THE USE OF TWO STAY TWO STRAY MODEL IN ENGLISH TEACHING TO INCREASE STUDENT’S LEARNING OUTCOME

Yusri¹, Mantasiah R², and Jufri³
Faculty of Language and Literature
Makassar State University
Email: yusri@unm.ac.id

Abstract. The purpose of this study was to determine whether the application of cooperative learning model two stay two stray can increase student’s learning outcome in English learning. Data collection techniques used in this study consists of observation, tests and questionnaires. This study was conducted in two cycles, each cycle is carried out two meetings. In preliminary tests, the average of learning outcome in pre-test is was 53, 73, the first cycle was 65.4 and in the second cycle was 77.93. From these results it can be concluded that the use of cooperative learning model two stay two stray can increase student’s learning outcome in English learning.

Keywords. Learning Outcomes, English Learning, Cooperative Learning and type two stay two stray.

INTRODUCTION

The role of foreign language in Indonesia is clearly visible with various types of foreign languages taught in schools. This was due to the development of science and technology which requires a person to be able to communicate using a foreign language. It is one of the main reasons which underlies previous researchers to conduct foreign language teaching (Mantasiah, Jufri & Yusri, 2017; Qalbi et al, 2017; Roamdloni et al, 2018; Qudus & Yusri, 2017)

One of the subjects that are taught in the foreign language high schools in Indonesia is English. One of the problems encountered in grade XI language in MAN 1 Watampone. Problems in this class is to lack the motivation to learn English. Students who enter the classroom language backgrounds have different, because there are indeed becoming the first choice when selecting a program in class XI, but most of them are forced to go to class because the language does not pass the criteria on both science and social studies majors or the will of the school bureaucracy. From interviews also showed that students’ motivation is lacking due to the perception of students that English subjects was difficult because it has a English grammar and vocabulary of the English language is complicated. Students' motivation less would certainly have an impact on student learning outcomes.

Motivation to learn can arise because of the intrinsic and extrinsic factors. If the students do not get interesting in learning activities, it will automatically impact on the motivation to learn and vice versa if the students get an interesting activity, it will automatically have an impact on improving the learners' learning motivation. Another factor that causes a lack of motivation to learn English language is the teacher who gives lessons at this school tend to still use the conventional method of the teacher at the center of learning. To increase students’ motivation in learning English, it is deemed appropriate to seek innovative methods to be used in the learning process. Learning models emerging in the world of education today is a cooperative learning model two stay two stray (TS-TS). The advantages of cooperative learning model TS-TS is made active learners in the classroom, with
the social interaction between learners and work in teams.

Based on the research that has been conducted by Hermansyah (2013) regarding differences in learning outcomes using cooperative learning TS-TS with direct instruction is concluded that student learning outcomes by using a type of TS-TS is higher than the class using direct instruction. This suggests that cooperative learning worthy TS-TS used in the learning process.

**RESEARCH METHOD**

This study is an action research (Classroom Action Research), which consists of four phases namely planning, implementation, observation and reflection. This study is a collaborative that researchers are working with one of the observers who will observe the course of the study. Action research model used by the researchers is the model of John Elliot. Data collection techniques used in this study consists of observation, tests and questionnaires. Here is an explanation of each data collection techniques.

a. Observation : Observation in this study is a process of systematic observation and recording conducted by researchers of the symptoms studied. Through this observation, researchers will be able to know how the implementation of the teaching in the classroom. In addition, researchers can also find out how the acceptability of students towards learning method which is given by the researcher.

b. Learning Test Results : The test is a tool used to determine whether or not reached a standard of competence that has been learned by the student in each lesson. The tests are given to students each end of the cycle. In addition, researchers also provide initial tests to determine the level of learning outcomes (Jufri, 2007).

This study will be conducted in two cycles, each cycle is carried out two meetings, especially in the learning process. When the first cycle is not getting the results achieved so researchers continue to the next cycle. The general picture that is performed at each cycle of planning, implementation, and reflection are described as follows:

a. Planning Phase

   Prior to the implementation of this study first conducted the following activities:

   1) Reviewing the curriculum along with collaborators.
   2) Creating a learning device for each meeting in accordance with the applied learning models.
   3) Prepare materials that will be assigned to students.
   4) Make tests to evaluate learning outcomes.
   5) Makes a questionnaire on motivation to learn.
   6) Make observation sheet to observe the conditions of learning in the classroom when the implementation of the action is in progress.

b. Implementation phase

   The steps are done at this stage as follows:

   1) At the initial face-to-face teacher to competency to be achieved in accordance with lesson plans and motivate students to learn.
   2) Organize students into groups.
   3) Implement a lesson plan that has been made previously by using a type of TS-TS.

c. Phase Observations

   Observations or observation activities conducted in conjunction with the implementation of the action. The data collected at this stage contains about the implementation of the learning process by using a model of cooperative learning type TS-TS, as well as their impact on the process and results gathered with instructional aides observation instrument called by the observation guide.

d. Reflection phase

   At this stage the researchers conducted an evaluation that includes evaluation of quality, time, and other things that affect the learning outcomes of each action as well as improving the implementation of the action in accordance
with the results of the evaluation to be used in the next cycle. If there are still things that have not been done in previous cycles it will be a new plan to fix the shortcomings found in previous cycles.

The data analysis technique used in this study is the percentage technique using either categorization of learning outcomes.

Table 1. Categorization of Learning Outcomes

<table>
<thead>
<tr>
<th>Ability level</th>
<th>Value</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>90-100</td>
<td>Very High</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>80-89</td>
<td>High</td>
</tr>
<tr>
<td>65% - 79%</td>
<td>65-79</td>
<td>Middle</td>
</tr>
<tr>
<td>55% - 64%</td>
<td>55-64</td>
<td>Low</td>
</tr>
<tr>
<td>0% - 54%</td>
<td>0-54</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Meanwhile, the data regarding the enforceability of the observation of the learning process which includes student activities, activities of teachers and students' responses were analyzed qualitatively. For a student activity, categorized either or increases when students are actively follow the whole process of learning.

RESULTS AND DISCUSSION

Before the implementation of the first cycle, the researchers first measured the initial learning motivation of students to learn the English and provide tests to determine student learning outcomes while the subjects in this study. Here are the results of measurements of learning outcome by using instruments that have been previously tested the validity and reliability testing.

Table 2. Categorization of Learning Outcomes

<table>
<thead>
<tr>
<th>Value</th>
<th>Categorization</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very High</td>
<td>0</td>
</tr>
<tr>
<td>80-89</td>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>65-79</td>
<td>Middle</td>
<td>4</td>
</tr>
<tr>
<td>55-64</td>
<td>Low</td>
<td>3</td>
</tr>
<tr>
<td>0-54</td>
<td>Very Low</td>
<td>8</td>
</tr>
</tbody>
</table>

The first cycle conducted during 2 meetings in terms of the learning process. The learning model used is a cooperative learning model TS-TS. After doing the study in the first cycle by using the learning model of type TS-TS, again measured motivation to learn that is owned by students and learning outcomes while learning process implemented after the first cycle. Here are the results of the measurement of learning outcomes of students in the first cycle:

Table 3. Categorization of Learning Outcomes

<table>
<thead>
<tr>
<th>Value</th>
<th>Categorization</th>
<th>frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very High</td>
<td>0</td>
</tr>
<tr>
<td>80-89</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>65-79</td>
<td>Middle</td>
<td>5</td>
</tr>
<tr>
<td>55-64</td>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td>0-54</td>
<td>Very Low</td>
<td>3</td>
</tr>
</tbody>
</table>

Second cycle executed during the 2 meetings. The learning model used is still using the cooperative learning model TS-TS. After doing a study on the second cycle using a learning model of type TS-TS, again measured motivation to learn that is owned by students and learning outcomes while after the learning process executed in the second cycle. Here are the results of the measurement of learning outcomes of students in the second cycle:

Table 4. Categorization of Learning Outcomes

<table>
<thead>
<tr>
<th>Value</th>
<th>Categorization</th>
<th>frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very High</td>
<td>0</td>
</tr>
<tr>
<td>80-89</td>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td>65-79</td>
<td>Middle</td>
<td>9</td>
</tr>
<tr>
<td>55-64</td>
<td>Low</td>
<td>0</td>
</tr>
<tr>
<td>0-54</td>
<td>Very Low</td>
<td>0</td>
</tr>
</tbody>
</table>

In the second cycle of this can be seen clearly that there is an increase in student learning outcomes through the learning after the second cycle. Most of the students have learning outcomes in a category is as many as 9 people. In addition,
there are 6 people who have learning outcomes that are in the high category. From the results of observations made by researchers, found that a fifth of students in a category is not exhaustive actually increased learning outcomes from the initial test to the second test cycle. However, increasing the learning outcomes are not significantly compared with other students. On the other side of the results obtained by the observation that the five students are classified as active in the learning process in the second cycle. There are several factors other than motivation factors that influence the students' learning outcomes, such as there are some students who do study indicated a slow and need more time to understand a given material compared to other students.

Increased activity of students in the second cycle is inseparable from the role of the teacher is also getting better at managing the learning process by using cooperative learning model TS-TS. Thus, it can be said that the teachers in this study was able to manage learning with cooperative learning model TS-TS. Looking at the teacher's ability to manage learning through cooperative learning model TS-TS and activity of students during the learning process takes place on the second cycle has resulted in increased motivation and learning outcomes German language students. It can be seen from the percentage of students who achieve success indicator for motivation and learning outcomes German language students.

CONCLUSION

Based on the research results obtained and discussion of the results of the research in the first cycle and second cycle, it can be concluded the use of cooperative learning model TS-TS in the learning process, especially in the English class XI MAN 1 Watampone can increase student’s learning outcomes.

REFERENCES

Harjasujana, Akhmad Slamet and Yeti Mulyati. 1996. Reading 2 Jakarta: Ministry of Education.
Kunandar. Teachers 2011. Implementation Unit Level Curriculum (SBC) and Success in Teacher Certification. Jakarta: PT King Grafindo Persada.
Ramli. 2011. Contributions Motivation and Creativity Learning Mathematics Students Through the Student Learning Model Student Facilitator and Explaining In Class XI IPA 4 SMA


Yusuf. 2012. Application of Cooperative Learning two stay two stray (TS-TS) To Improve Student Results In Eye Entrepreneurship Training (Studies in Class X SMK Malang Ardjuna 2), Thesis. Malang: Faculty of Economics, UM.


