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Research Article

## The Effectiveness of Two Stay Two Stray through Cue Card as Media in Teaching Speaking for Hotel Accommodation Students

Zulfa Alya Inayah<sup>1</sup>, Olyvia Revalita Candraloka<sup>2</sup>

<sup>1,2</sup> English Education Department, Universitas Islam Nahdlatul Ulama, Jepara, Indonesia

### KEYWORDS

Two Stay Two Stray Technique;  
 Cue card;  
 Speaking skill

### ABSTRACT

This research aimed to identify the effect of teaching speaking by using Two Stay Two Stray through cue card as media for hotel accommodation students in grade 11 of SMK Modern Islamic School Bandengan, Jepara, Central Java Province. This research used a quantitative approach utilizing a true experimental design, involving 60 students who were divided into two classes: a control class and an experimental class. The sample was selected through simple random sampling. Collecting the data was by using an oral test. The students took a pre-test, received treatment, and then completed a post-test. The purpose was to find out whether the application of the two stay two stray technique with cue cards can improve students' speaking ability. The findings of this study showed an improvement in students' speaking ability, as evidenced by the higher mean score of the post-test (88) compared to the pre-test (79). The result from the t-test calculation of experimental and control group obtained 5,807. The degree freedom(df) was 58 and the level significance was 0,05. The null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted because the t-count value of 5,807 exceeds the t-table value of 1,671. This indicates that implementing the two stay two stray learning technique with cue cards has a significant impact on the speaking ability of students in class XI-AP1 at SMK Modern Islamic School, not only significantly improves students' speaking skills and motivation but also fosters active participation, confidence, and positive social dynamics in the classroom.

### CORRESPONDING AUTHOR(S):

E-mail: 201320000507@unisnu.ac.id<sup>1</sup>  
 olyviarevalita@unisnu.ac.id<sup>2</sup>

## INTRODUCTION

Speaking is a crucial component of English language skills that students must practice in conjunction with reading, writing, and listening. Among the four main English skills, speaking is regarded as the most complex because of its requirement for extensive practice (Agustina et al., 2020). English is a foreign language. Therefore, the teacher must possess proficiency in English language. Listening,

reading, speaking, and writing are the four main language skills, with speaking being widely recognized as the most challenging due to its need for extensive practice. It is quite important to say that the ability to speak is one of the tools that makes someone clever communication (Riadil, 2020). Students will achieve mastery in speaking if they engage in extensive practice and take a more active role in class than the teacher (Laila, 2021). This statement indicates that students should learn to speak a second language by interacting with others.

English speaking skill is an essential aspect of communication, especially in the hospitality industry (Hameed & Ali, 2022). The hospitality industry is an economic sector that focuses on the service and experience of guests or customers in various types of businesses such as hotels, restaurants, tourist attractions, and other service providers that aim to provide friendly, professional, and satisfying services to guests to create a positive experience and increase customer loyalty (Tahiri et al., 2021). English Proficiency in the Hospitality Industry, with English currently being the most commonly spoken language worldwide (Poznansky, 2021). As the hospitality commerce includes travel and tourism, having a common language spoken by all work force within the industry is essential (Sonia et al., 2019). In non-English speaking countries, someone working in a hotel, restaurant or travel office is expected to have good English skills. Regardless, language has become crucial to the success of the hospitality and tourism industry. In conclusion, the population who have worked in the tourism industry and those who do not work in the tourism industry are expected to have good English language skills.

Accordingly, hospitality accommodation students must have good English language skills to communicate effectively with guests from different parts of the world, where good communication skills are a key element in understanding traveler needs that can lead to traveler satisfaction (N. Rahayu et al., 2016). However, the problem that researchers found during observations at the SMK Modern Islamic School in Bandengan was that many hospitality accommodation students could not speak English, let alone have fluency.

In speaking problems, students' lack of motivation can be caused by ineffective teaching techniques in developing speaking communication skills (Shalihah et al., 2022). Meanwhile Syafitri et al. (2019), Izzatunnisa (2022) and Nety et al. (2020) argued that students struggle to speak English due to a lack of confidence, which is triggered by nervousness and fear of making mistakes, also inaccurate use of vocabulary and poor communication. Moreover, the lack of vocabulary poses a significant obstacle to speaking proficiency (Tuyen & Dan, 2021). Therefore, the author proposed the application of cue cards as a strategy to improve students' speaking proficiency, with the aim of overcoming this problem.

Students face difficulties in speaking and it is caused by feeling so much pressure also the other main factor might improve students' anxiety feeling and nervousness (Putri, S. A., Amri, S., & Ahmad, 2020). The same statement conducted by Candraloka & Rosdiana (2019) that cause of the problems students face in speaking English is because English speakers not only lack knowledge of the components of speaking skills, such as vocabulary,

pronunciation, grammar, and fluency, but they also face personal barriers like shyness, anxiety, confusion, lack of confidence, and fear of making mistakes.

In addition, some obstacles also occurred in eleventh grade of hotel accommodation students at SMK Modern Islamic School Bandengan in speaking English. Based on observation, students feel lack of confidence. It is because that pronunciation and vocabulary also hinder students' ability to learn to speak. Students who struggle to learn new vocabulary and combine words collectively identified vocabulary as the obstacle limiting them from speaking in class and from learning to speak English as a foreign language. However, many students struggle with speaking fluently and confidently in English, which can hinder their ability to provide excellent customer service. Therefore, one effective technique that has been found to enhancing English speaking skills is the Two Stay Two Stray technique, particularly when combined with the use of cue cards as the media.

Two Stay Two Stray is a model of cooperative learning that is carried out so that students work together, are responsible, solve problems together or socialize (Oktaviana & Jasril, 2020). This structure provides an opportunity for groups to exchange information with one another. In this technique, students are divided into heterogenous groups of four, where they collaborate to create a report on a given topic (Sukmayati, 2017). Following this, students who played the role of "house owners" share their information with the "visitors." Once the visitors have gathered enough information, they return to their original group. First, the groups gather information and subsequently share that information with their own group as well as other groups. Following this, each group compiles a report. By employing the TS-TS structure, learners will become accustomed to respecting others' opinions, enabling them to express their own opinions and boosting their confidence in articulating ideas (Iswanto et al., 2020).

Moreover, the use of cue cards as media provides prompts for conversation topics, which helps students to practice speaking in English (Sukmana et al., 2023). This technique has proven to be effective in enhancing students' speaking abilities, as it provides opportunities for students to practice speaking with different partners and on different topics, which can help them develop their confidence and fluency. According to Mulyana (2009) students using cue cards can be reminded of what to say by including keywords, keyfacts, thoughts, and titles, not complete sentences. Cue cards can help students to organize and structure their ideas more easily. The combination of TSTS technique and cue card can help improve students' engagement, speaking ability, and comprehension of English through effective collaboration and the use of

learning media. Students can use cue cards to prepare their discussion topics and ensure they remember key points they want to convey to their peers during the TSTS activity. The visual cues and key points on the cards help them recall and organize their thoughts effectively. As two pairs move to another pair during the TSTS technique, students are exposed to diverse viewpoints, acquire additional information, and are prompted to develop new ideas based on their interactions with different partners.

The first research was conducted by Jupri et al., (2022), evaluate the effectiveness of the Two Stay-Two Stray technique in teaching speaking skills in foreign language, revealing that this approach significantly improved the speaking proficiency of 10th-grade students at vocational schools in West Nusa Tenggara Province. Another study by Iswanto et al. (2020) it aimed to assess how effective the effectiveness of the Two Stay-Two Stray method in improving students' speaking skills which the method can indeed improve students' speaking ability of their vocabulary quantitatively, through improved grades, and qualitatively, through improved attitudes and behaviors. Nuriyanti (2023) also determined that the Two Stay-Two Stray method with visual media can enhance students' speaking skills by promoting active and enjoyable learning. In addition, Zamzam (2015) was conducted using the TS-TS technique to teach speaking skills, which proved effective in enhancing students' speaking abilities. Therefore, the researcher implemented this technique when teaching speaking to grade 2 students at SMPN 2 Idi Timur to determine its impact on improving students' speaking skills and motivation. Then, previous research has shown by Kristanti (2020) showed that using cue card media significantly improves students' speaking skills as English tour guides, resulting in improved proficiency and fluency in delivering tours in English. Nurhayatin & Susana (2020) also stated that the author concludes that the effectiveness of using cue cards in teaching descriptive text speaking in senior high school is supported by the results of hypothesis testing, where the t-count of 3.260 exceeds the t-table value of 2.002.

Another study that was conducted by Mursyid & Mufaridah (2019) investigated the impact of cue cards as a teaching tool in English language instruction to improve the speaking proficiency of EFL learners in Thailand. To effectively engage and motivate learners, teachers need to be creative in utilizing this tool, as incorporating media into teaching facilitates interactive and engaging communication between teachers and learners during instructional activities. Putri & Sada (2021) revealed that using cue cards as media resulted in an improvement in speaking skills among Grade VII students at SMP Islamiyah Pontianak. The students demonstrated enthusiasm and engagement in the learning process when

utilizing cue cards media. In addition, Rahayu & Susilawati (2019) also conducted a study aims to assess the effectiveness of using cue cards in teaching spoken descriptive language and to gauge students' responses to this method. The findings indicated that the average score on the post-test was higher than the pre-test score. Furthermore, the questionnaire responses from the students revealed that all of them enjoyed learning oral descriptive language using cue cards. Based on previous study above, the TSTS technique through cue cards as media is one of an effective method for improving English speaking skills for hotel accommodation students. Previous research has shown that this technique is effective in improving students' speaking skills, providing opportunities for students to practice speaking with different partners and on different topics. As such, this technique can serve as an effective resource for educators in the hospitality industry to enhance their students' English-speaking.

After examining the existing research, it was found that the studies mentioned above were about the effectiveness of TSTS technique on speaking. No study has examined the use of cue card media to enhance speaking accuracy and fluency among students in hotel accommodation programs. To fill this gap, the present study investigated the effectiveness of using a two-stay two-stray technique combined with cue cards as media in learning how to speak for hotel accommodation students. Additionally, the purpose was to see whether this technique was effective in improving speaking skills and to determine how well it contributed to improving students' speaking achievement.

## METHOD

This research was conducted at SMK Modern Islamic School by 11 grade students comprising 87 students, with 50 boys and 37 girls. There were 3 classes in that school which were XI-AP1, XI-AP2, XI-AP3. The researcher did not include all students as subject; instead, they selected a sample using simple random sampling. Random sampling involves selecting every member of the population equally, with each individual having an equal chance of being chosen. Each subject was independently selected in a single step to ensure a representative and unbiased sample (Firmansyah & Dede, 2022). This research used a quantitative approach, specifically utilizing an experimental method with a true experimental research design in the form of a pretest-posttest control group design. In this design, two randomly selected classes are used: the experimental class and the control class. Both classes took a pre-test to assess their initial knowledge and to identify any differences between the experimental class and the control class.

**Table 1** Pretest-Posttest Group Design

Group	Pre-test	Treatment	Post-test
Control	Y1	-	Y2
Experimental	Y1	X	Y2

Note:

Y1: Pretest before treatment (Both of Groups)

Y2: Posttest after treatment (Both of Groups)

X: The Treatment given to Experimental Group

The researcher selected subjects from the population through simple random sampling, resulting in the selection of two classes as samples for the study. The researcher took this technique and then XI AP1 and XI AP2 with each class consist 30 students as the sample and the researcher used test as an instrument to collect the data. It enabled the researcher to assess the student progress . To determine the speaking skill of the students, the researcher used oral test as the chosen test format. Oral tests are suitable as an assessment in speaking because they provide an alternative way for students to demonstrate their achievement of course learning outcomes, especially for those who are more comfortable with speaking than writing. Oral assessments evaluate students' knowledge and skills through spoken responses, usually prompted by questions or brief tasks (Hatipoğlu, 2021).

Then, this study is confirmed to be valid based on expert validity. The validity test assesses the accuracy and precision of an instrument, determining how well it measures what it is intended to measure, to evaluates the instrument's effectiveness in fulfilling its intended function and determining its validity (Setiawan et al., 2020). The questions that have been made are consulted with experts. The experts were experienced lecturers in the English Education Department especially in speaking. The validity of the questions was obtained, which means that 1 question

was declared valid and could be tested on the control class and the experimental class.

There are three steps involved in data collection: first, conducting a pre-test for both the experimental and control classes. During this session, the researcher gave an oral test to the students. The characteristic of this evaluation tool is that in testing the test is carried out orally with the teacher asking the question to students, then students answer in their own words according to the question or orders given. There was one item of question. This question was presented to both classess to assess the initial knowledge of students' speaking ability before the treatment. Secondly, the treatment involves using the TSTS technique with cue card for students' parafrase kalimat tersebut dalam bhs inggris agar lebih padu dan mudah dipahami o enhance students' speaking skill in experimental class. The treatment was given after pre-test. There were two classes: the experimental class, where students were taught speaking using Two Stay-Two Stray technique with cue cards, and the control class, which received instruction through the same technique but without the support of cue cards. Both groups were given a pre-test and post-test conducted by the researcher, with the experimental teaching and treatment exclusively given to the experimental class. The final post-test was administered to both the experimental class and control class after the researcher completed the treatment. This test was designed to assess the students' progress in conversation after implementation of the technique through media and whether Two stray two stay through cue card was effective to improve students' speaking skill.

The researcher used oral rating scale proposed by Brown (2004) as the determining the score. The scoring rubric of the test assessed the quality of performance based on specific criteria.

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
<b>5</b>	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	High level of accuracy in description is reflected; high degree of detail included in description.
<b>4</b>	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	High level of accuracy in description is reflected; more detail should be included in description.
<b>3</b>	Speech is relatively smooth but is characterized by some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Good accuracy in description, though some detail might be lacking.
<b>2</b>	Speech is frequently hesitant & jerky, with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a French accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some accuracy & some critical details are missing that make it difficult for the listener to complete the task.
<b>1</b>	Speech is slow and exceedingly hesitant & strained except for short memorized phrases; difficult to perceive continuity in utterances; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a French accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot complete the task.

**Figure 1.** The scoring rubric of speaking

In this research, researchers used the Independent Sample T-Test method in SPSS. The data used in this research are

derived from both pretest and posttest results, where the pretest serves as the initial assessment and the posttest as

the final assessment. In the first phase of the data analysis, the distribution of the data on the speaking test was checked in order to make sure the assumption of the study which is a parametric one based on a normal distribution of data is met. The normality test is a procedure to find out the data come from population that has normal distribution or not. Homogeneity test is a procedure to show that two or more group sample data from population has the same variance. The goal is to find out the research data is equal or not. In addition, in this study, researchers chose to use the oral test. An oral test is a test where the answers to the questions asked require students to express their understanding and knowledge in a clear and concise manner (Ubabuddin, 2022). In the form of this test, students will convey answers to questions posed using their own words. In this research the researcher used Independent Sample T-Test according to Gerald which stated a test to find out the difference between the means from those two groups in the same population (Hasdiana, 2018).

## RESULTS AND DISCUSSION

### Result

This study was conducted to determine the effect of the use of Two Stay Two Stray technique with cue card media on the speaking ability of class XI students in English language learning at SMK Modern Islamic School Bandengan. Based on the research that has been conducted, the data obtained from the research. This data is then analyzed to get conclusions from the research results. In this study, researchers used testing on instruments consisting of validity tests and reliability tests. Before applying the independent sample t-test, they performed prerequisite tests for homogeneity and normality. Finally, they tested the hypothesis using the t-test.

Before giving to both the the experimental and control classes, the researcher first ensures the validity of the assessment items used to evaluate student learning outcomes. Researchers made 1 question that was in accordance with the hospitality accommodation material and based on the basic competencies and indicators as follows:

**Table 2** Question Indicator

Objectives	Indicator	Item
students are able to explain in detail about hospitality knowledge and communicate effectively with guests according to competencies, which focus on students' speaking skills.	Using oral to delivering opinion	Describe one of the hotels in Jepara and some of the facilities that make the hotel interesting to visit!

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There is a way to test validity, namely the expert validity test. The expert validity test, the questions were validated by one lecturer, Dr. Haryanto, M.Hum. and the English teacher, Nilla Aprillia, S.Pd. Based on the results of the material expert validation, the question instrument was declared "Very Good" and feasible to use because it fell within the percentage criteria of 81-100% with a value  $\bar{X}$  of 36 and 32 out of 45, resulting in average of 34 with a percentage of 85%. The validators stated that the questions were suitable for use and did not require any improvement.

If  $L_{count}$  is less than  $L_{table}$  in the Liliefors test, the null hypothesis is rejected, indicating that the research data on student learning outcomes in English speaking follows a normal distribution. The table below presents the results of the normality test for the English speaking outcomes of students.

**Table 3** One-Sample Kolmogorov-Smirnov Test

		experiment	control
N		30	30
Normal Parameters <sup>a,b</sup>	Mean	12,47	8,60
	Std. Deviation	7,328	5,014
Most Extreme Differences	Absolute	0,118	0,154
	Positive	0,096	0,154
	Negative	-0,118	-0,151
Test Statistic		0,118	0,154
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.068 <sup>c</sup>

a. Test distribution is Normal.

Based on the provided test results, the asymptotic significance value for the experimental class is 0.200, while for the control class it is 0.068. Since both groups have asymptotic significance values greater than 0.05, we accept the null hypothesis ( $H_0$ ). Therefore, it can be inferred that the data follows a normal distribution.

The data from the odd semester report cards of class XI are analyzed to conduct a homogeneity test, aimed at assessing whether the research sample deviates from uniform or homogeneous conditions. The results of the data analysis for the homogeneity test are presented in the following table.

**Table 3** Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2,885	1	58	0,095

According to the homogeneity analysis table, the Levene Statistic value is 2.885 with a significance level of 0.095. Therefore, we can conclude that  $H_0$  is accepted, indicating that the data used is homogeneous since Significance >

0.05. This implies that the samples from both the control class and the experimental class demonstrate a homogeneity in terms of their abilities.

Based on the research findings, the discussion stage is carried out with the following explanation, before hypothesis testing is carried out, it must first fulfill the requirements, namely normal data distribution and data homogeneity, based on homogeneity calculations that have been carried out using the Liliefors test, the results indicate that both the experimental and control groups' data exhibit normal distribution. Furthermore, data testing was carried out using the Fisher test and the results of the two data were also homogeneous. With the fulfillment of these requirements, hypothesis testing is carried out using the t-test. If the t-test value exceeded the t-table value, we accepted the alternative hypothesis and rejected the null hypothesis. Conversely, if the t-test value was less than the t-table value, we rejected the alternative hypothesis and accepted the null hypothesis. The following table presents a summary of the calculations related to hypothesis testing.

**Table 4** Independent Samples Test

		t-test for Equality of Means				
		Sig.	t	df	Sig. (2-tailed)	Mean Difference
Levene's Test for Equality of Variances	Equal variances assumed	.192	5,807	58	.091	-5,467
	Score					

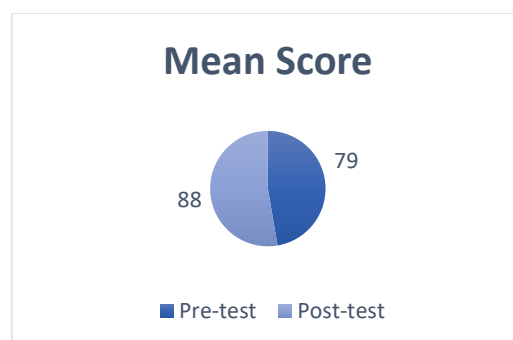
Based on the table above, the data collected from both the experimental and control classes, it described the statistical data of this research. The analysis showed that the difference significant on the output in table obtained Sig. 2 tailed value of  $0,091 < 0,05$ .

Therefore, the result of t-test calculation for the experimental and control classes, the score obtained 5,807. With a degree of freedom(df) was 58 and a significance level was 0,05, the t-table value was 1,671. Since the calculated t-value (5807) was greater than t-table value (1,671) the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted. This indicated that the null hypothesis, which stated that there was no significant effect of the Two Stay-Two Stray learning technique with cue cards on the speaking ability of students in class XI SMK, was rejected. Consequently, the working hypothesis ( $H_1$ ) was accepted, confirming that there was a significant effect of the application of Two Stay-Two Stray learning technique with cue cards on the speaking ability of students in class XI-AP1.

## Discussion

This study was conducted to determine the affected of the application of two stay two stray technique with cue card media on the speaking ability of class XI hotel accommodation students in English language learning at SMK Modern Islamic School Bandengan. Based on the research results conducted, the discussion stage included the following explanation: Before hypothesis testing, the data had to meet certain requirements, specially normal distribution and homogeneity. Based on homogeneity calculations showed that both the experimental class and control class were normally distributed.

Additionally, the data were tested using the Fisher test and the results of both dataset were homogeneous. The results showed that the null hypothesis ( $H_0$ ), which proposed no significant effect of the Two Stay-Two Stray technique with cue cards on the speaking ability of class XI SMK students, was rejected. Furthermore, the working hypothesis  $H_1$  was accepted indicating a significant effect of the Two Stay-Two Stray learning technique with cue cards on the students' speaking ability.



**Figure 2.** The mean score of pre-test and post-test

According to Figure 2, the study results were also confirmed by the fact that the overall score of the experimental class students' learning results, who applied the two stay two stray learning technique with cue cards, had higher overall scores than the control class students, who applied the two stay two stray learning technique without cue cards. The average score for the class using the two stay two stray learning technique with cue cards was 88, compared to 79 for the class without cue cards. This indicated that applying the two stay two stray learning technique with cue cards can affect students' speaking ability, especially in English learning.

During its implementation, a total of 6 sessions, each lasting 45 minutes, were allocated for this activity. Two sessions were dedicated to conducting the pretest and posttest, while the remaining four sessions were used for the experiment. For the pretest, the researcher individually assessed the students' speaking abilities through oral tests. The researcher tested the students individually, one by one, to show their communicative ability after the application

of the TS-TS technique. Each student was given two to three minutes to orally respond to a question, which served as a direct speaking test format.

At the outset of the experimental class activities, students were briefed on the course outline focusing on English for hotel accommodation. The material was divided into four sessions covering hotel services, facilities, reservations, and handling complaints. Following the presentation, students were grouped into teams of 4-5 members each to employ the TS-TS technique with cue cards as aids. Each group engaged in discussions guided by the cues related to the session topics. Subsequently, two students from each group visited other teams to gather information, while two remained to share their findings with visiting members from other groups. Upon reconvening with their initial group, students reported and discussed the information acquired from other teams. Each group then presented their discussion findings and information gathered, followed by responses from other teams.

After completing the learning process in the experimental class, the students enjoyed using cue cards and the TS-TS technique to enhance their speaking skills. The difference in speaking ability between the experimental class and the control class showed that learning English through the TS-TS technique with cue card media was better than applying the TS-TS technique without cue card media. The cue cards had helped them communicate ideas easily within their groups before sharing them with others. This is in line with Saputra (2017) who also states that by utilizing the TS-TS technique, students not only achieved improved academic scores but also got positive outcomes in class social dynamics. All students actively participated in discussions, and the technique encouraged them to speak on different themes, improving fluency and confidence in expressing themselves. It is also in the same line with Ihsan & Edwin (2021) who stated that by using the TS-TS technique, students became accustomed to respecting others' opinions. They could express themselves confidently, which was expected to enhance students' cohesiveness and confidence.

Overall, the combination of cue cards and the TS-TS technique effectively enhanced the students' English speaking skills. In addition, students' motivation to learn will also increase, so that English learning activities become fun. Yuliana et al. (2014) stated that learning activities will not be considered boring but considered as a fun activity based on students' desire to learn. The application of the TSTS technique by forming several groups of students makes them interact with two or more individuals in the group and also with other groups.

The researcher encountered several challenges when initially implementing the TS-TS technique during the

study. In the first session, considerations had to be made regarding the students' English proficiency and abilities, which posed significant challenges. Explaining the tasks to the students, such as stayers and strayers, and the procedure of the TS-TS activity required repeating the instructions multiple times for clarity. This initial application of TSTS consumed a considerable amount of time during the first session of the experiment. Fortunately, the researcher managed to address these challenges effectively, ensuring that the learning objectives were still achieved.

In conclusion, the Two Stay Two Stray technique with cue cards in English language learning in class XI-API of SMK Modern Islamic School Bandengan, Jepara; was found to be effective for improving students' speaking skills. The results showed that this technique successfully engaged students' attention. Actively involved them in the learning process, and made them focus of their own learning. Meanwhile, the teacher's role was to facilitate by preparing learning tools and resources, thus supporting the students throughout their activities.

The practice discussed in this saga is the basic nature of Acehese. In critical discourse analysis, discourse is not understood solely as the study of language, but also relates to context, which means that language is considered to be used for purposes or practices. In this song, the practice examined is how to represent the real Acehese, since Aceh was still a kingdom. This thing can be seen in:

## CONCLUSION

According to the research findings, students' speaking skills improved with the application of the Two Stay Two Stray technique and the use of cue cards. Students' performance showed significant improvement. Before the activity, the average score across all aspects was 79. During the study, a progress test was administered, resulting in a score of 88. This demonstrated an increase in student scores throughout the study.

Comparing the pre-test and post-test results provided a way to assess the enhancement in students' speaking skills. The pre-test t-value for both the experimental and control classes was 2.816, while the post-test t-value for the experimental and control classes was 5.807, with 58 degrees of freedom and a significance level ( $\alpha$ ) of 0.05. The critical t-value from the table was 1.671. This indicated that the post-test t-value exceeded the critical t-value only in the experimental class and control class. Based on this data, it could be concluded that the Two Stay-Two Stray technique with cue cards effectively improved students' speaking skills in class XI-AP at SMK Modern Islamic School Bandengan during the 2023/2024 academic year.

After conducting the study, the researcher recommended that English teachers consider the requirements of students to provide suitable media. One of the media that can be utilized is cue cards. Teachers can utilize the media to instruct speaking. Teachers can make cue cards situation cards or picture cards that are prepared with clues so that students can get it what they are reaching to do. The teacher's role as a provider of cues, a participant and feedback supplier was emphasized to ensure the teaching and learning process runs well.

However, this research found certain challenges, especially that the cue cards used were less varied or interesting, causing students to quickly lose interest, thereby reducing their curiosity. For future researchers who want to conduct research on the same topic, it is suggested that they analyze the use of the Two Stay Two Stray technique combined with a pictorial cue card model, therefore students will be more interest in learning, as connecting the materia with images might make it more engaging. Visual aids like pictures or images are very reliable can serve as effective cues to help students remember words.

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