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The Use of Two Stay Two Stray Cooperative Learning Model in English Teaching to Increase Student's Learning Outcome

Ryda Kusuma Wardhani^{1,*}, Windy Ekowati², Siti Lestari³

^{1,3}Universitas PGRI Semarang, Jl. Sidodadi Timur No.24, 50232

²SMA Negeri 5 Semarang, Jl. Pemuda No.143, 50132

*E-mail: rydakusuma@gmail.com

ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk mengetahui bagaimana two stay – two stray dapat meningkatkan hasil belajar siswa tahap E kelas X-10 di SMA Negeri 5 Semarang. Akibatnya, menurut temuan wawancara, motivasi siswa rendah karena mereka percaya bahwa topik bahasa Inggris itu sulit karena tata bahasa dan kosa kata bahasa Inggris canggih. Motivasi siswa tentunya akan mempunyai pengaruh terhadap hasil belajarnya. Variabel intrinsik dan ekstrinsik sama-sama dapat mempengaruhi motivasi belajar. Apabila siswa tidak berminat terhadap kegiatan belajar maka akan langsung mempengaruhi motivasi belajarnya, begitu pula sebaliknya jika siswa berminat terhadap kegiatan belajar maka dengan sendirinya akan meningkatkan motivasi belajar peserta didik. Dapat ditentukan bahwa penerapan two stay – two stray efektif setelah menyelesaikan dua siklus, masing-masing dengan empat fase. Berdasarkan data penelitian penerapan model pembelajaran two stay – two stray pada hasil belajar siswa tahap E dengan mata pelajaran extended text terjadi peningkatan hasil belajar. Menurut Miles dan Huberman (1994), tindakan dilakukan secara interaktif dan terus-menerus hingga data sesuai. Tidak adanya data atau informasi baru menjadi ukuran kesesuaian data. Proses penelitian mencakup tiga aliran kegiatan yang bersamaan: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Peningkatan rata-rata hasil belajar siswa sebesar 11% pada siklus 1 akhirnya dipertahankan dengan diperkenalkannya siklus 2, yang meningkat sebesar 15% dari siklus 1. Rata-rata hasil belajar siswa dapat dikatakan baik, dengan peningkatan sebesar 26% sepanjang siklus penuh. Penelitian ini menunjukkan bahwa two stay – two stray berhasil meningkatkan hasil belajar siswa setelah dua siklus. Oleh karena itu, siklus berikutnya tidak diperlukan. Hasilnya, penerapan two stay – two stray pada siswa fase E berhasil meningkatkan hasil belajar siswa.

Kata kunci: Two Stay – Two Stray, Hasil Belajar, Fase E

ABSTRACT

This classroom action research aims to investigate how two stay – two stray can improve the learning outcomes of E phase students in classes X-10 at SMA Negeri 5 Semarang. As a result, according to the findings of the interviews, students' motivation is low because they believe English topics are tough since English grammar and vocabulary are sophisticated. Students' motivation would undoubtedly have an influence on their learning outcomes. Intrinsic and extrinsic variables can both influence motivation to study. If students are not interested in learning activities, it will instantly affect their motivation to learn, and vice versa, if students are interested in learning activities, it will automatically improve the learners' learning motivation. It determined that the introduction of two stay – two stray was effective after completing two cycles, each with four phases. According to data from research on the deployment of the two stay – two stray learning model to E phase student learning results with the extended text subject, there was an improvement in learning outcomes. According to Miles dan Huberman (1994), actions are carried out interactively and constantly until the data is saturated. The absence of new data or information is a measure of data saturation. The research process includes three concurrent streams of activities: data reduction, data display, and drawing conclusions/verification. The 11% rise in average student learning outcomes in cycle 1 was eventually sustained with the introduction of cycle 2, which climbed by 15% from cycle 1. The average student learning outcome described as good, with a 26% rise throughout the full cycle. This study shows that two stay – two stray was successful in enhancing student learning results after two cycles. As a result, another cycle is not necessary. As a result, the deployment of the two stay – two stray for E phase students has been successful in increasing student learning outcome.

Keywords: Two Stay – Two Stray, Learning Outcome, E Phase

1. INTRODUCTION

English is a global language that is extensively used to communicate with people from all over the world, notably in Indonesia. As a result, the major goal of higher education would be to guarantee that students have the essential abilities and mentality to engage in lifelong learning beyond graduation. It will provide information on the use of English learners in Senior High School Level in English as a foreign language teaching, with the goal of strengthening English learning for non-native speakers of the language, and taking into account the frequency and appropriateness of use in order to successfully increase students' learning autonomy. (Susanto & Yosephine:2019)

The function of foreign language in Indonesia is abundantly obvious, with numerous sorts of foreign languages taught in schools. This is due to the advancement of science and technology, which necessitates the ability to converse in a foreign language. It is one of the most significant reasons why previous researchers have conducted foreign language education. (Yusri & Makassar:2018) Modern foreign language education regards students as individuals, focuses on their needs, and is concerned with how language teachers provide foreign language courses. Simultaneously, researchers observe methods of obtaining knowledge and good practices that are typical of effective learners. It should be emphasized that today's youthful employees are always required to improve their abilities and expertise.

Based on Mayalisa et al., (2023). English is an international language that is widely used around the world, particularly in Indonesia, to connect with individuals from diverse countries. English is one of the courses taught at Indonesia's foreign language high schools. One of the challenges in grade X language at SMA Negeri 5 Semarang. One of the biggest problems with this class is a lack of enthusiasm to study English. Students who enter the classroom language backgrounds vary, because they are

becoming the first choice when selecting a program in class X, but the majority of them are forced to attend class because the language does not meet the criteria for both science and social studies majors or the will of the school bureaucracy.

As a result, according to the findings of the interviews, students' motivation is low because they believe English topics are tough since English grammar and vocabulary are sophisticated. Students' motivation would undoubtedly have an influence on their learning outcomes. Intrinsic and extrinsic variables can both influence motivation to study. If students are not interested in learning activities, it will instantly affect their motivation to learn, and vice versa, if students are interested in learning activities, it will automatically improve the learners' learning motivation. Another aspect that contributes to a lack of enthusiasm to study English is that the teachers at this school continue to employ the traditional technique of the instructor as the focus of learning. It is thought desirable to explore creative approaches to be employed in the learning process to boost students' motivation in learning English.

A cooperative learning approach that is growing in the field of education today is model two stay - two stray. The advantages of cooperative learning model two stay - two stray is made active learners in the classroom, with the social interaction between learners and work in teams. According to Hermansyah (2013). research on differences in learning outcomes using cooperative learning two stay - two stray instead of direct instruction, student learning outcomes using a type of two stay - two stray is higher than the class using direct instruction.

This implies that cooperative learning is deserving of two stay - two stray in the learning process. The two stay two stray method is a cooperative learning model that stresses group interaction, collaboration, accountability, and learner engagement. This technique allows students to share the outcomes of their reading from the subject matter assigned to the other students in a group. According to Lie (2002), the two stay - two stray

technique allows students to inquire and dispute with their peers, which improves their social life by allowing them to communicate with others rather than working alone. Instead of only listening to the teacher's explanation or executing the job alone, the two stay – two stray technique will encourage interaction and two-way communication among students. Within the group members, students may ask questions, dispute, and express their opinions.

To realize one's greatest potential, one must learn individually. It is a permanent change in conduct based on experience, and the behavior includes both the person's internal and outward actions, both visible to others and not. Learning is the process of being completely realized (Brockett & Hiemstra, 2018; Thorndike et al., 1928). Teaching and learning are two interconnected activities. In order for the educational process to go as smoothly as possible, a teacher must be able to perceive the condition of the student; hence, excellent education is characterized as the instructor's ability to manage the class. A competent teacher is also one who can mix multiple approaches and tactics in the teaching and learning process since, on the one hand, some pupils prefer visual means of learning while others prefer audio-visual methods. Djamaluddin & Wardana (2019).

Based on the criteria above, the capacity of the teacher to grasp the conditions and characteristics of students is critical, and the teacher should provide an interactive learning process to improve students' learning results. Learning outcomes are essentially changing in individual behavior that occur as a result of contact with the learning environment and are largely persistent. Learning objectives can be met successfully if learning results meet the criteria expected during the learning process. This demonstrates the need for well-formulated learning outcomes that can be evaluated at the conclusion of the class. Sudjana (2009), shared his thoughts on learning outcomes. Student learning outcomes are essentially behavioral changes that occur as a result of learning in general,

encompassing the cognitive, emotional, and psychomotor sectors. There are several sorts of learning models in cooperative learning. Purwanto (2008). determined that learning outcomes are changes in student behavior as a result of learning outcomes. Mastery of a variety of resources supplied in the teaching and learning process results in behavioral changes. Achievement is determined by the educational objectives that have been established. The findings concern cognitive, emotional, and psychomotor components. One of them is Spencer Kagan's Two Stay Two Stray Model, also known as "Two Stay Two Guests" in Indonesian. This strategy is applicable to all topics and students of all ages. This cooperative learning approach is a group learning system designed to help students collaborate, be accountable, solve issues together, and support one another to succeed. This strategy also teaches pupils how to socialize effectively. Using the Two Stay Two Stray cooperative learning model will encourage students to be active participants in both discussing, asking questions, seeking for answers, explaining, and listening to information explained by peers.

Aside from that, the Two Stay - Two Stray learning model is useful because there is a clear division of group work for each group member, students can collaborate with their friends, and it can overcome conditions in which students are busy and difficult to manage during the teaching and learning process. Initially, in this course, the teacher transmits the topic that will be covered based on the challenges encountered by researchers in the classroom. After the group is created, the teacher assigns issues for which they must discuss solutions. Following the conclusion of the intragroup discussion, two people from each group leave their group to visit the other group. Group members who do not have the responsibility of being guests must greet guests from the group. Their goal is to deliver to the guest the outcome of their group's labor. All groups must be visited by two people acting as guests. They return to their separate groups once they have

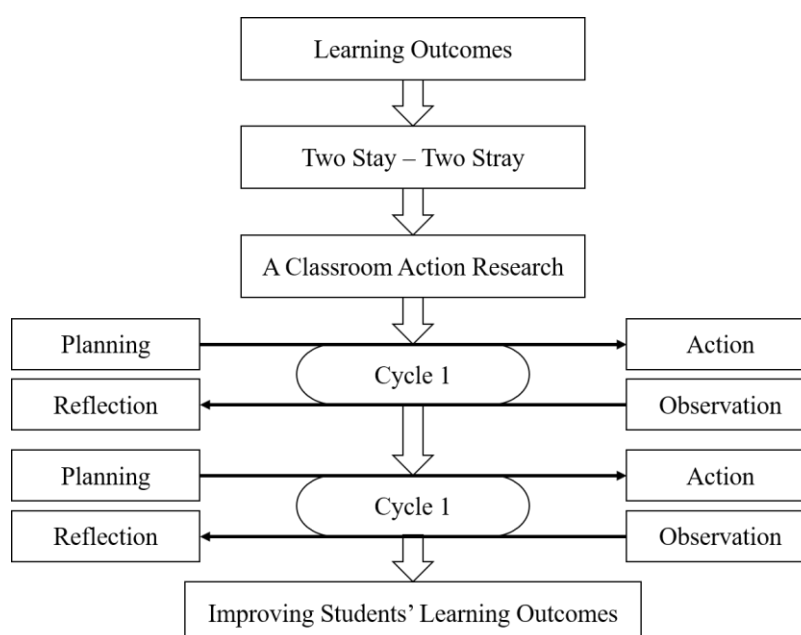
completed their assignment. When the students returned to their home group, those in charge of visiting and those in charge of receiving visitors paired up and discussed the outcomes of the work they had received. The aims of this cooperative learning model are the same as those of other cooperative learning techniques. Students are asked to collaborate in order to discover a concept. Using the Two Stay - Two Stray cooperative learning strategy will encourage students to be involved throughout the process by talking, asking questions, seeking answers, explaining, and listening to content explained by peers.

Moreover, the Two Stay Two Stray learning model is useful because there is a clear division of group work for each group member, students can collaborate with their friends, and it can overcome conditions in which students are busy and find it difficult to organize during the teaching and learning process. Each learning model or approach has advantages and downsides in its use. The influence of the advantages and drawbacks can be felt while adopting the Two-Stay-Two Stray type cooperative learning. Each learning model or approach has advantages and disadvantages in its use.

The influence of the advantages and drawbacks can be felt while adopting the Two-Stay-Two Stray type cooperative learning.

2. RESEARCH DESIGN

Determining subjects and objects is a step toward determining data sources, or where to acquire study data. The subjects of this study were 36 students from class X-10 at SMA N 5, Semarang. Based on the findings of the researcher's observations during the teaching practice in grade X-10 at SMA N 5 Semarang, the majority of student's lack enthusiasm to learn. Students who laugh, play mobile phones, do not pay attention while the teacher presents the content, and converse with their friends about non-discussed issues demonstrate that learning results do not improve. It is regarded beneficial to investigate innovative techniques to be used in the learning process in order to increase students' enthusiasm to learn English. Model two stay - two stray is a cooperative learning technique that is gaining popularity in the world of education today. The diagram below presents the conceptual framework of this study.



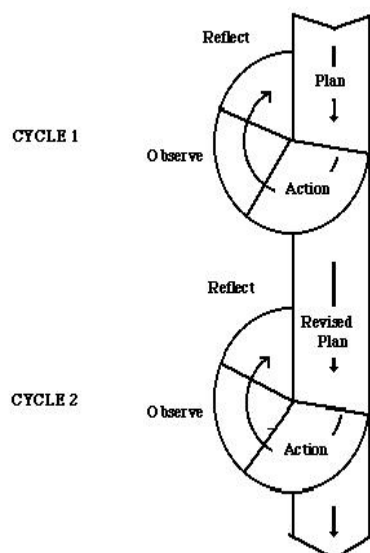
Meanwhile, the goal of this study is to apply the Two Stay - Two Stray cooperative learning in English topics for

students in grades X–10, with the following timeline of research:

Activity		Month											
		July				August				September			
		1	2	3	4	1	2	3	4	1	2		
Cycle 1	Planning	■	■										
	Action			■									
	Observation				■								
	Reflection					■							
Cycle 2	Planning					■	■						
	Action							■					
	Observation								■				
	Reflection									■			
Construct research report													■

The study's aims were to establish which ways are more frequent among our students and to develop recommendations to assist them in applying learning model more effectively. According to Miles & Huberman (2014), activities are performed interactively and continuously until the data is saturated. Data saturation is defined as the absence of new data or information.

The research process is divided into three stages: data reduction, data display, and drawing conclusions/verification. It's used to describe how the students' learning outcome improve. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting.



The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The data analysis is the process analyzing data that has been collected. The purpose to know how big is the success rate of research actions to improve students' learning. This research uses mixed method. Creswell (2014), states that mixed method contains both of the quantitative and the qualitative information of the study, the data can be obtained through qualitative or quantitative. This study's data gathering methods include observation, testing, and documentation. This is divided into four stages: planning, implementation, observation, and reflection. Here is an explanation of each data collection techniques:

a. Observation

Observation is utilized as a data gathering method in the execution of the two stay - two stray cooperative learning method in English language acquisition.

b. Test

A written exam was used to measure students' learning results after adopting the Two Stay - Two Stray type cooperative learning technique in studying English courses. The test method is data collecting, which is used to determine the treatment's outcomes. A test is a tool or technique that is used to determine or measure something in an environment using specified procedures and regulations. It relies on the directions given to take this test, such as circling one of the letters in front of the answer options, explaining,

crossing out the incorrect answer, carrying out a task or order, replying verbally. (Arikunto, 2009)

c. Documentation

Data collection techniques through the study of documentation in an effort to obtain data and information in the form of written records or images those are stored relating to a thorough problem (Indrawan & Yuniawati, 2004). This type of data collection yields crucial records pertaining to a comprehensive topic that are full, valid, and not reliant on estimations (Basrowi & suwandi, 2008). Documentation has traditionally been employed in research, according to Moelong (2004). Documentation is employed as a source of data that may be examined, interpreted, and even assessed for validity.

3. FINDINGS

This chapter focused on analyzed the collected data. Based on the result on the students' score in pre-cycle. The final score was discovered to be 2254. The data's mean was 62,11%. The greatest possible score was 93, while the lowest possible score was 30. As can be seen from the results, just three students received a score of more than 75. Following the treatment, the researcher distributed test in cycle 1.

The total was determined based on the results of the test. The average was 73,00%. The greatest possible score was 95, while the lowest possible score was 50. There were 13 students with test scores more than 75, according to the statistics. The table below displays the mean pre-cycle and cycle 1 scores of students' learning outcome.

Table 1. Statistic of Pre-cycle to Cycle 1

PERCENTAGES			IMPROVEMENT
MEAN	Before Cycle	62,11%	11%
	Cycle 1	73,00%	

As demonstrated in Table, students' learning results are considered poor since less than 75% of students passed the KKM. As a result, researchers believe that using two stay – two stray in classroom action research will increase student learning results in English classes. This illustrates that the use of two stay – two stray has increased in cycle 1. Fortunately, the number of students achieving the KKM remains at 36.00%, indicating that the execution of two stay – two stray is

insufficient. As a result, cycle 2 must proceed with the introduction of two stay – two stray. Cycle II continues to employ the two stay – two stray cooperative learning model. After completing a learning cycle I employ a learning model. The two stay – two stray type examines temporary student learning outcomes after the learning process is completed in the cycle. The following are the student learning outcomes measured in cycle I.

Table 2. Statistic of Cycle 1 to Cycle 2

PERCENTAGES			IMPROVEMENT
MEAN	Cycle 1	73,00%	15%
	Cycle 2	87,78%	

According to table 2, using two stay two stray as a method, the second cycle of this clearly shows an improvement in student learning outcomes via the learning after the second cycle. In certain categories, we can see that there have been considerable gains. In cycle 2, 35 students received KKM scores, out of a total of 13. This suggests that the cycle 2 two stay – two stray was effective in enhancing

student learning results. Cycle 2 shows that two stay – two stray was successful in enhancing student learning outcome.

Other than motivation, there are other elements that impact students' learning results, such as those individuals who study at a slower pace and require more time to absorb a particular content than other students. Increased student involvement in the second cycle is inextricably linked to the teacher's ability

to manage the learning process through the use of the two stay – two stray cooperative learning model. As a result, the instructors in this study were able to

control learning using the two stay – two stray cooperative learning model. As a result, another cycle is not necessary.

Table 3. Statistic of pre-cycle, Cycle 1, and Cycle 2

PERCENTAGES			IMPROVEMENT
MEAN	Before Cycle	62,11%	26%
	Cycle 1	73,00%	
	Cycle 2	87,78%	

4. DISCUSSION

The students' success and failure in completing the tasks in cycles I and II will be evaluated using the passing grade criterion (KKM). A class success criterion of the passing grade (KKM) 75, students' entire classical completeness, and the correct response. Absorption of each person is the capacity of pupils individually to capture and understand a subject with the assessment criteria of students who have finished the individual.

Based on the table two stay – two stray are a teaching approach that motivates students to learn by requiring them to collaborate. This is a cooperative learning model that focuses on collaboration in learning games to attain learning goals. According to data from research on the deployment of the two stay – two stray learning model to E phase student learning results with the extended text subject, there was an improvement in learning outcomes.

Previously, English topics were largely taught using traditional methods, which resulted in students contributing less in the learning process. As a result, students' English exam scores fall short of expectations. To change this, a two stay – two stray cooperative learning model was adopted. After two cycles of this classroom action research, which included a two stay – two stray, E phase students' learning outcomes improved. A comparison of average student learning results in table shows that student learning outcomes increased by 26% from pre-cycle to cycle 2.

There were 36 students after just 3 students met the KKM score.

The addition of 35 students demonstrates that two stay – two stray was effective in increasing average student learning outcomes from 62.11% to 87.78%.

5. CONCLUSION

This study's findings are based on data acquired by researchers in the form of student learning outcomes. As a result, it is possible to infer that the deployment of the two stay – two stray for E phase students was successful in increasing student learning outcome.

The 11% rise in average student learning outcomes in cycle 1 was eventually sustained with the introduction of cycle 2, which climbed by 15% from cycle 1. The average student learning outcome may be described as good, with a 26% rise throughout the full cycle.

Based on the study findings and discussions of the findings in the first and second cycles, it is possible to infer that the implementation of the cooperative learning model two stay – two stray in the learning process, particularly in the English class X-10 SMA Negeri 5 Semarang, is beneficial. The implementation of apply two stay - two stray to improve the students' learning outcome in english class of extended text at SMA Negeri 5. Based on the result of the action in every cycle, there is an improvement that can be seen on the observations in every cycle and the result of treatment of both cycles.

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