

APPLICATION OF THE *THINK PAIR AND SHARE* ON WRITING SKILLS OF STORY TEXT IN CLASS X SMA STUDENTS

Nasrul Bagus Fajriansyah¹, Euis Eti Rohaeti²

^{1,2}IKIP Siliwangi

¹nasrulbagusf@gmail.com, ²e2rht@ikipsiliwangi.ac.id

ABSTRACT

This study was conducted to determine the application of the think, pair, and share models to the skills of writing saga texts. The method used when researching experimental methods is to determine the application of the think pair and share learning model in the experimental class with the ordinary learning model in the control class. Collecting data using pre-test and post-test in the control and experimental classes. The data were analyzed using the SPSS 24 application by looking at the scores obtained by the students, the normality test to determine whether the class was usually distributed, and finally, the t-test to determine the application of the think, pair, and share model to determine the students' scores. The mean score of the control class in the initial test was 77.53 and the final test was 79.97. The result of the average value of the experimental class in the initial test was 79.94 and in the final test. get 82.28. Based on the results of the normality test obtained 0.200 data indicates that the distribution is normal. The t-test obtained data $0.000 < 0.05$, meaning that H_0 was rejected and H_a accepted, so implementing the think, pair, and share model on the skills of writing saga texts was affected.

Keywords: *Control Class, Experiment Class, Saga Text, Think Pair, and Share*

ABSTRAK

Penelitian ini dilakukan untuk mengetahui penerapan model think, pair, and share terhadap keterampilan menulis teks hikayat. Metode yang digunakan saat penelitian metode eksperimen untuk mengetahui penerapan model pembelajaran think pair and share pada kelas eksperimen dengan model pembelajaran biasa pada kelas kontrol. Pengambilan data dengan cara tes awal dan tes akhir pada kelas kontrol dan kelas eksperimen. Data dianalisis menggunakan aplikasi SPSS 24 dengan melihat nilai yang didapat peserta didik, uji normalitas untuk mengetahui kelas tersebut berdistribusi normal dan terakhir uji-t untuk mengetahui penerapan model think, pair, and share berpengaruh terhadap nilai peserta didik. Hasil nilai rata-rata kelas kontrol tes awal memperoleh 77.53 dan tes akhir 79.97. Hasil nilai rata-rata kelas eksperimen tes awal memperoleh 79.94 dan tes akhir. memperoleh 82.28. Berdasarkan hasil uji normalitas memperoleh data 0.200 menunjukkan bahwa berdistribusi normal. Uji-t memperoleh data $0.000 < 0.05$ artinya H_0 ditolak dan H_a diterima, sehingga terdapat pengaruh penerapan model think, pair, and share terhadap keterampilan menulis teks hikayat.

Kata Kunci: *Kelas Kontrol, Kelas Ekesperimen, Teks Hikayat, Thinks Pair and Share*

INTRODUCTION

Education in the era of globalization is very important to support life. Through education, a person has a process of growing interest in something, opening a mindset, and adding insight that is by social norms. This is in line with Yuristia (2018) which states that education is meaningful as a person's effort to be able to grow and develop the potential that has become innate, both physically and mentally, by the values that exist in society and culture. Education in Indonesia is required to contribute to facing the increasingly rapid flow of globalization.

Through education, the creation of a learning process, the process in question is an activity in planting and developing scientific and social sciences. Similar to Supriatin & Nasution, (2017) state that the learning process aims at developing the individual as a whole, including intellectual, social, and moral-spiritual. Therefore, learning aims to open and grow insight, so that individuals who have insight will be able to compete in the era of globalization.

Education is very important, so there needs to be a learning process. In the learning process that occurs in schools, students as the basis for developing their insights, and teachers as optimizing the potential of students. Teaching and learning activities in schools are the result of the learning process, it is the implementation of education to achieve the desired goals, especially in achieving educational goals. Learning in schools, especially Indonesian lessons with the theme of text-based learning has a fairly complex tendency. Especially in the story text material, students reveal that the story text material is quite difficult to understand. In line with previous research that has been conducted by Septyanti (2014) based on the results of interviews that have been conducted that saga learning is quite difficult to understand and one of the materials that are difficult to master. From previous research conducted by Evanirmala et al., (2018), students find it difficult to understand and boring, especially in understanding saga readings. For these problems to be overcome, it is necessary to have creativity from the teacher to resolve this.

Hikayat is an old literary work that uses the Malay language. Hikayat is a story that is rarely seen, read, or heard especially by students. Hikayat is a story created by the author using beautiful language, describing events and events that are not designed properly to be a place of communication with readers (Ekawati, 2015). Meanwhile, according to Rismawati, (2017) saga is old prose that tells the lives of mighty kings, who live in beautiful palaces, encrusted with pearls of Manika quality with beautiful daughters who cannot be seen as real. So it can be concluded that the saga is an old literary work with a story using beautiful language about life in the palace, which has magical powers and occurs outside of human logic.

The difficulty of students in understanding and developing the saga into short stories by the basic competencies in the 2013 curriculum. If students have difficulties with the text, a solution is needed to make it easier for students to overcome their difficulties. These difficulties will impact the understanding of students so that in a basic competency with learning objectives in the end the achievement of these basic competencies is less than optimal. Therefore, the authors provide a learning model that can be adapted to the 2013 curriculum to facilitate and support the achievement of basic competencies.

In previous research, the application of the model influences learning that has been carried out by Fitri et al., (2022) the application of the think, pair, and share on students in developing the saga into short stories with the results of the average value of students being 82.72. The application of think, pair, and share can be used as a solution to overcome the problems in the material while creating students to be active and creative. In accord stated by Fatimah (2015) think, pair, and share is one type of cooperative learning, giving students the poor allowing students with partner, share, and help each other, to add variety. The learning model is more interesting, and fun, and increases students' activity and cooperation. While the steps in the Cooperative Learning Type Think Pair Share (TPS) are as follows: 1) Thinking (thinking); where the teacher asks a question or problem related lesson and asks students to take a few minutes to think for themselves the answer or problem, 2) Pairing, when students are in pairs, discuss what they got in the previous step and the interaction during the time provided can unite the ideas of each student, 3) Sharing (sharing), as the final stage, where the teacher asks pairs to share with the group in pairs the whole class, and this sharing activity is continued until about some pairs get the results from discussed for reporting or presentation. (Agustina, 2021).

So, it can be concluded that the think, pair, and share creates an active learning atmosphere where students begin to think critically first to answer an answer and problem, then after critical thinking students discuss and provide input on the problems they face so they can get After getting answers, students share with other discussion groups to provide input and other answers. Based on the description above, this research aims to determine the effectiveness of the think, pair, and share on the ability to write saga texts. This research is also based on the problems of several previous studies.

METHOD

This study uses an experimental method. The experimental method is a method that aims to find an influence on conditions through controlled conditions (Sugiyono, 2015). The application of the strategy aims to help identify and provide answers to the problems in this research. The application of the experimental method in the form of a *quasi-experimental research design* has a control class design and an experimental class design. The control class is a class that is not given treatment in the form of a model or method to be studied, while the experimental class is a class that is given treatment in the form of *think, pair, and share*. The experimental class begins by giving an initial test before using the *treatment*. After that, give a

treatment using the *think, pair, and share*. Furthermore, giving a final test to determine the effect of the *think, pair, and share* on the student's ability to write saga texts that were developed into short stories. The population in this study was class X IPS 4 as the control class with a total of 32 people, while class X IPS 1 was an experimental class with a total of 32 people.

RESULT AND DISCUSSION

Result

Processing results and initial test value data of the total 32 students in the control and 32 students in the experimental classes. In the first stage, look at the results of students' scores starting from the average, middle value, the value that often appears, the lowest value, the lowest value, and the total value. After that, the normality test was carried out as one of the requirements to get the results with the help of the SPSS 24 application. The results of the normality test used the *Kolmogorov-Smirnov test* with the following criteria:

If $\text{sig} > 0.05$ had a normal distribution

If $\text{sig} < 0.05$ had an abnormal distribution

After conducting a normality test to see the effect of implementing the *think, pair, and share* model on writing saga texts.

Following are the results of the processing of the scores, normality test, and t-test of the initial and final tests of the control class and the experimental class:

Table 1. Initial Test Score Data

| | | Statistics | |
|---------|---------|---------------|--------------------|
| | | Control Class | Experimental Class |
| N | Valid | 32 | 32 |
| | Missing | 0 | 0 |
| Mean | | 77.53 | 79.94 |
| Median | | 77.50 | 80.00 |
| Mode | | 77 | 79 |
| Minimum | | 74 | 75 |
| Maximum | | 82 | 83 |
| Sum | | 2481 | 2558 |

The results of the data in table 1 N or the number of valid student data are 32 control classes and experimental classes, while the data for students who fail (Missing) is 0. The average value of the control class is 77.53 while the experimental class is 79.94. The median value in the control class is 77.50 and the experimental class is 80. The values that often appear are 77 for the control class and 79 for the experimental class. The minimum value for the control class is 74 and the experimental class is 75. The maximum value for the control class is 82, while the experimental class is 83. The total value for each class is 2481 for the control class, and 2558 for the experimental class.

Table 2. Final Test Score Data

| | | Statistics | |
|---------|---------|---------------|------------------|
| | | Class Control | Class Experiment |
| N | Valid | 32 | 32 |
| | Missing | 0 | 0 |
| Mean | | 79.97 | 82.28 |
| Median | | 80.00 | 82.00 |
| Mode | | 79 | 82 |
| Minimum | | 78 | 79 |
| Maximum | | 82 | 86 |
| Sum | | 2559 | 2633 |

Based on the results in table 2 regarding the final test value data for the control class and the experimental class with valid N data, there are 32, and those who fail (*missing*) are 0. The results of the average value of the control class are 79.97, the experimental class is 82.28. The mean value for the control class is 80, and the average value for the experimental class is 82. The control class produces a value that often occurs, namely 79, while for the control class, it is 82. The lowest value for the control class is 78 and the highest value is 82. The experimental class has the lowest value, namely 79, and the highest score 86.

Table 3. Initial Test Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|------|-------------------------|
| | | Unstandardized Residual |
| N | | 32 |
| Normal Parameters ^{a,b} | Mean | .0000000 |

| | | |
|--|-----------|------------|
| | Std. | 2.09139378 |
| | Deviation | |
| Most Extreme Differences | Absolute | .104 |
| | Positive | .104 |
| | Negative | -.079 |
| Test Statistic | | .104 |
| Asymp. Sig. (2-tailed) | | .200 |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |

Based on table 3, the normality test assisted by the SPSS 24 application using the Kolmogorov-Smirnov test, it can be seen that the Asymp value. Sig (2-tailed) of 0.200 is more significant than 0.05. This shows that the results of processing the normality test show that the data from the initial test results for the control and experimental classes are normally distributed.

Table 4. Final Test Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | |
|---|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 32 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 1.60642256 |
| | | |
| Most Extreme Differences | Absolute | .122 |
| | Positive | .106 |
| | Negative | -.122 |
| Test Statistic | | .122 |
| Asymp. Sig. (2-tailed) | | .200 |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |

Based on table 4, the normality test assisted by the SPSS 24 application using the Kolmogorov-Smirnov test, the Asymp value. Sig (2-tailed) of 0.200 is more significant than 0.05. This shows that the results of processing the normality test show that the data from the final test results for the control and experimental classes are normally distributed.

Table 5. T-test Initial and Final Tests of Control Classes and Experimental Classes

| | | Independent Samples Test | | | | | | | | |
|------|-------------|---|------|------|------------------------------|-------------------------|------------------------|---------------------------------|--|--------|
| | | Levene's Test for Equality of Variances | | | t-test for Equality of Means | | | | | |
| | | F | Sig. | t | df | Sig. (2- tailed) | Mean Differen ce | Std. Error Differen ce | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Hasi | Equal | .139 | .710 | - | 126 | .000 | -2.359 | .390 | -3.131 | -1.588 |
| l | variances | | | 6.05 | | | | | | |
| Nila | assumed | | | 5 | | | | | | |
| i | Equal | | | - | 125.91 | .000 | -2.359 | .390 | -3.131 | -1.588 |
| | variances | | | 6.05 | 1 | | | | | |
| | not assumed | | | 5 | | | | | | |

Based on the data in table 5, it is known that Sig. Levene's Test for Equality of Variances, which is 0.710 greater than 0.05, means that the control class and experimental class data are homogeneous. The result of the calculated t value is 6.055 with Sig. (2-tailed) 0.000 less than 0.05. This shows that H_0 and H_a accepted. So, it can be interpreted that the results of the data processing, can be concluded that there is an effect of writing saga text using the think, pair, and share.

Discussion

Based on the results of research that has been carried out by applying the *think, pair, and share* to saga text material for class X students at SMA Negeri 5 Cimahi with a control class of 32 students and an experimental class of 32 students. The test results using the SPSS 24 application, show that *think, pair, and share* can affect the results of students' scores. This is indicated by the average value of 77.53 for the control class and 79.94 for the experimental class when conducting the initial test. After the application of the *think, pair, and share* model, it showed that the level of student's scores in the experimental class resulted in an average score of 82.28.

To find out the effect of implementing the *think, pair, and share* on the value of writing a saga text, it is necessary to test the normality first. The goal is to see that the control class and experimental class data can be said to be normal, the results of data analysis using the SPSS 24

application. These results show the Asymp data. Sig (2-tailed) of 0.200 is greater than 0.05 in the initial and final tests.

The normality test results then need to do data analysis, namely the t-test of the initial test and the final test in the control and experimental classes. The t-test is needed to see the effect of implementing the think, pair, and share model on writing saga texts. The value of the t-test results obtained is 0.000 so it shows <0.05 . Based on the results of the t-test. So it can be concluded that the influence of the think, pair, and share model has an effect on writing saga texts. It also shows that the experimental class is superior to the control class in writing saga texts.

CONCLUSION

The results of the research that has been carried out using the analysis of normality test data to the t-test using the SPSS 24 application showed that the experimental class students with the application of the think pair and share model are superior to the control class.

1. The results of the average value in the experimental class on the initial test obtained 79.94 before implementing the think, pair, and share models. The final test after implementing the think, pair, and share model obtained an average score of 82.28. While the control class in the initial test obtained 77.53 and the final test was 79.97.
2. The results of the normality test in the control class and the experimental class are 0.200, which shows a normal class.
3. Based on the t-test analysis of the data obtained $0.000 < 0.05$, it means that H_0 rejected and H_a accepted. So it can be concluded that the application of the think, pair, and share model affects the results of the value of writing saga texts.

REFERENCES

- Agustina. (2021). Peningkatan Prestasi Belajar Siswa pada Pelajaran Bahasa Indonesia Materi Menulis Teks Resensi dengan Menerapkan Model Pembelajaran Kooperatif Tipe Think Pair Share (TPS) di Kelas XI MIPA 1 SMAN 2 Bolo Semester II Tahun Pelajaran 2020/2021. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 316–327. <https://doi.org/10.53299/jppi.v1i2.93>
- Ekawati, M. (2015). Pembelajaran Menemukan Unsur-Unsur Intrinsik Hikayat Melalui Model Student Teams Achievement Divisions (Stad). *Jurnal Pesona*, 1(1), 50–58.
- Evanirmala, S., Syam, C., & Priyadi, A. T. (2018). Peningkatan Kemampuan Mengidentifikasi Unsur Intrinsik Hikayat dengan Teknik Ecola Siswa SMA Sinar Kasih Sintang. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 7(9), 1–14.
- Fatimah, N. (2015). Implementasi Cooperative Learning Tipe Think-Pair-Share Dalam Pembelajaran Bercerita Di Sekolah Menengah Pertama. *Jurnal Penelitian Humaniora*, 16(2), 90–98. <https://www.neliti.com/id/publications/207297/pengaruh-model-pembelajaran-think-pair-share-tps-terhadap-prestasi-belajar-matem>
- Rismawati. (2017). *Perkembangan Sejarah Sastra Indonesia*. Bina Karya Akademika.
- Septyanti, E. (2014). Pengaruh Strategi Know-Want to Know-Learned (K-W_L) Dan Motivasi Belajar Terhadap Kemampuan Memahami Hikayat Siswa Kelas X Di Sma Islam Az_Zahra Palembang. *Jurnal Bahasa*, 9(2), 124–133.
- Sugiyono. (2015). *Metode Penelitian Kualitatif Dan Kuantitatif Dan R & D*. Alfabeta.
- Supriatin, A., & Nasution, A. R. (2017). Implementasi Pendidikan Multikultural Dalam Praktik Pendidikan Di Indonesia. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 3(1), 1. <https://doi.org/10.32332/elementary.v3i1.785>
- Yuristia, A. (2018). Pendidikan Sebagai Transformasi Kebudayaan. *Journal Ilmu Sosial Dan Budaya*, 2(1), 1–13. <http://jurnal.uinsu.ac.id/index.php/ijtimaiyah/article/view/5714>