects of the study consisted of 66 fifth-grade students of SDN Suko 2 Sidoarjo, which were divided into an experimental group of 33 students and a control group of 33 students. Data were collected using speaking skills tests through pretest and posttest. Data analysis was carried out using descriptive statistics, N-Gain, Paired Samples t-Test, and Independent Samples t-Test.* ***Results:*** *The results showed that the average speaking skill score of the experimental group increased from 50.61 to 89.70 with an average gain of 39.09, while the control group increased from 49.24 to 66.97 with an average gain of 17.73. The results of the Paired Samples t-Test showed a significant difference between the pretest and posttest scores in both the experimental and control groups ($p < 0.001$). Furthermore, the results of the Independent Samples t-Test on the gain score showed a significant difference in improvement between the experimental and control groups, $t(64) = 10.151$, $p < 0.001$.* ***Novelty:*** *These results indicate that the improvement in speaking skills in the group that received TSTS learning was significantly different compared to the control group in the context of this study.*

INTRODUCTION

Education plays an important role in forming superior human resources who are not only intelligent in terms of knowledge, but also have character and are ready to face the future[1]. Speaking is one of the most important language skills to develop at the elementary school level because it relates to students' ability to convey ideas, opinions, and information clearly and systematically. In the learning process, speaking skills are demonstrated not only through fluency, accurate word choice, sentence structure, intonation, and expression. Therefore, Indonesian language learning needs to provide opportunities for students to directly engage in oral communication activities.

Speaking skills are an individual's ability to express ideas, thoughts and feelings through speech or the use of words[2]. This ability plays an important role in supporting interactions with others and building and maintaining positive relationships with peers, teachers and the community[3][4]. A person who has good speaking skills usually has the courage to speak in public, is easy to get along with, is self-confident and has the ability to influence others[5][6][7]. Speaking skills help students be flexible and adapt to the school environment[8]. Thus, speaking skills are not only related to the ability to convey messages verbally, but also become an important part of the interaction process and development of students' social abilities.

At the elementary school level, speaking skills need to be developed because they are related to cognitive, social and emotional development which can support successful learning in various fields[9]. Learning Indonesian is one way for students to develop these skills through oral communication activities. Therefore, the learning process must provide opportunities for students to express opinions, exchange information, and actively express ideas. In practice, a learning model is needed that fosters interaction between students and provides more space for speaking practice, allowing for optimal development of speaking skills.

The Two Stay Two Stray (TSTS) cooperative learning model is considered effective in improving students' speaking skills. This model encourages students to participate in groups to solve problems and share knowledge with others[10][11]. In the TSTS learning model, students are divided into small groups and discuss different topics. Two students are assigned to visit other groups, and two other students are responsible for welcoming the guests and presenting the results of the discussion. After exchanging information, the guests return to their original groups to share their findings. The results of the discussion and work are presented by the groups[12]. The advantages of the TSTS learning model are that it can be applied at various class levels, increasing activeness and courage in expressing opinions, fostering self-confidence, training speaking skills, and improving learning achievement[13][14]. In addition, interactions between students during the exchange of information can create more active and meaningful learning[15].

The Two Stay Two Stray learning model has a close relationship with students' speaking skills[16]. This model involves students actively in groups so that they can improve their speaking skills[17][18][19]. Students will be able to speak because the steps in the TSTS learning model require students to speak in a discussion[20]. By implementing the Two Stay Two Stray cooperative learning model, students can search for and share information by asking questions, expressing opinions, and exchanging ideas with friends in the group and with other people in the group[21][22]. Through the Two Stay Two Stray model, students are more active and participate in the teaching and learning process, which not only improves their understanding of the subject matter, but also develops essential speaking skills[23].

Previous research has shown that the TSTS learning model is significantly effective in improving elementary school students' speaking skills. Sania et al. (2022) demonstrated that the TSTS learning model is more effective in improving speaking skills. This was demonstrated by a homogeneity test, which showed that the posttest score for the experimental class was higher (83.89) than the control class (75.52)[24]. This finding was reinforced by Santi et al. (2020) on 30 fourth-grade students of SDN 028 Rimbo Panjang, which showed the significant effectiveness of TSTS on speaking skills, as evidenced by the data on the average speaking skills of the experimental class being greater (76.33) compared to the control class (60.33)[25]. However, these studies differed in context, including grade level, material, and indicators used. Therefore, further research is needed to specifically examine the application of TSTS to fifth-grade students

in Indonesian language learning, specifically on facts and opinions in advertisements, using five speaking skill indicators.

Based on a pre-observation on January 20, 2026, of fifth-grade students at SDN Suko 2, it was found that students' speaking skills in Indonesian language learning on the topic "Factual and Opinion Sentences" in Advertisements still need to be developed. Some students appeared to lack confidence when expressing their opinions, class discussions were still dominated by a few students, and the ability to express ideas coherently was not optimal. These conditions indicate the need for learning that provides students with broader opportunities for direct communication. In this context, TSTS is a relevant model to study because it has information exchange activities between groups that can provide space for students to speak, ask questions, explain, and provide responses.

Learning Indonesian includes four aspects of language skills, namely listening, speaking, reading and writing[26]. Speaking skills, as an important aspect, are still underdeveloped because learning tends to be teacher-centered, limiting students' opportunities to practice speaking. The Two Stay Two Stray cooperative learning model can encourage interaction, discussion, and information exchange between students, thus supporting the development of speaking skills[17]. Therefore, this research is important to determine how the implementation of the Two Stay Two Stray cooperative learning model affects students' speaking skills.

RESEARCH METHOD

This study was designed using a quantitative research method with a Quasi-Experimental Design type of Nonequivalent Control Group Design, namely a research design involving two classes, namely the experimental class and the control class. Quasi-Experimental Design was used because the subject groups had formed naturally so that full randomization of the subjects was not possible[27]. The research subjects consisted of 66 fifth grade students of SDN Suko 2. Class VC, consisting of 33 students, was designated as the experimental group, while Class VB, consisting of 33 students, was designated as the control group. The sampling technique used purposive sampling by selecting two classes with relatively comparable initial conditions to serve as research samples. One class was designated as the experimental group receiving the Two Stay Two Stray learning treatment. The other class served as the control group following conventional learning. Fifth-grade students were selected because they are in an active developmental stage, making it relevant to assess the effectiveness of the cooperative learning model on speaking skills.

Research design image

O_1	X	O_2
O_3		O_4

Description:

X : Learning with the Two Stay Two Stray model

O_1 : Pretest for the exsperimental class

O_2 : Posttest for the experimental class
O_3 : Pretest for the control class
O_4 : Posttest for the control class

The study was conducted over four sessions. Initially, both groups were given a pretest to determine their initial speaking skills. Next, the experimental group received instruction using the Two Stay Two Stray model on facts and opinions in advertising, while the control group received instruction using conventional methods. In the experimental group, learning took place through group formation, discussion of the material, assignment of roles as stayers and strays, exchange of information with the original group, and presentation of the discussion results. After the learning was completed, both groups were given a posttest using a speaking skills instrument.

The research instrument used to measure students' speaking skills was a test designed to improve their speaking skills. This instrument was structured as a rating scale to measure students' speaking skills before and after the implementation of the TSTS model. The instrument was designed based on speaking skill indicators, namely, fluency, word choice accuracy, sentence structure, reading intonation, and expression[28].

This study used tests as a data collection technique. Tests were used as instruments to measure students' speaking skills before and after the implementation of the TSTS learning model. The test technique was chosen because speaking skills are an aspect that can be observed directly through speaking activities during the learning process. Data analysis in this study used descriptive statistics to describe the initial and final conditions of speaking skills based on the results of the pretest and posttest. Furthermore, N-Gain (*Normalized Gain*) analysis was used to determine the extent of improvement in students' speaking skills by comparing pretest and posttest scores after the treatment was given. In addition, this study also used inferential statistics to test differences in speaking skills before and after learning and differences in improvement between groups. The *Paired Samples t-Test* was used to determine differences in pretest and posttest scores in each group, while the *Independent Samples t-Test* was used to determine differences in speaking skill improvement between groups based on gain scores. Testing was carried out at a significance level of 0.05. If the significance value (p) <0.05, there is a significant difference, whereas if the p value ≥ 0.05, there is no significant difference.

RESULTS AND DISCUSSION

Results

This study aims to determine the effectiveness of the Two Stay Two Stray (TSTS) cooperative learning model on students' speaking skills in elementary schools. This research activity was carried out on June 9-12, 2026 at SDN Suko 2. This study involved two groups, namely class VC as an experimental class consisting of 33 students and class VB as a control class consisting of 33 students. The study on the effectiveness of the Two Stay Two Stray (TSTS) cooperative learning model on students' speaking skills in elementary schools began with conducting initial data collection (pretest) to determine

the basic speaking abilities of both samples. After the initial abilities were mapped, the experimental class was given treatment using the syntax of the TSTS cooperative learning model, while the control class was taught using conventional methods. At the end of the intervention period, both groups were given a final test (posttest) using the same instrument to measure the extent of the development of speaking skills that occurred.

Table 1. Comparison of N-Gain Value Results of Experimental Class and Control Class

Class	Mean *Pretest*	Mean *Posttest*	Mean N-Gain	Presentase N-Gain (%)	Category N-Gain	Interpretation Efektif
Experiment	50,61	89,70	0,79	78,73	High	Effective
Control	49,24	66,97	0,35	34,66	Medium	Not Effective

The data in Table 1 shows that before the treatment (pretest), both classes had relatively homogeneous initial abilities and were in the low category, with an mean score of 50.61 in the experimental class and 49.24 in the control class. After the learning implementation, both classes experienced an increase in speaking ability, but with different levels of improvement. In the experimental class that implemented the Two Stay Two Stray (TSTS) cooperative learning model, the mean posttest score increased significantly to 89.70. Based on the results of the Normalized Gain (N-Gain) analysis, the experimental class obtained an mean of 0.79 (78.73%), which is included in the high category with an effective interpretation. Meanwhile, the control class that used conventional learning experienced an increase in the mean posttest score to 66.97 with an mean of 0.35 (34.66%), which is included in the medium category with an ineffective interpretation. The difference in results indicates that the implementation of the Two Stay Two Stray learning model is proven to be more effective in improving students' speaking skills.

Table 2. Paired Samples t-Test

Class	N	Mean Pretest	Mean Posttest	Mean Difference	t	df	Sig.
Experiment	33	50,61	89,70	39,09	26,079	32	<0,0001
Control	33	49,24	66,97	17,73	12,000	32	<0,0001

In Table 2. the results of the *Paired Samples t-Test*, there is a significant difference between the pretest and posttest scores in the experimental group and the control group. In the experimental group, the average speaking skill score increased from 50.61 in the pretest to 89.70 in the posttest, with an average difference of 39.09 and the test results showed a value of t (32) = 26.079 with a significance of $p < 0.001$. Meanwhile, in the control group, the average score increased from 49.24 in the pretest to 66.97 in the posttest, with an average difference of 17.73 and a value of t (32) = 12.000 with a

significance of p < 0.001. Because the significance value in both groups is smaller than 0.05, there is a significant difference between the pretest and posttest scores in each group. These results show that both groups experienced an increase in speaking skills after participating in the learning process, although the magnitude of the increase in the experimental group was higher than in the control group.

Table 3. Results of the *Independent Samples t-Test on Gain*

Class	N	Mean Gain	SD Gain	t	df	Sig.
Experiment	33	39,09	8,61	10,151	64	<0,0001
Control	33	17,73	8,49	-	-	-

In Table 3, the *Independent Samples t-Test* was conducted on the gain score to determine the difference in speaking skill improvement between the experimental group and the control group. The analysis results showed that the average gain of the experimental group was 39.09, while the control group was 17.73, so the increase in speaking skill scores in the experimental group was greater than the control group. The results of the Independent Samples t-Test showed a value of t(64) = 10.151 with a significance of p <0.001. Because the significance value is smaller than 0.05, there is a significant difference between the improvement in speaking skills of the experimental group and the control group. Thus, the improvement in speaking skills of students who received learning using the Two Stay Two Stray cooperative model was significantly different compared to the improvement in the control group.

Discussion

This study shows that the implementation of the Two Stay Two Stray (TSTS) cooperative learning model provides significant positive effectiveness in improving students' speaking skills in elementary schools. This is proven through the results of the N-Gain analysis which shows that the experimental class obtained a higher average score than the control class, so the TSTS model is proven to be more effective than conventional learning in improving speaking skills. This improvement does not occur by chance, but is a consequence of the characteristics of the TSTS learning syntax which encourages active student involvement through social interaction, group discussions, and systematic information exchange. The learning structure that places each student in a certain role gives all students the same opportunity to express opinions, listen to information, and communicate the results of the discussion back to their group.

In the Two Stay Two Stray model, each group member is responsible for understanding the material and conveying information to their peers. Two group members, acting as guests (strays), visit other groups to obtain additional information, while the other two members (stays) explain the results of the discussion to the group to the guests who come. This process requires students to actively speak, listen, ask

questions, and provide coherent explanations. These activities directly train aspects of speaking skills, including fluency, accurate word choice, sentence structure, use of intonation, and expression in communication. In addition, the Two Stay Two Stray model creates an interactive and collaborative learning atmosphere. Through discussion activities and information exchange, students have the opportunity to interact with more friends, thereby developing their courage and confidence in speaking. The more often students are involved in oral communication, the more their ability to convey ideas and concepts clearly and systematically improves.

The results of this study are in line with the findings of Hirliana et al. (2024) who stated that the Two Stay Two Stray (TSTS) learning model can improve elementary school students' public speaking skills. The study showed an increase in aspects of courage, speaking fluency, mastery of material, and the ability to convey ideas after the implementation of the TSTS model. These results indicate that discussion activities and information exchange in the TSTS model can encourage students to be more active in communicating and dare to express their opinions in front of others[29]. These findings are supported by research by Ilmi et al. (2025), which showed that the implementation of the TSTS model was able to improve students' speaking skills from 63% in cycle I to 86% in cycle II. This improvement was characterized by students being more active in question-and-answer activities, more enthusiastic in discussions, more confident in expressing opinions and ideas, and better able to communicate in front of the class[30].

The results of this study also reinforce the findings of various previous studies stating that the Two Stay Two Stray cooperative learning model is effective in improving students' speaking skills in elementary schools. The main advantage of the TSTS model lies in its learning structure that provides equal opportunities for all students to speak, listen, ask questions, and provide explanations. Unlike conventional group discussions that are often dominated by certain students, the TSTS model ensures that each group member has responsibility and an active role in the learning process. Therefore, aspects of speaking skills, such as fluency, accurate word choice, sentence structure, intonation when reading sentences, and expression can develop more optimally. These findings indicate that the Two Stay Two Stray cooperative learning model is worthy of being used as an alternative learning strategy in elementary schools to improve students' speaking skills effectively and sustainably.

CONCLUSION

Fundamental Finding : Based on the results of the study, students' speaking skills increased after the learning process in both the experimental and control groups. The average score of the experimental group increased from 50.61 to 89.70 with an average gain of 39.09, while the control group increased from 49.24 to 66.97 with an average gain of 17.73. **Implication :** The results of the Paired Samples t-Test showed a significant difference between the pretest and posttest scores in both groups with $p < 0.001$. Furthermore, the results of the Independent Samples t-Test on the gain score showed that there was a significant difference in the increase in speaking skills between the

experimental and control groups, with a value of t (64) = 10.151 and p < 0.001. **Limitation :** Thus, in the context of fifth grade students of SDN Suko 2 Sidoarjo, the increase in speaking skills in the group that received learning using the Two Stay Two Stray cooperative model was significantly different compared to the control group. **Future Research :** These findings need to be understood by considering that the research used a quasi-experimental design, purposive sampling, and was conducted in one school, so that the research results cannot be directly generalized to all elementary school students.

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