

ABSTRACT

Speaking is an important skill which has an important contribution so the success of learning the language. Speaking needs skill to understand the context and get the new information of the texts. To make the student understand the material, the teachers must consider a strategy that suitable for teaching speaking skill, and two-stay two-stray is one strategies that can make teaching-learning process become effective. The main objective of this research are to find out the different between collaborative approach and scientific approach, to describe the implementation collaborative approach and scientific approach and to investigate student difficulties learning on speaking skill through collaborative approach and scientific approach. The research method used is quantitative research, or more specifically the quasi-experimental design with the randomized pretest-posttest control design which consist of two classes (60) students of 10th grade SMK BBU Padalarang as the sample and multiple choice test as the instrument. The population of the study was the first grade students in SMK Budi Bakti Utama Padalarang . There are 3 classes which is less of 30 students in each class. Thus, total of population is about 90 students, the sample of the study is only two classes of the tenth grade students. The determinaion of these two group was using cluster random sampling. The researcher took sample in first class is X TKJ as the experimental group and the second class is X Marketing as control group. Data analysis shows that the result of significance (2-tailed) is 0.00, it lower than 0.05, two-stay two-stray is improve in teaching speaking skill. The teacher should consider two-stay two-stray as the alternative strategy for teaching speaking skill. Two-stay two-stray improve students' speaking skill.

Keywords: *speaking skill, two-stay two-stray, quasi experimental research design*