**THE EFFECT OF COOPERATIVE LEARNING TWO STAY TWO STRAY (TS-TS) STRATEGY FOR STUDENTS’ SPEAKING ABILITY**

**A Thesis**

**BY**

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**PENGARUH PEMBELAJARAN KOOPERATIF STRATEGI TWO STAY TWO STRAY (TS-TS) TERHADAP KEMAMPUAN BERBICARA SISWA**

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**ABSTRAK**

Berbicara adalah salah satu kemampuan penting yang harus dikuasai oleh siswa ketika belajar bahasa inggris. Faktanya begitu banyak siswa/i yang tidak mampu berbicara dalam bahasa inggris. Rumusan masalah dalam penelitian ini adalah bagaimanakah perbedaan hasil kemampuan berbicara siswa tanpa dan dengan menggunakan Strategi Two Stay Two Stray Strategi. Dalam penelitian ini, populasi penelitian adalah semua siswa kelas X SMAN 1 SILINDA sebanyak 40 siswa dan semua populasi dijadikan sampel. Subjek terdiri dari dua kelompok yaitu kelas experiment ( kelas yang diajarkan menggunakan Strategi Two Stay Two Stray) dan kelas control ( kelas yang diajarkan tanpa menggunakan Strategi Two Stay Two Stray). Dari hasil penelitian diperoleh kesimpulan, kemampuan berbicara siswa kelas X SMAN 1 SILINDA pada kelas experiment adalah baik. Dengan nilai tertinggi 100 sebanyak 1 orang dan nilai terendah 84 sebanyak 1 orang. Kemampuan berbicara pada kelas control adalah cukup, dengan nilai tertinggi 89 sebanyak 1 orang dan nilai terendah 73 sebanyak 1 orang. Strategi Two Stay Two Stray berpengaruh dalam meningkatkan kemampuan berbicara siswa. Ini terbukti dari hasil uji t diperoleh nilai t hitung>t table 10 yakni 5882 >2021. Karenanya sangatlah penting bagi para guru untuk memahami dan mengaplikasikan metode pembelajaran Two Stay Two Stray, karena strategi pembelajaran ini terbukti berpengaruh dalam meningkatkan kemampuan belajar siswa dan meningkatkan keaktifan dan semangat siswa dalam belajar.

**THE EFFECT OF COOPERATIVE LEARNING TWO STAY TWO STRAY (TS-TS) STRATEGY FOR STUDENTS’ SPEAKING ABILITY**

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**ABSTRACT**

Speaking is one of essential skill which must be able to mastery by students, when learn English language. In fact so many students are not able to speak English Language. The formulation of problem is how is the students’ ability in speaking taught without and by using TS-TS Strategy. In this research, population is all students class X SMAN 1 SILINDA that consist of 40 students and it became sample in this research. Subject consist of two groups are experimental group (class that taught by TS-TS Strategy). Based on research finding, researcher concluded that students speaking ability by the grade X students of SMAN 1 SILINDA in class experimental is good. The highest score in the post-test 100 (1 student) and lowest score in the post-test is 84 (1 student). The students’ speaking ability in class control is enough. The highest score in the post test is 89 (1 student) and the lowest score in the post test is 73 (1 student). Two Stay Two Stray (TS-TS) Strategy gives effect to increase students’ speaking ability. It is proved by the result of t-test in which t-score of t-calculated is higher than t-critic, t observed > t table (05) or 5.882>2.021 (t-obseved is 5.882, t-critic is 2.021 with df= 40 at the level of significant(05). Because of the result, it is important for English teacher to understand and to apply Two Stay Two Stray (TS-TS) Strategy, because it has proved to gives effect to increase students’ speaking ability and it also make students more active and spirit when they learn English language .