

The implementation of two stay two stray learning model to improve student discussion ability

A implementação de dois modelos de aprendizagem perdida para melhorar a capacidade de discussão do aluno

La implementación del modelo de aprendizaje de dos permanencias y dos extraviados para mejorar la capacidad de discusión de los estudiantes

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Abstract

This research has an aim to improve student learning process and ability of discussion through the learning model of Two Stay Two Stray. This research consider as Class Action Research. This research was conducted at State High school 1 which located in Kedaton Bandar, Bandar, Simalungun. This research was carried out from May to October 2019 which covered all activities from the preparation of proposals to the implementation of research. The implementations schedule in Accordance with English Language schedule. The result of this research showed that the entire aspect of discussion skill assessment has been improved much better in cycle III rather that in preliminary test. Cycle III has reach the determined target, which is 75% of student success to obtainscore ≥ 19 . Based on the results of research and discussion that has been stated in the previous chapter, it can be concluded that discussion learning by Two Stay Two Stray learning model can help to improve discussion skills of Class X IPS-1 students at State Highschool I Bandar, Simalungun.

Keywords: Learning process; Discussion; Learning model; Two stay two stray.

Resumo

Esta pesquisa tem como objetivo aprimorar o processo de aprendizagem e a capacidade de discussão dos alunos por meio do modelo de aprendizagem de Two Stay Two Stray. Esta pesquisa considera como Class Action Research. Esta pesquisa foi conduzida na State High

School 1, localizada em Kedaton Bandar, Bandar, Simalungun. Esta pesquisa foi realizada no período de maio an outubro de 2019 e abrangeu todas as atividades desde a elaboração das propostas até a execução da pesquisa. E o cronograma de implantação de acordo com cronograma de Língua Inglesa. O resultado desta pesquisa mostrou que todo o aspecto da avaliação da habilidade de discussão foi melhorado muito melhor no ciclo III do que no teste preliminar. O Ciclo III atingiu a Meta determinada, que é de 75% de sucesso do aluno para obter pontuação ≥ 19 . Com base nos resultados da pesquisa e discussão que foi afirmado no capítulo anterior, pode-se concluir que a aprendizagem da discussão por Two Stay Two Stray modelo de aprendizagem pode ajudar a melhorar as habilidades de discussão dos alunos da Classe X IPS-1 na State Highschool I Bandar, Simalungun.

Palavras-chave: Processo de aprendizado; Discussão; Modelo de aprendizagem; Dois ficam dois perdidos.

Resumen

Esta investigación tiene como objetivo mejorar el proceso de aprendizaje de los estudiantes y la capacidad de discusión a través del modelo de aprendizaje Two Stay Two Stray. Esta investigación se considera como investigación de acción de clase. Esta investigación se llevó a cabo en la escuela secundaria estatal 1 que se encuentra en Kedaton Bandar, Bandar, Simalungun. Esta investigación se llevó a cabo de mayo a octubre de 2019 y abarcó todas las actividades desde la preparación de propuestas hasta la implementación de la investigación. Y el cronograma de implementación de acuerdo con el cronograma del idioma inglés. El resultado de esta investigación mostró que todo el aspecto de la evaluación de la habilidad de discusión se ha mejorado mucho mejor en el ciclo III que en la prueba preliminar. El ciclo III ha alcanzado la meta determinada, que es el 75% de éxito del estudiante para obtener una puntuación ≥ 19 . Con base en los resultados de la investigación y discusión que se ha establecido en el capítulo anterior, se puede concluir que el aprendizaje de la discusión por Two Stay Two Stray El modelo de aprendizaje puede ayudar a mejorar las habilidades de discusión de los estudiantes de Clase X IPS-1 en State Highschool I Bandar, Simalungun.

Palabras clave: Proceso de aprendizaje; Discusión; Modelo de aprendizaje; Dos quedan dos extraviados.

1. Introduction

Discussion is an activity of solve the problem together with several people and make a conclusion based on the certain problem (Arsjad& Mukti, 2005). By discussion, student tried to communicate with other people in a group. Students also required actively stating their ideas/ideas and providing opinions regarding certain problem through discussion. This is able to stimulate creativity, courage, build a good teamwork, and practice an attitude of communication

Discussion comes from Latin *discutere*, which means to expose a problem. According to Tarigan (Tarigan, 2008), in reality, discussion is a method to solve a problem by group. Therefore, discussion is an activity of cooperation and coorcinative that contain the basic steps which has to be obliged by every member of group.

Dipodjojo (Dipodjojo, 1984) stated that group discussion has purposes as: (1) looking for solution, then each member should wisely consider, analize, assess and decide the possibility of decision that will be accepted by participants or at least accepted by most of discussion participants; (2) Accommodating opinions, thus, discussion does not aim to make decision, but only as an effort to gather information and find out what participants think about a discussed problem.

In the implementation of discussion, students are often hard to carry out proper discussions. Students only discuss the assignments in Indonesian subjects without paying attention to the goals and benefits of learning. Many students have difficulty of expressing their thoughts or opinions in front of their classmates. Most of students tend to be quite and passive. Therefore, students need understanding of discussion and how to have a good discussion. Based on the problem above, it needs the right learning method to improve student discussion skill.

The Discussion as learning process in State high school 1 Bandar, Simalungun is not having the correct learning method yet; therefore its implementation has not been optimal. This becomes the problem of learning by discussion. Therefore, this analysis tried to apply Two Stay Two Stray learning method of discussion.

Two Stay Two Stray is cooperative learning method which gives an opportunity for a group to share their results and information with other group. Many teaching and learning activities are characterized by individual activities, even though in reality, outside of school, humans need each other (Lie, 2010).

This research has a purpose to improve the discussion learning process and discussion skills of students at State Highschool 1 Bandar, Simalungun through Two Stay Two Stray learning model.

2. Research Methodology

This research included as classroom action research. Classroom action research is a research conducted by observing teaching and learning activities by an action, which is deliberately raised and occurs in a class altogether (Arikunto, 2006). There are four aspects of classroom action research according to Kemmis and Mc. Taggart inside (Madya, 2006) such as: (1) planning arrangement, (2) carrying an action, (3) observation, and (4) reflection.

This research was done on State High school 1 Bandar, Simalungun which is located in Kedaton Bandar, Bandar, Simalungun. This location was chosen because researchers wanted to improve learning process and discussion skills of students at State Highschool 1 Bandar, Simalungun.

This research was done from May to October 2019 which includes the entire activities starting from preparation of proposals untill conducting research. And the implementation of the research will be adjusted based on the schedule of Indonesian language lesson.

The subjects of this study were students of X IPS-1 Class of State Senior Highschool 1 Bandar, Simalungun. This class determination was based on level of problem that required by observations result and interviews with teachers conducted before the research was done, such as: the low skills of students in discussion. The object of this research is students' discussion skills in Indonesian language learning process by Two Stay Two Stray learning model.

This research was conducted through several stages (Nilson, 2010). Planning, this stage prepared based on the results of observations at reflexive initial pre-observation stage. Action, this stage is a realization of previous designed plan. Observation is the activity of recording all events and activities that occur during the actionstage. And Reflection, on this stage, researcher observes the analysis result, take a conclusion of students' abilities after being subject of action, assess student activeness and ability during discussions, and evaluate the lack of learning process.

Data collection techniques carried out by: observation, interviews, tests, and documentation. Instruments used in this study were: observation guidelines, interview assessment sheets, field notes, and documentation of activities.

3. Result and Discussion

3.1. Early Definition of Student Learning Skill

Students' preliminary skills can be seen from the results of pre-action tests that carried out before the implementation of action. To find out the class average score for each aspect of discussion skills, calculations were made on each of aspects. The results of pre-action assessment of students' discussion skills are presented in Table 1 below.

Table 1. Pre-Action Student Discussion Skills Assessment Score.

Number	Aspect	Total Score	Class Average
1	Courage/passion	34	1.54
2	Eloquence	31	1.41
3	Speech clarity and word choice	31	1.41
4	Problem Understanding	33	1.5
5	Opinions Delivery (approval and rejection)	32	1.45

Source: Own Study

Description:

Less than the average of $1 \leq x \leq 2$

Based on the table above, students' discussion skills will be described more detail in every aspect of pre-action activities. The aspect of courage/passion related to the ability of student on stating their idea to solve the problem. The aspect of eloquence related to student ability of speaking, whether the student speak fluently or still stammered. The aspect of Speech clarity and word choice related to personal vocal, sentence structure and vocabulary. The aspect of problem understanding, topic understanding, argumentation and the direction of conversation is a criterion that contained in the aspect of problem understanding. The aspect

of opinion delivery related to approval and rebuttal of students. Whether their opinions consider as rational, accompanied by appropriate reason or not.

The Results of Classroom Action Research with Two Stay Two Stray Learning Model in Early Cycle

After pre-action test was carried out, researcher and teacher conducted discussion and coordination to make a plan of the actions for cycle I based on the existing problems.

Planning the activity, the implementation of action research was carried out by Two Stay Two Stray learning model, which is expected to improve the lacking aspect based on the results of preliminary test. The action was carried out for twice.

From the results of observations made by researchers, it can be seen that the process of implementing the action is still not optimal and still not according to plan. Several students are still not able to understand their assignment. However, in this cycle students begin to have courage and confident to speak, ask questions, and express opinions.

Solidarity and mutual cooperation in groups already can be seen. Students begin to be active and some have been able to motivate other members by giving directions to other members who do not really understand their assignment. However, some students, especially male students, still not understand the topic of discussion. The following below is a description of data from the observation of the discussion in cycle I for each group in Table 2. The following below is the description of observation result on cycle I of each group.

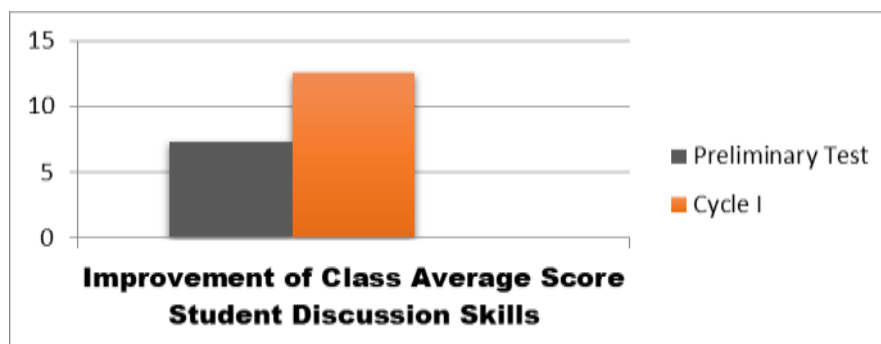
Table 2. Improvement of Student Discussion Skills from Preliminary Test to Cycle I.

Number	Aspect	Average Score of Preliminary Test	Average Score of Cycle I	Improvement range
1	Courage/passion	1.54	2.82	1.28
2	Eloquence	1.41	2.41	1.00
3	Speech clarity and word choice	1.41	2.5	1.09
4	Problem Understanding	1.50	2.41	0.91
5	Opinions Delivery (approval and rejection)	1.45	2.45	1.00
Total		7.31	12.59	5.28

Source: Own Study.

The following diagram is a diagram of improving students' discussion skills from preliminary to cycle I.

Figure 1. The increase in average score of students' discussion skills.



Source: Own Study.

Based on the data above, it can be concluded that student speaking ability especially their discussion skill has improved from 7,31 on Preliminary test to 12,59 in cycle I. The increase in class average score from preliminary test to cycle I was 5.28.

The last step of circle I is reflection. Reflection was done after the observation finish. Researchers discuss what has been done in cycle I. Reflection was done based on the achievement of research success indicators. This reflection was seen both in terms of process and product.

In process, on cycle I student tends to be braver and more active during the learning process. Students who were just silent during preliminary, they began to actively speak and express their opinions in cycle I. The learning process becomes more alive.

This can be seen from the enthusiasm of students in conducting discussions by Two Stay Two Stray learning model. Students seemed enthusiastic hanging out with other groups and actively asked to find out their opinions about problems from other groups. However, female students still afraid to made a discussion with male student group.

Thus, the implementation of Two Stay Two Stray learning model has not been fully succeeded. It is caused by some students who still do not understand what their duties are and the necessary procedures.

In terms of products, the improvement of students' discussion skills can be seen from discussion test. Score improvement can be seen from the change of average on preliminary test score to the score of cycle I on each aspect. The improvement include as: (1) the aspect of courage/passion of pre-action gain the average of 1,54 and improved on cycle I become 2,82.

It means that the average score improved for 1,28; (2) the aspect of eloquence, on preliminary test, it obtain the average score of 1,41 and 2,41 on cycle I. based on the data above, the aspect of eloquence has improved 1,00; (3) the aspect of speech clarity obtain the score of 1,4, and obtain 2,50 on cycle I.

The increase of this aspect is 1,09; (4) the aspect of problem understanding obtain the score of 1,50 on preliminary test, and 2,41 in cycle I. it has increased 0,91; and (5) the aspect of opinion delivery (approval and rejection) has increased from 1,45 to 2,45. Based on the result above, every aspect inside the category consider as decent and need more improvement. Thus, it should obtain more cycle.

The result of Classroom action research by Two Stay Two Stray in Cycle II

This cycle has a purpose to improve the aspects that have not been achieved in cycle I. On the implementation of cycle I, every assessment aspect consider as decent, thus it needs second cycle. Especially, for the aspect of eloquence, problem understanding and the opinion delivery (agreement and rejection)

Implementation of cycle II is expected to improve some aspects that are still lacking in cycle I. generally, the implementation of cycle II quite similar with cycle I. The procedure was carried out in several stages. The first meeting in cycle II was used to review the activities in previous cycle. On the secone meeting of cycle II, begin with reviewing the implementation of discussion by Two Stay Two Stray learning model from previous meeting.

Followed by the teacher asks students to join according to their respective groups. Students were asked to discuss the results of their discussion at previous meeting. And they should conclude the results.

Cycle II have the same instrument as cycle I. Teachers as collaborator and researcher as observers observe the process of learning process which obtains the action of Two Stay Two Stray learning model.

The observed condition that happen such as stuident more understand the procedure of Two Stay Two Stray Learning model. In the implementation of cycle II, student cohesiveness and mutual cooperation in group are already consider as a good category. Students began to look active and some groups were able to be well organized. The following below is a description of data from the observation of discussion in cycle II for each aspect.

Table 3. The Improvement of Student Discussion Skills from Cycle I to Cycle II.

Number	Aspect	Cycle I	Cycle II	Improvement
1	Courage/passion	2.82	3.72	0.90
2	Eloquence	2.41	3.36	0.95
3	Speech clarity and word choice	2.5	3.31	0.81
4	Problem Understanding	2.41	3.31	0.90
5	Opinions Delivery (approval and rejection)	2.45	3.41	0.96
Total		7.31	17.09	4.50

Source: Own Study

Description:

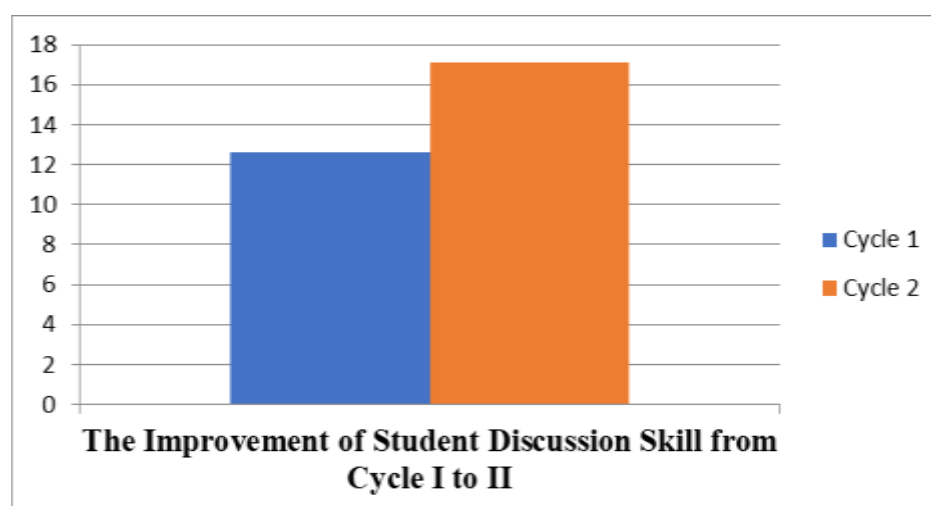
Good, with the average score of $3 \leq x \leq 4$

Based on the table above, it can be seen that student ability of discussion has been improved more than cycle I. Overall all the observation aspects of this learning process have been improved. It can be seen from the activeness and courage of students.

By the system of group students visiting other group, it encourages students to talk and ask questions. Likewise, students are motivated to express their opinions about the material that has previously been discussed with other group. During this activity, there is an interaction to exchange opinions between the visiting students and the visited groups.

The following diagram is a diagram of improvement on students' discussion skills from cycle I to cycle II.

Figure 2. The Improvement of Student Discussion Skill from Cycle I to II.



Source: Own Study.

Based on the data above, it can be concluded that students' speaking ability, especially discussion skills, has increased from the class average score of 12.59 in first cycle to 17.09 in second cycles. It is increased around 4,50.

Students during the first cycle were less active in discussion, in second cycle they already actively discussing their opinions. Student's attitude in class is calmer and well conditioned. The learning process in the classroom looks more alive. It can be seen by student enthusiasm when during the learning model of Two Stay Two Stray. Students seemed enthusiastic about visit and discuss with other groups and actively asked to find out their opinions about problems from other groups.

The improvement of score can be seen from the average score of cycle I to cycle II which can be seen in each aspect. The Detail of improvement on each aspect such as:

- (1) Aspects of courage/passion increase in cycle II become 3,72.
- (2) The aspect of eloquence increased to 3.36;
- (3) Aspects of speech clarity and word choice in second cycle increased to 3.31.
- (4) The aspect of problem mastery increased to 3.31 during second cycle.
- (5) Aspects of expressing opinions (approval and rejection) in cycle II was increased to 3.41.

Based on the reflection result both process and product along with constraint of problem in implementations of cycle II. There are several aspects still not optimal yet, therefore the implementation of cycle III is necessary in order to achieve maximum results.

The Result of Classroom Action Research by Two Stay Two Stray in Cycle III

Cycle III aims to improve aspects that have not been achieved in cycle II. Those aspects consider as good, however it needs more improvement to obtain maximum result. The implementation of cycle III is expected to improve several aspects that are not maximal yet in cycle II. The implementation of action research in cycle III is similar with the implementation in cycle II.

The implementation in cycle III was carried out with the same instrument as the action in cycle II. Teacher evaluates the learning process in class by Two Stay Two Stray Learning Model.

Based on the observation result, it shows that the process has been implemented better than the process in cycle II. The process of implementation has related with the plan. In cycle III, students already understand the procedures for implementing Two Stay Two Stray learning model.

The learning situation is good and students already active conducting group discussions and class discussions. On its implementation of cycle III, student has muster up their courage and confidence on speaking, asking and stating their opinion.

Student teamwork consider as good. Students have been seen as active and able to organize their groups well. The following below is the observation data of student discussion skill improvement.

Table 4. Improvement Score of Student Discussion Skills from Preliminary, Cycle I, Cycle II, and Cycle III.

Number	Aspect	Preliminary	Cycle I	Cycle II	Cycle III	Improvement
1	Courage/passion	1.54	2.82	3.72	4.36	2.82
2	Eloquence	1.41	2.41	3.36	4.13	2.72
3	Speech clarity and word choice	1.41	2.50	3.31	4.04	2.63
4	Problem Understanding	1.50	2.41	3.31	4.13	2.63
5	Opinions Delivery (approval and rejection)	1.45	2.45	3.41	4.22	2.77
Total		7.31	12.59	17.09	20.90	13.59

Source: Own Study

Description:

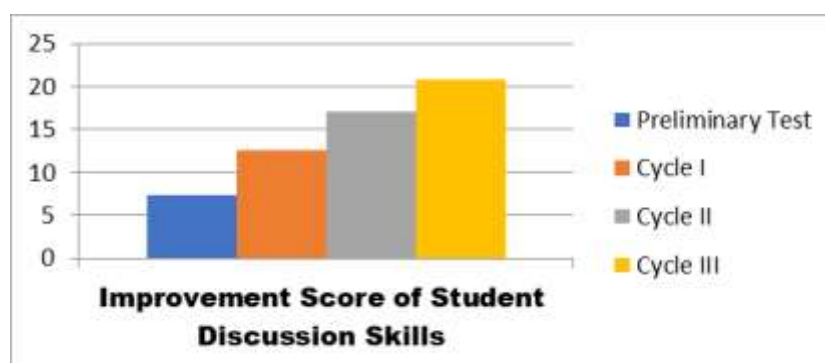
Excellent by the average of $4 \leq x \leq 5$

Based on the data above, it can be described that overall students' discussion skills have improved better than the second cycle. Student considers has a good teamwork. The Discussion which carried out by Two Stay Two Stray learning model in cycle III, indicated student maximum results.

Students obtain a good point on the aspect of courage and their enthusiasm of discussion. Student improves their eloquence aspect. They pay attention on their sentence structure and their sentence choice. They are also good at expressing their opinions accompanied by rational reasons.

The following diagram below is the result of overall student average score.

Figure 3. Improvement Score of Student Discussion Skills from Pre-Test to Cycle III.



Source: Own Study.

On cycle III, student has significant improvement on the aspect of courage/passion. Improvement of student discussion skills can be seen from the discussion test. The increase score can be seen from the average score of cycle II to cycle III of each aspect.

The improvement include as (1) the aspect of courage/passion on cycle II obtain 3,72 increase to 4,36 in cycle III (2). The aspect of eloquence increase from 3,36 to 4,13. From the data, this aspect increase to 0,77; (3) the aspect of speech clarity and sentence choice obtain 3,31 on cycle II and 4,04 in cycle III.

It increase about 0,73; (4) the aspect of problem understanding obtain 3,31 in cycle II and increase to 4,13 in cycle III. From the score of cycle II and cycle III, it increase about 0,82; and (5) the aspect of stating opinion obtain an increase score of 0,81. On cycle II, it obtain 3,41 and in cycle III increase to 4,22.

Overall, the assessment aspect of discussion skill in cycle III has been improved better than preliminary stage. Cycle III has reach the target, which is 75% of student success to obtain score ≥ 19 .

3.2 Discussion

3.2.1 Early Description of Student Learning Skill

The preliminary test of student discussion skill was carried out by students' group discussions and class discussions. This was done to determine students' discussion skills before the implementation of the action.

On preliminary test, it gain the score of each aspect: (1) the aspect of courage/ passion obtain 1,54. (2) The aspect of eloquence obtain 1,41. (3) The aspect of speech clarity and

sentence choice 1,41. (4) The aspect of problem understanding obtain 1,5 and, (5) the aspect of opinion delivery obtain 1,45.

3.2.2 The Implementation of Class Action Research by Learning Model of Two Stay Two Stray

The implementation of class action research by using Two Stay Two Stray learning model to improve students' discussion skills was carried out by 3 kinds of cycles. Cycle I was carried out to improve the aspects that were still low during preliminary test. Cycle II used as an improvement of first cycle to improve aspects of students' discussion skills. Cycle III used to maximalize the minus aspect in cycle I.

The measuring instrument used to determine the improvement of students' discussion skills using the Two Stay Two Stray learning model of discussion. The assessment contains of five aspects, such as (1) the aspect of courage/passion, (2) the aspect of eloquence, (3) the aspect of speech clarity and sentence choice, (4) the aspect of problem understanding, and (5) the aspect of opinion delivery (approval and rejection).

The most conducive condition happens in cycle III. Students understand their assignment well, whether student who stay or student who stray. Students seem enthusiastic, active and brave. Student cohesiveness has increased well in this cycle. Students have worked together in carrying out discussions; students have also been able to motivate other group members. The organization of group teamwork considers as good and each member of group understands their respective assignment.

4. Conclusion

Based on the previous result and discussion, it can be concluded that discussion learning by Two Stay Two Stray learning model can help to improve student of state high school 1 Bandar, Simalungun discussion skill.

The improvement of students' discussion skills can be seen through the quality of learning process which is indicated by students' good cohesiveness. Students are able to motivate other students by remind other student assignments. Organizing the group discussion in cycle III consider as better than pre-action. Initiative of students group work during pre-action was not obvious yet, and it improved in cycle III which consider as good. Students are

able to determine what to do during discussion. Most notable improvement is student activeness.

Improved results can be seen from students' ability to discuss before implementing the action and after obtaining an action. During the test before the action, students reach minimum score. Students tend to be silent, shy, and less active during the process of discussions. They lack of confidence to convey their arguments and are less fluent of speaking. After being implied by action (cycle III), student ability has improved and they have better skill of discussion.

The researcher suggests for the next researcher to analyze the improvement of students' discussion skills through the quality of learning process with the other type of learning models.

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