INCREASING ENGLISH ACHIEVEMENT THROUGH TWO STAY-TWO STRAY (TS-TS) METHOD

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Abstrak: Penelitian ini dilakukan untuk mengetahui penerapan metode pembelajaran kooperatif Two-stay Two-stray (TS-TS) dalam usaha untuk meningkatkan prestasi belajar siswa dalam mata kuliah bahasa Inggris. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) dalam dua siklus. Setiap siklus terdiri dari empat tahapan yaitu: perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian ini adalah siswa Kursus Intensif Bahasa Inggris dari Jururan Hukum Ekonomi Syari'ah INKAFA Gresik. Hasil dari penelitian menunjukkan bahwa ada peningkatan baik dalam aspek motivasi, pemahaman pada materi, dan juga pada prestasi siswa. Hal ini bisa dilihat dari permasalahan siswa baik dari aspek motivasi maupun pemahaman pada materi telah teratasi pada siklus ke-2. Sedangkan nilai rata-rata siswa telah mencapai 77.47 pada siklus ke-2. Peningkatan juga bisa dilihat dari nilai minimum siswa yaitu 70 yang berarti bahwa seluruh siswa sudah mencapai standar kelulusan (SKL). Berdasarkan hasil penelitian bisa disimpulkan bahwa penerapan metode TS-TS adalah salah satu solusi untuk meningkatkan prestasi siswa dan memecahkan masalah siswa dalam belajar bahasa inggris

Abstract: This research was conducted to know the implementation of Two Stay-Two Stray (TS-TS) method to increase students' English achievement. This research used classroom action research design in two cycles. Every cycles consisted of four stages namely; planning, implementing, observing, and reflecting. The subject was students of Intensive English Course at INKAFA Gresik from Sariah Economic Law (HES) majors. The results showed that there were an increase both in aspects motivation, understanding material, and also students' achievement. It could be seen from students' problem in motivation and understanding material had been solved in cycle 2. While, the mean score of students' test reached 77.47 in cycle 2. It could also be seen from the minimum score was 70 which means that they had passed the test (SKL). Thus, it could be concluded that TS-TS method was one of the solutions to increase students' achievement and solve students' problem in learning English.

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Along with the development curriculum in Indonesia, teachers are required to act as facilitators, while students are required to be active in the teaching-learning process. However, in reality, there are many teachers have difficulty in choosing the right learning method which is appropriate with the learning material and characteristics of students.

Learning methods are a methods or a ways that are used by teachers to establish the relationships with students during teaching-learning process. In reality, there are still many teachers teach the materials by using common methods and monotonically without any variations such as the using of talkative and discussion methods. Students' activity is just listening and recording the material which is presented by the teacher. This learning model tends to make students being bored quickly, easily drowsy and lack enthusiasm following the teaching and learning process.

Thus, to create interesting teaching and learning activities, it needs the ability of the teacher to choose the appropriate learning method. The use of interesting learning methods and involving students in teaching and learning activities are enables students easier to receive and digest the information or knowledge delivered. In addition, the right choice of learning method is also able to develop the abilities of each student who has different characteristics. The participation of students also creates optimal learning motivation to carry out teaching and learning activities.

Cooperative learning is one form of learning that can build students motivation during the learning process and also improve student learning outcomes. According to Dimyanti and Mudjiono (2010:20) "Learning outcome is the peak of learning process". Cooperative learning makes students being more active thus it will create students-centered learning. One of the cooperative learning methods is Two Stay Two Stray (TS-TS). This learning method was developed by Spencer Kagan (2009: 17) which aims students to be more active, work together, be responsible, and encourage each other to get better learning outcomes. According to Anita Lie (2004: 61) "Two Stay Two Stray (TS-TS) methods provides an opportunity for groups to share the information or discussions results to other groups".

Two Stay Two Stray (TS-TS) methods divide students into groups. Each group consists of four students where two students are assigned to stay in a group (Two Stay) and two other students are assigned to visit other groups to get the information (Two Stray). They discuss and cooperate in their groups to solve cases or discuss the material presented by the teacher. After having the discussion, two students (Two Stray) from each group should visit other groups to get and gather information from other groups. Two students who are stayed in their group (Two Stay) have the duty to share the results of their group discussions with other group members who are visiting. When the visitors get enough information from other groups, they will return to their original group to report what they got from other groups and summarize all information they got. According to Wijayanti (2016): "The students are enthusiastic and interested in teaching reading procedure text by using two stays two stray techniques because they can share with their group". Saputra (2016) also states that by using TS-TS, students not only got better academic scores but also gave a positive result in class social dynamics. Based on the background above, the researcher interested to implement Two Stay-Two Stray (TS-TS) cooperative learning method to increase students' English achievement at intensive English course INKFA Gresik.

Problem Identification

Based on the researcher observation, there are various problems which can be identified, including:

1. The learning method used by the teacher is less varied.
2. The low motivation of student learning on English majors.
3. The low of students' understanding on English majors which can be proofed by the results of pre- test, where all students have not reached students' graduation standard (SKL) score.

Based on the problem identification above, this research only focuses on the implementation of Two Stay-Two Stray (TS-TS) learning method to increase students' achievement in English majors at intensive English course of INKAFA students.

The results of this research are expected to contribute practically and theoretically. Theoretically, this research is expected to be able to add the knowledge about Two Stay-Two Stray (TS-TS) method to increase students' achievement especially for English majors at intensive English course of INKAFA students. Practically, the result of this research can be used as reference for teachers in deciding the method of teaching English on their students. This method is also expected to be able to help and solve students' problem in learning English majors.

METODE

This research applied classroom action research (CAR) design. The researcher wanted to solve students' problem by implementing the innovation strategy of Two Stay-Two Stray (TS-TS). The process of this method was illustrated as follow:
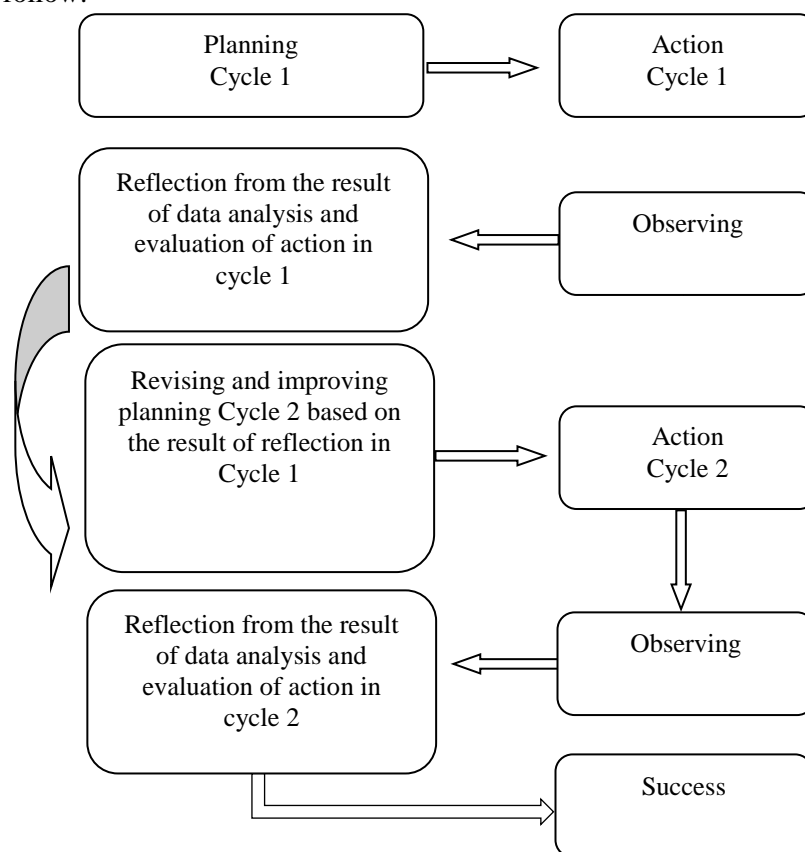
Illustration 1: The proses of classroom action research

Based on the illustration above, every cycles' process consisted of planning, action, observing and reflecting. It was adopted from the model proposed by Kemmis and McTaggart (1988:24). They argued that each cycle in Classroom Action Research (CAR) design has four stages namely planning, action, observing and reflecting. It was done to solve the students' problem in learning English and gain the learning target which is charged to the teacher.

The subject of this research was the students of intensive English course at INKAFA Gresik coming from Syariah Economic Law (HES) majors which consisted of 30 students. The researcher used the book written by Drs. Giyoto, M.Hum (2006) under the title "Reading for Islamic Studies".

The researcher used primary data. The techniques of data collection used by researcher were interview, observation, student test and documentation. The instrument of students' test was collaborated with all teachers of Intensive English course to be given an assessment and suggestion.

The data analysis techniques used by the researcher was qualitative. The researcher used a note along conducting this research. The data could be in the form of word and sentences, and then the data was observed and reported. On the other hand, the researcher also used quantitative data to measure an increase of students' achievement.

Procedures of the study
The researcher used the procedures proposed by kemmis's and Mc Taggarts' model which could be described as follows;

1. **Preliminary test and observation**
   Before conducting this research, the researcher did observation and interview to some students. The researcher also gave preliminary test to the students. It was conducted to know students' ability in English. Based on the result of preliminary test and observation, the researcher saw some problems faced by the students.
   1) The learning method used by the teacher is less varied.
   2) The low of motivation students' have in learning English.
   3) The low of students' understanding to the materials which can be proved by the results of preliminary test, where most of students have not reached students' graduation standard (SKL) score.
2. **Planning**
   Planning is the step to prepare the classroom intrustional strategy to be developed in the study to solve the instructional problems (latief, 2011:148). After having preliminary test and obsevration, the researcher began to plann the innovation strategy that would be implemented in the class. The innovation strategy should solve studens' problems in learning English and should also achieve the researchers' target (criteria of success). Here, the researcher chose Two Stay-Two Stray as the innovation strategy to increase students' achievement and solve their problems in learning English. The criterias of success researchers' sets were as follows;
   1) All students should have motivation in lerning English.
   2) All students should understand the materials given.
   3) All students should past the test and reached students' graduation standard (SKL) with score of 70.

3. **Implementing**

   After completing the plan, the researcher implemented the strategy at students of intensive English course at INKAFA Gresik for Syariah Economic Law (HES) majors. The teaching scenarios were as follows;

   Opening activities: The teacher greets the students and asks them to pray before starting the lesson. After having pray, the teacher checks students' attendence list then gives the main activities

   Main activities: The teacher explains the topic and the materials. Next, the teacher asks the students make a group. Every single groups consists of four people. Than, the teacher explains the role of Two Stay-Two Stray strategy where two of them stay in their place and two others stray to other groups. Next, the teacher asks them to discuss the materials and answer the task in group. Here, the role of teacher is as guide and controller as long as students complete their task. After completing the task, every single groups is asked to represent their result and collect it to the teacher.

   Closing activities: The teacher makes sure all groups have collected their task. Next, the teacher enquires students' difficulty and give them explanation. Before closing the activities, the teacher give information relating to the next meeting. Than the teacher closes the lesson by having pray together and give salutation.

4. **Observing**

   Observation is the process of collecting the data indicating the success of the strategy in solving students' problems (latief, 2011: 149). After having implement the strategy, the researcher did observation. It was to collect the data relating to how well the strategy solved students' problem and increased their achievement. The data of observation was illustrated in the form of qualitative and quantitative data.

5. **Reflecting**

   Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problems (latief, 2011: 149). Here, the researcher analyzed the data using statistics computation of descriptive statistics. It was to know whether the strategy has solved students' problems or not. After having analyzing, the researcher evaluated the strength and weakness during the process of implementing. It was conducted to find out which aspects needed to be improved in the next cycle.

## HASIL DAN PEMBAHASAN

Result of Cycle 1

Based on the data collected in cycle 1, the result of data analysis and evaluation of action could be seen in table 1, and 2 below:

Table 1: Analysis and evaluation of students' problem in cycle 1

Students problem	Yes	No	Problems' Frequency	percent	Valid percent
Do not understand the lesson given	7	23	7	23.33	23 %
Low motivation	10	20	10	33.33	33 %
Total					

Based on the data collected, it showed almost a third of all students still had low motivation and also did not understand the lesson given by teacher with the percentage of 33% and 23 %. It could be illustrated in the diagram 1 below:

Diagram 1: The diagram of students' problem in learning English
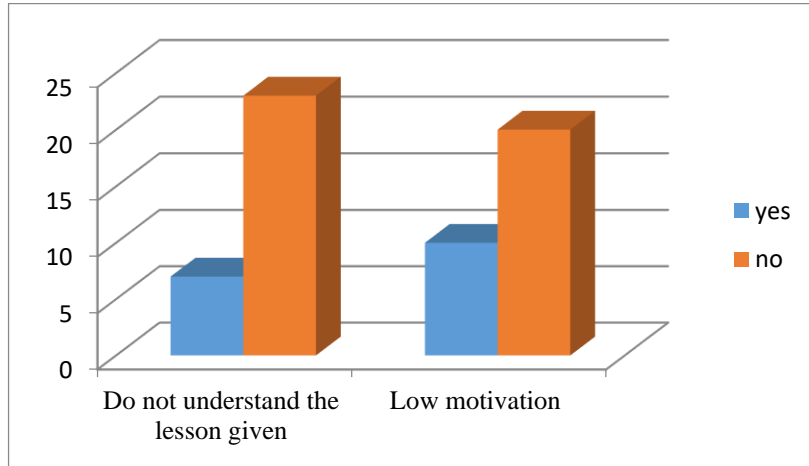
On the other hand, the result of students test in cycle 1 showed that the mean score of students' achievement was 69.80 with the minimum score was 65 and the maximum score was 75. It meant that it has not reached students' graduation standard (SKL) score of 70. There were still twelve students who haven't passed the test because the score was still below students' graduation standard (SKL). Thus, it should be continued to the cycle 2. The data could be seen in table 2 below.

Table 2: Descriptive statistics of students' test in cycle 1

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Cycle 1	30	65	75	2094	69.80	2.759
Valid N (listwise)	30					

Result of Cycle 2

After having revising and improving planning from cycle 1, the action of cycle 2 was done. The result of cycle 2 could be seen in table 3, and 4 below:

Table 3: Analysis and evaluation of students' problem in cycle 2

Students problem	Yes	No	Problems' Frequency	percent	Valid percent
Do not understand the lesson given	0	30	0	0	0 %
Low motivation	0	30	0	0	0 %
Total					

Based on the data collected in cycle 2, it showed that there was an increase of students' motivation and understanding the lesson. It could be seen from the

percentage of students' problem in understanding the lesson decreased from 23% to 0% in cycle 2. While, students' problem in motivation also decreased from 33% to 0% in cycle 2. It could be illustrated in the diagram 2 below:

Diagram 2: The diagram of students' problem in learning English cycle 2
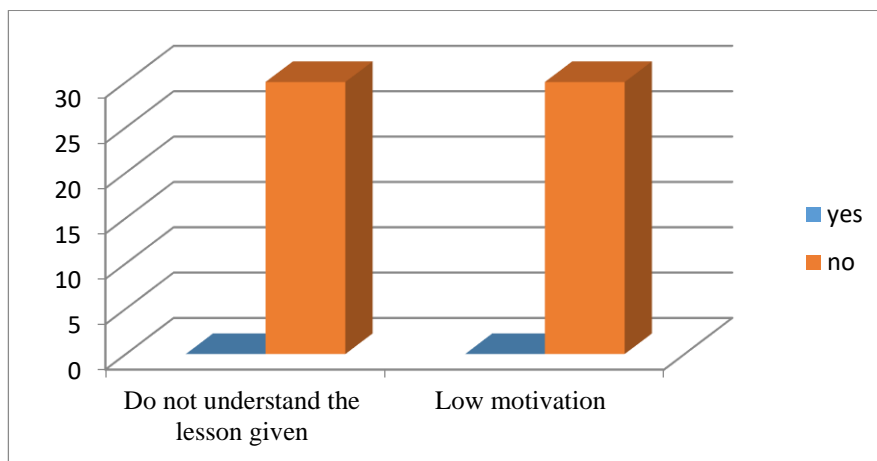
From the data above, it showed that there was an increase of students' motivation and understanding of the lesson by the implementation of Two Stay-Two Stray (TS-TS) cooperative learning method at students of intensive English course of INKAFA Gresik. The data was also strengthened by the result of students' test in cycle 2 at table 4 below:

Table 4: Descriptive statistics of students' test in cycle 2

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Cycle 2	30	70	85	2324	77.47	4.023
Valid N (listwise)	30					

Based on the data above, it showed that there was an increase of students' achievement in learning English by the implementation of Two Stay-Two Stray (TS-TS) method. It could be seen from the mean score of 69.80 in cycle 1 up to 77.47 in cycle 2. It could also be seen from the minimum score students' got was 70. It meant that they had passed the test and reached students' graduation standard (SKL) with score of 70. Thus, it could be concluded that Two Stay-Two Stray (TS-TS) cooperative learning method was one of the solutions to increase students' achievement and solve students' problem in learning English.

SIMPULAN

Based on the result and discussion above, the researcher could conclude that: first, the implementation of Two Stay-Two Stray (TS-TS) cooperative learning method could solve students' problems of INKAFA Gresik in learning English in the aspects of motivation, and understanding materials. Second, the implementation of Two Stay-Two Stray (TS-TS) was one of inovation methods

that could be used by teachers to increase students' achievement in learning English.

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