

Effectiveness Of Two Stay Two Stray Learning Techniques In Indonesian Language Learning

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Abstract

This research aims to describe the effectiveness of the Two Stay Two Stray learning techniques in Indonesian at school. This research is a quasi-experimental research. Data collection techniques in this study used test and documentation techniques. The test instrument is given to students with the aim of knowing or measuring knowledge and assessing students' understanding of learning Bahasa Indonesia using the Two Stay Two Stray technique. The analysis technique was carried out in the experimental class and the control class.

Keywords: Two Stay Two Stray Technique, Experiment Class, control class

INTRODUCTION

School is a system where there is a process of interaction between school principals, teachers, staff, school committees and students [1]. The achievement of educational goals is largely determined by the success of the teaching and learning process in the classroom. The success of the teaching and learning process in the classroom is influenced by several factors. One of the factors is the interaction of teachers and students in the learning process as well as student interaction with students, because learning is essentially a process of interaction with all situations that exist around individual students. "Learning is a process of seeing, observing, and understanding something" [2]. Learning is one of the dimensions of learning activities. Learning activities are carried out by two actors, namely teachers and students. The teacher is a subject who plays a role in teaching and educating students, while students are the subject that is the target of education.

Teaching behavior and learning behavior are always related to learning materials. Learning materials can be in the form of knowledge, moral values, art, religion, attitudes, and skills. In learning Indonesian, especially at the junior high school level, the learning material includes four aspects, namely listening, speaking, reading and writing. Each skill is very closely related which is one unit. Understanding the subject matter of the news is closely related to listening skills. "Listening is the process of listening to oral symbols with attentiveness, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through speech or language. oral [3].

The change of the education unit level curriculum (KTSP) to the 2013 curriculum has led to some confusion among teachers and students. Changes that seem sudden and forced create new problems in the world of education. Although on the other hand the 2013 curriculum also provides solutions to aspects of Indonesian character education.

One of the problems that arose due to the change of the education unit level curriculum (KTSP) to the 2013 curriculum was the Indonesian language subject. In the Indonesian language subject, the material contained in the education unit level curriculum (KTSP) has mostly changed when compared to the 2013 curriculum. In the education unit level curriculum (KTSP) Indonesian language lessons are based on four language skills, namely listening, listening, writing, and talk. However, in the 2013 curriculum, Indonesian language learning is text-based.

The 2013 curriculum content standard contains four core competencies (KI) for religious attitudes, social attitudes, knowledge and skills. The core competency standards are basic competencies (KD). Especially for the basic competencies of knowledge and skills, there are several types of new texts. The text is a teaching material that needs to be taught to students. There are several activities on these basic competencies, namely understanding, observing, summarizing, producing etc. Those activities are basic competencies or things that must be mastered by students. Some of these activities are always manifested either through oral or written.

"Learning is a system consisting of various components that are interconnected with one another". These components include: objectives, materials, methods, and evaluation [4]. The four learning components must be considered by a teacher in selecting and determining what learning models are suitable to use in learning activities. In learning activities, the teacher only explains the concept informatively and the teacher is the center of the activity, while students tend to be passive during learning activities.

The difficulty of students in understanding the material presented by the teacher is because the learning process carried out is not meaningful. Students have not been actively involved in learning activities, so students' understanding of the concept of material conveyed by the teacher is very weak. In general, students just accept what the teacher says. In fact, in essence, students are subjects that have potential. Therefore, the teacher should direct and develop all of his potential. Teachers must be responsible for achieving student learning outcomes, because teachers are also a source of learning, mediators, learning facilitators and leaders in learning. Teachers need to choose a model or learning strategy that is active and appropriate, so as to allow the creation of good and pleasant conditions for students in learning.

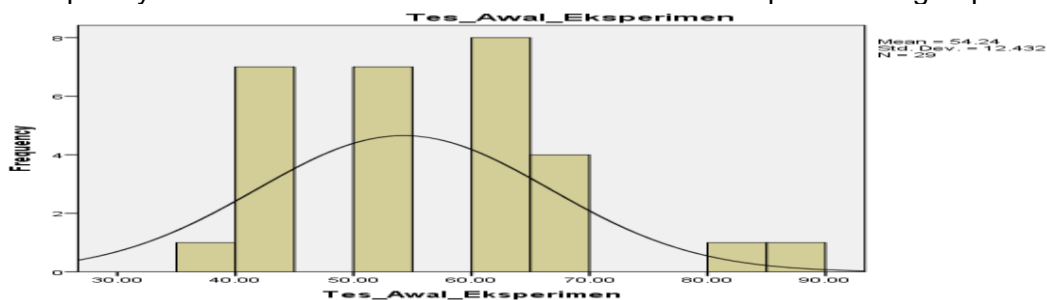
Based on the description above, the authors are interested in conducting research on the effectiveness of Two Stay Two Stray learning techniques in learning Bahasa Indonesia. Through this research, it is hoped that the authors can apply the Two Stay Two Stray learning technique. This learning technique is one of the collaborative learning techniques, where in this learning technique each group is formed with four students, two members from each group leave the group, and each group is formed. visited two members from another group. Two members who stay in the group share the information and the results of their visiting work. With the Two Stay Two Stray learning technique, learning is more effective and able to improve students' abilities in learning

METHODS

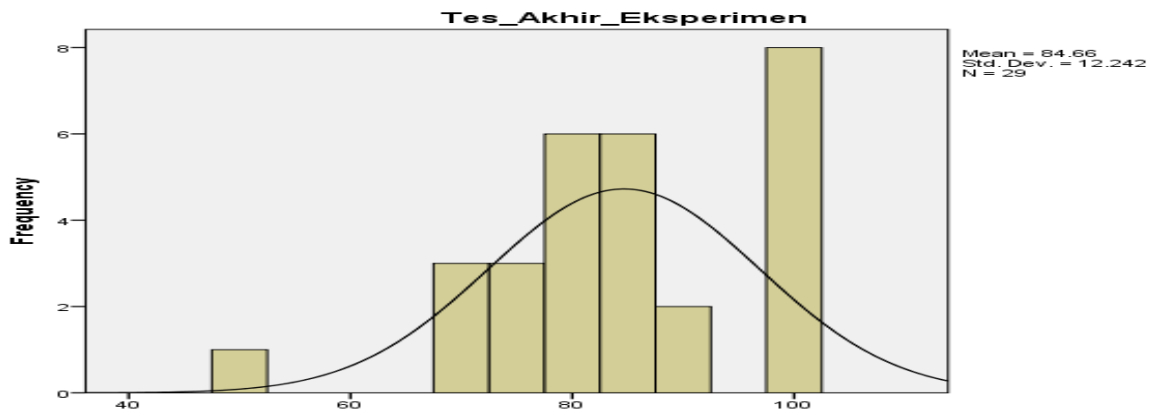
The method used in this research is a quasi-experimental method. The quasi-experimental method is a method using existing classes, which are thought to have the same state or condition. That the quasi-experimental method is a method that uses classes that are already available [5] Thus, both the experimental class and the control class are of course considered to be in the same condition. This study used a quasi-experimental method aimed at testing the hypothesis. In this experimental research, there are two classes, namely the experimental class and the control class

RESULTS AND DISCUSSION

Frequency distribution of the initial and final tests of the experimental group

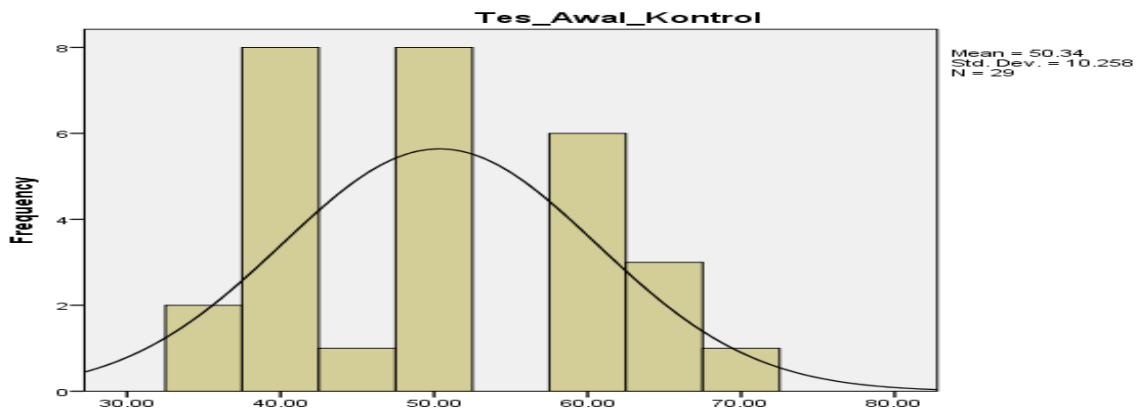


In the graph above, you can see that the curve that appears is a normally distributed curve. In proportion, the data curve that appears is more tilted to the right. The majority of students before being given treatment in the form of the two stay two stray technique were still under the minimum requirement criteria (MRC)/ KKM.

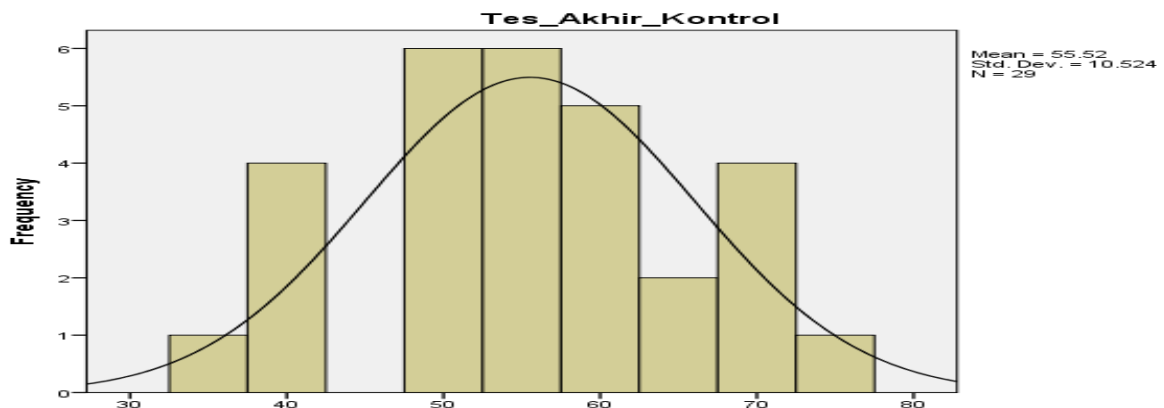


Based on the graph above, it can be seen that the tapering is at a low value, while the direction of the distribution of the scores is more towards the scores above the minimum requirement criteria (MRC)/ KKM . In detail, it can be seen in the frequency distribution table below.

Frequency Distribution of Control Group Beginning and Ending Tests



Based on the graph above, it can be seen that the same tapering is at a low value, while the direction of the distribution of the scores is more towards the scores above the minimum requirement criteria (MRC)/ KKM.



Based on the graph above, there is no clarity on both low and high values. However, if you look at the values obtained, it can be seen that changes in some samples have succeeded in exceeding the requirement standard.

Discussion

Results Analysis with previous research

The results showed that the use of two stay two stray was effective in improving students' ability to understand news headlines. Statistically, it shows a significant difference between the use of two stay two stray and conventional learning in the subject matter of understanding the headlines. Based on the results of the t-test calculation with a significant level (α) of 0.05 and $df = 56$, the value of count = 9.719 was obtained. Thus it can be concluded that count table or $9.719 > 2.666$ then H_0 is rejected and H_a is accepted. In addition, a significant value of <0.005 , which is 0.000, indicates a significant difference between the experimental group and the control group.

The results of experimental research show that the two stay two stray technique is more effective than conventional methods in developing the ability to understand news headlines. The change in value was even greater in the experimental group who learned using two stay two stray, namely 69.2%.

The effectiveness of two stay two stray is in line with several similar previous studies. Anizar's (2017) research results show the effectiveness of using two stay two strays in learning Bahasa Indonesia, which can be seen from the percentage of student learning completeness in session I 64%, session II to 97%, and the percentage of student activity in session 1 60%, session 2 to 84. , 5%. In line with Ali's research (2018) which shows the two stay two stray technique is effective in learning reading, in his research it is stated that the two stay two stray strategy makes students enthusiastic and far from being bored in every learning activity, especially in reading comprehension material.

Herawati and Akrom's research (2014) shows that there has been a change in student learning outcomes in learning Bahasa Indonesia in the material of commenting on factual problems, using the cooperative method type two stay two stray at each meeting. The average value on the initial test was obtained 52.55% with a completeness percentage of 6.66%, meeting 1 had an average value of 5.88% with a completeness percentage of 24.44%, and meeting 2 increased with an average value of 79 , 44 with a percentage of completeness of 95.55%. The increase in learning outcomes from each meeting was 21.56%.

The two stay two stray learning technique is a collaborative technique developed by Spencer Kagan in 1990, where in this lesson each group is formed with four students, two members from each group leaving the group and each visiting two members from the other group. Two members who live in the group share information and work results with their guests [6].

Explains that two stay two strategy provides an opportunity for groups to share results and information with other groups. This method makes students have a lot of information. Students not only learn from what the teacher says, but also from the results of discussions with their group of friends, and are strengthened again by sharing with other groups they visit [7].

CONCLUSIONS

From the description of the data and data analysis regarding the effectiveness of the two stay two stray learning technique in learning Bahasa Indonesia, it can be concluded that the two stay two stray learning technique is effectively applied in learning Bahasa Indonesia. This is evidenced by the increase in the value obtained by the experimental class students where the class is applied the Two Stay Two Stray learning technique, the value obtained increases higher than the value obtained by the Control class.

Suggestions for this research should be used as a reference in using the scientific approach in learning which refers to active, innovative, creative and fun learning.

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