

## The Difference of Using the Cooperative Approach *Two Stay Two Stray* and *Jigsaw Type* in Writing Skill of Drama Scripts at VIII Grade Students

Rahayu Fitri<sup>✉</sup>, Risa Yulisna

Program Studi Pendidikan Bahasa dan Sastra Indonesia, STKIP PGRI Sumatera Barat, Indonesia

### Article Info

History Articles  
Received:  
22 September 2019  
Accepted:  
4 February 2020  
Published:  
21 April 2020

Keywords:  
Two Stay Two Stray,  
Jigsaw, Drama Script

### Abstract

The aim of this research was to describe whether there is a significant difference or not in writing skill of drama scripts in grade VIII students of SMP Negeri 6 Padang, West Sumatra that were taught by using the Cooperative Approach Two Stay Two Stray and Jigsaw type. The type of this research is a quantitative research with a quasi experiment method. This research uses the Non-equivalent Control Group Design. In this research, it was determined class VIII.2 as the experimental class I and VIII.6 as the experimental class II. The analyzing data is conducted by describing data. Then, it conducted data analysis requirements and hypothesis testing. The result is any significant difference in the writing skill of drama scripts at grade VIII students of SMP Negeri 6 Padang who were taught by the Cooperative Approaches Two Stay Two Stray and Jigsaw type. This is due to the similarity between the cooperative approaches in Two Stay Two Stray and Jigsaw type which students have the opportunity to explore information by asking questions and discussing with other groups. Thus,  $H_0$  is accepted and  $H_1$  is rejected because  $t_{count} < t_{table} = 0,19 < 1,67$ .

<sup>✉</sup> Correspondence address:  
Kampus STKIP PGRI Sumatera Barat, Padang, 25173  
E-mail: [rahayu@stkip-pgri-sumbar.ac.id](mailto:rahayu@stkip-pgri-sumbar.ac.id)

## INTRODUCTION

The 2013 Curriculum is a refinement of the 2006 Curriculum or KTSP (Education Unit Level curriculum) *Kurikulum Tingkat Satuan Pendidikan*). This curriculum has brought fundamental changes in learning Indonesian. In the *Kurikulum 2006*, Indonesian language learning prioritized language (and literature) skills, while in the *Kurikulum 2013*, Indonesian language learning was used as a tool to develop the abilities and skills of reasoning. *Kurikulum 2013* makes language a defender of science and learning. To implement these objectives, learning Indonesian in the *Kurikulum 2013* is presented by using a text-based approach. Text can be in the form of written text or oral text. Text is a complete expression of the human mind in which there are situations and contexts. In other words, learning Indonesian is not just using Indonesian as a communication tool, but it is also necessary to know the meaning or how to choose the right words that are appropriate with the cultural setting and the user community.

At the junior high school grade VIII, there are various kinds of texts that students must learn. One such of the text is a drama script. This is included in the *Kurikulum 2013* for junior high school grade VIII in *Kompetensi Inti (KI) 4*. is "*Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori*" and in *Kompetensi Dasar (KD) 4.16*. "*Menyajikan drama dalam bentuk pentas atau naskah*". One of the demands of the KD is that students are able to write drama scripts.

According to Waluyo (2002), drama scripts are one genre of literary works that are parallel to prose and poetry. In contrast to prose and poetry, drama scripts have their own form which is written in the form of dialogue based on inner conflict, and has the possibility to be staged. In the drama script, there are several structures that build it. According to

Hassanuddin WS (1996), the structure of building a drama script, among others. *First, the* characters include matters relating to the naming, characterization, physical condition of the character (psychological aspects). *Second, the* plot that starts from the beginning of the introduction of events, moves to conflict, and then decreases in the sense of the word settlement. *Third, the* setting is a description of the place, time, and arrangement in a story. *Fourth, dialogue* is the main language situation. Cultivation of language is how the language is used by the author so that language situations occur. *Fifth, the* theme is the main idea or core problem that the author wants to put forward in his work. *Sixth, the* mandate is the opinion, tendency, and the author's vision of the stated theme.

However, based on the results of interviews and observations conducted on teachers and students of class VIII of SMP Negeri 6 Padang, it was found that the ability to write drama scripts for grade VIII students of SMP Negeri 6 Padang was still low. Most students have not been able to write a drama script in accordance with the provisions of writing a drama script that has been determined. Some factors that cause the learning objectives of writing a drama script have not been achieved are as follows. *First, the* method used by the teacher in the learning process of writing drama scripts is not variative so that students feel bored and unenthusiastic in the learning process. *Second, students* still face the difficulties in finding and developing ideas into written form and it is difficult to find vocabulary because of the limitations of their imagination. *Third, students* have difficulty in narrating an event in a sequel paragraph so it becomes a story line that is not interesting and unclear conflicting story problems.

In line with the opinion of Syukron, et al (2016) that the activity of writing drama scripts for some students is a difficult subject compared to other forms of literary works. Writing drama scripts requires a creative process that is able to stimulate the audience and the player. In addition, this is also supported by the opinion of

Milawati (2011) that in drama learning even children are not trained to develop ideas into written form so that the child's ability to write drama scripts becomes weak and causes low levels of children's abilities in learning to write drama scripts. This is also in line with the opinion of Rifai (2012) that writing drama texts requires students' creativity and critical thinking.

Based on these problems, learning methods need to be applied so that learning objectives can be achieved. One learning model that can be chosen by teachers is the cooperative approach *Two Stay Two Stray* and *Jigsaw* type. The application of the Cooperative Approach *Two Stay Two Stray* and *Jigsaw* type allows students to independently understand drama writing script material with the help of their peers. This is expected to create a more active learning atmosphere, interactions between students can be improved and are expected to reduce the nature of student individualism. It is expected that from the application of these two models student learning outcomes can be maximized. According Cahyanti, et al (2018), the cooperative approach *Two Stay Two Stray* and *Jigsaw* type have in common that group members exchange information with other group members. When exchanging group members they convey and respond to information in each material. After exchanging and discussing, they returned to their respective home groups.

The cooperative approach *Two Stay Two Stray* (two staying two guests) is a type of learning model that gives the group the opportunity to share results and information with other groups. According to Huda (2014), the learning model *Two Stay Two Stray* is a group learning system with the aim that students can work together, take responsibility, help each other solve problems, and encourage one another to excel. This method also trains students to socialize well. This is supported by the opinion of Habibi and Rusimamto (2014) that the learning model *Two Stay Two Stray* can mobilize all students to be active when learning activities take place and in a structured implementation process. One of the strengths of

the cooperative approach is *Two Stay Two Stray* type that it is able to create and foster a learning atmosphere for groups of students to share information with other groups of students so that the material delivered by the teacher is more interesting and enjoyable.

Cooperative learning *Jigsaw* type is one type of cooperative learning that encourages students to be active and help each other in mastering subject matter to achieve maximum achievement. This is in line with the opinion of Slavin (2009) that in *Jigsaw*, students read parts that are different from what their teammates read. It is useful to help "experts" master unique information. In addition, in learning *Jigsaw*, each student must help each other and appreciate the contribution of each member. In line with this, Rusman (2012) explains that in *Jigsaw*, students do a learning activity by working with other students to achieve common goals. Basically, in this type, the teacher divides large units of information into smaller components. Next, the teacher divides students into cooperative learning groups consisting of four students so that each member is responsible for mastering each component assigned by the teacher as well as possible. Students from each group who are responsible for the same material form another group of two or three people. Based on these explanations, it is important to conduct research to describe the differences in the ability to write drama scripts for class VIII students of SMP Negeri 6 Padang who study with the cooperative approaches *Two Stay Two Stray* and *Jigsaw* type.

## METHODS

The type of this research is quantitative research with quasi experimental methods. This research uses the Non-equivalent Control Group Design because in this study, there were two groups that were given pre-test, then given treatment, and given post-test (Sugiyono, 2010). The population in this research was 183 students spread into 6 classes. In this research, students are grouped into two groups, namely the experimental class I and experimental class II.

The experimental class I was taught using the cooperative approach Two Stay Two Stray type and the experimental class II using the cooperative approach Jigsaw type. Furthermore, in both classes, given the same learning material and tests. After testing the normality and homogeneity of the population, class VIII.2 was selected as experimental class I with a total of 31 students and class VIII.6 as an experimental class II with 23 students because both classes were normal and homogeneous. In addition, the two classes also have a relatively equal average value. The data collection instrument used was a performance test for writing a one-act drama script. The indicators set for the evaluation of writing drama scripts are the structure of drama scripts consisting of characters, plot, setting,

dialogue, theme, and mandate. The steps taken to analyze data are as follows. First, the description of the data. Second, testing the analysis requirements which include a normality test with Liliefors test, and a homogeneity test with Harley test (F-test). Third, hypothesis testing is performed using the t-test formula.

## RESULTS AND DISCUSSIONS

Based on the results of data analysis, two types of data were obtained, namely pre-test data and post-test data. For pre-test data in the experimental class I, the highest value obtained by students was 83.33 and the lowest was 44.44. These values can be grouped into 6 groups which can be seen in the following table 1.

**Table 1.** Pre-test Value of Experiment Class I

No.	Value	Frequency	Percentage (%)
1	44.44	7	22.6
2	50	3	9.7
3	55.56	7	22.6
4	61.11	6	19.4
5	77.78	4	12.9
6	83.33	4	12.9
Total		31	100

Based on the table, the average value of the ability to write drama scripts of students in the experimental class I for the pre-test was 60.04 with a standard deviation of 13.64.

For pre-test data in the experimental class II the highest value obtained by students was 88.89 and the lowest was 44.44. These values can be grouped into 5 groups which can be seen in the following table 2.

**Table 2.** Pre-test Value of Experiment Class II

No.	Value	Frequency	Percentage (%)
1	44.44	3	13
2	50	7	30.4
3	66.67	9	39.1
4	77.78	3	13
5	88.89	1	4.3
Total		23	100

Based on the table, the average value of the ability to write drama scripts of students in the experimental class II for the pre-test was 61.11 with a standard deviation of 12.76.

After obtaining the initial data (pre-test), further treatment was carried out in each Based on the table, the average value of the ability to write drama scripts of students in the experimental class I for the post-test was 75.63 with a standard deviation of 16.95.

For post-test data in experimental class II, the highest score obtained by students is 100 and the lowest is 44.44. These values can be grouped

into 6 groups which can be seen in the following experimental class. The experimental class I was taught using the cooperative approach *Two Stay Two Stray* type and the experimental class II using the cooperative approach *Jigsaw* type. After that, a final test (post-test) is conducted with the following results. For the experimental class I, the highest score of the ability to write a drama script was 94.44 and the lowest was 44.44. These values can be grouped into 7 groups, which can be seen in the following table 3.

**Table 3.** Experiment Class Post-test Value I

No.	Value	Frequency	Percentage (%)
1	44.44	4	12.9
2	55.56	4	12.9
3	72.22	3	9.7
4	77.78	4	12.9
5	83.33	7	22.6
6	88.89	3	9.7
7	94.44	6	19.4
Total		31	100

Based on the table, the average value of the ability to write drama scripts of students in the experimental class I for the post-test was 75.63 with a standard deviation of 16.95.

For post-test data in experimental class II, the highest score obtained by students is 100 and the lowest is 44.44. These values can be grouped into 6 groups which can be seen in the following table 4.

**Table 4.** Pretest Value of Experiment Class II

No.	Value	Frequency	Percentage (%)
1	44.44	1	4.3
2	55.56	3	13
3	66.67	5	21.7
4	77.78	6	26.1
5	88.89	5	21.7
6	100	3	13
Total		23	100

Based on the table, the average value of the ability to write drama scripts of students in the experimental class II for the post-test was 76.33 with a standard deviation of 15.46. Thus, the results obtained that the average value in the experimental class II taught using the cooperative approach Jigsaw type is higher than the average value in the experimental class I taught using the cooperative approach Two Stay Two Stray type which is  $76.33 > 75.63$ .

Before testing the hypothesis, first testing the analysis requirements consisting of tests of normality and homogeneity of the data. Data normality test is performed to find out whether the data in each experimental class is normally distributed or not. Data normality testing is done by the Liliefors test formula. Data from normality test results can be seen in the following table 5.

**Table 5.** Recapitulation of Test Results for Data Normality

Class	$L_{count}$	$L_{table}$	Normality
Experiment I	0.157	0.159	had normal distribution
Experiment II	0.124	0.173	had normal distribution

Based on the results of normality test data on the experimental class I and experiment class II, it was concluded that the data were normally distributed because the  $L_{count} < L_{table}$  at  $\alpha = 0.05$ . In addition to the normality test, a homogeneity test is also performed. Data homogeneity testing is done to determine whether the data has homogeneous variance or not. Homogeneity test of data is done by Harley test (F-test). Based on the results of homogeneity testing, the results obtained that the experimental class I and Experiment II data have a homogeneous variance because  $F_{count} < F_{table}$  at  $\alpha = 0.05$ , namely  $F_{count} = 1.2$  and  $F_{table} = 2.04$ . After finding out that the data is normally distributed and has a homogeneous variance, a hypothesis test is performed to see whether there is a significant difference in the ability to write drama scripts between class VIII students of SMP N 6 Padang who study with the cooperative approaches Two Stay Two Stray and Jigsaw type. To test the hypothesis, the t-test formula is used. Based on the results of hypothesis testing, the results obtained  $t_{count} = 0.19$  and the results of  $t_{table} = 1.67$ . So,  $t_{count} < t_{table}$  or  $0,19 < 1,67$ . This shows that  $H_1$  is rejected and  $H_0$  is accepted. Thus, there was no significant difference in the ability to write drama scripts for VIII grade students of SMP Negeri 6 Padang who studied with the cooperative approach Two Stay Two Stray and Jigsaw type.

Based on these results, it can be concluded that the average value of the ability to write drama

scripts for class students in the experimental class I was 75.63 and the average value of the ability to write play scripts for students in experimental class II was 76.33. So, it can be said that there is no significant difference between the ability of VIII grade students of SMP Negeri 6 Padang to write drama learning scripts with the cooperative approach Two Stay Two Stray and Jigsaw type. However, if seen from the average value obtained in each experimental class, the results obtained that the ability to write drama scripts in the experimental class II who studied with cooperative approach Jigsaw type is better than the ability to write drama scripts of students in the experimental class I who studied with the cooperative approach Two Stay Two Stray type. However, this difference is not significant. This is consistent with the results' research of Anwar (2017) and Afandi & Zulaeha (2017) that there is no significant difference in student learning outcomes using the cooperative learning models Jigsaw and Two Stay Two Stray type.

This is due to the similarity between the cooperative approaches in Two Stay Two Stray and Jigsaw type which students have the opportunity to explore information by asking questions and discussing with other groups. In the experimental class I learning with the cooperative approach Two Stay Two Stray type, carried out with the following steps. First, students work together with groups of four people. Second, after

finishing, two students from each group will leave the group to visit other groups. Third, two people who live in groups are tasked with sharing the results of their information work with their guests. Fourth, guests excused themselves and returned to their own groups and reported their findings from other groups. Fifth, groups match and discuss their work (Lie, 2005; Shofiah & Zulaeha, 2018). In the implementation of learning using the cooperative approach Two Stay Two Stray type, there is discussion and interaction between students and members of their own groups and between students and other groups. This activity makes each student responsible for mastering the material because they have to share the information they have with other groups.

This is consistent with the results of research by Rhiantini, et al (2017) that the Two Stay Two Stray method is a method that fosters collaboration between students, is responsible, helps each other solve problems and encourages one another to excel, so that the last student activity arises namely liveliness. With this method, students are required to be responsible for the material that will be delivered to their friends either in one group or a group pair. In addition, student motivation also increases with learning using the Two Stay Two Stray method (Mayasari, 2015).

In the experimental class II learning with cooperative approach Jigsaw type, carried out in the following steps. First, students are grouped with members  $\pm 4$  students. Second, each person on the team is given different material and assignments. Third, members from different teams with the same assignment form new groups (expert groups). Fourth, after the expert group discusses, each member returns to the original group and explains to the group members about the sub-section they control. Fifth, expert teams present the results of the discussion. Sixth, discussion. Seventh, closing (Rusman, 2012). The implementation of learning to write a drama script using cooperative approach Jigsaw type demands each student in the group to be able to master the material assigned to him. The material that they have mastered, must be discussed with other group members who receive the same material and tasks. With the exchange of group members (expert groups), making each student can better master the material and

assignments given to them. After each group member has mastered the material and their respective assignments, they must also explain back to their group members (original group). This makes students have a sense of responsibility to master the material and assignments given to them.

This was also expressed by Tastra (2013) that Jigsaw was designed to increase students' sense of responsibility towards their own learning and also the learning of others. Students not only learn the material given, but they must also be prepared to give and teach the material to other group members. Thus, students are interdependent with each other and must work collaboratively to learn the assigned material. All of these activities can create a learning environment for students actively carrying out tasks so that learning is more meaningful.

## CONCLUSION

Based on the results of data analysis, the following conclusions can be concluded. *First*, the ability to write drama scripts for VIII grade students of SMP N 6 Padang who learn by using the cooperative approach Two Stay Two Stray type is 75,63. *Second*, the ability to write drama scripts for VIII grade students of SMP N 6 Padang who learn by using the cooperative approach Jigsaw type is 76,33. *Third*, there was no significant difference in the ability to write drama scripts for VIII grade students of SMP N 6 Padang who studied with the cooperative approach Two Stay Two Stray and Jigsaw type. This can be seen from the results of  $t_{count}=0,19$  and the results of  $t_{table}=1,67$ . This shows that  $H_1$  is rejected and  $H_0$  is accepted. However, if seen from the average value obtained in each experimental class, the results obtained that the ability to write drama scripts in the experimental class II who studied with cooperative approach Jigsaw type is better than the ability to write drama scripts of students in the experimental class I who studied with the cooperative approach Two Stay Two Stray type.

## REFERENCES

- Afandi, M., & Zulaeha, I. (2017). Keefektifan Buku Pengayaan Menulis Teks Hasil Observasi

- Bermuatan Multikultural Berbasis Proyek Baca Tulis untuk Peserta Didik SMP. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 187-199. <https://doi.org/10.15294/seloka.v6i2.17285>
- Anwar, M. (2017). Perbandingan Model Kooperatif Tipe *Jigsaw* dan Tipe *Two Stay Two Stray* terhadap Hasil Belajar dan Kemampuan Berpikir Kritis Siswa pada Materi Elastisitas. Undergraduate Thesis, IAIN Palangka Raya. Retrieved from <http://digilib.iain-palangka.ac.id/1159/>.
- Cahyanti, et al. (2018). *Eksperimentasi Pembelajaran Matematika melalui Model Kooperatif Tipe Jigsaw dan Two Stay Two Stray (TSTS) ditinjau dari Keaktifan Belajar Siswa Kelas VII SMP N 3 Sawit Boyolali Tahun Ajaran 2017/2018*. Undergraduate Thesis Universitas Muhammadiyah Surakarta. Retrieved from <http://eprints.ums.ac.id/65324/>.
- Habibi, Z. & Puput, W.R. (2014). Pengaruh Model Pembelajaran Kooperatif Tipe TSTS (*Two Stay Two Stray*) terhadap Hasil Belajar Siswa pada Mata Pelajaran Teknik Elektronika Dasar di SMK Negeri 1 Jetis Mojokerto. *Jurnal Pendidikan Teknik Elektro*, 66(3), 669–77. Retrieved from <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-teknik-elektro/article/view/10122>.
- Hasanuddin WS. (1996). *Drama Karya Dalam Dua Dimensi Kajian Teori, Sejarah dan Analisis*. Bandung: Angkasa.
- Huda, M. (2014). *Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Lie, A. (2005). *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. Jakarta: Gramedia Widiasarana.
- Mayasari, D. (2015). Penerapan Model Pembelajaran *Two Stay Two Stray* untuk Meningkatkan Komunikasi Matematis dan Motivasi Siswa. *Proceeding of Seminar Nasional Matematika dan Pendidikan Matematika UMS*, 102–11. Retrieved from <https://publikasiilmiah.ums.ac.id/handle/11617/5998>.
- Milawati, T. (2011). Peningkatan Kemampuan Anak Memahami Drama dan Menulis Teks Drama Melalui Model Pembelajaran Somat." *Jurnal UPI*, vol. Edisi Khusus (2), 70–78. Retrieved from <http://jurnal.upi.edu/md/view/669/>.
- Rhiantini, S, et al. (2017). Penerapan Metode *Two Stay Two Stray* dalam Upaya Meningkatkan Keterampilan Menulis Pada Materi Laporan Pengamatan. *Jurnal Pena Ilmiah*, 2(1), 121–30. Retrieved from <http://ejournal.upi.edu/index.php/penailmiah/article/view/9533>.
- Ripai, A. (2012). Pengembangan Teknik Berpikir Berpasangan Berbagi Pembelajaran Menulis Teks Drama yang Bermuatan Nilai-Nilai Pendidikan Karakter pada Mahasiswa Pendidikan Bahasa dan Sastra Indonesia. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2). Retrieved from <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/700>.
- Rusman. (2012). *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: PT Raja Grafindo Persada.
- Shofiah, S., & Zulaeha, I. (2018). The Learning Multicultural Content Exposition Text Writing Using CIRC and TTW Models Based on Personality Types of X Graders. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 103-111. <https://doi.org/10.15294/seloka.v7i1.18874>
- Slavin, Robert E. (2009). *Cooperative Learning: Teori, Riset, dan Praktik*. Bandung: Nusa Media.
- Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.