Improving Student Learning Outcomes Writing Simple Functional Sentences In The Two Stay Two Stray Technical Writing Learning Class VII SMPN 3 Kendari Academic Year 2022/2023

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ABSTRACT

The purpose of this Classroom Action Research is to: 1) Improving students' ability to write simple functional sentences in the past tense which is the basis for achieving the ability to create written texts in the form of recount. 2) Improving the teacher's ability to design and/or choose interesting learning models and techniques through an appropriate approach using pariah media so as to help create active, creative, effective, natural, meaningful and enjoyable learning. 3) Increase student motivation, especially in learning to write. The research was conducted in class VII SMPN 3 Kendari in the 2nd semester of the 2022/2023 school year with a total of 40 students, consisting of 14 male students and 26 female students. Based on the results of observations made by the teacher since the beginning of the second semester of the 2022/2023 school year in class VII, before PTK the value of student activity during the Writing learning process (BKOF-Written Cycle Stage) was 60.0% (enough). This is evidenced by the lack of enthusiasm of students in learning because writing teaching materials tend to be stiff and very bound to language rules/rules. Besides that, the learning models and techniques applied by the teacher seem to have been memorized by students so that students feel less challenged. After carrying out CAR, the results of observations in cycle I and cycle II showed very significant changes in student activity, which increased to very good (88.0%) in cycle I and (100%) in cycle II. The increase in student activity was accompanied by an increase in the average learning outcomes which jumped from the moderate category to the very high category, namely in cycle I it increased from (65.4%) to (80.5%) and in cycle II it rose again to (94, 2%). What is even more encouraging is that the average value of learning outcomes is accompanied by a very sharp increase in the percentage of the learning completeness level of students who score 8.0, that is, from (12.5%) students who have completed before PTK to (53 .8%) students have achieved mastery learning in cycle I and increased again to (92.5%) in cycle II.

I. INTRODUCTION

Curriculum changes are one of the efforts made by the government to improve the quality of education in Indonesia. Based on the 2013 Curriculum, the purpose of learning English in junior high school is to develop the ability to communicate in English both in spoken and written form that can be applied in everyday life. The ability to communicate is essentially the ability to discourse, namely one's ability to understand and create discourse both orally and in writing in meaningful contexts that are influenced by situational and cultural factors. In other words, understanding and creating various texts is the focus of learning.

Based on the 2013 Curriculum, there are 6 types of text that must be mastered by junior high school level students, namely descriptive, narrative, recount, procedure, report and anecdote (for class VII it only includes descriptive, recount and narrative text types). Each type of text has a different functional purpose, generic structure and lexico grammar. For example, the type of text 'Recount', one of its characteristics, is that it must use past tense

verbs (Past Tense). This means that after following the process of learning the text 'Recount', students are expected to have the competence to create a text that contains sequences of events in the past using correct and acceptable language rules both in spoken and written form.

In the learning process, facts prove that among the four language skills namely listening, speaking, reading and writing, the most difficult skill for students to master is writing. This is understandable because writing skills involve grammar, vocabulary, sequence and unity so that when they have to express something in written language they don't only think about what to write but also have to think about how to write it considering that there is a very basic difference between Indonesian as their mother tongue with English as the target language and foreign language. In Indonesian there is no conjugation or declension but both of these exist in English. For example, when students are asked to express their routine activities, they must use the 1st form of the verb (Verb.I). But if they want to express something they are working on then they have to use 'to be + Verb.ing'. Meanwhile, when they want to express an event that happened in the past, they have to use the 2nd form of the verb (Verb.II). Etc. Changes in the form of the verb itself are not all regular (regular) but some are irregular (irregular). However, both regular and irregular verbs consist of three forms, namely infinitive (Verb.I), past form (Verb.II) and participle (Verb.III).

These changes often make students experience confusion in expressing their information, thoughts and opinions. The students not only have to think about choosing the right vocabulary but also using the correct sentence patterns. This is a necessity because based on the 2004 curriculum, learning English uses a Literacy Approach which not only requires mastery of language skills but also the use of correct and acceptable language rules.

In the process of learning language and in real life, there are fundamental differences between spoken and written language. In the variety of spoken language, small mistakes are still understandable, considering that once an error occurs, the listener or the person being spoken to can immediately ask questions and, if possible, correct them. Meanwhile, in a variety of written languages, this will not happen. Therefore, to avoid misperceptions or misreception of messages from writers to readers, the delivery of information, thoughts and opinions in a variety of written languages must be perfect, in accordance with the rules of language which are influenced by situational and cultural factors.

Because there are many rules that are very different between English as a Foreign Language which is also the Target Language and Indonesian as the mother tongue of students (both in terms of grammar and in terms of the use of various languages), the student's response to learning to write not optimal so that the ability to understand and create written discourse in meaningful contexts in the past (Skills in Writing Simple Functional Sentences in the Past Form) of Class VII students of SMPN 3 Kendari for the 2021/2022 academic year is very low. If this condition is allowed, it means that the students will not have the ability to create recount text. And in the higher grades (grade VIII and grade IX) it is very unlikely to have the ability to create Narrative texts and Anecdotes.

II. LITERATURE REVIEW

2.1 The Concept of Learning Writing

Like spoken language, written language is also a means of communication. Hartmann-Stork (1976) suggests "Written language is one of the means or modes of linguistic communication". This is understandable because basically writing is an ability to express thoughts/ideas, opinions or feelings of the writer to the reader in written form. As stated by O'Malley from Hamp-Lyons (1990) "Writing is a personal act in which writers take ideas or prompts and transform them into 'self-initiated' topics" and by Halim Abdul (2000) "The skill of writing is an ability to express from simple materials, what he/she has read or heard in the written form or an ability to express the ideas, opinions or feelings in the written form beginning from the simplest one to the advanced level".

Among the four language skills, writing is the most difficult skill to master. As stated by Farris (1993) "Of all the language arts, writing is the most complex for children to learn and the most difficult for teachers to teach". Even so, teaching writing must still be carried out so that students have excellent writing skills in accordance with the performative objectives of learning English through a "genre-based approach". Richard Jack C et al (2002) put forward "A genre-based approach provides students with ample opportunities to become aware of the different purposes of written communication and the different ways information is organized in written text".

2.2 The Write-Pair-Square Technique and the Two Stay Two Stray Technique

The cooperative learning model is very useful for students to optimize learning processes and outcomes. Johnson et al (1990) said that "Cooperative learning is the instructional use of small groups which encourages students to work together to maximize their own and each other learning, structured, more prescriptive and directive it is". Quoting the concept put forward by Vigotsky, Vernon (2002) stated "What the child is able to do in collaboration today, he will be able to do independently tomorrow". This is understandable because as Lie Anita said in her book entitled 'Cooperative Learning' quoting the words of Roger and David Johnson that there are five elements of the cooperative learning model namely positive interdependence, individual responsibility, face to face, communication between members and evaluation of group processes. Therefore, it is not surprising that the cooperative learning model always makes students feel passionate about learning.

There are many techniques that can be done in the cooperative learning model, including: Jigsaw, STAD, TGT (Slavin 1990) Write-Pair-Square, Think-Pair-Square, Inside-Outside Circle, Round-robin, NHT, Two stay two stray (

Kagan 1992), Group Investigation (Sharan et al), Learning Together (Johnson et al 1990), Cooperative Controversy (Johnson and Johnson 1987) MURDER – Mood, Understand, Recall, Detect, Elaborate, Review (Hythecker et al 1988).

Write-Pair-Square is one of the cooperative learning techniques by: Students first work alone, then after that they discuss their work with their friends in pairs and then they review their work in groups of four. Finally, students discuss their work together in class led by the teacher. (Kagan 1992).

Two Stay Two Stray is a cooperative learning technique in a way: Students first work in groups consisting of four people, then two of them become guests/visitors to other groups to discuss and check the results of the work of the groups visited while two students stay within the group to receive visits from other groups to do the same. After the activity, students return to their original group and finally discuss their work in a classical manner.

2.3 Contextual Approach

The Contextual Approach is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives as family members and community members. (Kasihani K, 2003).

According to Zaharoik (1995:14-22) there are five elements that must be considered in contextual learning practices, namely activating existing knowledge (activating the knowledge), acquiring new knowledge (acquiring the knowledge), understanding knowledge (understanding the knowledge), practicing knowledge and the experience (applying the knowledge) and reflecting (reflecting the knowledge) (Director General of Basic Education 2002).

There are seven main components of effective learning with a contextual approach, namely constructivism, inquiry, questioning, modeling, learning community, authentic assessment and reflection. While the motto of contextual learning is that the best way of learning is for students to actively construct their own understanding/Students learn best by actively constructing their own understanding (Director General of Basic Education 2002 from CTL Academy Fellow 1999).

According to Dewey (1996) as stated by Kagan in his book Cooperative Learning, learning will be effective and meaningful if:

- Active students, learning while doing / learning by doing
- Learning should be based on intrinsic motivation
- Learning should be related to the needs and interests of students
- Education should include learning to work together, understand each other and respect each other. Democratic procedures are urgently needed
- Learning should relate to the real world of students.

2.4 Literacy Approach

Following are some explanations about the literacy approach, which was quoted from a book published by the Director General of Basic Education in 2004.

1. Literacy education is language education that prepares students to participate in modern society (Hammond et al 1992)
2. Literacy education has 7 principles, namely: interpretation, collaboration, rules, cultural knowledge, problem solving, reflection and self-reflection, and use of language. (Kern 2000)
3. The literacy approach connects the communicative emphasis dimensions and the structural/structural emphasis dimensions. (Kern 2000)
4. In the literacy approach, the roles of teachers and students are characterized by the three R's, namely responding, revising and reflecting.

2.5 Two Stay Four Stray in a Contextual Approach

The contextual approach is one of the approaches that can be applied in learning English. The contextual approach is based on the idea that children will learn better if the environment is created naturally. Learning will be more meaningful if children "experience" what they are learning, not knowing it.

According to Nurhadi (2002) a contextual approach (Contextual Teaching and Learning/CTL) is a learning concept that helps teachers relate the material taught to students' real-world situations and encourages students to make connections between the knowledge they have in its application in their lives as members of the family and society. With this concept learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of student work and experience activities, not the transfer of knowledge from teacher to student. The teacher's task is to manage the class as a team that works together to find something new (knowledge and skills) that comes from "finding yourself", not from what the teacher says. Such is the role of the teacher which is managed with a contextual approach.

The two stay four guests teaching and learning technique (Two Stay Four Stray) has been developed and tested by the author since 1998 in junior high school. The Two Stay Four Stray concept in the environmental approach has its own uniqueness in practice compared to the group discussion method in class.

Two Stay Four Stray occurs in group learning and helping each other between teams or groups. This can foster student activity in learning, working together, and an attitude of responsibility in completing assignments. This uniqueness makes the Two Stay Four Stray model suitable for use as a CTL-oriented learning model.

The two stay four guests' structure (Two Stay Four Stray) provides an opportunity for groups to share results and information with other groups. Many learning activities are characterized by individual activities. Students work alone and are not allowed to see the work of other students. Whereas in reality living outside of school, human life and work depend on one another. Cristophorus Columbus would not have discovered the Americas if he had not been moved by Galileo Galilei's discovery that the earth was round. Einstein also based his theories on Newton's theory, as well as the research results of Unhalu students in completing their thesis without the help of various parties. To liven up the teaching and learning atmosphere using the Two Stay Four Stray Technique it needs to be accompanied by a contextually oriented approach strategy. The learning strategy is explained as follows:

"Context is one of the learning principles that allows students to learn meaningfully", by paying attention to the principle of learning contexts can encourage students to be aware of and use understanding to develop themselves and solve various problems encountered in everyday life. The principle of context is very important for any learning situation. Therefore, education must have a global orientation, national commitment, and local action. In the Ministry of Education and Culture document (2000) it is said that contextual understanding for learning purposes is developed in nine areas including content, sources, targets, teachers, methods, learning outcomes, time, location, and use. So that this learning can combine subject matter with direct daily experiences of students, society and work in their environment. This learning is concretely a learning that is directly experienced and remembered by students. In contextual learning the material is delivered in a context that is appropriate to the environment and meaningful to students.

Through this learning approach, the teaching and learning process using the Two Stay Four Stray Technique which is carried out at SMPN 3 Kendari can stimulate students to study diligently, earnestly and work together in a study group, love each other, respect and help each other.

III. RESEARCH METHODS

3.1 Setting and Characteristics of Research Subjects

The research was conducted in class VII SMPN 3 Kendari in the 2nd semester of the 2022/2023 school year with a total of 40 students, consisting of 14 male students and 26 female students. The characteristics of class VII students are the same as other classes or in other words like classes in general, not superior classes. The background of the economic conditions of the students also varied, ranging from the weak economic class to the high economic class. But all students get the same treatment from the teacher during the learning process.

SMPN 3 Kendari is a school that includes many innovations that have been made to improve the quality of learning processes and outcomes. On the basis of a commitment between the school and the parents represented by the school committee.
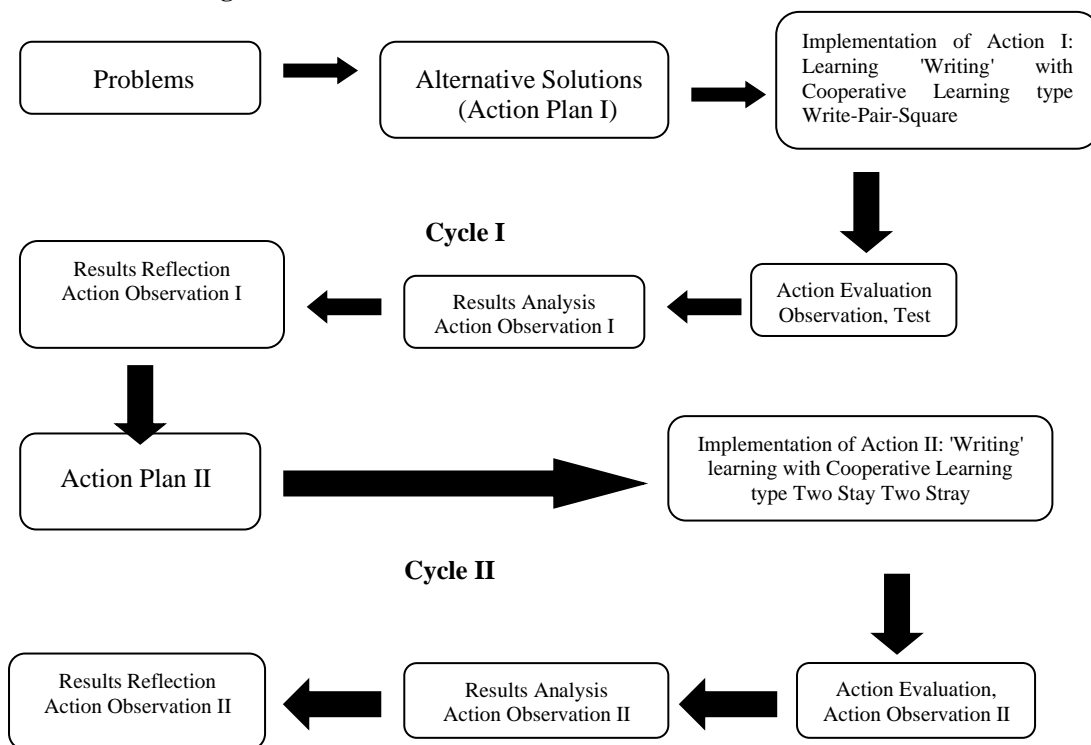
3.2 Research Design

Figure 1: Classroom Action Research Procedures in Writing Learning Through the Write-Pair-Square Technique and the Two Stay Two Stray Technique.

3.3 Research Instruments

The Classroom Action Research instruments used are:

1. Assessment syllabus and grid
2. Lesson Plans
3. LKS / sets of tasks
4. Observation guidelines
5. Questionnaire

3.4 Research Procedures

1. Overview of the Research

This Action Research was conducted in July-August 2022 in Class VII of SMPN 3 Kendari for the 2022/2023 academic year. This research was conducted in 2 cycles where each cycle was carried out for 1 meeting (2 lesson hours = 80 minutes). In cycle 1 the researcher applied the Cooperative learning model with the Write-Pair-Square technique while in cycle 2 used the Two Stay Two Stray technique. The implementation of this action research was carried out in accordance with the English lesson schedule that applies in the second semester of the 2022/2023 school year.

2. Details of Research Procedures

a. Action Planning Stage

1. Revise the Learning Syllabus (Appendix 1) which contains five aspects, namely (1) Competency Standards (2) Basic Competence (3) Indicators (4) Learning Experience (covering learning activities, learning materials/resources, assessment, improvement/enrichment) and (5) Time allocation.

2. Revise the assessment grid (Appendix 2) which contains aspects of Basic Competence, Indicators, Main Material, Rating (Types of Claims, Valuation Techniques, Forms of Instruments, Examples of Instruments) and Assessment Guidelines.

3. Develop a Lesson Plan for learning 'Writing' at the BKOF (Building Knowledge Of Field - Written Cycle) stage with a cooperative learning model of the write-pair-square technique and the two stay two stray technique through a literacy approach and a contextual approach for two cycles. The Lesson Plan also contains learning media, evaluation tools and student worksheets as well as an assessment rubric. (Appendix 3 and 4).

4. Determine the method of observation/observation, namely by using a systematic method (categorizing the form/type of data in detail) the implementation of which coincides with the implementation of the action and is carried out by an agreed observer.

5. Determine the types of data and methods of data collection, namely qualitative data and quantitative data. The method of collecting qualitative data is through the implementation of observations on student activity, teacher activity, learning atmosphere and student responses about learning which is carried out using the Auxiliary tool of systematic observation sheets. While the method of collecting quantitative data is through an assessment process at the end of each learning session in each cycle which records students' absorption of learning. The type of bill used is a test with a written test/paper and pen test assessment technique and an essay instrument form.

6. Determine how the implementation of the reflection will be carried out by the implementer of the action in collaboration with the observer, in each cycle.

b. Action Implementation Stage

The implementation of the actions in this study were carried out in class VII SMPN 3 Kendari in the 2022/2023 academic year in the process of learning English in the writing skills of the BKOF stage. The writing cycle took place in two cycles. Cycle I was held on Monday 4 July 2022 at lesson 2-3 (07.45 to 09.15). Whereas Cycle II was held on Wednesday 6 July 2022 at lesson 3-4 (Pkl. 08.30 to 10.00). The learning activities in each cycle are in accordance with the Lesson Plan that has been made which can be seen in appendices 3 and 4 and in the Field, Notes written by the observers.

c. Observation and Evaluation Stage

Observation and evaluation activities are carried out simultaneously with the implementation of action activities. Observations are carried out by observers who have agreed in the framework of collecting qualitative data. While quantitative data is carried out through evaluation of learning outcomes which are carried out at the end of the learning session of each cycle.

d. Analysis and Reflection Stage

Data obtained from observations were analysed in each cycle. The results of data analysis are used as material for reflection. Reflection activities are carried out by action actors in collaboration with observers in each cycle. The reflection results are used as a determinant to decide whether or not the researcher needs to continue to the next cycle.

3. Performance Indicators

Adopting the opinion of Saadah Ridwan (2000) regarding the criteria for successful learning in accordance with the objectives of this classroom action research with the acquisition of scores in percentages (%) as follows:

a. Average level of teacher/student activity during the learning process in percentage (%)
- ≥ 80 : very good
- 60 – 79 : good
- 40 – 59 : enough
- 20 – 39 : less
- < 20 : very less

Level of creation of learning atmosphere in percentage (%)
- ≥ 80 : very good
- 60 – 79 : good
- 40 – 59 : enough
- 20 – 39 : less
- < 20 : very less

b. Student learning success rate in percentage (%)
- ≥ 80 : very high
- 60 – 79 : high
- 40 – 59 : moderate
- 20 – 39 : low
- < 20 : very low

c. Level of student response/response to the learning model in percentage (%)
- ≥ 80 : very positive
- 60 – 79 : positive
- 40 – 59 : quite positive
- 20 – 39 : negative
- < 20 : very negative

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Description of the Research Setting

The research was conducted in class VII SMPN 3 Kendari in the 2nd semester of the 2022/2023 school year. Class VII is a classroom that has just been built, located at the front of the 2nd floor right above the teacher's room. The classroom walls are painted light blue to create a cool atmosphere. Floors and classroom windows are clean. Student desks and chairs are neatly arranged in four rows while the teacher's desk and chairs are usually kept at the front of the class. Learning media in this class are equipped with 1 In Focus, 1 Television, 1 VCD player and 1 tape recorder. When the researchers and observers entered cycle I (Monday, July 4 2022), the students were in a rowdy state because they had just finished attending the flag ceremony. Whereas in cycle II (Wednesday, 6 July 2022) students are ready to take lessons.

Meanwhile, from the quantitative data obtained by the researcher prior to conducting the classroom action research, the ability of class VII students in writing simple past tense functional sentences which is the basic knowledge for creating a "recount" text is still low. The average score obtained was 6.54 and students who had achieved a complete level of learning (by obtaining a score of 8.0) only reached 12.5%.

4.2 Description of Research Results

1. Description of Research Results on Teacher Activities

Table 1: The Level of Teacher Activity in Classroom Action Research Learning Writing through the Write-Pair-Square and Two Stay Two Stray Techniques in Class VII SMPN 3 Kendari Academic Year 2022/2023

No.	Components observed	Cycle I	Cycle II
1.	Provide motivation to students	5	5
2.	Convey the Basic Competencies that every student must have after following the learning process	5	5
3.	Delivering the assessment system that will be given	4	5
4.	Provide an explanation to students how to form effective groups and how to work together in groups	5	5
5.	Provide guidance and direction to all groups when working on assignments	5	5
6.	Presenting information to students through the process of Inquiry, Constructivism, Questioning and Modeling	5	5
7.	Answer every student's question in a good and wise way	5	5
8.	Using interesting and participatory learning media	5	5
9.	Provide appropriate assessment tools to measure KD achievement and student learning completeness.	5	5
10.	Give awards for student work, both individual work and group work	5	5
11.	Provide feedback on the learning outcomes achieved	5	5

12.	Manage time effectively and efficiently	5	5
13.	Creating a conducive atmosphere during the learning process	5	5
14.	Formulate conclusions about the material studied	5	5
15.	Behave positively (trying to use good and correct English and an enviable attitude) during the learning process	5	5
	Amount	74	75
	Average (%)	98,7	100

2. Description of Research Results on Student Activities

Table 2: Level of Student Activity in Classroom Action Research Learning Writing through Write-Pair-Square and Two Stay Two Stray Techniques in Class VII SMPN 3 Kendari Academic Year 2022/2023

No.	Components observed	Cycle I	Cycle II
1.	Discipline	4	5
2.	Motivation	4	5
3.	Readiness to learn	4	5
4.	concentration	4	5
5.	Enthusiasm	5	5
6.	Question and answer	4	4
7.	individual work	5	5
8.	Work in group	5	5
9.	Carry out a task	5	5
10.	Constructivism	4	5
11.	Appearance	4	5
12.	socialization	4	4
13.	Self-control	4	5
14.	Self-confident	5	5
15.	Responsibility	5	5
	Amount	66	73
	Average (%)	88,0	97,3

3. Description of Research Results on Learning Atmosphere

Table 3: The Level of Learning Atmosphere in Classroom Action Research Learning Writing through the Write-Pair-Square and Two Stay Two Stray Techniques in Class VII SMPN 3 Kendari Academic Year 2013/2014

No.	Types of Activity Observed	Cycle I	Cycle II
1.	Discipline of teachers and students	5	5
2.	Teachers motivate students	5	5
3.	The friendliness of the teacher in the dish	5	5
4.	Accuracy and freshness of humor	4	4
5.	Giving assignments and or questions	4	5
6.	Teacher's response to students' answers	5	5
7.	Teacher response to student questions	5	5
8.	Teacher response to student comments	5	5
9.	Teacher response to student behavior	4	5
10.	Awards to students	5	5
11.	Guidance to students	5	5
12.	Service to students	5	5
13.	Students feel safe and independent in learning	4	5
14.	Courage of students in asking	4	4
15.	Courage of students in answering	5	5
16.	The courage of the students to come to the front of the class	5	5
17.	Student participation in groups	4	5
18.	Friendliness of students' facial expressions as a form of pleasure in the learning process	5	5
19.	Harmonious relations between students	4	5
20.	Harmonious teacher-student relationship	5	5
	Amount	93	98
	Average (%)	93,0	98,0

4. Description of Research Results About Average Student Learning Outcomes

Table 4: Average Learning Outcomes in Classroom Action Research Learning Writing through Write-Pair-Square and Two Stay Two Stray Techniques in Class VII SMPN 3 Kendari Academic Year 2022/2023

No	Bill Type	Assessment Techniques	Forms of Assessment and Instruments	Cycle I		Cycle II	
				Average	Completeness (%)	Average	Completeness (%)
1.	Test	Paper and Pen Test	Essay 1. Look carefully at the series of pictures and then write a simple functional sentence in the past tense!	8,83	87,2	9,64	95,0
			2. Write 6 simple functional sentences in the past tense using your own words (2 positive sentences, 2 negative sentences, 2 interrogative sentences)	7,26	25,6	9,20	97,5
			Average	8,05		9,42	
			Completeness ≥ 8,0 (%)	53,84		92,50	

5. Description of Research Results on Classical Student Responses to the Use of the Write-Pair-Square Technique and the Two Stay Two Stray Technique

Table 5: Classical Student Responses to Cooperative Learning in Classroom Action Research Learning Writing through the Write-Pair-Square and Two Stay Two Stray Techniques in Class VII SMPN 3 Kendari 2022/2023 Academic Year

No.	Statement	Cycle I	Cycle II
1.	I enjoy learning like this	142	156
2.	I like it when the learning process is carried out in groups	139	145
3.	Studying in groups can help me solve problems	142	145
4.	Learning like this can develop my mindset	146	150
5.	Learning like this can help my understanding	147	155
6.	I can express my opinion freely	148	153
7.	I like it when I have to explain things that I understand to my friends	150	153
8.	With learning like this, I can find out other solutions from friends	138	147
9.	I want to perform better than before	152	159
10.	I like to compete with my friends to get good test scores	152	155
11.	I feel the success of others encourages me to study harder	142	145
12.	In group activities I prefer to discuss subject matter rather than talk about other things.	146	150
13.	After applying the learning model like before (cooperative) I became happier to learn	145	150
14.	I do not refuse studying together, because in my opinion learning together has many benefits	154	158
15.	If I encounter difficulties in learning, I ask my friends first, then the teacher.	147	154
	Amount	**2190**	**2275**
	Average (%)	**93,58**	**94,75**

4.3. Analysis of Hypothesis Testing

Table 6: Analysis of Hypothesis Testing in Cooperative Learning in Classroom Action Research Learning Writing through the Write-Pair-Square and Two Stay Two Stray Techniques in Class VII of SMPN 3 Kendari in the 2022/2023 Academic Year

No.	Indikator Penilaian	Before PTK (%)	Cycle Result's I (%)	Information	Cycle Result's II (%)	Information
1.	Teacher Activeness	-	98,7	Very good	100	Very good
2.	Student activity	60,0	88,0	Very good	97,3	Very good
3.	Learning Atmosphere	60,0	93,0	Very good	98,0	Very good
4.	Average Value of Learning Outcomes	65,4	80,5	Very high	94,2	Very high
5.	Mastery learning	12,5	53,8	Currently	92,5	Very high
6.	Student Responses to the learning model	-	93,6	Very Positive	94,8	Very Positive

Complete data about the components observed and the calculation process can be seen in the attached sheet.

4.4. Discussion

Based on the results of observations made by the teacher since the beginning of the second semester of the 2022/2023 school year in class VII, before PTK the value of student activity during the Writing learning process (BKOF-Written Cycle Stage) was 60.0% (enough). This is evidenced by the lack of enthusiasm of students in learning because writing teaching materials tend to be stiff and very bound to language rules/rules. Besides that, the learning models and techniques applied by the teacher seem to have been memorized by students so that students feel less challenged. After carrying out CAR, the results of observations in cycle I and cycle II showed very significant changes in student activity, which increased to very good (88.0%) in cycle I and (100%) in cycle II.

The increase in student activity was accompanied by an increase in the average learning outcomes which jumped from the moderate category to the very high category, namely in cycle I it increased from (65.4%) to (80.5%) and in cycle II it rose again to (94, 2%). What is even more encouraging is that the average value of learning outcomes is accompanied by a very sharp increase in the percentage of the learning completeness level of students who score 8.0, that is, from (12.5%) students who have completed before PTK to (53 .8%) students have achieved mastery learning in cycle I and increased again to (92.5%) in cycle II.

The increase in student activity and average student learning outcomes is inseparable from the efforts of the teacher who continues to improve and maintain his activity in carrying out the previously planned learning stages, namely by using the cooperative learning model with the Write-Pair-Square technique (cycle I) and the Two technique. Stay Two Stray (cycle II) with a contextual approach and a literacy approach. In the first cycle the teacher's activity reached (98.7%) and in the second cycle it increased to (100%). This resulted in the learning atmosphere that was created to be very conducive because interaction and communication between students and students as well as between students and teachers really intertwined smoothly. With the learning atmosphere in the very good category (93.0%) in cycle I and (98.0%) in cycle II, students can learn in a comfortable, natural and fun atmosphere. The cooperative learning model with the Write-Pair-Square technique and the Two Stay Two Stray technique in writing learning received very positive responses from students (93.6%) in cycle I and increased again to (94.8%) in cycle II.

Results of Cycle I Reflection:

From the data obtained, researchers and observers concluded that the cooperative learning model of the Write-Pair-Square technique received very positive responses from students. The level of activeness of students and teachers greatly increased so that the learning atmosphere became very conducive. As a result, student learning outcomes also jumped sharply. But even so, the authors and observers still argue that the research must continue into cycle II because in cycle I the students' ability to write simple functional sentences in the past tense is still limited to positive sentences and must be assisted with media images (average score reaching 8.83). with the number of students who have completed it reaching 87.2%). - average 7.26 with the number of students who have completed reaching 25.6%).

Results of Cycle II Reflection:

Student responses to the application of the Two Stay Two Stray cooperative learning model were very positive so that their level of activity during the writing learning process was very good. This is inseparable from the efforts and activities bridged by the teacher who is always in the very active category. The learning atmosphere was very conducive. This condition is accompanied by the increasing average student learning outcomes. Students' ability to write simple functional sentences in the past tense (both positive sentences, negative sentences and interrogative sentences) as basic knowledge for creating recount texts according to learning indicators has been fulfilled so that researchers and observers conclude that there is no need to continue research in the next cycle.

V. CONCLUSION

5.1 Conclusion

The conclusion from the application of the write-pair-square technique and the two stay two stray technique as part of the cooperative learning model (Cooperative Learning) with a contextual approach and a literacy approach to learning 'Writing' in class VII SMPN 3 Kendari in the 2022/2023 Academic Year is as follows:

1. Can improve students' ability to write simple functional sentences in the past tense.
2. Can increase the average student learning outcomes so that it has implications for increasing student learning completeness.
3. Can increase student activity to continue to follow the learning process with enthusiasm, comfort and fun.
4. It can improve the teacher's ability to design cooperative learning models and techniques using varied media so that they can stimulate students to continue to follow the learning process.
5. Can encourage the creation of a conducive learning atmosphere due to smooth interaction and communication as well as positive interdependence.
6. Can lead to positive responses and or responses from students.

5.2 Suggestion

1. The learning process with a contextual approach and a literacy approach requires a lot of media and learning resources, both print and electronic. Therefore, support from the school and joint commitment between

teachers, school officials, students and parents/guardians of students need to be continuously fostered and improved.

2. Learning innovation should continue to be carried out by teachers to improve the quality of the learning process itself. Reflection that is carried out continuously is expected not only to find the causes of delays in the process and learning outcomes but also to find solutions so that the competencies that have been determined can be obtained by students with very high success criteria. Classroom Action Research (Classroom Action Research) is one way that teachers can take to get it all. Therefore, without exception, all teachers should conduct Classroom Action Research (CAR).

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