

The Application of the Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving the Ability to Understand the Main Idea of Paragraphs

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Abstract

The purpose of this study was to describe the planning of the Two Stay Two Stray Cooperative Learning model in improving students' ability to understand the main ideas of paragraphs at Parungkadongdong Elementary School. To describe the implementation of the Two Stay Two Stray Cooperative Learning model in improving the ability to understand class V at SDN Parungkadongdong. To describe the improvement of the Two Stay Two Stray Cooperative Learning model on student learning outcomes in determining the main ideas of paragraphs. This article is Classroom Action Research. The results of the study: Planning, in Indonesian language lessons the subject matter of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model in class V SDN Parungkadongdong is said to be successful. This can be seen from the results of the teacher's ability to design lesson plans. In cycle I the teacher's ability to design lesson plans reached 85% in the high category and in cycle II the teacher's ability to design lesson plans reached 93% in the very high category. Implementation, in Indonesian lessons the subject matter of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model in class V SDN Parungkadongdong was said to be successful. This can be seen from the results of teacher activities in managing learning and student activities in carrying out learning have increased in each cycle. Teacher activity in cycle I reached 89% and in cycle II reached 93%. While student activity in cycle I reached 83% and in cycle II reached 91%. Observation (Observation) Increasing Students' Ability to Understand Main Ideas of Paragraphs, in Indonesian language lessons the main ideas of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model in class V SDN Parungkadongdong are said to be successful. This can be seen from the results of improving students' ability to understand the main ideas of paragraphs. In the pre-action it reached 68%, the first cycle reached 75% and the second cycle reached 86%.

Keywords: Cooperative Learning, Two Stay Two Stray, Main Idea of Paragraph



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INTRODUCTION

According to Dhieni and Fridani (2017) Language is a communication tool used to convey ideas, messages, intentions, feelings, and opinions. By being able to convey ideas, messages, intentions, feelings, and opinions, it is called mastering the language. People who have mastered the language means that the person already has good mastery of the language. There are four language skills that must be mastered by students, namely listening skills, speaking skills, reading skills, and writing skills. As stated by Mulyati (2014), language skills have four components, namely listening skills, speaking skills, reading skills and writing skills.

In acquiring language skills can usually be obtained through an orderly and regular relationship. Listening and speaking can be obtained before entering school, namely in the family environment, while reading and writing can be obtained after entering school, namely in the school environment. So that it can develop the competencies possessed by students, especially in understanding the main ideas of paragraphs. Muktino (in Sabirin 2022) argues that "Reading is a lifelong activity. Reading is defined as the process of taking meaning from

written language. Reading is an activity of seeing and understanding the contents of what is written, whether it is spoken or just spoken in the heart. According to Kalida and Mursyid (in Sabirin 2022) "Reading is a way to open your eyes and mind to penetrate the boundaries of pluralism as well as to overcome limitations and backwardness". That is, students must be able to see and understand content or meaning and obtain messages or information from the reading they read to open their minds in overcoming backwardness.

Mulyati (2014) states that, "Writing is an active-productive skill. Writing activity is not just copying words and sentences but rather pouring and developing thoughts, ideas and ideas in an orderly, logical, systematic writing structure so that it is easily captured by readers. From this opinion it can be concluded that writing is an active and productive skill to express and develop thoughts, ideas and ideas in an orderly written structure. Writing skills can also be used to understand the main ideas of paragraphs.

Kosasih and Hermawan (2012: 31) argue, "The main idea is the main idea that becomes the reference as well as the information that becomes the focus of the conversation in the paragraph or the conclusion of the contents of the sentences that make up the paragraph". Reading and writing skills can be mastered through supporting activities such as understanding the main ideas of paragraphs, Reading and writing activities are very important processes so efforts are needed to improve the ability to understand the main ideas of paragraphs. In the step of increasing the ability to understand the main idea of this paragraph, Elementary Schools as Formal Education Institutions must be involved in this success, especially the skills of teachers in teaching. Teachers must be able to improve the ability to understand the main ideas of paragraphs of fifth grade elementary school students, because in the 2013 curriculum students are required to be able to determine the main ideas in oral and written texts and present the results of identification of the main ideas in written and oral texts orally, in writing, and visually. Based on KI and KD Indonesian, namely determining main thoughts in spoken and written text, students must understand the main ideas in the paragraphs they read, which are supported by the teacher as a motivator.

In the initial study by conducting interviews with the class V teacher at SDN Parungkadongdong for the 2022/2023 school year, Wednesday 07 December 2022 at 10.00 WIB, information was obtained that learning Indonesian for class V students had not been able to understand the main ideas in paragraphs. The inability of students can be seen in the incompatibility of students in determining the main ideas in the paragraphs they read. This can be proven from the results of learning to understand the main ideas in paragraphs that are still not successful. The achievement of learning outcomes obtained by students from the evaluation results regarding finding the main idea in the paragraph read by fifth grade students at SDN Parugkadongdong for the 2022/2023 academic year in Indonesian subjects has not yet reached the Minimum Completeness Criteria (KKM) set, which is 75. The results of student evaluations regarding finding the main idea in the text read obtained the lowest score of 50 and the highest score of 90. Of the 32 students who scored below the KKM, 23 (71.87%) students scored, while students who scored above the KKM were 9 (28.13%) students, so students need to get guidance to improve the ability to determine the main idea in the paragraphs read.

Relevant previous research is research conducted by Rani (2016) which was conducted at SMPN 10 Tasikmalaya with the title "Efforts to Improve the Ability to Find Main Ideas in Texts Read Through Reading Learning Using the Two Stay Two Stray Learning Model. Visitor). The problem experienced by the teacher is that the teacher pays little attention to the learning model used during the learning process. In their learning activities in class V, they carry out learning using the Teacher Center method without giving students the opportunity to find solutions to the problems they find on their own. So that students do not understand the main

idea of the paragraph. One of the learning models that will be used to improve students' grades and understanding in the process of learning Indonesian about finding the main ideas in the text read is the Cooperative Learning Type Two Stay Two Stray (TSTS) model. According to Kagan (in Aqib 2013: 35) the Two Stay Two Stray (TSTS) Cooperative Learning Model is learning that is carried out in groups by providing opportunities for groups to share results and information with other groups. The Cooperative Learning Model of the Two Stay Two Stray type can develop active, innovative and creative student learning and develop student understanding, especially in understanding the main ideas of paragraphs.

Based on the problems above, the writer feels interested in carrying out research and improving Indonesian language learning regarding the ability to understand the main ideas of paragraphs. The improvements that the author will make are realized in the form of classroom action research (PTK) as Prihantoro and Hidayat (2019) stated "Classroom action research is problem solving and improving the quality of education and teaching". The formulation of the research problem is: How to plan the Cooperative Learning Type Two Stay Two Stray (TSTS) model in improving the ability to understand the main idea of paragraphs for fifth grade students at Parungkadongdong Elementary School? How is the implementation of the Two Stay Two Stray Cooperative Learning model in improving the ability to understand the main ideas of paragraphs of fifth grade students at SDN Parungkadongdong? How does the Two Stay Two Stray type Cooperative Learning model increase on student learning outcomes in the ability to understand the main ideas of paragraphs?

Based on the formulation of the problem that has been described, the objectives of this study are: To describe the planning of the Two Stay Two Stray Cooperative Learning model in improving students' ability to understand the main ideas of paragraphs at Parungkadongdong Elementary School. To describe the implementation of the Two Stay Two Stray Cooperative Learning model in improving the ability to understand class V at SDN Parungkadongdong. To describe the improvement of the Two Stay Two Stray Cooperative Learning model on student learning outcomes in determining the main ideas of paragraphs.

RESEARCH METHODS

The object of this study is the use of the Two Stay Two Stray (TSTS) Cooperative Learning model in improving the ability to understand the main ideas of paragraphs from the text they read. The reason the researcher chose this object was because the researcher found a problem in class V regarding the lack of students' ability to understand the main idea of a paragraph. Therefore the researcher is interested in further examining this problem. The subject of this study was the fifth grade students at SDN Parungkadongdong regarding the lack of ability to understand the main ideas of paragraphs from the reading they read which consisted of 32 students. There were 23 students who had not been able to understand the main ideas of paragraphs and 9 students who were able to understand the main ideas of paragraphs. Therefore, the researcher made fifth grade students as subjects in the study. In accordance with the need to solve problems when learning, more specifically the research title, namely the Application of the Two Stay Two Stray Cooperative Learning Model (TSTS) in Improving the Ability to Understand the Main Idea of Paragraphs. Therefore, the researcher chose the Classroom Action Research (PTK) method because it is very suitable for this problem. Prihantoro and Hidayat (2019) stated "Classroom action research is problem solving and improving the quality of education and teaching".

Data Collection Technique

The author conducted this research using several techniques. The research technique is as follows.

1. **Observation Techniques.** This observation was carried out by researchers on teachers and fifth grade students at SDN Parungkadongdong. This observation concerns the observation of lesson planning, assessment of teacher activity, student activity, and assessment of student activity in the form of descriptions. Indonesian is related to understanding the main ideas of paragraphs and students' ability to understand the main ideas of paragraphs. Observation techniques are used by the author to obtain initial data about the planning and implementation of the Two Stay Two Stray Cooperative Learning (TSTS) model in learning to understand the main ideas of paragraphs in readings read during research. Have all students carried out learning with the Two Stay Two Stray (TSTS) Cooperative Learning model in understanding the main ideas of paragraphs in previous learning.
2. **Test Technique.** Test techniques are used to obtain data on student learning outcomes through tests or giving questions to students. With this test technique the researcher will obtain data about students' abilities in learning to understand the main ideas of paragraphs from the text they read. This test technique is aimed at students, namely to describe the increase in the Two Stay Two Stray (TSTS) Cooperative Learning model on student learning outcomes in the ability to understand the main ideas of paragraphs. With the ability of students to do the test means students have understood the main idea of the paragraph.

RESEARCH RESULTS AND DISCUSSION

The results of the research described contain data regarding the process of learning activities to improve the ability to understand the main ideas of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model in Indonesian language lessons for fifth grade students at SDN Parungkadongdong. This study used the Classroom Action Research (PTK) method, namely by carrying out planning, action, observation, and reflection.

Classroom Action Research (CAR) is conducted to improve the ability to understand the main ideas of paragraphs. In its implementation, the author uses steps that are appropriate to the stages of learning by using the Two Stay Two Stray Cooperative Learning (TSTS) model, namely the teacher gives an example of reading text about "Prohibition of Hitting Friends", the teacher and students discuss finding and understanding the main ideas of paragraphs, students in groups of four students, students receive and study reading texts, students in groups discuss to answer the questions given by the teacher about the main idea of the paragraph, after discussing the results of the discussion are poured on the paper provided, two people in the group live in group to present the results of their group work while two other people visited other groups to seek information from the work of other groups, after finishing the two visiting people returned to their respective groups, and each group reported their answers in front of the class and other groups responded.

Classroom Action Research (CAR) which was carried out at Parungkadongdong Elementary School with the aim of improving the ability to understand the main ideas of paragraphs using the Two Stay Two Stray Cooperative Learning (TSTS) model which was carried out on March 11 and 14 2023 using two research cycles. The learning process studied was the learning process of fifth grade students at SDN Parungkadongdong in the Indonesian language subject using the Type Two Stay Two Stray (TSTS) Cooperative Learning model. The Two Stay Two Stray Cooperative Learning Model (TSTS) is learning that is carried out in groups to get information from other groups related to determining the main ideas of paragraphs found by other groups.

Based on the implementation carried out by the researcher, when the learning took place most of the students looked enthusiastic in participating in learning. It can be seen that there are still some students who when asked to determine the main idea of the paragraph there are still students who are not quite right in determining the main idea of the paragraph. The results

of the improvement obtained in this study were to increase the ability to understand the main ideas of paragraphs obtained from the results of student learning process tests, namely in cycle I and cycle II. The results of increasing the ability to understand the main ideas of paragraphs were obtained from the results of student learning process tests, namely pre-action, cycle I and cycle II. The increase in criteria in each cycle can be seen from the acquisition of the average student score which increased from cycle I to cycle II.

The results of improving the ability to understand the main ideas of paragraphs of class V SDN Parungkadongdong in the pre-action reached KKM were 9 students, in cycle I there were 13 (40.62%) students, and in cycle II there were 25 (78.12%) students, from the pre-action to cycle I increased by 4 and from cycle I to cycle II increased by 7. The final results after the students had an increase from the results of the pre-action, cycle I and cycle II, students experienced an increase and had reached the KKM that had been determined, namely 75 with achieve the achievement target of 80% of students.

The application of the Cooperative Learning Type Two Stay Two Stray (TSTS) model can improve the ability to understand the main ideas of paragraphs for fifth grade students at Parungkadongdong Elementary School. This is because the implementation of learning using the Cooperative Learning Type Two Stay Two Stray (TSTS) model can attract students' attention so that it helps improve the ability to understand the main ideas of paragraphs of fifth grade students at Parungkadongdong Elementary School.

Discussion

1. **Planning.** Learning planning in cycle I and cycle II is outlined in a Learning Implementation Plan (RPP) which is made with reference to the 2013 curriculum and the learning syllabus for class V SDN Parungkadongdong. The Learning Implementation Plan (RPP) was designed using the Cooperative Learning Type Two Stay Two Stray (TSTS) model and was equipped with a short story text entitled "Prohibition of Hitting Friends" and equipped with Student Worksheets (LKPD) in the form of description questions about determining the main ideas of paragraphs. To make it easier for students to determine and understand the main idea of a paragraph. Through Classroom Action Research (CAR) about learning from cycle I to cycle II. What made the difference between cycle I and cycle II was the way of delivering and the new things conveyed in each cycle related to the lack of ability to understand the main ideas of student paragraphs from the evaluation results in the previous cycle.
2. **Implementation.** The implementation of learning to understand the main ideas of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model which is carried out at Parungkadongdong Elementary School is carried out well in each cycle. Implementation of the action in the first cycle there are still deficiencies in improving the ability to understand the main ideas of paragraphs both from researchers and students. However, based on the directions and input given by the teacher and observer the problem can be resolved in the second cycle of action. The learning implementation received a good response by the enthusiasm of the students in participating in the lesson.
3. **Upgrade.** The results of increasing the ability to understand the main ideas of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model which was carried out in class V SDN Parungkadongdong experienced an increase in each cycle. Increasing the value of the ability to understand the main ideas of paragraphs using the Two Stay Two Stray (TSTS) Cooperative Learning model of students from cycle I to cycle II proves that the application of the Two Stay Two Stray (TSTS) Cooperative Learning model in improving the ability to understand the main ideas of paragraphs of class students V SDN Parungkadongdong succeeded in increasing the ability to understand the main ideas of paragraphs.

The results of improving the ability to understand the main ideas of paragraphs of class V SDN Parungkadongdong in the pre-action reached KKM were 9 students, in cycle I there were 13 (40.62%) students, and in cycle II there were 25 (78.12%) students, from the pre-action to cycle I increased by 4 and from cycle I to cycle II increased by 7. The final results after the students had an increase from the results of the pre-action, cycle I and cycle II, students experienced an increase and had reached the KKM that had been determined, namely 75 with achieve the achievement target of 80% of students.

CONCLUSION

The conclusions obtained based on the discussion of research results on improving the ability to understand the main ideas of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model for class V SDN Parungkadongdong, several things can be concluded as follows: Planning, in Indonesian language lessons the main ideas of paragraphs use the Cooperative Learning Type Two Stay Two Stray (TSTS) model in class V SDN Parungkadongdong is said to be successful. This can be seen from the results of the teacher's ability to design lesson plans. In cycle I the teacher's ability to design lesson plans reached 85% in the high category and in cycle II the teacher's ability to design lesson plans reached 93% in the very high category. Implementation, in Indonesian lessons the subject matter of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model in class V SDN Parungkadongdong was said to be successful. This can be seen from the results of teacher activities in managing learning and student activities in carrying out learning have increased in each cycle. Teacher activity in cycle I reached 89% and in cycle II reached 93%. While student activity in cycle I reached 83% and in cycle II reached 91%. Observation (Observation) Increasing Students' Ability to Understand Main Ideas of Paragraphs, in Indonesian language lessons the main ideas of paragraphs using the Cooperative Learning Type Two Stay Two Stray (TSTS) model in class V SDN Parungkadongdong are said to be successful. This can be seen from the results of improving students' ability to understand the main ideas of paragraphs. In the pre-action it reached 68%, the first cycle reached 75% and the second cycle reached 86%.

In this study the authors try to convey some suggestions that can motivate or improve matters relating to the learning process including the following: Teachers should be able to use a variety of models during learning. So that students are interested in carrying out learning. Teachers can use learning models that are in accordance with Indonesian learning objectives in order to improve student learning outcomes and not make it difficult for students to receive subject matter. The Cooperative Learning Model Type Two Stay Two Stray (TSTS) should be used in material to determine the main ideas of paragraphs to improve students' ability to understand the main ideas of paragraphs. Teachers should always motivate and guide students to always be serious in carrying out learning. Teachers should always pay attention to students when learning takes place so that teachers can find out the strengths and weaknesses of students in learning activities. Teachers should be able to create an interesting and fun learning atmosphere for students.

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