

THE EFFECTIVENESS OF USING THE TWO STAY TWO STRAY TYPE COOPERATIVE MODEL IN LEARNING TO WRITE NEGOTIATION TEXT

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ABSTRACT

The basis of the research background is based on the curiosity of how this type of two stay two stay cooperative model is used in text-based learning, especially in negotiating text material in class X. So that it produces a problem formulation, namely whether the two stay two stray type of cooperative model in text learning is this negotiation effective? This study intends to determine the effectiveness of the two-stay two-stray cooperative model. In this study using an experimental method with a one-group pretest-posttest design. A total of 25 students from class X MIPA 5 were sampled in the study. From the results of the study, it was proven that the initial test and final test showed an increase with an average initial test of 56.36 and an average of 67.6 in the final test. So that, it can be concluded that the two stay two stray type of cooperative model is effectively used in learning to write negotiating texts.

Keywords: Learning to write, negotiating text, cooperative model type two stay two stray

ABSTRAK

Landasan yang menjadi latar belakang penelitian didasari oleh keingintahuan bagaimana model kooperatif tipe two stay two stay ini digunakan dalam pembelajaran berbasis teks, khususnya dalam materi teks negosiasi di kelas X. sehingga menghasilkan suatu rumusan masalah yakni apakah model kooperatif tipe two stay two stray dalam pembelajaran teks negosiasi ini efektif dipakai? Penelitian ini bermaksud untuk mengetahui keefektifan model kooperatif tipe two stay two stray. Dalam penelitian ini menggunakan metode eksperimen dengan desain one grup pretestposttest. Sebanyak 25 siswa dari kelas X MIPA 5 dijadikan sampel dalam penelitian. Dari hasil penelitian membuktikan pada tes awal dan tes akhir memperlihatkan adanya peningkatan dengan rata-rata tes awal 56.36 dan rata-rata tes akhir 67.6. sehingga, bisa disimpulkan bahwa model kooperatif tipe two stay two stray efektif digunakan dalam pembelajaran menulis teks negosiasi.

Kata kunci: Pembelajaran menulis, teks negosiasi, Model kooperatif tipe two stay two stray

INTRODUCTION

In Indonesian language subjects there are language skills which include four aspects, namely listening skills, speaking skills, reading skills, and writing skills. In writing skills, students are required to master vocabulary, knowledge, and experience in order to be able to convey the author's ideas well to the reader. Wikanengsih (2013) suggests that "writing is a thinking activity related to reasoning". Writing has a relationship with the thought process to express something that is in his mind which is then realized in writing. Students are expected

to be able to express various thoughts, ideas, opinions and feelings so as to create interesting writing. Of the four other language skills, writing skills require special attention because writing is a fairly complex and productive activity.

The development of the 2013 curriculum leads to changes in learning. This curriculum causes changes in concepts, strategies, and even approaches in each lesson. Indonesian language subjects in the 2013 curriculum are text-based. This means that students are required to be able to produce a text through writing skills. One of them is being able to produce negotiating texts.

Negotiation text is a form of communication between two or more people to achieve certain goals that have been mutually agreed upon without anyone being harmed. This is supported by Kosasih's opinion (2016) which states that a negotiation text contains interactions between two or more parties that aim to reach an agreement between parties who have different desires. In everyday life, it cannot be separated from the application of negotiation texts. The application of negotiating texts includes buying and selling, bargaining about time with teachers, and bargaining in various other fields. Negotiations are not only carried out by the seller and the buyer, but also by parents and their children, teachers and students, and so on.

Based on a preliminary study conducted with an Indonesian class X teacher at SMA Darul Falah. According to him, students still experience many obstacles in writing, including difficulty in expressing ideas in writing, vocabulary mastery is still lacking so that in their writings only use repeated words, sometimes in negotiating texts students also do not understand the use of punctuation marks, there are still many who wrong use of punctuation. In addition, interviews were also conducted with several students of class X SMA Darul Falah. Based on the interview, it can be concluded that there are several problems regarding writing activities, namely the lack of mastery of spelling, punctuation, non-standard words; confusion in determining the title; good and correct use of Indonesian grammar.

According to Abidin (2015) there are three factors that cause the low writing ability of Indonesian students. First, the low role of teachers in fostering students to be skilled at writing. Learning to write which should be used to train students in expressing ideas has not been implemented optimally. Teachers often give inaccurate assessments of the results of writing that have been made by students. Second, the teacher's lack of touch in providing various appropriate strategies. Third, the use of an inappropriate writing approach. In connection with the problems faced in writing, it is necessary to have an appropriate learning model so that

learning objectives are achieved. The way that needs to be done to solve this problem is to choose the right and appropriate learning model that is able to attract the attention of students. The success of learning activities cannot be separated from the maximum use of facilities, but is also supported by the selection of suggested learning models used by teachers. Reflecting on the problems that arise above, the researcher offers a model to try as a solution to the problems described above.

Hasnah and Jufri (2015) revealed that the process of learning to write negotiating texts through the application of problem-based learning models has increased in student activities. The results found in the first cycle only 16 or 44% of students achieved mastery learning. While in the second cycle showed an increase in students who achieved complete learning to 35 or 97% of 36 students. So, it was concluded that learning to write negotiating texts in cycle II had met the standard of classical learning mastery, namely at least 85% of students obtained mastery learning with the minimum completeness criteria (KKM) applicable in the classroom. Other research is also done Sunarsih et al (2019) the results show that there is an influence using the *problem based learning model* on the learning outcomes of writing negotiating texts for students of class X SMA Negeri 1 Singkawang. This can be seen from the results of the *effect size* of $0.98 > 0.8$ which is included in the high criteria. Meanwhile, research conducted by Aprilia et al (2018) showed that there was a significant effect after using the *two stay two stray* type of cooperative learning model. This can be evidenced by the value of negotiating text writing skills for class X SMA Negeri 12 Padang after using cooperative learning type TSTS assisted by audio-visual media is in Good qualification (B) with an average value of 79.01. When compared with the value of negotiating text writing skills, students of class X SMA Negeri 12 Padang before using cooperative learning type TSTS assisted by audio-visual media were in almost sufficient qualification (HC) with an average value of 52.84.

Based on this, the researchers raised the problem to be studied about learning to write negotiating texts in class X by offering a *two stay two stray model* as a solution to overcome these problems. This is based on the consideration that the *two stay two stray* model using this classroom learning style can provoke students to be actively involved in learning. In addition, this learning model will give students more time to be creative and share information with other students.

METHOD

This research is using experimental method. According to Sugiyono (2016) experimental methods are used to find the impact of certain treatments under controlled conditions. The design used is one group pretest-posttest. The first step in the design of this method is to give an initial test to students, the second step is to give treatment to students regarding the negotiating text, the step is to carry out a final test in order to find out if there is a difference in grades after learning is given. The data collection technique used by the researcher was an initial test before being given treatment and a final test after being treated by applying a two-stay two-stray type of cooperative.

RESULT AND DISCUSSION

Result

After the research was conducted, the researcher got the results of the data obtained from class X MIPA 5, both the initial test data and the final test data, totaling 25 data. The category that is assessed in writing negotiating texts is about writing skills. The aspects assessed are, content, text structure, language and PUEBI. The following are the results of the average scores of writing negotiating texts for the initial and final tests of class X Mathematics and Natural Sciences 5:

Table 1. Results of Pre-Test and Post-Test

Name	Pre-Test	Final Test
SAD	58	62
NSF	55	67
AH	48	71
FD	52	68
AGL	42	49
RS	67	69
NS	71	74
RF	74	74
YES	49	84
MN	62	78
AN	34	63
PRP	73	75
IN	60	75
IR	62	71
DWD	44	58
PE	60	66
FN	63	58

A	44	73
AF	14	27
WS	66	71
RM	71	73
TDN	54	74
MS	66	71
MNH	60	73
AO	60	66
Average	56.36	67.6

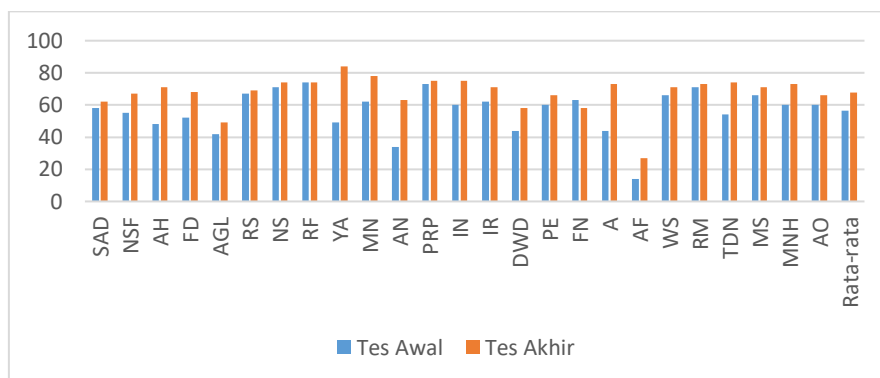
Based on research conducted in class X MIPA 5, the table above shows the lowest score of the initial test, which is 14 and the highest score of the initial test, is 74 with an average initial test of 56.3. After being treated to these students using a two-stay two-stray cooperative model, it can be seen that the lowest score for the final test was 27 and the highest score for the final test was 84 with an average final test score of 67.6. From the two data, namely the initial test and the final test, there was a change with a difference of 11.24.

Discussion

The data can be said to be normal if the value of sig. > 0.05 . After the data were analyzed by statistical tests, the results of the normality test of the initial test data were obtained, namely the value of sig. $0.075 > 0.05$ and the results of the normality test of the final test data, namely the value of sig. $0.009 < 0.05$. From these results, it can be seen that one of the data is not normally distributed. After conducting the normality test, it was continued with the Wilcoxon test because one of the data was not normally distributed.

The Wilcoxon test is a nonparametric test used to measure the difference between two groups of paired data but the data is not normally distributed. The data is said to have an average difference if the value of sig. obtained < 0.05 . The results of the Wilcoxon test obtained Asymp. Sig. (2-tailed) $0.000 < 0.05$. So, it can be concluded that the data there are differences between the results of the initial test and final test.

Table 2. Improved Pre-Test and Post-Test Results



The table above describes the increase from the initial test to the final test after being treated using a two-stay two-stray cooperative model. This increase looks quite significant. There are students whose results from the initial test and the final test show the same results, there is no increase, but on average there is an increase after being given treatment. There are several factors that make learning successful, including factors from students, teachers, facilities & infrastructure, methods or models used in learning. This is reinforced by Syah (2017, p. 144) grouping the factors that affect the learning process into three parts:

1. Internal factors (factors from within atudents), namely the physical and spiritual condition of students.
2. External factors (factors from outside students), namely enviromental conditions around students.
3. The factor of learning approach (approach to learning), namely the type of student learning effort which includes the strategies and methods used by students to carry out activities to study the subject matter.

The use of methods or models is one of the factors that determine the success of learning. The use of certain methods or models will also determine whether the model is effective or not in learning. At the time of learning students were very enthusiastic about the application of this type of cooperative model two stay two stray. Students are very active in learning, and students' interest in learning increases. According to Shoimin the advantages of the two stay two stray type cooperative model include:

1. The tendency of student learning becomes more meaningful.

2. More activity oriented.
3. Increase student cohesiveness and self-confidence.
4. Help increase interest and learning achievement.
5. Can be applied to all levels/classes.

The activeness of students in participating in learning is very influential on the use of the method or model used. The use of the two-stay-two-stay type of cooperative model is enough to attract students' attention so they don't get bored in learning because they play an active role during the learning process. This is the factor of the type of cooperative model two stay two stay effectively used in learning to write. The success of learning depends on students and teachers. If students do not respond well to learning, then learning is considered unsuccessful and so is the teacher, if skills in learning are not used properly, such as the application of inappropriate methods or models, the learning will not succeed. Thus, the use of the two stay two stray type of cooperative model is effectively used in learning to write negotiating texts and has an effect on the success of negotiating negotiating texts

CONCLUSION

Based on the results of the data obtained from researchers in learning to write negotiating texts using a two-stay two-stray cooperative model, it can be seen that there is a difference between the initial test scores and the final test scores. This difference can be seen from the average score for the initial test of 56.36 and the average of the final test score of 67.6. Based on the statistical test of the normality test, the initial sig test value was $0.075 > 0.05$ and the final sig test value was $0.009 < 0.05$. So it can be seen that the data is not normally distributed because the final data < 0.05 . Because one of the data is not normally distributed, it is continued with the Wilcoxon test. The results of the Wilcoxon test obtained Asymp. Sig. (2-tailed) $0.000 < 0.05$. So it can be concluded that the data there are differences between the results of the initial test and final test. Model cooperative type two stay two stray effectively used in learning negotiation texts. This can be proven by the highest score in the initial test, which is 74, then the best score in the final test, which is 84.

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