

## THE IMPLEMENTATION OF STORYTELLING LEARNING IN SPEAKING THROUGH TWO STAY TWO STRAY

Haris Hamdani<sup>1</sup>, Venti Mawarni<sup>2</sup>, Nana Supriatna<sup>3</sup>

<sup>1</sup>Faculty of Engineering, Universitas Bhayangkara Jakarta Raya, Indonesia

<sup>2</sup>STKIP Kusuma Negara Jakarta, Indonesia

<sup>3</sup>STIT Muhammadiyah Banjar, Indonesia

Corresponding author's E-mail [haris.hamdani@dsn.ubharajaya.ac.id](mailto:haris.hamdani@dsn.ubharajaya.ac.id)

### Abstract

English holds significant importance for students for a multitude of reasons, impacting their academic, professional, and personal development. Numerous scholarships and international exchange programs require proficiency in English, opening doors to global educational experiences this study aims to find out the application of the Two Stay Two Stray strategy through Storytelling in the learning process, find out Two Stay Two Stray strategy through Storytelling that improve students' speaking ability, and know obstacles in implementing Two Stay Two Stray strategy through Storytelling. This research uses qualitative methods with descriptive explanations. The results of this study found that the teachers are successful in implementing storytelling learning in speaking through the Two Stay Two Stray strategy. The obstacles which are faced by the teachers are 1) students have various characteristics, 2) students have low vocabularies, and so on. Meanwhile, the opportunities that are faced by the teachers are 1) the dynamic nature of Two Stay Two Stray keeps students actively engaged, 2) regular practice in speaking and presenting stories builds students' confidence, and so forth. The English teachers' interviews show that the teachers succeed in implementing storytelling learning in speaking through Two Stay Two Stray. Besides, the students' interviews show that the students can enhance their speaking skills in storytelling learning through the Two Stay Two Stray strategy.

**Keywords:** Speaking, Storytelling, Two Stay Two Stray

### INTRODUCTION

For a variety of factors that affect their academic, professional, and personal growth, English is essential to students. English language competency is required for many international exchange programs and scholarships, which provide access to international educational opportunities. Students can gain more opportunities to use English. People frequently want to know the best language to study to go ahead in life (Ilyosovna, 2020). Many people believe that studying English, an international language, is the greatest option.

The ASEAN Economic Community has been established, and all ASEAN countries must compete with one another to avoid isolation. Faced with this situation, the countries have various issues to solve (Oktaviani & Fauzan, 2017). People around the world must prepare everything to face the globalization era, including mastering English, especially in speaking. Dealing with employability, speaking skills are very crucial. It can be a reason for students to learn English hard during their school time. Communication abilities are highly valued in the job market. Core communication skills include making presentations, participating in technical discussions, confidently explaining actions, processes, and decisions to coworkers and line managers, and

effectively communicating across a multicultural/multi-national workforce (Ting et al, 2017).

Some students have obstacles in speaking English. The students' speaking difficulties included linguistic and non-linguistic issues (Widyasworo, 2019). Language problems include a lack of vocabulary, pronunciation, and grammatical understanding, whereas non-linguistic problems include inhibition, nothing to say, inconsistent participation, mother tongue interference, anxiety, shyness, a lack of self-confidence, and low motivation. Based on the observation in *MTsN 1 Kabupaten Bekasi*, some students had obstacles in speaking English. They have a limited English vocabulary. Next, the environment is not supportive for students to speak English. Students also lack confidence in speaking English. There is no English reinforcement program. Then they are not used to speaking English. Teachers lack the habit of speaking English in teaching and learning. Finally, teachers lack understanding of learning techniques or models for students to actively speak English. The data on students' problems were taken around two weeks of observation. The data showed that the use of English outside the classroom was almost non-existent. Even at English Day activities, only the English teachers actively used the language. No encouragement from the school to create a bilingual environment or provide supporting media such as posters, information boards, or rules that encourage the use of English. In the attitude interview towards speaking English, several students admitted that they were afraid of being laughed at if they mispronounced a word. Lack of support and habituation make students feel shy and worried about making mistakes. No simple public speaking skills training to train students' confidence.

Teachers have various ways of solving the problems above. They can utilize various strategies in teaching. They can also integrate the learning styles with the teaching strategies. The teachers can implement storytelling teaching and learning through the Two Stay Two Stray strategy. Storytelling is a powerful educational tool that significantly contributes to the development of students' English-speaking skills. The use of storytelling techniques is also a popular strategy for training students to speak clearly and for teachers to assess students' understanding of what they have read or heard (Ambarita et al, 2023). Student can improve their speaking skills by retelling the stories using their own words. Meanwhile, Two Stay Two Stray (TSTS) is an interactive cooperative learning strategy that can significantly enhance students' English speaking abilities. It is an effective strategy for enhancing English speaking skills. By promoting active participation, confidence-building, contextual language use, and collaborative interaction, TSTS provides a comprehensive approach to developing students' speaking abilities dynamically and engagingly. The Two Stay Two Stray strategy is one type of cooperative strategy that encourages students to help each other so that there is cooperation between students and makes the learning process more fun (Aji, 2021).

Teachers can manage their classes through some strategies to create an interactive learning atmosphere. They can utilize the Two Stay Two Stray strategy in helping

students enhance their speaking skills. Two Stay Two Stray is a strategy or co-operative learning method in which students share information and discoveries from their studies (Annas et al, 2018). They use this strategy to share their expertise and experiences with another group, going through several phases. Two Stay Two Stray strategy encourages learners to participate in the learning process since each student must take responsibility. As a result, students' interest and talent grow, and they master the topic under discussion. The teachers implement procedure of Two Stay Two Stray strategy. Two students will welcome other groups (remain), and two will be the guests (stray) in a group. In particular, the instructor splits the class up into many groups, with four pupils in each group. In order to give passive and low-ability students the chance to learn from one another, the groups that are formed should also be diverse, with one high-ability student, two medium-ability students, and one low-ability student in each group. The instructor then assigns subtopics to each group for discussion among the participants. Two students from each group depart to visit another group as guests when the discussion is over, and the two students who are left in the group impart their knowledge and insights to visitors from other groups. Additionally, students should return to their groups as guests to share what they have learned from other groups. Each group performs the outcomes of their work once the discussion to determine the ultimate results is completed (Haryati, 2021).

The Two Stay Two Stray strategy is one example of cooperative learning that allows groups to communicate results and information to other groups. Students gain more benefits from this strategy because they work together in solving problems or sharing more information about English. Students who have high skills in English can help those who have low skills (Iswanto et al, 2020).

Incorporating storytelling into English language learning creates a rich, dynamic environment where students can engage with the language in a meaningful way. It not only improves their linguistic abilities but also enhances their creativity, cultural understanding, and confidence. Whether through traditional tales, personal narratives, or digital storytelling, this method offers endless possibilities for making learning English both effective and enjoyable.

Storytelling motivates students to speak English by creating an engaging, interactive, and low-pressure environment that encourages language use. Storytelling can be a motivation to develop awareness, expand children's imagination. Storytelling is a dynamic and effective method for motivating students to speak English. By creating a supportive and engaging environment, providing meaningful context, and encouraging creative expression, storytelling makes language learning enjoyable and impactful. It not only enhances speaking skills but also builds confidence and a love for language, fostering long-term motivation and success in learning English.

Students can improve their English using own words. They utilize the vocabularies which are mastered. By using their own English language in storytelling, students can

practice and improve their speaking skills in a supportive and engaging context. Storytelling leverages their existing knowledge and encourages them to experiment with language creatively, enhancing their fluency, confidence, and overall language proficiency. Storytelling is the act of retelling a narrative that one has read or heard in their own words, based on their comprehension of the story (Zuhriyah, 2017).

Humans spend far more time speaking vocally with language than using it in written form at any given time. Speaking is the most significant talent because it is one of the abilities required to engage in a discussion. Speaking English is tough because speakers must be excellent in a variety of skills, including pronunciation, grammar, vocabulary, fluency, and comprehension (Aziz & Kashinathan, 2021).

Speaking English involves several interconnected skills and processes that enable effective communication. Speaking English effectively requires a combination of phonological, lexical, grammatical, and sociolinguistic skills, along with regular practice and a positive attitude. By focusing on these areas and actively seeking opportunities to practice, learners can develop their speaking proficiency and communicate confidently in English. Speaking is the way we communicate and interact with others. When someone speaks, they can express their thoughts, purpose, and meaning (Herlisya & Wiratno, 2022). When someone speaks, the other person receives and absorbs the information. The process involves effective communication and interaction.

Many foreign language learners place a high value on mastering English speaking skills. Learners generally judge their language learning progress and English course efficiency based on their perceived improvement in spoken language ability (Inayah & Lisdawati, 2017). Teachers and textbooks employ many tactics, including direct approaches that emphasize specific aspects of oral contact. Teachers and students can collaborate in create an enjoyable atmosphere of learning

Some studies have been conducted dealing with Two Stay Two Stray, Storytelling, and speaking skills. A study conducted by Jupri et al (2022) revealed that the implementation of the Two Stay Two Stray strategy to improve students' speaking skills in the tenth grade at *SMK Negeri 2 Praya Tengah* was a success. Two Stay Two Stray strategy improves language skills for asking and giving directions. Furthermore, Firdaus et al (2018) in their study mentioned that storytelling can help students enhance their ability to speak English. However, teachers continue to face several challenges while using this method, such as insufficient time for English lessons, large classes, and material success targets specified by the curriculum and syllabus, which limit teachers' flexibility in utilizing this method. Then, Wardhani et al (2023) mentioned that based on the result of the action in every cycle, there is an improvement that can be seen in the observations in every cycle and the result of the treatment of both cycles.

The previous studies need to implement more techniques in implementing the Two Stay Two Stray strategy. They did not provide more techniques for applying it in the

research. This can be fulfilled by conducting this study. This study integrates storytelling learning into the implementation of Two Stay Two Stray in helping students empower their speaking skills. Based on this background, the researchers developed the following research questions: 1) How is the application of the Two Stay Two Stray strategy through Storytelling in the learning process? 2) How does the Two Stay Two Stray strategy through Storytelling improve students' speaking ability? 3) What are the obstacles in implementing the Two Stay Two Stray strategy through Storytelling?

## **METHODOLOGY**

This type of research is descriptive qualitative. It analyses and presents facts systematically so that they can be more easily understood and concluded. Verbal expression is necessary for qualitative research, which is frequently lengthy. Investigating for hidden meanings, ambiguous aspects, different interpretations, and suggested connotations is a crucial aspect of qualitative research. Researchers attempt to interpret the meaning of reported data within a certain context. Instead of using numbers to represent the data in the descriptive technique, the researchers used words to describe it. The data collection techniques in this study are observation, documentation, and interview. The subjects of this research are 2 teachers and 64 students of *MTsN 1 Kabupaten Bekasi*. The researchers explain how storytelling learning in speaking through Two Stay Two Stray is implemented in the classroom. The researchers also interviewed the teachers and students regarding the research topic.

## **RESULT/FINDINGS AND DISCUSSION**

The researchers conducted the research by observing the implementation of storytelling learning in speaking through Two Stay Two Stray in *MTsN I Kab. Bekasi*. The teachers had implemented storytelling learning in speaking through Two Stay Two Stray very well. They were successful in creating an attractive teaching and learning process. They utilized ten narrative texts in the teaching and learning activities. The titles of the texts were Pinocchio, The Legend of Toba Lake, The Legend of Crying Stone, Buffalo and Crocodile, Sangkuriang and Dayang Sumbi, Bawang Merah Bawang Putih, Roro Jonggrang, Hansel and Gratel, Roro Anteng, and Unity Is Strength. The teachers combined the national and international stories in order to figure out the difference between local and interlocal context. Students were also encouraged to use their background knowledge of the local stories.

### ***The Implementation of Storytelling Learning in Speaking through Two Stay Two Stray***

The implementation of storytelling learning through the Two Stay Two Stray strategy was successful in promoting active engagement, language development, and collaborative learning. By carefully planning and facilitating this approach, teachers created a dynamic and supportive environment that enhanced students' English-speaking skills and overall language proficiency. The teachers always gave motivation

in the process of teaching and learning. They tried to gather students with high and low motivation. This led students with high motivation to support students with low motivation.

The teachers used the questions such as “When you were a child, did your parents tell you stories? “, “What story did you like most? “, “Now, do you like reading stories or watching movies? “, “What was the last story you read? “, and “Do you enjoy reading the stories or watching the movies?” for the stimulus in the teaching and learning activities. Students were very active in their learning about storytelling through Two Stay Two Stray. Students had each job for the activities.

### ***Obstacles in Implementing Storytelling Learning in Speaking through Two Stay Two Stray***

Implementing storytelling learning through the Two Stay Two Stray strategy could be highly effective, but it also presented several obstacles that teachers addressed in the process of teaching and learning. Students had different characteristics. Some were good and some were not good in English. Some of them also had limited vocabularies. Furthermore, the teachers needed to explain the materials more. Some students felt shy or anxious about speaking in front of others, which hindered participation. Next, dominant students also overshadowed quieter ones, leading to imbalanced group dynamics.

Students had varying levels of English proficiency, which made it difficult for lower-level students to keep up with their peers. Students with lower proficiency needed to struggle to understand the stories or the discussions during the straying phase. Group work sometimes led to conflicts or a lack of cooperation among students. Weaker students sometimes relied too heavily on their stronger peers, reducing their own learning opportunities. The movement and interaction involved in the process of teaching and learning led to a noisy classroom environment. Regarding the obstacles in the teaching and learning activities, the teachers managed the class carefully and wisely to create a nice atmosphere in the classroom.

### ***Opportunities in Implementing Storytelling Learning in Speaking through Two Stay Two Stray***

The implementation of storytelling learning through the Two Stay Two Stray strategy showed some opportunities for educational field, especially for helping students enhance their speaking skills. Two Stay Two Stray provided ample opportunities for students to practice speaking. Explaining their stories and listening to others helped improve pronunciation, fluency, and comprehension. By engaging with different stories and discussions, students were exposed to a wider range of vocabulary and expressions, enhancing their language repertoire. The dynamic nature of Two Stay Two Stray kept students actively engaged. Moving around, discussing with peers, and presenting their ideas made learning more interactive and enjoyable. Working in groups and learning from peers boosted motivation. Students often found it more rewarding to learn collaboratively than through traditional methods. Analysing stories requires students to think critically about plot, character development, and themes. This process sharpened their analytical skills. Telling stories allowed students to express their creativity, fostering a love for language and storytelling.

Two Stay Two Stray encouraged students to work together, share ideas, and support each other. This collaboration helped develop social and teamwork skills. Explaining their stories to others and responding to questions improved students' communication skills, including clarity, coherence, and persuasion. Sharing stories from different backgrounds allowed students to learn about and appreciate diverse cultures and perspectives. This broadened their worldview and fostered inclusivity. Straying to other groups exposed students to different viewpoints and storytelling styles, enriching their understanding and inspiring new ideas. Regular practice in speaking and presenting stories built students' confidence. Successfully conveying their thoughts and being understood by peers reinforced their self-assurance. Reflecting on their storytelling process and the feedback received helped students develop a growth mindset and take ownership of their learning. Two Stay Two Stray were tailored to suit students of various proficiency levels. Teachers adjusted the complexity of stories and the nature of tasks to meet the needs of all learners. This strategy was used across subjects and themes, making it a versatile tool for integrated learning.

### ***Teachers' Interviews on the Implementation of Storytelling through Two Stay Two***

The researchers interviewed two English teachers about the Implementation of Storytelling Learning in speaking through Two Stay Two. They said that the Two Stay Two Stray strategy was good to implement, and they also suggested that the other teachers implement this strategy. They said that this strategy provides students' changes in the process of teaching and learning. They shared the difficulties in implementing Two Stay Two Stray, such as the composition of the group members was not the same. Finally, this strategy could improve their students' speaking skills. Here are the excerpts of the interview.

a) Excerpt 1

*" .... I think it can be very good. Because two stay two stray does provoke students to talk and dig up information from one friend to another. So that way the teacher is easy to find out the students' ability to communicate ....."*

b) Excerpt 2

*".... I think it is possible and appropriate. Exactly why? Because the material is narrative text. Story. Then the children are presented with this method, by sharing groups and exchanging information. In the end, reading the text, memorizing, until finally it goes to storytelling. Yes, until that stage ....."*

c) Excerpt 3

*"...the first difficulty is that the composition of each group is not the same. There were 4 people in one group, 2 who understood, 2 who didn't understand. That's the first thing. Second, the low vocabulary..."*

d) Excerpt 4

*" .... usually, in explaining it, it's not just once. But we give examples to students first. Implementing it like that. If we only explain, maybe they don't understand. Except in Indonesian, yes. English communication is not only speaking. If they don't understand, we have to use body language .... "*

e) Excerpt 5

*“ ..... learning outcomes. Student learning outcomes have improved. Both in knowledge and in the results in the form of grades or numbers... ”.*

***Students' Interview about the Implementation of Storytelling Learning in Speaking through Two Stay Two***

The researchers interviewed four students about the Implementation of Storytelling Learning in speaking through Two Stay Two. They found that the strategy was helpful in assisting them in improving their speaking skills. Regarding the obstacle of the learning process, they said that some of their friends found it difficult to work together in the process of learning. They can use their own words in telling the stories through the Two Stay Two Stray strategy.

They felt that this strategy would make it easier for them to speak English because their friends would help them practice more in speaking English. Regarding the motivation, they got more motivation in learning storytelling through the Two Stay Two Stray strategy because they had fun during the learning activities. Finally, this strategy could improve their speaking skills. Here are the excerpts of the interview.

a) Excerpt 1

*“....When it comes to learning the text, sometimes the difficult thing is when you find vocabulary that you have never known the meaning of before. Then if for example among friends or group members, there are usually some friends who are difficult to work with in groups. He is more alone. So I have to invite him more ... ”.*

b) Excerpt 2

*“ ..... I understand because there is text here. I can read the whole text and can explain it to my friends in my own language .... ”.*

c) Excerpt 3

*“ ....The difficulty was probably not too much. Mostly there were parts of words that I didn't understand and it was also quite easy because I had previously heard this story on television... ”.*

d) Excerpt 4

*“...It definitely improved because I was able to learn foreign words that I didn't know before... ”.*

e) Excerpt 5

*“....actually for myself it's more about the ease, it's just that I find it difficult to string the words together but if I understand it I can, so it's like being able to explain from the Indonesian language, but yes, I can do it a little bit..... ”.*

f) Excerpt 6

*“....Yes, it has improved because it is easier for me to understand and easier to train.... ”.*

g) Excerpt 7

“...Yes, maybe for myself, in learning this type of two stay, two stray, maybe my English is not too good. So I might be able to understand those who can hear. So I can understand what people are saying, but I'm still not able to explain, string words together from English....”

h) Excerpt 8

“...I can improve quite a bit, because in this two stay, two stray, I can get new motivation, I can also improve, I explain English to others...”

## CONCLUSION

Based on the results of research on matters related to this study, then as the end of the discussion the researchers provide the following conclusions. The teachers are successful in implementing storytelling learning in speaking through the Two Stay Two Stray strategy. The Two Stay Two Stray strategy can increase the learning activity of the students at MTsN 1 Kab. Bekasi. Students become more enthusiastic and eager to follow the learning process of storytelling through Two Stay Two Stray. The obstacles in implementing storytelling learning in speaking through Two Stay Two Stray are faced by the teachers. The obstacles are 1) students have various characteristics, 2) students have low vocabularies, 3) the activities may be noisy, 4) group work sometimes leads to conflicts, and so on.

Meanwhile, the opportunities in implementing storytelling learning in speaking through Two Stay Two Stray are faced by the teachers. The opportunities are 1) the dynamic nature of Two Stay Two Stray keeps students actively engaged, 2) Two Stay Two Stray encourages students to work together, share ideas, and support each other, 3) sharing stories from different backgrounds allowed students to learn about and appreciate diverse cultures and perspectives, 4) regular practice in speaking and presenting stories builds students' confidence, and so forth. The English teachers' interviews show that the teachers succeed in implementing storytelling learning in speaking through Two Stay Two Stray. They suggested this strategy to the other teachers. Besides the students' interviews show that the students can enhance their speaking skills in storytelling learning through Two Stay Two Stray strategy. They feel fun in learning storytelling through Two Stay Two Stray strategy.

## REFERENCES

- Aji, T, P. (2021). Analisis model pembelajaran kooperatif tipe two stay two stray (TSTS) terhadap hasil belajar siswa. *Journal of Office Administration: Education and Practice*, 1 (3), 340-350.
- Ambarita, et al . (2023). Improving students' speaking skills by storytelling. *INTERACTION: Jurnal Pendidikan Bahasa*, 10 (1), 191-197.
- Annas, Usman, & Muslem, A. (2018). The effect of using the two stay two stray technique to develop young learners' speaking skills and motivation. *English Education Journal (EEJ)*, 9 (3), 422-442.
- Aziz, A, A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *International Journal of Academic Research in Progressive Education and Development*, 10 (2), 983-991.

- Firdaus, F, & Amaniarsih, D, S. (2018). Improving the tenth grade students' English speaking ability through storytelling. *ENGLISH REVIEW: Journal of English Education*, 7 (1), 137-146.
- Haryati, H. (2021). Two Stay Two Stray Strategy on the students' reading comprehension: The effectiveness and the students' perspectives. *LITE: Jurnal Bahasa, Sastra, dan Budaya*, 17 (2), 176-184
- Herlisya, D., & Wiratno, P. (2022). Having good speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, 1 (3), 191-198.
- Ilyosvna, N, A. (2020). The importance of English language. *International Journal on Orange Technologies*, 02 (01), 22-24.
- Inayah, R., & Lisdawati, I. (2017). Exploring students' difficulties in speaking English and their attitudes in speaking English. *ACUITY: Journal of English Language Pedagogy, Literature and Culture*, 2 (1), 12-23.
- Iswanto, A., Anugrah, S., & Syahrial, T. (2020) The effectiveness of two-stay two stray in enhancing students' speaking ability. *PROJRCT: Professional Journal of English Education*, 3 (1), 36-42.
- Jupri, Mismardiana, Muslim, & Haerazi. (2022). Teaching English using two stay two stray in improving students English speaking skills integrated with foreign language anxiety. *JOLLS: Journal of Language and Literature Studies*, 2 (1), 33-42.
- Oktaviani, A., & Fauzan, A. (2017). Teachers' perceptions about the importance of English for young learners. *Linguistics, English Education and Art (LEEA) Journal*, 1 (1), 1-15.
- Ting, S, H., et al (2017). Employers' views on the importance of English proficiency and communication skills for employability in Malaysia. *Indonesian Journal of Applied Linguistics*, 7 (2), 315-327.
- Wardhani, R, K., Ekowati, W., & Lestari, S. (2023). The use of two stay two stray cooperative learning model in English teaching to increase students' learning outcome. *Seminar Nasional Pendidikan Profesi Guru*, 385-394.
- Widyasworo, C. (2019). Students' difficulties in speaking English at the tenth grade of Sekolah Menengah Kejuruan. *Journal of English Education and Teaching (JEET)*, 3 (4), 533-538.
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *English Education: Jurnal Tadris Bahasa Inggris*, 10 (1), 119-134.