

# IMPROVEMENT MOTIVATION AND RESULT THE GERMAN LANGUAGE LEARNING THROUGH COOPERATIVE LEARNING MODEL TYPE TWO STAY TWO STRAY LANGUAGE CLASS XI MAN I WATAMPONE

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## **Abstract**

The purpose of this study was to determine whether the application of cooperative learning model two stay two stray can increase motivation and learning result German aspects of reading in Class XI Language MAN 1 Watampone. This research is a class act. Data collection techniques used in this study consists of observation, tests and questionnaires. This study was conducted in two cycles; each cycle is carried out two meetings. In preliminary tests, the average motivation to learn at 37.27, at 49.53 in the first cycle and the second cycle was 63.67. Likewise with the student learning outcomes, the average baseline test results to learn at 53, 73, the first cycle was 65.4 and in the second cycle of 77.93. From these results it can be concluded that the use of cooperative learning model two stay two stray in the process of learning German language in class XI MAN 1 Watampone can increase students' motivation and learning outcomes, especially in the aspect of reading.

**Keywords:** Learning Outcomes, Learning Motivation, German, Cooperative Learning and type two stay two stray

## **A. INTRODUCTION**

The role of foreign language in Indonesia is clearly visible with various types of foreign languages taught in schools. This was due to the development of science and technology which requires a person to be able to communicate using a foreign language. One of the subjects that are taught in the foreign language high schools in Indonesia is German. In Indonesia alone German language learning curriculum refers to the curriculum or

the Education Unit in 2006, which covers the four language skills. Four language skills that must be mastered that skill listening, speaking, reading and writing. It is inherent in the learning process as interrelated skills that one with another skill.

Based on observations of students and interviews that have been conducted with the German language subject teachers and counseling teacher at Madrasah Aliyah Negeri 1 Watampone, it found that there were some problems during the process of learning the German language. One of the problems encountered in grade XI language. Problems in this class are to lack the motivation to learn German students. Students who enter the classroom language backgrounds have different, because there are indeed becoming the first choice when selecting a program in class XI, but most of them are forced to go to class because the language does not pass the criteria on both science and social studies majors or the will of the school bureaucracy. From interviews also showed that students' motivation is lacking due to the perception of students that German subjects was difficult because it has a German grammar and vocabulary of the German language is complicated. Students' motivation less would certainly have an impact on student learning outcomes.

Motivation to learn can arise because of the intrinsic and extrinsic factors. If the students do not get interesting in learning activities, it will automatically impact on the motivation to learn and vice versa if the students get an interesting activity, it will automatically have an impact on improving the learners' learning motivation. Another factor that causes a lack of motivation to learn German language students is the teacher who gives lessons at this school tend to still use the conventional method of the teacher at the center of learning. To increase students' motivation in learning German, it is deemed appropriate to seek innovative methods to be used in the learning process. Learning models emerging in the world of education today is a cooperative learning model two stay two stray (TS-TS). The advantages of cooperative learning model TS-TS are made active learners in the classroom, with the social interaction between learners and work in teams.

Based on the research that has been conducted by Hermansyah (2013) regarding differences in learning outcomes

using cooperative learning TS-TS with direct instruction is concluded that student learning outcomes by using a type of TS-TS is higher than the class using direct instruction. This suggests that cooperative learning worthy TS-TS used in the learning process. Based on the background described above, it is necessary to research on the increased motivation and learning outcomes German aspects of reading by using cooperative learning model TS-TS language class XI student of Madrasah Aliyah Negeri 1 Watampone.

## **B. METHODS**

### **Types of Research**

This study is an action research (Classroom Action Research). which consists of four phases namely planning, implementation, observation and reflection. This study is a collaborative that researchers are working with one of the observers who will observe the course of the study. Action research model used by the researchers is the model of John Elliot. Data Collection Techniques

Data collection techniques used in this study consists of observation, tests and questionnaires. Here is an explanation of each data collection techniques.

#### **a. Observation**

Observation in this study is a process of systematic observation and recording conducted by researchers of the symptoms studied. Through this observation, researchers will be able to know how the implementation of the teaching in the classroom. In addition, researchers can also find out how the acceptability of students towards learning method which is given by the researcher.

#### **b. Learning Test Results**

The test is a tool used to determine whether or not reached a standard of competence that has been learned by the student in each lesson. The tests are given to students each end of the cycle. In addition, researchers also provide initial tests to determine the level of students' motivation and learning outcomes. Tests used in this study is an objective test in the form of multiple-choice reading test types, test and correct any field tests.

**c. Questionnaire**

Questionnaire in this case is a measure to determine how students' motivation towards learning German at school. Questionnaire in this study using a Likert scale with four alternative answers, namely SS (strongly agree), S (agree), TS (do not agree), STS (strongly disagree). Prior to data collection related to student motivation questionnaire that will be used first tested for validity and reliability. This is done to be able to come to a conclusion about the appropriateness of each item on the questionnaire to measure students' motivation to learn German

**Research Procedures**

This study will be conducted in two cycles, each cycle is carried out two meetings, especially in the learning process. When the first cycle is not getting the results achieved so researchers continue to the next cycle. The general picture that is performed at each cycle of planning, implementation, and reflection are described as follows:

**a. Planning Phase**

Prior to the implementation of this study first conducted the following activities:

- 1) Reviewing the curriculum along with collaborators.
- 2) Creating a learning device for each meeting in accordance with the applied learning models.
- 3) Prepare materials that will be assigned to students.
- 4) Make tests to evaluate learning outcomes.
- 5) Makes a questionnaire on motivation to learn.
- 6) Make observation sheet to observe the conditions of learning in the classroom when the implementation of the action is in progress.

**b. Implementation phase**

The steps are done at this stage as follows:

- 1) At the initial face-to-face teacher to competency to be achieved in accordance with lesson plans and motivate students to learn.
- 2) Organize students into groups.
- 3) Implement a lesson plan that has been made previously by using a type of TS-TS.



55% - 64%	55-64	Low
0% - 54%	0-54	Very Low

Meanwhile, the data regarding the enforceability of the observation of the learning process which includes student activities, activities of teachers and students' responses were analyzed qualitatively. For a student activity, categorized either or increases when students are actively follow the whole process of learning.

## C. RESULTS AND DISCUSSION

### Results

Type of validity are used to test the validity of the instrument learning motivation is the Pearson Product Moment Correlation test. Each item will be tested relationship with the total score of the variable in question. R table with a look at the 0.05 two-tailed test with the amount of data ( $n = 15$ ). In order to study this more thoroughly, an item should have a correlation ( $r$ ) with a total score of each variable  $\geq 0.25$ . Items that have a count  $r < 0.25$  will be eliminated as a result they do not make the same measurements. From the test results obtained to all the items in the questionnaire that has a correlation value ( $r$ )  $\geq 0.25$ . Therefore it can be concluded that overall the items are valid questions. In addition to the validity of the test, the researchers also conducted a reliability test of the instrument learning motivation will be used.

Test Reliability Cronbach Alpha test conducted by using SPSS-18. If the alpha value  $> 0.7$  means sufficient reliability (sufficient reliability) while if alpha  $> 0.80$  suggestion throughout this entire test items reliably and consistently internally because it has strong reliability. From the table above it can be seen that the value of Cronbach's Alpha of 0.83. This indicates that all question items have strong reliability.

Before the implementation of the first cycle, the researchers first measured the initial learning motivation of students to learn the German language and provide tests to determine student learning outcomes while the subjects in this study. Here are the results of measurements of student motivation

by using instruments that have been previously tested the validity and reliability testing.

**Table 3.** Categorization Motivation

Motivation Level	Categorization	Frequence
$X \leq 33,28$	Very Low	3
$33,28 < X \leq 35,94$	Low	2
$35,94 < X \leq 38,6$	Middle	5
$38,6 < X \leq 41,26$	High	5
$X \geq 41,26$	Very High	0

**Table 4.** Categorization of Learning Outcomes

Ability Level	Value	Categorization	Frequence
90% - 100%	90-100	Very High	0
80% - 89%	80-89	High	0
65% - 79%	65-79	Middle	4
55% - 64%	55-64	Low	3
0% - 54%	0-54	Very Low	8

The first cycle conducted during 2 meetings in terms of the learning process. The learning model used is a cooperative learning model TS-TS. After doing the study in the first cycle by using the learning model of type TS-TS, again measured motivation to learn that is owned by students and learning outcomes while learning process implemented after the first cycle. Here are the results of the measurement of motivation and learning outcomes of students in the first cycle:

**Table 5.** Categorization Motivation

Motivation Level	Categorization	Frequence
$X \leq 43,95$	Very Low	0
$43,95 < X \leq 47,67$	Low	4
$47,67 < X \leq 51,39$	Middle	6
$51,39 < X \leq 55,11$	High	4
$X \geq 55,11$	Very High	1

**Table 6.** Categorization of Learning Outcomes

Ability Level	Value	Categorization	Frequence
90% - 100%	90-100	Very High	0
80% - 89%	80-89	High	2
65% - 79%	65-79	Middle	5
55% - 64%	55-64	Low	5
0% - 54%	0-54	Very Low	3

Second cycle executed during the 2 meetings. The learning model used is still using the cooperative learning model TS-TS. After doing a study on the second cycle using a learning model of type TS-TS, again measured motivation to learn that is owned by students and learning outcomes while after the learning process executed in the second cycle. Here are the results of the measurement of motivation and learning outcomes of students in the second cycle:

**Table 7.** Categorization Motivation

Motivation Level	Categorization	Frequence
$X \leq 60,29$	Very Low	0
$60,29 < X \leq 61,88$	Low	3
$61,88 < X \leq 63,47$	Middle	7
$63,47 < X \leq 65,06$	High	4
$X \geq 65,06$	Very High	1

**Table 8.** Categorization of Learning Outcomes

Ability Level	Value	Categorization	Frequence
90% - 100%	90-100	Very High	0
80% - 89%	80-89	High	6
65% - 79%	65-79	Middle	9
55% - 64%	55-64	Low	0
0% - 54%	0-54	Very Low	0

In the second cycle of this can be seen clearly that there is an increase in student learning outcomes through the learning after the second cycle. Most of the students have learning outcomes in a category is as many as 9 people. In addition there are 6 people who have learning outcomes that are in the high category.



## Discussion of Results

This research was conducted with the aim to increase motivation and learning outcomes German language students. Measures used to increase motivation and learning outcomes of German students is through cooperative learning model TS-TS. This learning model is one that is oriented learning model with the aim to enable students in the learning process. Based on the implementation of measures cooperative learning model TS-TS, the teacher provides opportunities for students to explain the subject matter to other students through the discussion that has been done previously in their respective groups. The teacher invites students summarize an idea or opinion of their discussion and the teacher closed the learning, then the overall cooperative learning model TS-TS has been able to increase student motivation and learning outcomes in each cycle.

In addition, through this model can be created conditions conducive classroom so that students and teachers active in the learning process, it can even be said that the process of learning more student-centered. In the first cycle in the teacher's ability to manage the learning included in both categories. However, it has not been able to make all students actively in the learning process is. Based on observations by researchers, classroom atmosphere noise on the learning process. The commotion occurred as there are some students who perform other activities in the learning process so that the offending friend who is learning.

Meanwhile, at the first meeting of the students were divided into four groups of four and each group of three people. At first many students were protesting because they do not fit in with their classmates so that there is no cohesion between group members as well as a lack of passion in doing the task given by the teacher. However, after the teacher explains the students were finally understand it so that they can work together in completing a given task. In the first cycle only a small percentage of students who take an active role in completing a given task, the other students who are just waiting for an answer from his friend without participating in the completion of the task. Reality conditions at the first meeting there were some members of the group have not been able to carry out their duties with such good results of their discussion has not been able to explain to other

groups or have not been able to capture the material presented by other groups.

However, after further meetings accomplished students were beginning to dare to present the results of their discussion. Despite this increase in motivation and learning outcomes German students were highly significant from each cycle. In preliminary tests of learning motivation and learning outcomes while of 15 students as subjects showed that students' motivation is generally very low in category 3 as many people, as many as 2 lower categories, the categories are as many as 5 people, and for the high category by 5 people. In general it can be seen that motivation student learning in middle category leads to low. While the results of its own study found that most students have a very low learning outcomes with the frequency of 8 people, while only 4 people who have learning outcomes that are in the medium category and the remaining 3 are in the low category. Based on the level of school graduation can be concluded that of the 15 students in class XI Language only one person who is in the category of standard graduating with a passing grade of a school that is 76, while the 14 others are in the category of not graduating with a value below 76.

After considering the results of initial tests that have been given to students, researchers began to try to provide teachers with teaching using learning model of type TS-TS for 2 meetings. After the end of the first cycle, the researchers again give tests of learning motivation and learning outcomes of students. Obtained from these tests that the students' motivation in general in the low category of 4 people, the categories are as many as 6 people, higher by 4 people category, and the category of very high by 1 person. In general it can be seen that motivation student learning in middle category leads to high. As for their own learning results obtained that there is an increase in student learning outcomes through the learning after the first cycle. Most of the students have learning outcomes are in the category of medium and low as 5 people respectively, while the 3 people who have learning outcomes that are in the category of very low remaining 2 are in the high category.

Based on the level of school graduation can be concluded that of the 15 students, there are 6 people who are in the category

of standard graduating with a passing grade of a school that is 76, while the remaining 9 are in the category of not graduating with a value below 76. From these data it appears that there is an increase in the number of students who are in the category of pass compared with the previous initial test given to students.

After comparing the results obtained by students studying at the beginning of the test and the test after the first cycle, there are some students who tend to have an extremely low compared with other students. Under these conditions, teachers and researchers pay particular attention to some of the students. Directed the attention given to how these students can be active in the learning process. At the time of the second cycle, it appears that students who previously identified less active in the learning process begin to adapt to a given learning model. In addition, the students also had seen began to be active in their respective groups. After the second cycle executed during the 2 meetings. Researchers gave test results back to study and test students' motivation. Here are the results obtained in the second cycle. Students' motivation in general in the low category were 3 people, categories were as many as 7 people, and for the high category of 4 people and the very high category by 1 person. In general it can be seen that motivation student learning in middle category tend to high and can be seen there is an increase compared to the first cycle.

In the second cycle of this can be seen clearly that there is an increase in student learning outcomes through the learning after the second cycle. Most of the students have learning outcomes in a category is as many as 9 people. In addition there are 6 people who have learning outcomes that are in the high category. Cycle II meeting held on the third to the fourth meeting. Learning implementation in the second cycle is better than in cycle I. This can be seen by the lack of attention, motivation, liveliness and enthusiasm of students to learn already showing progress. In addition, if the teacher asks the students to respond to the question directly. Curiosity and enthusiastic students to ask poorly understood material has also been seen, they had dared to ask questions to the teacher. The higher the confidence of students seen from the increase in students who want to submit an opinion when there is a response of his own. In group activities that

complete the assigned task, good cooperation has increased. This is evident from the involvement of the student at the time of the discussion. Students work in teams without any sense of difference. On completion of the assignment, students who perform other activities such as noise have decreased so that the student can complete the task well.

Based on the level of school graduation can be seen that of the 15 people there were 10 people who were in the category of standard graduating with a passing grade of school that is 76, while the remaining 5 people are in the category of not graduating with a value below 76. From these data it is seen that there increase in the number of students in the category of pass compared to the beginning of the previous tests given to students.

From the results of observations made by researchers, found that a fifth of students in a category is not exhaustive actually increased learning outcomes from the initial test to the second test cycle. However, increasing the learning outcomes are not significantly compared with other students. On the other side of the results, obtained by the observation that the five students are classified as active in the learning process in the second cycle. There are several factors other than motivation factors that influence the students' learning outcomes, such as there are some students who do study indicated a slow and need more time to understand a given material compared to other students.

Increased activity of students in the second cycle is inseparable from the role of the teacher is also getting better at managing the learning process by using cooperative learning model TS-TS. Thus, it can be said that the teachers in this study was able to manage learning with cooperative learning model TS-TS. Looking at the teacher's ability to manage learning through cooperative learning model TS-TS and activity of students during the learning process takes place on the second cycle has resulted in increased motivation and learning outcomes German language students. It can be seen from the percentage of students who achieve success indicator for motivation and learning outcomes German language students. From the above description indicates an increase in motivation and learning outcomes of students of class XI German Language MAN 1 Watampone after the implementation of cooperative learning model TS-TS. This is

evident from the number of students who achieve success indicators for learning and mastery motivation in the classical KKM in accordance with pre-determined to learn German results from the school authorities.

#### **D. CONCLUSION**

Based on the research results obtained and discussion of the results of the research in the first cycle and second cycle, it can be concluded the use of cooperative learning model TS-TS in the learning process, especially in the German language class XI MAN 1 Watampone can increase students' motivation and learning outcomes, especially in the aspect of read. Motivation to learn German language students obtained from questionnaires at the beginning of the test in middle category leads to low with an average score (M) of 37.27 with a standard deviation (SD) of 2.66. While in the first cycle of student motivation in middle category leads to high with an average score (M) of 49.53 with a standard deviation (SD) of 3.72 and the second cycle students' motivation at high category with a score of mean (M) of 63.67 with a standard deviation (SD) of 1.59. While the study results obtained from the German language test students' initial average value is in the category of very low at 53, 73. In the first cycle the average value of students in middle category was 65.4 and the average value of the second cycle students in middle category was 77.93.

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