

The Implementation of TSTS and Round Robin Learning Models to Enhance Communication Skill and Social Studies learning Outcome For the Fourth Grade Students

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Abstract: *The purpose of this study is to determine the enhancement for communication skills and Social Studies learning outcome for the fourth grade students of SDN Kupang 1 Jabon through the implementation of TSTS and Round Robin learning models. This study is a classroom action research (CAR) that consists of two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. Subject of this study is the fourth grade students from 2015/2016 academic year that consist of 26 students. Data is collected through observation. Findings of this study indicate that the implementation of TSTS and Round Robin learning models can improve students' communication skills and Social Studies learning outcome. In the first cycle, the communication skills of students with TSTS and Round Robin models obtained 74.03% and have increased significantly in the second cycle by 81.34%. Next the percentage of student cognitive achievement in the application of the model TSTS and Round Robin was 57.69% from the first cycle and the second cycle increased to be 88.46%. Based on these findings, it can be concluded that through the implementation of TSTS and Round Robin learning models can improve communication skills and student learning outcomes.*

Keywords: *TSTS, Round Robin, Communication Skills, Learning Outcomes, Social Studies, Cooperative Learning, CAR*

I. Introduction

The regulation of the Minister of National Education of the Republic Indonesia No. 22 of 2006 stated that the education unit based curriculum will be developed by the unit of education based on the development guide as an integral part of the content standards. The content standards also revealed that the Social Studies subjects are arranged in a systematic, comprehensive, and integrated in the learning process towards maturity and success in life in society. With this approach the expected learners will gain a broader understanding and depth in science-related fields.

Improving the quality of education is in need at this time so that the national education goals can be achieved. Therefore, a teacher should have obligation to provide quality services and adequate education for every student. according to Somantri (in Sapriya, 2009) Social Studies is the selection of social sciences and humanities, as well as basic human activity, is organized and presented scientifically and psychologically for educational purposes. Social Studies is one of the subjects given ranging from SD / MI / SDLB to SMP / MTS / SMPLB (Akbar, 2010).

According to Akbar (2010), learning objectives Social Studies in Primary Schools (SD / MI) are for students to have the following capabilities: (1) understanding the concepts related to people's lives and the environment, (2) having a basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life, (3) having the commitment and awareness of social values and humanity, (4) having the ability to communicate, cooperate and compete in a pluralistic society, locally, nationally and global.

Based on the understanding, function, and purpose of Social Studies learning, it can be understood that, teachers need a lesson plan that can be used to bridge these goals. The ability and skills of a teacher in defining and using a variety of methods, strategies and appropriate learning models is needed in Social Studies learning. Improving the quality of education is necessary at this time so that the national education goals can be achieved. Teachers have obligation to provide quality services and adequate education for every student so that they can solve all the problems in the classroom.

Based on preliminary observations and interviews, it seemed that methods and models of learning that teachers used were less effective. The students were not active in talking, and bored in participating in social studies. This can be seen from the results of the average value of daily tests and midterm 1 that only 30.76% of the 26 students who achieve a passing grade standard (KKM) that is 75.

Next, the fourth grade students of SDN Kupang 1 Jabon less daring in expressing the results of the answers they got and student learning outcomes is still lacking. This can be seen from the symptoms such as: (1)

when the teacher explained the teaching materials, there were students who prefer to draw; (2) did their own business; (3) talked with friends, and occasionally pay attention when the teacher gave a warning; (4) when the teacher asked a question verbally, there were only 5-8 students who correctly answered, while other students just shut up and listened.

It can be said that there are problems for the fourth grade students such as; (1) ability to communicate with students in expressing the answer / opinion is still low; (2) the learning outcomes in Social Studies is still low. Thus, it needed a model of learning that can improve students 'courage in expressing the results of the answer, as well as provide opportunities for students to cooperate actively among the students, so as to help improve students' understanding and mastery of teaching materials to achieve the specified passing grade standard. Given these problems, it is an effort to do research in overcoming the existing problems by implementing one of the models for effective learning and makes the students become active; daring to express their opinions and to improve learning outcomes. The learning models are TSTS and Round Robin.

Cooperative learning is appropriate to be used to train the skills of cooperation and collaboration, as well as debriefing skills. Cooperative learning is a teaching strategy that involves a group of students to work collaboratively to achieve a common goal. Two Stay Two Stray (TSTS) is defined the two stay two guests, which was developed by Spencer Kagan (Huda 2011). As the name implies, this model emphasizes collaboration structure allows each member of the group to share information to other groups. Cooperative learning model Two Stay Two Stray is a technique that gives the opportunity for the groups to share results and information with other groups. This is done through mutual visit or visit with other groups to share information.

Two Stay Two Stray is a type of cooperative learning model that provides the opportunity for students to interact and requires students can share information discovery. Lie (2010) says that implementation of cooperative learning two stay two stray are as follows. (1) students in collaboration with groups of four, (2) After completion, two of each group will leave the group and each a visit to another group, (3) two people who live in a group in charge of distributing the work and get them into a 5 them, (4) guest excused himself and returned to their own groups and report their findings from other groups, (5) groups match and discuss the results of their work. That the application of measures of TSTS cooperative learning there are six steps: (1) preparation, (2) the formation of the group, (3) discuss issues, (4) a visit to another group, (5) to share information with other groups, (6) back to the original group and match the work and expressed answer.

The advantages of the Two Stay Two Stray model are as follows. (1) providing opportunities to the students to define their own concepts to solve the problem; (2) providing opportunities for students to create creativity in communicating with a group of their friends; (3) the trend of student learning becomes more meaningful; (4) more oriented on the activity; (5) it is expected that students will dare to express their opinions; (6) students can improve their critical thinking ability; (7) adding compactness and self-confidence of students; (8) the ability to speak the students could be improved; and (9) to help increase interest and learning achievement.

According to Ibrahim (2000) round robin is a type of learning in which students take turns contributing to answer questions in a group in writing and orally expressed last. Cooperative learning model Round Robin is developed by Kagan (2009), the structure of the function / purpose of Round Robin is useful to develop the social skills of students (Social Skill), establish cooperation within the group (Teambuilding), communication skills (communications skill), builds students' knowledge (knowledge building), students' thinking skills (thinking skills), as well as the ability to express information (presenting info). According to Kagan (2009) learning procedure for Round Robin models is: (1) forming groups, each group of 4 students; (2) the problem with group discussions, written answers; (3) upon completion of each student began deliver their answer; (4) other groups as listeners and responders.

Some studies say that learning Social Studies through Cooperative Learning Model Two Stay Two Stray can improve the quality of learning. Among the research conducted by Fitriany (2013) shows that the model of Two Stay Two Stray able to improve the Quality of Learning Social Studies with Social Studies increasing learning outcomes in which the percentage of completeness increase student learning outcomes of the first cycle to the third cycle. Percentage of classical learning outcomes in the first cycle of 60%, 75% the second cycle and the third cycle increased by 84%. Next, Rica Indriyani (2011) found that the model of Two Stay Two Stray able to increase the activity and results of social studies. Increased activity of students in Social Studies learning is 11.4% from 62% in the first cycle to be 73.4% in the second cycle. Percentage of learning outcomes of the first cycle of 50% in the second cycle increased to 77%.

Based on the identification of the above problems as well as the excellence of the learning TSTS and Round Robin models, the researcher used two models to improve communication skills and learning outcomes in fourth grade students of SDN Kupang 1 Sidoarjo. Therefore, the researchers are interested in researching the title: "The implementation of TSTS and Round Robin learning model to enhance communication skills and Social Studies Learning Outcome for the fourth grade students of SDN Kupang 1 Jabon sub district of Sidoarjo regency". This study aims to determine the increase in communication skills and student learning outcomes in

fourth grade students of SDN Kupang 1 Jabon through the implementation of TSTS and Round Robin learning models.

The benefits of this research are: (1) can add and develop a repertoire of science education and learning, especially about learning by using cooperative learning model TSTS and Round Robin in social studies; (2) developing insights of science, especially in social studies; (3) in order to create positive habits such as; cooperation within the group, active in learning, learn to socialize, express opinions, respect the opinions of others, share information, responsible for learning and critical thinking; (4) For consideration in the implementation of cooperative learning to improvise with TSTS and Round Robin learning model on the other class; (5) to provide motivation and innovation in doing the learning, to foster and instil in students a sense of pleasure; (6) to be considered in conducting further studies class actions; (7) increase professionalism teachers in performing the task of teaching by involving students directly in the learning, and can empower students to work together.

II. Method

This research is a classroom action research (CAR). According to Akbar (2010), CAR is a controlled process of investigation to find and solve problems in class learning, with the aim of improving the quality of teaching and learning in the classroom. The research seeks to understand the problem and apply an action to cope with the so-called action research and therefore solve the problem in the class; it is called as a Classroom Action Research.

The procedures in this study use the model developed by Kemmis and Taggart (Arikunto, 2010) that includes planning, implementation, observation, and reflection. Subjects in this study are the fourth grade students in the second semester of the 2015/2016 academic year, consisting of 26 people; 14 males and 12 female students with different academic ability.

Data needed in this research is the implementation of TSTS and Round Robin learning models, students' communication skills and cognitive learning outcomes of students in social studies. For further details, the data and data sources that can be seen in the following table.

Table 1 Data and Source of the Research Data

No	Variable	Instrument	Data Collection Technique	Source of Data
1.	The Implementation of TSTS and Round Robin Learning Model	Observation Sheet for the implementation of TSTS and Round Robin Learning Model	Observation	Teachers and Students
2.	Communication Competence	Communication skill observation sheet	Observation	Students
3.	Cognitive Learning Outcome	Cognitive Test (C1, C2, C3)	Written Test	Students

The research data were analyzed by qualitative data analysis techniques using flow models of Miles and Huberman (2009) that includes three phases: (1) data reduction; (2) data presentation; (3) conclusion withdrawal and verification. Data analysis techniques in this study are: (1) analysis of the learning implementation by teachers and by students with the application of TSTS and Round Robin using the following formula.

$$\text{Percentage of learning implementation} = \frac{\sum \text{indicator accomplished}}{\sum \text{Indicator / statement}} \times 100\%$$

(2) Analysis of communication skills of students by implementing TSTS and Round Robin. By using the following formula: $P = \frac{F}{N} \times 100\%$

(3) Analysis of cognitive learning outcomes of students individually is said good when reached ≥ 75 thoroughly studied. The percentage of completeness shape analysis using the following formula:

a) The score of individual learning mastery = $\frac{\sum \text{achieved score}}{\text{maximal score}} \times 100\%$

b) Classical learn calculated by using the following formula: $= \frac{\sum \text{students with score} \geq 75}{\sum \text{total student's score siswa}} \times 100\%$

Furthermore, the criteria stated in the observation of qualitative as follows:

Table 2 Percentage of students' Succeed

Score (%)	Implementation Criteria
80 – 100	Very Good
66 – 79	Good
56 – 65	Good Enough
40 – 55	Bad
0 – 39	Worse

Adapted from Arikunto (2012:272)

Table 3 Passing Grade Criteria

Aspect	Criteria
Implementation of TSTS and Round Robin Learning Model	if 80% students gained good and very good criteria
	a. Individually, if 80% students have reached the passing grade of ≥ 75 .
	b. If 85% students have reached the passing grade of ≥ 75 .
Communication Skill	if 75% get good and very good criteria

The implementation of each stage is carried out in every cycle in this research is the first cycle includes: (1) planning. Activities undertaken during planning, namely: determining the Standards Competency (SK) and the Basic Competency (KD) create a syllabus, writing lesson plans (RPP). Lesson plan made included KD 2.1 Getting to know the economic activities related to natural resources and other potentials in the region, preparing sources, tools and materials, arranging grating about evaluation, evaluation questions and prepare an answer key, draw up an assessment instrument teacher while teaching model TSTS and Round Robin. Preparing assessment instruments communication skills develop instruments TSTS learning model and Round Robin;

(2) Implementation / Action. Implementation of this research is applying the learning design in accordance with the lesson plan to provide action in which cooperative learning model TSTS and Round Robin into the learning process. Implementation of research actions carried out by 4 x meetings, where the meeting of 1 and 3 using models TSTS and Round Robin at the meeting to the 2 & 4 using a model Round Robin in the implementation of Social Studies learning. Beginning with the preliminary stage by the teacher, do apperception, explaining the purpose of learning. Core activities are used to apply the model in phases: teachers convey the material to be learned, then, the teacher applying the model in accordance with the syntax; the teacher did cover activities to provide reinforcement, feedback and ask the students to use learning response TSTS and Round Robin learning models.

(3) The observations in this study for the implementation of TSTS and Round Robin learning models, communication skills using observation sheet were conducted with observers. While the learning outcomes of students performed at the end of the cycle by providing post-test.

(4) Researchers do the reflection activity on the act of learning is conducted with observers at each end of the cycle. At this stage, researchers and observers to discuss the results of observations and interviews, then evaluate all activities performed in the learning process. The criteria for the success of the learning outcome are quite good if it has reached 85% in the classical style, and achieving ≥ 80 individually. The level of mastery of communication skills is said to be complete if 70% of students obtain good and very good criteria. Based on this, it can be decided giving action stops or continues into the second cycle. If it continues into the second cycle, the cycle reflection I made reference to the revision of the learning activities in the second cycle.

III. Findings

This CAR took place on 3, 16, 20, and 27 January and on 3, 6, 20, and 27 of February, 2016. The research was carried out for 2 months in two cycles. At each cycle performed a total of 4 meetings. Meeting 1 and 3 were used for the implementation of TSTS models, whereas at the meeting 2 and 4 were used for the application model of Round Robin. Communication skills assessments conducted every meeting on the implementation of the model TSTS and Round Robin. While the students' cognitive achievement test conducted at the end of each cycle.

Based on the results of the feasibility of teachers in applying the model TSTS on learning Social Studies in the first cycle reached 70.19%, while in cycle II reached an increase of 87.17%. While the results of the feasibility of applying the model of the teacher in the Round Robin on the first cycle reaches 74.66% in the second cycle increased to 86.66%. On the implementation of learning activities of students in the application of the model can be implemented TSTS students well. Percentage of students' learning by using a model TSTS in Social Studies of the first cycle of 75.46% on the second cycle increased to 85.18% with the criteria very well. It also occurs in the implementation of learning activities of students in the application of models of Round Robin first cycle of 74.66% on the second cycle increased to 86.88% with the criteria very well, so that the activities of teachers and students in the application of the model TSTS and Round Robin learning on Social Studies from the first cycle to the second cycle have an increase.

Results observation communication skills of students in the application of TSTS and Round Robin models performed by two observers in the first cycle classical completeness gained 74.03% while in cycle II reached 81.34%. Classical completeness in cycle II has reached the provisions of indicators of success is applied. While Social Studies students' cognitive learning outcomes obtained from the end of the first cycle and the second cycle. The result of prior actions has increased, the first cycle and the second cycle. Cognitive learning outcomes can be seen in the following table.

Table 4.The Comparative of Students' Cognitive Learning on Pre Cycle, Cycle I, Cycle II

Score	Pre Cycle	Cycle I	Cycle II
Mean	71,03%	76,11%	80,03%
Classical Completeness	42,30%	57,69%	88,46%

Based on the observation during the implementation on cycle I and cycle II, it is found that the research finding showed an increase from the following aspects that have been implemented in this study. The analysis of both enhancements is drawn in the following bar graph:

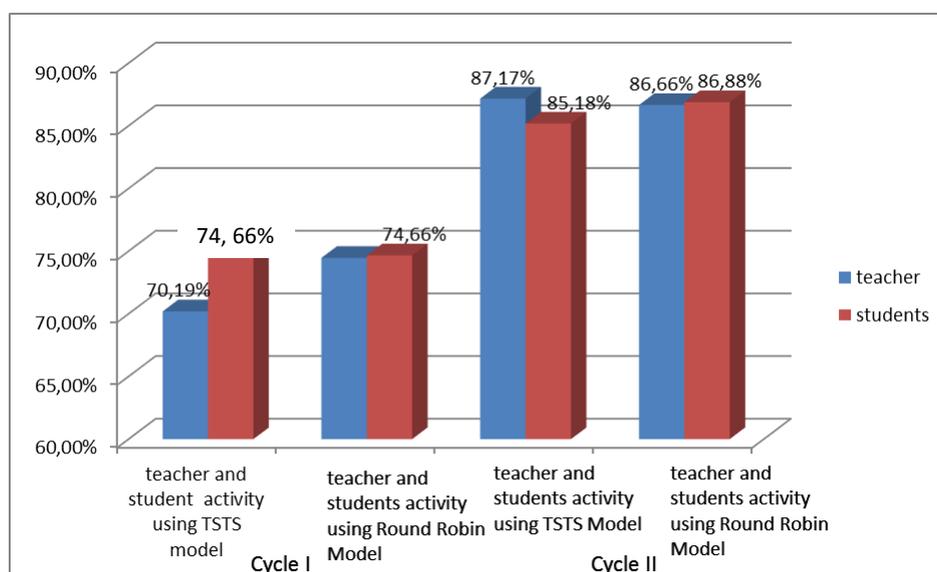


Figure 1.The Graph of Teachers and Students' Enhancement for the Implementation of TSTS and Round Robin Learning Model in Cycle I and Cycle II

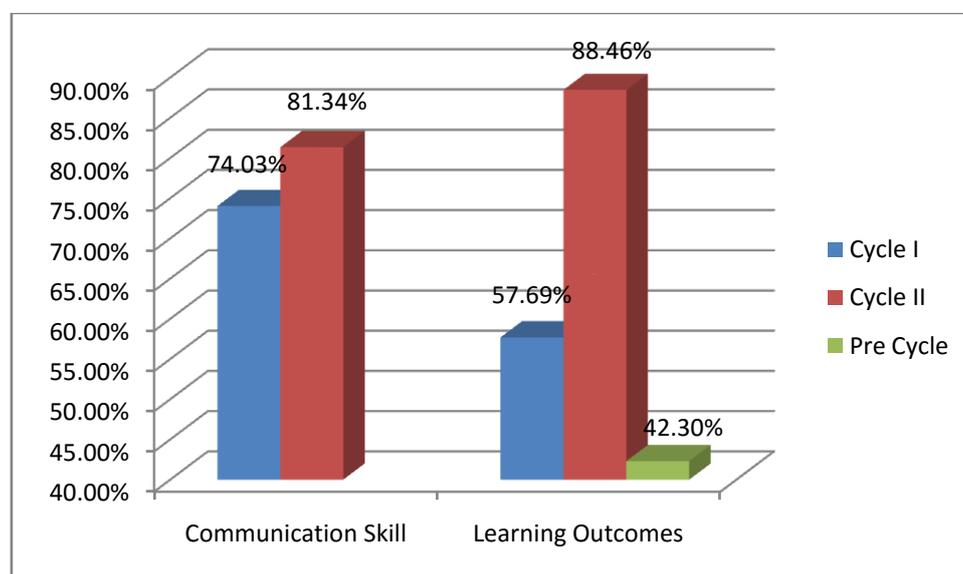


Figure 2.the Graph for Communication Competence and Students' Cognitive Learning

IV. Discussion

The Implementation of the TSTS and Round Robin Learning Model

The instrument used to assess adherence to TSTS and Round Robin model learning on Social Studies learning is the observation sheet that contains the results of observers 'votes. The instrument is based on data learning criteria. Data from learning the implementation of teacher in the increase of the first cycle reaches 70.19%, while in cycle II reached an increase of 87.17%. On the results of the feasibility of applying the model of the teacher in the Round Robin on the first cycle reaches 74.66% in the second cycle increased to 86.66%. On

the implementation of learning activities of students in the application of the TSTS model can be implemented well. Percentage of students' learning by using a TSTS model in Social Studies of the first cycle of 75.46% on the second cycle increased to 85.18% with the criteria very well. It also occurs in the implementation of learning activities of students in the application of models of Round Robin first cycle of 74.66% on the second cycle increased to 86.88% with the criteria very well, so that the activities of teachers and students in the application of the model TSTS and Round Robin on learning Social Studies from the first cycle to the second cycle have an increase.

The implementation of TSTS and Round Robin models on the students from the first cycle to the second cycle increased, the activity of students has increased. Students can interact, share information, work together; students can express the results of answers and ideas that are owned, building knowledge and character of students. This condition is consistent with the theory of cooperative learning proposed by Vygotsky (Huda, 2013); mental learners first developed at the level of interpersonal where they learn to internalize and transform interpersonal interaction with others, at the level of intra-personal student began to gain understanding new. This is what underlies the students need to be directed to interact with his friends to finish their tasks. Interact with friends in groups, helping students not only can seize control of learning success, but also can train students to have the skills, good thinking skills (thinking skills) and social skills (social skills) as the skills to express opinions, receive advice and input from people another, work together, a sense of solidarity. This lesson allows students to develop the knowledge, skills and democratic. Students are no longer as an object of learning but can act as a subject or tutoring peers.

Furthermore, according to Huda (2013) stated that TSTS type of cooperative learning is an instructional model that aims to group (1) so that students can work together; (2) is responsible; (3) to help each other and support each other. According to Lie (2010) TSTS learning model has the same goals as other cooperative learning approach. Students are encouraged to work together in finding a concept. TSTS model will lead students to be active, both in discussions, questioning, seeking answers, explaining and listening to the material described by a friend.

According to Kagan (2009), the structure of the function / purpose of the syntax Round Robin is useful to develop the social skills of students, establish cooperation within the group (Teambuilding), communication skills building students' knowledge, student thinking skills, as well as the ability to express information (presenting info). According to Kagan (2009) measures Round Robin models, namely: (1) forming groups, each group of 4 students; (2) The problem with group discussions, written answers; (3) Upon completion of each student began to answer questions; (4) other groups as listeners and responders.

The implementation of the TSTS and Round Robin model for fourth grade students of SDN Kupang 1 Jabon is not collaborated but applied individually. Implementation of the TSTS model for the fourth grade students of SDN Kupang first performed in class include: (1) teachers guide students on group formation; (2) students form groups. Each group consists of 4 students; (3) the students share the work groups: Group Stay: Students provide information about the topics discussed, provide answers to questions in asking the group Stray, Stray Group: Students go to visit other groups to find information; (4) The Stray group go to Stay group based on teacher instruction; (5) Activity discuss running, then the teacher to monitor the course of the discussion; (6) After being informed of the group stay, group Stray back to denominations. Stray group present the results of the information obtained from other groups and discuss with his group; (7) Each individual from each group communicating / presenting the answers of the group; (8) of each group to listen and give feedback if necessary; (9) Teachers provide feedback and reinforcement of the work of the group, as well as the topics covered.

According to Lie (2010) TSTS learning model has the same goals as other cooperative learning approach. Students are encouraged to work together in finding a concept. TSTS model will lead students to be active, both in discussions, questioning, seeking answers, explaining and listening to the material described by a friend. In this model there is a clear division of labour groups in each member of the group, students can work together with his friend, can overcome the condition of students crowded during the learning process and to motivate students to be active during the learning process. Huda (2013) stated that TSTS type of cooperative learning is an instructional model that aims to group so that students can (1) work together; (2) are responsible; (3) help and support each other.

On the implementation of the Round Robin model for the fourth grade students of SDN Kupang first performed in class include: (1) teachers guide students on the steps models of Round Robin, (2) students form groups. Each group consists of 4 students; (3) discuss the activities running. Each of the students present their ideas to write a paper in rotation; (4) teachers monitor the course of the discussion; (5) each student from each group communicating / presenting the answers of the group; (6) Another group listened to the answers from each student; (7) the teacher gives feedback and reinforcement of the work of the group, as well as the topics covered. According to Muslim Ibrahim (2000) round robin is a type of learning in which students take turns contributing to answer questions in a group in writing.

An increase occurs during the learning implementation. The teachers and students at the commencement of the second cycle of learning activities already make improvement. Observer has a positive note that during the implementation of cooperative learning and Round Robin TSTS, the teacher involves all students, students learning together, each student contribute ideas and responsibility for individual and group learning outcomes. Students' response to TSTS model of cooperative learning and Round Robin is also positive. Students are excited and happy as well as being easy to understand and remember the subject matter, they can learn in one group. Students are happy working in a group. They do not just sit alone but are able to work with other groups and get information.

Communication Skills

During the learning process there are two observers to watch the implementation of the communication skills of students. There are five aspects are observed, namely: (1) The use of language is good and right, includes: Students are able to express ideas currently owned by the group using polite language, students are able to reveal the content of the answers by using good Indonesian; (2) The accuracy of the contents, including: Students are able to reveal the results of the answers obtained in accordance with the materials on the economic activities relating to natural resources; (3) Voice, Students are able to express the results of the answers obtained in a loud voice; (4) The expression on the face, covering: Students appear calm and courageous when communicating the answer, students seem serious and not joking when communicating / expressing the results of the answer. Communication skills of students in the application of Round Robin and TSTS models performed by two observers in the first cycle classical completeness gained 74.03% while in cycle II reached 81.34%. Classical completeness in cycle II has reached the provisions of indicators of success.

The success in increasing communication skills also consistent with Eggen (2004) opinion when the teacher uses his knowledge in the techniques of verbal communication, nonverbal and through the communications media effectively to maintain the liveliness in asking, collaboration and interaction of students that are supportive in the classroom.

Learning Outcome

The research finding from the implementation of TSTS and Round Robin learning models can be proved that cognitive learning for Social Studies students has increased from pre cycle, the first cycle and the second cycle. In Final test there were 26 students with passing grade 75. In pre cycle contained 42.30% (11 students) who achieve mastery. In the first cycle, there were 57.69% (15 students) achieve mastery, which means an increase of 15.39%. Results are still considered unsatisfactory classical learning specified in this research that learning is considered complete (satisfactory) when reaching 85% of the number of students who have reached passing grade of 75.

In the second cycle, most students reached mastery learning of 88.46%, an increase of 30.77% compared to the first cycle that is equal to 57.69%. This suggests that the fourth grade students of SDN Kupang 1 Jabon has been thoroughly studied in the classical set on researchers that learning is considered complete when reaching 85% of the number of students who achieve a ≥ 75 . Improved cognitive learning outcomes in this study are also in line with the opinion of Santrock (2011) stated that along with peers, students can help their mates to find information and comparison about the world outside their own families. Children receive feedback on the peer group's ability to improve cognitive abilities. In addition, Piaget's theory (Slavin, 2008) found that social interaction with peers, mainly debates and discussions, helping them to clarify thoughts and eventually create helps to clarify thinking and knowledge of students in the process becomes more logical.

V. Conclusions And Recommendations

The findings of this study indicate that: (1) the implementation of TSTS and Round Robin learning models for the fourth grade students of SDN Kupang 1 Jabon performing well; (2) the implementation of Round Robin and TSTS learning models can improve communication skills shown by the observer on the first cycle I that reached 74.03%, in cycle II reached 81.34%, thereby achieving an increase of 7.31%; (3) the implementation of Round Robin and TSTS learning models can increase students' cognitive achievement Social Studies, it is proved that the cognitive learning Social Studies has increased from pre cycle, the first cycle and the second cycle. In pre cycle reached 42.30%, 57.69% the first cycle, and the cycle II reached 88.46%.

Based on the research findings, discussion and conclusions, it is suggested that: (1) Round Robin and TSTS learning models can be used as an alternative learning model to improve their communication skills in other subjects; (2) the implementation Round Robin and TSTS learning models can be used optimally, it is recommended for teachers; and (3) it is expected that there will be similar studies that are not only focused on communication skills, but the other skills such as social skills and thinking skills.

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