

## IMPROVING ENGLISH LEARNING OUTCOMES THROUGH *TWO STAY TWO STRAY* LEARNING MODEL AT SMPN BENTENG UTARA NO.4 KEPULAUAN SELAYAR

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### ABSTRACT

Based on the low learning outcomes of first grade students in English studies at SMPN Benteng Utara No.4 Kepulauan Selayar. The purpose of this study was to determine the level of effectiveness of the Two Stay Two Stray learning model as seen from the English studies learning outcomes of first grade students. The design of this study used the experimental method, with a sample of 24 students. The instruments used are observation and tests. There is a significant difference between English studies learning outcomes before and after the application of the Two Stay Two Stray learning model with the application of the lecture or conventional model. Those who scored 80-100 in the very good category were 13 students or 54.16%, while 6 students or 25% scored 66-79 in the good category, who scored 56-65 in the sufficient category from 5 students. or 20.84%. As well as students who get a score of 40-55 in the low category and no score <40 or less category at all. Therefore, the Two Stay Two Stray learning model is more effective than the conventional model.

**Keywords:** *learning outcomes, two stay two strays, English*

### INTRODUCTION

Education plays an important role concerning the progress and future of the nation, improving the quality of education is felt as a national need, because quality education can support national development. In the current development period, one of the functions of education is to develop national awareness.

One of the efforts to increase human resources is by learning English. English studies are a field of teaching in schools with the aim of developing knowledge, attitudes, and skills in the form of selected or organized learning concepts and experiences within the framework of English studies. Improving English studies learning is the responsibility of all parties involved in education, especially for teachers, who are the spearhead of basic education. Teachers are the people who play the most role in creating quality human resources who can compete in an era of rapid technological developments.

To increase students' knowledge and learning outcomes in English studies subjects, of course the teacher's role is required to think more about effective and suitable learning strategies applied in the learning process so that students can easily understand and master the material being taught. According to Muhammad Sudjana (2012: 28), learning is an effort carried out intentionally by educators that can cause students to carry out learning activities.

From the description above, it can be assumed that English studies subjects have an important value in preparing reliable and moral human resources from an early age. Thus, improving student learning outcomes in English material really requires the teacher's ability to develop learning creations in order to further increase student interest and motivation towards English. In fact, these expectations are not in accordance with reality. This was revealed based on the results of observations made on January 13 and 14 2022,

information was obtained that learning outcomes occurred in class VII SMPN Benteng Utara No.4 Kepulauan Selayar. This can be seen from the initial data of Grade VII students at SMPN Benteng Utara No.4 Kepulauan Selayar. The average score of the students in the initial data was low, which was 66.58, below the Minimum Completeness Criteria (KKM) set by the school, which was 70. The data showed that out of 24 students, only 12 students got a pass score.

The low learning outcomes are caused by two factors, namely teacher and student factors. The teacher's activity in the learning process shows that: (1) The way of teaching is still traditional, in this case learning is still teacher-centered. This is indicated by the learning process which is dominated by the teacher lecturing on learning activities, while students only listen and record material, (2) the teacher does not give opportunities to students to express opinions, namely the teacher does not carry out question and answer activities that can stimulate student activity, (3) the teacher does not use models in the learning process, where the teacher lectures more without using aids or learning media that can speed up the process of understanding students, (4) the teacher does not provide motivation and reinforcement to students, that is, in each assignment given, the teacher immediately gives an assessment without providing reinforcement for the results obtained by students, where giving motivation or reinforcement is one of the ways that can increase defense results jar student . Meanwhile, from student activities it can be seen that during the English studies learning process, (1) students are less focused on the subject matter presented by the teacher, this is indicated by students who are free to do other activities they want such as telling friends about things that are not related to lesson so that what is conveyed by the teacher is ignored anymore, (2) students are less enthusiastic in the learning process, this is indicated by students who look sleepy and bored participating in learning, and this is indicated by students who never express their opinions such as asking when there is material which are not yet understood, (3) less active and creative in solving problems in learning, this is indicated by the attitude of students who do not respond to questions or problems raised by the teacher, even if there is a response, they only answer soberly without any creative attitude in solving the problem. If the problem is not resolved immediately and is allowed to drag on, it will affect students' English studies understanding of social issues material so that it has a negative impact on improving student learning outcomes, namely where student learning outcomes are low.

Based on the reality on the ground, it is necessary to find an alternative learning so that students are more motivated and enthusiastic in participating in the learning process. Therefore, teachers are required not only to transfer their knowledge but also to consider aspects of intelligence and student learning readiness, thus students will not experience a kind of mental depression such as boredom, drowsiness, frustration, even antipathy towards learning subjects. One learning model that can be applied as an alternative in solving the problem above is Two Stay Two Stray.

The Two Stay Two Stray learning model according to Fatmawati (2014: 63) "is a learning model that provides opportunities for groups to share information with other groups". This means that two only have two guests left, this learning model really involves student activity where students visit groups of friends and see the results of their work and some others show results and give assessments. Based on these reasons, it is hoped that there will be an increase in student interest or motivation which will certainly have an impact on student learning outcomes.

## METHODS

The research design used in this research is Classroom Action Research (CAR). Classroom action research is a translation of Classroom Action Research, which is action research conducted in class. According to McNiff (Arikunto, 2013: 102) "Classroom action research is a form of reflective research conducted by educators themselves on curriculum, school development, improving learning achievement, developing teaching skills and so on." So, by combining the definitions of the three words, it can be concluded that classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together. Based on some of the definitions above, it can be concluded that Classroom Action Research (CAR) is research that is in accordance with the data and facts obtained in the classroom.

## FINDINGS AND DISCUSSION

### Implementation of cycle I

Based on data from observer observations of the research subjects, totaling 24 students at the first meeting of cycle I can be seen in the following table:

Table 1 Acquired Observation Results of Student Aspects Cycle I Meeting I

No	category	Amount	Persent
1	Very good (SB)	1	7,1 %
2	Good (B)	9	64,2 %
3	Currently (C)	4	28,5 %
4	less (K)	0	0 %
5	Very less (K)	0	0 %
Amount		14	100%

Based on the table above, it shows that, of the 14 activities observed, 1 activity (7.1%) was considered very good. Meanwhile, activities that are categorized as less and very less do not exist. Based on data analysis, the percentage of observation scores for the activities carried out by students at the first meeting of cycle I was 75.7%, this achievement was categorized as sufficient. Based on data from observer observations of the research subjects, totaling 24 students at meeting II cycle I can be seen in the following table:

Table 2 Obtaining Observation Results of Student Aspects Cycle I Meeting II

No	Category	total	Persent
1	Very good (SB)	3	21,4 %
2	Good (B)	8	57,2 %
3	Currently (C)	3	21,4 %
4	less (K)	0	0
5	Very less (K)	0	0
Total		14	100%

Based on the table above shows that, of the 14 activities observed, 3 activities (21.4%) were considered very good. The acquisition of student learning outcomes in Cycle I can be seen in the following table:

Table 3 Data on Cycle I Student Final Test Results

No.	assignment level	category	Frequency	Persentase
1	80-100	Very good	6	25 %
2	66-79	Good	10	41,6%
3	56-65	currently	4	16,7%
4	40-55	Less	4	16,7%
5	< 40	Very less	0	0
Total			24	100%

From the table above it shows that those who scored 80-100 in the Very Good category were 6 students or 25%, 66-79 in the Good category were 10 students or 41.6%, while 56-65 were in the sufficient category. 4 students or 16.7%, and students who scored 40-55 in the Less category were 4 students or 16.7%. Meanwhile <40 or very poor category results showed no students.

Based on the results of observation and evaluation in Cycle I, although it has shown an increase, it has not yet reached the Research Success Indicators set by the researcher. This can be seen from the implementation of the actions in Cycle I, only 62.5% or 15 students scored  $\geq 70$ , so the research was continued in Cycle II by correcting deficiencies during the implementation of Cycle I.

## Implementation of cycle II

Based on data from observer observations of the research subjects, totaling 24 students at the first meeting of cycle II can be seen in the following table:

Table 4 Acquired Observation Results of Student Aspects in Cycle II Meeting I

No	Category	total	Persent
1	Very good (SB)	10	71,5 %
2	Good (B)	4	28,5 %
3	Currently (C)	0	0
4	less (K)	0	0
5	Very less (K)	0	0
Total		14	100%

Based on the table above shows that, of the 14 activities observed, 10 activities (71.5%) are categorized as Very Good. Based on the results of data analysis, the percentage of observation scores for the activities carried out by the teacher at the first meeting of cycle II was 94.2%, this achievement was categorized as Very Good. Based on the data from the observation of student aspects at the second meeting of cycle II, it can be seen in the following table:

Table 5 Acquired Observation Results of Student Aspects Cycle II Meeting II

No	Category	total	Persent
1	Very good (SB)	11	78,5 %
2	Good (B)	3	21,5 %
3	Currently C)	0	0
4	less (K)	0	0
5	Very less (K)	0	0
Total		14	100%

Based on the table above, it shows that of the 14 activities observed, 11 activities (78.5%) were categorized as very good. And there are no activities that are categorized as Enough, Less and Very less. The percentage of obtaining scores from observations on student activity in friendship II cycle II is 95.7%, this achievement is in the Very Good category. The increase in student learning outcomes in cycle II can be seen in the table below.

Table 6 Data on Cycle II Student Final Test Results

No.	assignment level	Category	Frequency	Persentase
1	80-100	Very good	13	54,16 %
2	66-79	Good	6	25 %
3	56-65	currently	5	20,84 %
4	40-55	Less	0	0
5	< 40	Very less	0	0
Totally			24	100%

The table above shows that, those who scored 80-100 in the very good category were 13 students or 54.16%, while the scores 66-79 in the Good category were 6 students or 25%, who scored 56-65 in the Good category. sufficient from as many as 5 students or 20.84%. As well as students who get a score of 40-55 in the low category and no score <40 or less category at all.

Based on data from the actions of cycle II, it can be concluded that English studies learning outcomes for first graders of SMPN Benteng Utara No.4 Kepulauan Selayar increased and achieved the success indicators previously set. This is because the teacher has been able to implement the lesson plan optimally according to the steps of the Two Stay Two Stray learning model so that students' understanding of the material being taught increases. Learning that took place in this study was considered complete and met the success standards previously set, namely 75% of the total number of students getting a minimum score of 70.

Based on data from the actions of cycle II, it can be concluded that English studies learning outcomes for first grades of SMPN Benteng Utara No.4 Kepulauan Selayar increased and achieved the success indicators previously set. This is because the teacher has been able to implement the lesson plan optimally according to the steps of the Two Stay Two Stray learning model so that students' understanding of the material being

taught increases.

Implementing the model steps used, namely the Two Stay Two Stray learning model so that student learning outcomes on technological development material experience a very significant increase. The learning objectives that have been set have been well achieved, and students' good understanding of the material for technological developments indicates that the Two Stay Two Stray Learning Model makes it possible to serve as a learning model to improve student learning outcomes in English studies, especially in elementary schools.

## CONCLUSION

a conclusion was drawn that the application of the Two Stay Two Stray learning model in the teaching and learning process, so the results of this study it can be concluded that by applying the Two Stay Two Stray learning model it can improve English studies learning outcomes for first grade students of SMPN Benteng Utara No.4 Kepulauan Selayar, Lappariaja District, Regency bones. This can be seen from the results of student learning in the action cycle I with the qualification 'sufficient' and in the action cycle II with the qualification 'very good'. Thus, the application of the Two Stay Two Stray learning model can improve English studies learning outcomes in class VII SMPN Benteng Utara No.4 Kepulauan Selayar.

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