

Enhancing Students' English Business Communication Skills Through the TSTS Learning Model at Balikpapan State Polytechnic

 <https://doi.org/10.31004/jele.v11i1.1794>

Lilik Damayanti, Masrul Huda, *Tia Rahmatika, Herdian Dwimas^{abcd} 

¹²³⁴Balikpapan State Polytechnic, Indonesia

Corresponding Author: tia.rahmatika@poltekba.ac.id

ABSTRACT

This research investigated the role of the Two Stay Two Stray (TSTS) cooperative learning method in developing students' English for business communication skills by employing a Classroom Action Research (CAR) approach. The participants were 67 second-semester students of the Tax Accounting Study Program at Balikpapan State Polytechnic. The intervention was conducted in two cycles, each consisting of planning, action, observation, and reflection. Findings revealed a consistent improvement in students' performance. The pre-test recorded an average score of 51.76, indicating initial difficulties in vocabulary use, pronunciation, grammar, and fluency. In the first cycle, students showed better engagement and confidence, with the average score rising to 62.35 in Post-test 1. By the second cycle, further progress was evident as students became more fluent and collaborative, achieving an average score of 75.02 in Post-test 2. These results confirm that the TSTS strategy effectively enhanced not only test performance but also classroom interaction, self-confidence, and willingness to communicate. The study highlights the significance of cooperative learning models in fostering both linguistic competence and active participation in English language classrooms. The findings imply that integrating cooperative learning strategies such as TSTS can provide a practical and replicable approach for educators seeking to improve communication skills and learner engagement in English language settings.

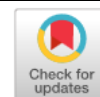
Keywords: *English for Business, CAR, Cooperative Learning, Communication Skills*

Article History:

Received 02nd December 2025

Accepted 22nd January 2026

Published 23rd January 2026



INTRODUCTION

The enhancement of business communication skills is a critical concern for higher education institutions, particularly at Balikpapan State Polytechnic, where the ability to articulate ideas effectively bolsters academic achievement and increases students' employability in competitive job markets. A lack of proficient communication skills can severely hinder students' performance in both academic contexts and their future careers. Research indicates that a significant gap exists between what educational institutions provide and the communication demands of the contemporary business environment (Raja et al., 2024). The challenge becomes more noticeable in the field of business English, a context that demands precise and varied language use. Many students encounter difficulties in this area, as their limited vocabulary restricts them from expressing ideas clearly and appropriately. Such constraints not only hinder their ability to convey messages accurately but also reduce their confidence in participating in discussions or professional interactions. As noted by Yahaya and Miskam (2024), these vocabulary-related barriers significantly influence students' overall effectiveness in business communication.

One of the dominant challenges for vocational students is the limited vocabulary that often restricts their ability to express ideas clearly and appropriately. This limitation not only affects their academic performance but also undermines their confidence in professional settings. Yahaya and Miskam have noted that vocabulary-related issues significantly impede students' effectiveness in business communication, which can lead to lower engagement and

Enhancing Students' English Business Communication Skills Through the TSTS Learning Model at Balikpapan State Polytechnic

discomfort during discussions and interactions with industry professionals (Abbasi et al., 2018). Furthermore, a lack of sufficient real-world practice and feedback mechanisms complicates the development of effective communication skills (Sudirta et al., 2022).

Moreover, the nature of vocational training emphasizes skill acquisition relevant to specific occupations, which is vital for student competency (Garratt-Reed et al., 2016). Abbasi et al. highlight that the skill gap between educational outcomes and employer expectations often stems from inadequate exposure to real-world communication challenges faced in the workplace. They assert that effective collaboration between educational institutions and employers is critical in bridging this gap and enhancing the practical communication skills needed by graduates (Abbasi et al., 2018).

In essence, the effective development of business communication skills within vocational education requires a multifaceted approach that addresses both curricular content and its delivery. Educators should integrate engaging pedagogical strategies that encourage student autonomy and promote higher-order thinking, as emphasized by Sudirta et al. in their research on learner autonomy (Sudirta et al., 2022). By adopting methodologies such as blended learning, educators can create an environment conducive to developing the necessary communication competencies while fostering a practical understanding of business language applications (Sudirta et al., 2022).

As noted by Setiyawami et al., vocational education serves as an essential tool not only for job preparation but also for fostering critical skills like communication through direct exposure to business practices (Setiyawami et al., 2020). The aim should be to systematically implement innovative pedagogical frameworks that effectively address these communication barriers, thereby enhancing students' readiness for the workforce. Continued research and development in this area will help ensure that vocational training programs align closely with industry needs, ultimately enhancing employability and fostering a skilled workforce.

The main aim of this study is to explore the extent to which the Two Stay Two Stray (TSTS) cooperative learning model can enhance the business communication abilities of students at Balikpapan State Polytechnic. This cooperative learning approach encourages active participation, peer interaction, and collaborative learning, which are essential components for mastering communication (Apriakanti et al., 2020). Through the implementation of the TSTS model, this research seeks to support students not only in mastering language proficiency but also in cultivating essential soft skills, including collaboration, empathy, and intercultural awareness. These competencies, as emphasized by Alti et al. (2023), are becoming increasingly important in the professional world and are highly valued by employers.

The foundation of this study is grounded in experiential learning theory, which emphasizes that meaningful learning occurs when students are actively engaged in real-life, contextualized experiences (Akhtar & Hussain, 2019). Unlike conventional methods that rely heavily on rote memorization, experiential learning provides opportunities for learners to connect theory with practice, thereby enhancing comprehension, long-term retention, and the ability to apply knowledge in authentic situations (Hoover et al., 2010). The integration of this theoretical perspective with the TSTS model is anticipated to yield significant improvements in students' communication abilities.

Previous literature has highlighted various educational strategies aimed at enhancing communication skills among students. Research indicates that the integration of cooperative learning models, such as TSTS, can lead to a marked improvement in students' critical thinking and communication capabilities (Apriakanti et al., 2020; , Juliana et al., 2024). Furthermore, studies have noted that traditional methods often fall short in developing the interpersonal and conversational skills necessary for professional success (Akhtar & Hussain, 2019). This underscores the necessity of exploring innovative instructional methods that engage students and enhance their communicative competence.

The novelty in the proposed research lies in the specific application of the TSTS model tailored for business communication skills in an Indonesian polytechnic context. While prior studies have validated the effectiveness of TSTS in various educational settings (Apriakanti et

Enhancing Students' English Business Communication Skills Through the TSTS Learning Model at Balikpapan State Polytechnic al., 2020; , Alti et al., 2023), its explicit focus on improving business communication skills through a localized approach at Balikpapan State Polytechnic has not been thoroughly explored. Furthermore, this study seeks to address the disconnect between theoretical concepts and practical competencies that many business graduates find challenging to integrate. By doing so, it not only enhances students' readiness for real-world communication demands but also adds valuable insights to the growing body of literature on effective communication pedagogy.

This study's significance extends beyond academic improvements; enhancing students' business communication skills is essential for their readiness to meet the demands of the global workforce. Given the increasing emphasis on soft skills among employers, equipping students with effective communication strategies through innovative models like TSTS is paramount (Alti et al., 2023), (Hendrayati et al., 2019). Ultimately, this research endeavors to contribute both to the academic literature and to practical educational strategies that can better prepare students for post-graduation success (Hoover et al., 2010; , Indrianti, 2019).

Incorporating reflection and feedback mechanisms within the TSTS model promises to provide students with insight into their learning processes, fostering self-awareness and personal growth in communication (Ukala, 2023). Such methods aim to create an environment where students not only exchange information but also learn to listen and respond effectively, which are critical components of business communication.

Furthermore, engaging students in a collaborative environment can lead to improved self-efficacy and confidence when interacting in business contexts (Knight, 2021). As studies have shown, the ability to communicate effectively and confidently can significantly increase students' chances of success in professional settings (Cyphert et al., 2016; , Alti et al., 2023). Thus, the anticipated outcomes of this research include not only academic success but also enhanced overall student satisfaction and preparedness for their future careers.

In conclusion, the integration of the TSTS learning model at Balikpapan State Polytechnic aims to systematically address the gaps in students' business communication skills. By leveraging cooperative learning and experiential opportunities, this study proposes to facilitate a transformative educational experience that holistically prepares students for the intricacies of the business world.

METHOD

This research adopts a Classroom Action Research (CAR) design with the primary focus on enhancing students' business communication skills through the implementation of the Two Stay Two Stray (TSTS) learning model in the Business English course. To achieve more holistic insights, a mixed-methods approach was utilized, integrating both quantitative analysis and qualitative exploration, thereby ensuring a thorough understanding of the outcomes and learning processes involved. The quantitative method was used to analyze test results of students' communication skills, while the qualitative method explored observational data, documentation, and students' responses to the learning process. In addition, the study employed several instruments including communication skill assessment rubrics, structured observation sheets, and audio/video recordings to capture students' performance more accurately. The research was carried out in two action cycles, each consisting of four stages: planning, implementation, observation, and reflection. These cycles were conducted iteratively and systematically to continuously enhance learning quality. The CAR cycle is illustrated as follows:

Table 1. *Classroom Action Research (CAR) Cycle*

Stage	Description
Planning	The researcher prepares lesson materials, instructional strategies, and data collection tools.
Action	The planned learning model (TSTS) is implemented in class, with students actively engaging.
Observation	The researcher observes and records the learning process, noting participation and outcomes.
Reflection	Researcher and students analyze the collected data to evaluate results and plan improvements.

In the preliminary reflection stage, the researcher collected initial data through interviews and observations to identify students' difficulties in English business communication. Based on this reflection, during the planning stage the researcher designed the TSTS learning activities, including preparing materials, teaching strategies, and data collection instruments. The TSTS implementation included specific activities such as forming heterogeneous groups, assigning two students to stay and explain group ideas, while two others moved to visit different groups to exchange information, followed by group synthesis in English. At the implementation stage, the TSTS model was applied in class, where students engaged in discussions and interactive group work in English. During the observation stage, the researcher monitored the teaching and learning process and conducted interviews to assess changes in students' communication performance. Finally, in the reflection stage, both researcher and students analyzed the data from observations and interviews to evaluate the effectiveness of the model and to formulate improvements for the next cycle.

The study was carried out during the even semester of the 2024/2025 academic year, specifically from March to August 2025. The research took place in the Tax Accounting Study Program, Business Department, at the State Polytechnic of Balikpapan. The participants in this research consisted of second-semester students taking the Business English course within the Tax Accounting Study Program of the Business Department at the State Polytechnic of Balikpapan. In total, 67 students were involved as active participants as well as data sources throughout the research process.

The data utilized in this study were obtained from a combination of primary sources and secondary references. Primary data consisted of students' business communication test scores from each cycle, classroom observation results during the implementation of the TSTS model, and interview responses reflecting students' experiences and perceptions of its effectiveness in enhancing their communication skills. Secondary data included supporting documents such as lesson plans, modules, and teaching materials, complemented by documentation of the learning process such as photographs, video recordings, and reports from group discussions. The assessment rubric measured key indicators of business communication, including vocabulary accuracy, pronunciation clarity, grammatical correctness, fluency, and coherence in delivering ideas.

To collect the data, several techniques were employed. Communication skill tests were administered to measure students' oral and written business communication abilities within given scenarios. Observations were conducted throughout the learning activities to capture participation, collaboration, use of English, and the ability to express ideas in groups. In addition, documentation such as photos, videos, and discussion notes provided visual and written evidence of the learning process. Interviews were also carried out to explore students' perceptions of the TSTS model and its impact on their communication skills. Observation sheets included structured indicators such as frequency of English usage, interaction quality, turn-taking, group collaboration, and willingness to communicate.

Data analysis combined quantitative and qualitative methods. The quantitative approach involved analyzing students' test scores by calculating averages, highest and lowest values, and percentage improvements from the first cycle to the second. This analysis demonstrated the extent to which the TSTS model influenced the development of business communication skills. The qualitative approach, on the other hand, involved descriptive analysis of observations, documentation, and interview data to identify changes in learning behaviors, group participation, English usage, and attitudes toward the learning process. Together, these analyses provided a comprehensive understanding of the model's effectiveness.

FINDINGS AND DISCUSSION

Findings

This study involved second-semester students from the Tax Accounting Study Program, Business Department, at Politeknik Negeri Balikpapan during the even semester of

Enhancing Students' English Business Communication Skills Through the TSTS Learning Model at Balikpapan State Polytechnic the 2024/2025 academic year. A total of 67 students took part in the research. The intervention was implemented across seven meetings, organized into two cycles. Each cycle was systematically carried out through the four main stages of Classroom Action Research (CAR), which include: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. The description of the teaching and learning activities conducted in every meeting within both cycles is provided below:

Cycle I

Observations during the first cycle revealed that approximately 52% of students used vocabulary appropriately, while around 55% demonstrated accurate pronunciation. Roughly 60% applied correct grammar in their oral communication, but only half of the class (50%) spoke fluently during the activities. Active participation, particularly in raising questions, was still limited to only a few individuals. The findings also indicated that many students appeared hesitant and lacked self-confidence when delivering ideas, which became a barrier to the learning process. The average speaking test score in Cycle I was 51.76 (on a scale of 1–100), showing that improvements were still required in vocabulary mastery, fluency, pronunciation, and grammar.

Table 2. *Meetings in Cycle I*

Meeting	Topic	Activity
1	Pre-test: Online transaction	Students were asked to describe the process of purchasing a product through an online platform.
2	Treatment 1: Online shopping process	Group discussion using the Two Stay Two Stray (TSTS) strategy to explore steps in online shopping.
3	Treatment 2: Marketplace comparison	Students analyzed and compared the features of two different marketplaces, then discussed their findings.
4	Post-test 1: Ordering scenario	Students explained procedures for handling online orders as part of the first post-test.

At the end of Cycle I, several key reflections emerged. The researcher noted that many students found the pre-test challenging due to limited vocabulary and lack of topic familiarity. Nonetheless, students made efforts to participate. The average pre-test score of 51.76 reflected these difficulties. Although some students were more familiar with the subject matter, the majority could only rely on basic vocabulary.

During Treatment 1 and Treatment 2, students practiced presenting ideas using the TSTS technique, where groups exchanged and discussed their perspectives. In the first treatment, students looked confused and insecure, requiring continuous guidance from the instructor. Their discomfort was apparent, as they were expected to actively search for and apply vocabulary on their own. This hesitation in expressing ideas was one of the main obstacles identified during the cycle.

However, by the end of Treatment 2, progress was evident. Students began to enjoy the learning activities and showed more confidence when presenting their ideas. This was reflected in the average post-test score of 62.35, which indicated noticeable improvement. Overall, the findings of Cycle I demonstrated both progress and challenges. On the positive side, students gradually developed stronger vocabulary use and greater confidence in speaking. On the downside, disturbances such as group discussion noise often disrupted the learning environment. The findings from Cycle I underscored the importance of making adjustments in the subsequent stage to improve both the learning process and student achievement. As a result, the study advanced to Cycle II with the purpose of strengthening and further enhancing students' business communication skills.

Cycle II

In the second cycle, observation results showed significant improvement in group collaboration. Each group successfully sent two members to visit other groups, while the remaining members could effectively present the results of their group discussions. Unlike Cycle I, where usually only one student took responsibility for presenting, in this cycle, two

students actively shared their group's ideas. When they returned to their original groups, both representatives could accurately explain the information they had obtained.

In terms of classroom activity, there was a clear increase at both the individual and group levels. Overall, students became more engaged in speaking tasks, although the quality of their performance was not yet flawless. Field notes indicated that around 65% of students spoke fluently. Nearly half of the participants actively asked questions. Additionally, 70% of students used vocabulary appropriately, nearly 70% demonstrated correct pronunciation, and 65% applied grammar correctly. The average test score in this cycle rose to 75.02, which reinforced the conclusion that the Two Stay Two Stray model effectively enhanced the business communication ability of students in the Tax Accounting Study Program during the 2024/2025 academic year.

Table 3. *Meetings in Cycle 2*

Meeting	Topic	Activity
5	Treatment 3: Ordering and payment	Students simulated ordering a product and confirming in an online shopping context.
6	Treatment 4: Handling complaints	Students performed role-plays by responding effectively to customer complaints.
7	Post-test 2: Customer problem-solving	Students presented solutions to customer problems in an E-Commerce scenario.

Reflection on this cycle revealed a steady upward trend in both learning outcomes and student engagement, which could be seen not only through the numerical scores but also through the qualitative aspects of classroom dynamics. The improvement was evident in the test results, which rose consistently from an average of 51.76 in the pre-test, then reached 62.35 in Post-test 1, and finally increased to 75.02 in Post-test 2. These figures demonstrate that students gradually strengthened their mastery of vocabulary, pronunciation, grammar, and fluency over time. More importantly, beyond the quantitative achievements, there was a noticeable transformation in the learning atmosphere. Students who initially appeared hesitant and reserved began to show more enthusiasm and confidence in expressing their ideas. They became more willing to collaborate in group discussions, ask questions, and contribute actively to classroom activities. This shift indicates that applying the Two Stay Two Stray (TSTS) model contributed not only to the improvement of students' business communication abilities but also to the creation of a more engaging, collaborative, and encouraging classroom atmosphere. Such improvements highlight the importance of integrating cooperative learning techniques with reflective cycles, as they allow learners to gradually overcome barriers, build self-assurance, and experience more meaningful engagement in the learning process.

Table 4. *Improvement of the Students' Test Score*

Test	Minimum Score	Maximum Score	Average Score
Pre-test	43	60	51.76
Post-test 1	55	70	62.35
Post-test 2	68	85	75.02

The data in Table No. 4 further emphasizes the gradual yet consistent progress achieved throughout the study. The increase in scores across the three assessments indicates that students were not only able to acquire new vocabulary, refine their pronunciation, and apply grammar more accurately, but also became more fluent and confident in expressing their ideas. This progress demonstrates the success of the Two Stay Two Stray (TSTS) model in fostering a dynamic and cooperative learning atmosphere that encourages students to engage more actively in the learning process. In addition, the rising performance suggests that continuous practice through structured activities and reflection in each cycle played a crucial role in strengthening both students' language skills and their willingness to communicate.

Discussion

The study conducted on second-semester students of the Tax Accounting Study Program at Politeknik Negeri Balikpapan offers significant insights into the dynamics of language learning in a classroom setting, specifically focusing on oral communication skills

and vocabulary mastery during the 2024/2025 academic year. Notably, the learning intervention was structured using two cycles of Classroom Action Research (CAR), which is methodologically designed to enhance teaching practices through planning, implementation, observation, and reflection. This cyclical approach allowed for a tailored response to students' needs. Classroom Action Research is known for empowering teachers to address specific learning challenges effectively through iterative enhancements and adjustments in teaching methods (Warni & Sukarno, 2021).

In the first cycle, observations indicated that students struggled with effective vocabulary usage and demonstrated a lack of confidence during speaking activities. With only 52% of students utilizing vocabulary appropriately and half of them expressing fluency, the need for enhanced engagement became apparent. These results align closely with prior studies, which consistently stress that an engaging classroom atmosphere plays a crucial role in fostering both skill development and learner confidence (Yang, 2023). Creating such an environment not only supports active participation but also reduces anxiety, encourages collaboration, and provides students with greater opportunities to practice and refine their abilities. This reinforces the notion that interactive and supportive learning spaces are essential foundations for meaningful progress in business communication. Moreover, the struggle with effective communication signals the necessity of aligning instructional strategies with students' lived experiences and prior knowledge, as highlighted in discussions about educational practices (Gultekin, 2021).

The use of the Two Stay Two Stray (TSTS) strategy during group discussions contributed to some improvement in student engagement during Treatment 1 and Treatment 2. However, many students expressed confusion and insecurity, highlighting a barrier to effective learning. This aligns with findings that suggest a need for instructional media that fosters a more comfortable learning atmosphere, which may enhance engagement in language acquisition (Shahid, 2022). The pedagogical challenge also involved the successful transfer of vocabulary from passive recognition to active usage, a difficulty frequently encountered in second language acquisition (Ellis, 2005).

Despite initial challenges, the average post-test score of 62.35 in Cycle I suggested progress in students' speaking abilities. This marginal improvement underscores the importance of reflection and adaptation in teaching practices, which can incrementally enhance student performance and confidence. Classroom Action Research aims to assist educators in overcoming ongoing challenges by refining instructional strategies and focusing on continuous improvement in student outcomes (Warni & Sukarno, 2021). The insights derived from reflection at the end of Cycle I pointed towards a more motivated and confident cohort of learners, highlighting the critical role that student experience and feedback play in informing future pedagogical approaches.

Transitioning into Cycle II, the study observed a marked improvement in collaboration and group dynamics among students. In this cycle, the representation of ideas in groups became more balanced, with multiple members actively engaging in discussions. This development is significant, considering that collaborative learning has been linked to improved academic outcomes through shared responsibilities (Purba & Darsono, 2023). Furthermore, the increase in student fluency to 65% and vocabulary usage to 70% indicates that the previous cycle's strategic interventions were beneficial in fostering a more engaging classroom environment.

The incorporation of role plays and simulations regarding real-world e-commerce situations during Cycle II further demonstrated the efficacy of active learning techniques in improving practical language use. Task-based approaches have been shown to significantly bolster language skills, enhancing both engagement and competence in a second language (Mardhiyyah et al., 2021). The successful results, including a post-test average score of 75.02, reflect the impact of interactive learning environments that enable students to practice language skills in contextually relevant scenarios. Moreover, the noted increase in students' willingness to ask questions can be correlated to the confidence built from their previous cycles' experiences. Engaging in conversational exchanges is crucial for language

development, as interactive teaching strategies positively impact language acquisition (Gultekin, 2021). The atmosphere fostered by the TSTS strategy not only encouraged active participation but also created a supportive learning environment where students felt more secure in expressing their thoughts.

Throughout this study, the iterative nature of CAR proved vital in responding to the educational needs of the students, demonstrating the effectiveness of tailored pedagogical approaches. As the average test scores increased from Cycle I's 62.35 to Cycle II's 75.02, the impact of consistent reflection and adjustment on teaching practices became evident. This has implications for broader educational practices, suggesting that CAR can be an effective framework for continuous instructional improvement across varied educational contexts (Ibda et al., 2023).

The gradual successes achieved through the CAR framework echo the necessity for educators to embrace a reflective practice mindset. By systematically evaluating both instructional strategies and student performance, educators can remain responsive to the evolving dynamics in their classrooms, ultimately leading to enhanced student engagement and learning outcomes. This adaptive approach is crucial in addressing the diverse challenges inherent in language learning, which can often be mitigated through effective instructional strategies (Yuricha & Phan, 2023).

Following the CAR framework, The Two Stay, Two Stray (TSTS) technique is a cooperative learning model designed to stimulate interaction and strengthen students' communication abilities. Research has shown that this model is suitable for enhancing English communication in business contexts because it provides opportunities for active involvement and meaningful exchanges among learners. Through this structured interaction, students practice expressing ideas and responding to peers, which is consistent with the principles of social constructivism. Xie (2022) notes that practice-oriented activities in business English classrooms substantially improve students' communicative competence, particularly when teamwork and group presentations are incorporated.

A key strength of TSTS lies in its emphasis on collaborative engagement. Xie's study demonstrates that tasks aimed at nurturing essential soft skills, such as communication, are more effective when implemented through cooperative learning designs like TSTS, which support shared roles and joint decision-making (Xie, 2022). This approach is also aligned with active learning and problem-based learning frameworks, both of which argue that communication flourishes when learners interact dynamically with one another (Xie, 2022). Complementing this view, Yu et al. (2024) explain that incorporating storytelling and interactive techniques in instruction can further strengthen students' ability to deliver information clearly and connect theory to real business communication practices.

Embedding TSTS into business English instruction corresponds with Kolb's experiential learning theory, which emphasizes learning through purposeful experience. This is reflected in Xie's findings on the use of simulations in business correspondence classes, which help students build practical communication skills and increase their confidence (Xie, 2023). TSTS supports this experiential dimension by exposing students to situations that resemble authentic business interactions, allowing them to apply their knowledge in a more adaptive setting.

In addition, the TSTS model contributes to creating a learning environment that fosters student engagement and motivation. Shadiev and Wang (2022) argue that technology-enhanced learning tools, often integrated with collaborative approaches like TSTS, encourage deeper cognitive and emotional participation, ultimately improving language development, including vocabulary and communication proficiency. The cooperative nature of TSTS offers students varied input from peers, constructive feedback, and broader opportunities for interaction, all of which play crucial roles in developing effective business communication skills.

To conclude, this study demonstrates that the integration of reflective teaching practices within the Classroom Action Research (CAR) framework contributes significantly to improving students' learning experiences. The cyclical process of planning, acting, observing,

and reflecting enabled the lecturer to identify students' difficulties more accurately and adjust instructional strategies accordingly. Continuous refinement of the teaching approach led to noticeable improvements in students' business communication performance, collaborative engagement, and learning motivation.

Within this framework, the application of the Two Stay Two Stray (TSTS) cooperative learning method played a central role. TSTS effectively strengthened students' English business communication skills by promoting active participation, idea exchange, and peer-supported learning in realistic communicative situations. Through these collaborative and experiential activities, students were able to enhance their communicative competence while simultaneously developing essential teamwork skills required in vocational education settings.

The findings of this research further underscore the importance of establishing a supportive and interactive classroom atmosphere, as such environments have been shown to elevate learners' motivation and overall achievement in language learning (Sukarno, 2024). To sustain the effectiveness of these practices, ongoing professional development for educators is strongly recommended, especially in designing and implementing CAR-based learning innovations. Future studies may broaden this inquiry by exploring the long-term impact of TSTS on students' professional communication skills across different vocational contexts, thereby enriching the body of knowledge in language pedagogy and vocational education.

CONCLUSIONS

The findings of this research confirm that the implementation of Classroom Action Research (CAR) through the Two Stay Two Stray (TSTS) learning model effectively enhanced students' English business communication skills in the Tax Accounting Study Program. Over two cycles, students experienced steady progress in vocabulary mastery, fluency, pronunciation, and grammar. At the same time, the classroom atmosphere evolved from initial hesitation and lack of confidence to greater participation, collaboration, and self-assurance. This emphasizes the importance of reflection and iterative teaching strategies in overcoming learning barriers and fostering more effective language acquisition. These results also highlight broader implications for English language teaching in vocational institutions, where practical, interactive, and collaborative learning models such as TSTS can support the development of workplace-oriented communication skills. Furthermore, the integration of simulations, role plays, and structured group discussions proved effective in linking classroom activities to real-world contexts. Such approaches not only encouraged active engagement and improved competence but also nurtured positive attitudes, stronger collaboration, and greater willingness to contribute. Collectively, these outcomes affirm that CAR, when implemented thoughtfully, has the potential to refine instructional practices while cultivating sustainable improvements in student learning outcomes. In a wider vocational education context, these findings suggest that combining CAR with experiential learning models can strengthen curriculum relevance and better prepare students for professional communication demands. Overall, these findings clearly demonstrate that the TSTS learning model serves as an effective approach for enhancing English business communication skills among students at Balikpapan State Polytechnic.

ACKNOWLEDGEMENTS

The researcher wishes to extend heartfelt appreciation to colleagues and fellow lecturers at Politeknik Negeri Balikpapan, whose encouragement, constructive feedback, and academic guidance were invaluable throughout the completion of this study. Deep gratitude is also directed to the students of the Tax Accounting Study Program, whose active involvement, enthusiasm, and commitment greatly contributed to the success of this research. Furthermore, sincere acknowledgment is given to the institution for its continuous support, provision of adequate facilities, and creation of a conducive academic atmosphere that enabled

the smooth execution of every stage of the research process. Without the collaboration of all these parties, this work would not have been realized as effectively.

REFERENCES

- Abbasi, F., Ali, A., & Bibi, N. (2018). Analysis of skill gap for business graduates: managerial perspective from banking industry. *Education + Training*, 60(4), 354-367. <https://doi.org/10.1108/et-08-2017-0120>
- Akhtar, R., and N. Hussain. (2019). "Testing ERE Cycle in Teaching Business Communication Courses: Experiential Learning Strategies." *Journal of Education and Educational Development* 6 (1): 62-77. <https://doi.org/10.22555/joeed.v6i1.2705>.
- Alti, R., M. Chatri, I. Irdawati, and V. Vauzia. (2023). "Effect of the Two Stay Two Stray Learning Model Based on a Scientific Approach to Student Competence in Biology Learning." *Jurnal Penelitian Pendidikan IPA* 9 (2): 884-90. <https://doi.org/10.29303/jppipa.v9i2.2933>.
- Apriakanti, D., M. Kusuma, and M. Nurhayati. (2020). "The Effectiveness of Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving Students' Critical Thinking Skills." *Journal of Science Education Research* 4 (1): 40-43. <https://doi.org/10.21831/jsr.v4i1.34240>.
- Cyphert, D., E. Dodge, and L. Duclos. (2016). "Developing Communication Management Skills." *Business and Professional Communication Quarterly* 79 (4): 416-41. <https://doi.org/10.1177/2329490616660815>.
- Ellis, Rod. (2005). "Principles of Instructed Language Learning." *System* 33, no. 2: 209-24. <https://doi.org/10.1016/j.system.2004.12.006>.
- Garratt-Reed, D., Roberts, L., & Heritage, B. (2016). Grades, student satisfaction and retention in online and face-to-face introductory psychology units: a test of equivalency theory. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.00673>
- Gultekin, Meryem. (2021). "The Use of Translation in the Language Classroom to Scaffold Learning." *Canadian Journal of Language and Literature Studies* 1, no. 1. <https://doi.org/10.53103/cjlls.v1i1.6>.
- Hendrayati, H., R. Egryas, and M. Achyarsyah. (2019). "The Trial of the Cooperative Learning Models of Two Stay-Two Stray and Talking Stick on Students' Mathematical Communication." <https://doi.org/10.2991/aes-18.2019.74>.
- Hoover, J., R. Giambatista, R. Sorenson, and W. Bommer. (2010). "Assessing the Effectiveness of Whole Person Learning Pedagogy in Skill Acquisition." *Academy of Management Learning and Education* 9 (2): 192-203. <https://doi.org/10.5465/amle.9.2.zqr192>.
- Ibda, Hamidulloh, Lutfiana Prabandari, and Muhammad Hakim. (2023). "The Use of Cartoon Media in Elementary School English Learning to Improve Learning Outcomes." *Inovasi-Jurnal Diklat Keagamaan* 17, no. 1: 1-10. <https://doi.org/10.52048/inovasi.v17i1.376>.
- Indrianti, T. (2019). "Revisiting the Business English Courses to Meet the Stakeholders' Demand." *Jurnal Linguistik Terapan* 9 (2): 43. <https://doi.org/10.33795/jlt.v9i2.93>.
- Juliana, A., A. Nurqamarani, and R. Windyaningrum. (2024). "Lobbying and Negotiation Techniques to Enhance Business Communication Skills through Virtual Reality Training: A Preliminary Study." *Jurnal Pendidikan Terbuka dan Jarak Jauh* 24 (2): 88-102. <https://doi.org/10.33830/ptjj.v24i2.5586.2023>.
- Knight, M. (2021). "Creating Authentic Learning Experiences in the Business and Professional Communication Classroom." *Business and Professional Communication Quarterly* 84 (2): 87-88. <https://doi.org/10.1177/23294906211015320>.
- Mardhiyyah, Siti, Muhammad Latief, and Hilal Masduqi. (2021). "Enhancing the Students' Learning Motivation by Using Instructional Media for Thailand's Municipal School." *Pedagogy Journal of English Language Teaching* 9, no. 1: 76. <https://doi.org/10.32332/joelt.v9i1.3131>.

- Purba, Haposan, and Edi Darsono. (2023). "Cooperative Learning for Improving Students' L2 Willingness to Write in Creative Writing." *Linguistic, English Education and Art (Leea) Journal* 7, no. 1: 88–103. <https://doi.org/10.31539/leea.v7i1.6603>.
- Raja, F., T. Aziz, and F. Panhwar. (2024). "Impact of Community Service on the Communication Skills of Business Graduates." *SCEP* 3 (1): 393–407. <https://doi.org/10.62681/sprypublishers.scep/3/1/21>.
- Shadiev, R. and Wang, X. (2022). A review of research on technology-supported language learning and 21st century skills. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.897689>
- Shahid, Ayesha. (2022). "Exploring the Role of English Movies in English Language Classroom to Improve Speaking Skills of the Learners at the Advance Level." *Pakistan Languages and Humanities Review* 6, no. II. [https://doi.org/10.47205/plhr.2022\(6-ii\)12](https://doi.org/10.47205/plhr.2022(6-ii)12).
- Setiyawami, Sugiyo, Sugiyono, & Rahardjo, T. J. (2020). The Role of Vocational Education on the Advancement of Human Development in Indonesia. 406–410. <https://doi.org/10.2991/assehr.k.200620.079>
- Sudirta, I., Widiani, I., Setemen, K., Sukerti, N., Widiartini, N., & Santiyadnya, N. (2022). The impact of blended learning assisted with self-assessment toward learner autonomy and creative thinking skills. *International Journal of Emerging Technologies in Learning (Ijet)*, 17(06), 163–180. <https://doi.org/10.3991/ijet.v17i06.29799>
- Sukarno, S. (2024). "Efforts to Improve Science Learning Outcomes through the Problem-Based Learning Model for Students in Bengkulu." *Journal of Basic Education Research* 5, no. 1: 11–15. <https://doi.org/10.37251/jber.v5i1.742>.
- Ukala, C. (2023). "Business Education Skills Needed for Job Creation in the Era of COVID-19 Pandemic in Polytechnics in Rivers State." *European Modern Studies Journal* 7 (4): 242–49. [https://doi.org/10.59573/emsj.7\(4\).2023.23](https://doi.org/10.59573/emsj.7(4).2023.23).
- Warni, W., and Sukarno, S. (2021). "Implementation of Binding Meaning Methods to Increase Cerpen Writing Abilities in the Indonesian Language and Literature Education Department." In *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.210715.083>.
- Xie, Q. (2022). Applying problem-based approach in business english courses for china's english majors. *Sage Open*, 12(2). <https://doi.org/10.1177/21582440221093349>
- Xie, Q. (2023). Using simulation in international business correspondence courses for china's english-major undergraduates. *Business and Professional Communication Quarterly*, 87(3), 404–431. <https://doi.org/10.1177/23294906231173620>
- Yahaya, N., and N. Miskam. (2024). "Bridging the Gap: Unveiling Business English Needs through a Needs Analysis of Malaysian Polytechnic Students." *International Journal of Academic Research in Progressive Education and Development* 13 (4). <https://doi.org/10.6007/ijarped/v13-i4/23830>.
- Yang, Shuang. (2023). "The Environmental Impact Research Based on L2MSS." In *Proceedings of the International Conference on Social Science and Modern Science (SSMS 2023)*, 131–38. https://doi.org/10.2991/978-2-38476-126-5_16.
- Yu, Y., Deng, N., Xu, M., & Liang, S. (2024). From classroom to marketplace: empowering business english students with cross-border product digital storytelling. *Journal of Research in Vocational Education*, 6(8), 73–79. [https://doi.org/10.53469/jrve.2024.06\(08\).16](https://doi.org/10.53469/jrve.2024.06(08).16)
- Yuricha, Yuni, and Irwan Phan. (2023). "Effectiveness of Blended Learning Implementation for Algorithm and Programming Course." *Jurnal Inovasi Teknologi Pendidikan* 10, no. 1: 43–54. <https://doi.org/10.21831/jitp.v10i1.54707>.