

USE OF THINK PAIR SHARE MODELS ON LEARNING TO EDIT SHORT STORY TEXTS

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Abstract

Learning to edit short story texts is one of the lessons that are difficult for students to master. This is evident when observing the school that students feel difficulty in applying the text according to the grammar in a writing. The purpose of this study is 1) To describe the activities carried out by teachers and students when learning to edit short story texts using the think pair share model. 2) To find out the difference between the results of the initial test and the final test of learning to edit the short story text before and after using the think pair share model. 3) To describe students' responses to learning to edit short story texts using the think pair share model. The researcher used the pre-experimental design method, while the design of this study was one group pretest-posttest design. The population and sample of the study were conducted in one class, namely class XI with samples of class XI AP 2, amounting to 30 people. The results of teacher activity data on learning to edit short story texts using the think pair share model is 92% while student activities are 95%. This shows that the activities of teachers and students run effectively. While the results of the data obtained that there is an increase in the value of students before using the think pair share model on the initial test get an average value of 50 and experience an increase after using the think pair share model on the final test with an average value of 78. There is a difference in the average value students between pretest and posttest is 28. Based on the results of the t-test, the sig value is obtained 0,000, the value is ≤ 0.05 . Thus, H1 is accepted and Ho is rejected. Then it can be concluded that learning to edit short story texts using the think pair share model increases students' ability to edit short story texts.

Keywords: editing, short story text, think pair share

PRELIMINARY

Editing is an activity to improve a text or essay in terms of rules and linguistic aspects so that the text or essay is worth reading. Editing right now is not only done by an editor. This activity can be carried out by a student. At this time editing learning has been applied to the 2013 curriculum. Editing is an activity to improve books or manuscripts carried out by a book editor or script, improvements made in terms of spelling, decapitation, use of capital letters, italics, bold word writing abbreviations, acronyms, application of numbers and application of formulas. (Trim, 2009: 112).

The editing activities carried out by students, namely editing a text are viewed in terms of the rules of language. Students are expected to be able to improve the text from spelling writing, the use of capital letters, oblique word writing, the use of abbreviations and

writing words that come from foreign languages. One of the texts that students will improve in learning is a short story. Learning to edit short story text is learning that requires students to be able to improve short story writing or text by paying attention to the rules of language, spelling, and text structure that is being edited. With editing skills, students are expected to be more careful in reading a text besides it will form students who think more critically, and shape the personality of students better in learning. But editing a text is not an easy activity for students to do because according to students learning to shoot a text is an activity that is difficult for students to do.

This can be seen from the value that students get in learning to edit text. On average, many students get grades under KKM. This is due to several influencing factors. One of the factors is the lack of concentration of students in reading short stories and not carefully finding deficiencies in the text that is read. In addition to being inaccurate, the monotonous reading text factor makes students' interest in reading reading texts less and less careful in finding errors in writing that are not in accordance with spelling and language rules that must be corrected so that they become good reading texts.

In addition to the lack of study of students in reading monotonous texts and short stories, there are other factors, namely the lack of understanding of students in writing language aspects and language rules that make it difficult for students to edit text. Therefore, students must have intensive reading skills and good writing in order to be able to edit and improve the edited reading texts. As according to Rosita (2018: 51) which makes students' ability to edit essays low, namely (1) lack of student understanding of EYD, (2) students lack mastery of correct writing, (3) students feel less interested in cheating learning because they think that editing essays is very complicated and requires good knowledge.

In this case researchers are interested in using innovative solutions to solve these problems referring to one of the literature studies from a 2011 Nugrahani study entitled "Increasing the ability to edit essays by applying cooperative learning Think Pair Share (TPS)" has increased before and after testing. The increase that occurs is an increase in student interest, student ability, and behavior of students who become active in editing. From the literature study, the use of this model is expected to be able to handle children's cognitive problems so that they can create active and innovative learning in learning to edit short story texts.

Based on the background of the problem above, the researcher formulated the research objectives as follows. First, to describe the activities carried out by teachers and

students in learning to shoot short story texts using the Think Pair Share (TPS) model. Second, to find out the difference between the results of the initial test and the final test of learning to text short stories using the Third Think Pair Share (TPS) model, to describe students' responses to learning to shoot short story texts using Think Pair Share (TPS) models.

STUDY OF THEORY AND METHODS

Editing is the process of preparing a text that has not been printed to be improved both in terms of content and material. Editing the writing aims so that the text that is read is easy to understand, the contents or meaning, it is good to digest, look attractive with a professional face, and accompanied by accurate data. (Nurjaya, & Darmayanti, 2016) As for Syarifah (2016: 48) editing is the art of processing words into a sentence that is readable and easy to understand. Linking between one sentence and another becomes a paragraph that is cohesion and koheeren so that it can connect the mind of the writer with the reader.

In addition, according to Eneste (Latsiya & Baehaqie, 2016) explaining editing is preparing a text ready to be printed or ready to publish by considering the systematic aspects of presentation, content, and language (concerning spelling, diction, and sentence structure). So, to be able to edit film review texts properly it is necessary to pay attention to spelling, word choice (diction), and sentence effectiveness. Based on the above understanding that editing is the process of preparing a text to improve the content, presentation, and language so that the sentence in the paragraph is cohesion and coherence. Learning to edit short story text is learning that requires students to be able to improve short story writing or text by paying attention to the rules of language, spelling, and text structure that is being edited.

Short story text is a prose essay that tells a character who has not changed. This is reinforced as according to the Ministry of National Education (Simamori, 2015: 15) short stories are short essays in the form of prose. A short story tells a piece of life of a character full of disputes, events, and experiences. The characters in the short story do not experience a change of fate. In line with the Ministry of National Education, Syathariah (2011: 17) explains short stories are short essays in the form of prose. In short stories told a piece of life of a character who is full of contention, events that are touching or pleasant and contain an impression that is not easily forgotten. According to Sumardjo (Toyidin, 2012: 223) short stories are short stories and can be read about 10 minutes or about half an hour. According to

Sumardjo this short story consists of 500 to 5000 words. In fact there are also short stories that contain several tens and thousands of words, that's what long stories say. It can be concluded that this short story or short story is one of literary works in the form of prose. This short story contains stories or events of figures that contain impressions and are written with 500 to 5000 words.

According to Anita (2008: 57) the Think Pair Share (TPS) model is a learning model that provides opportunities for students to work alone or in groups. As for Isjoni (2016: 78), the Think Pair Share (TPS) model provides an opportunity for students to optimize student participation in group and individual learning. In addition, Arends (Nugrahani, 2012: 29) states that think-pair-share is an effective way to vary the atmosphere of class discussion patterns. Assuming that all discussions require arrangements to control the class as a whole, and the procedures used in the think-pair-share can give students more time to think, to respond, and help each other. Based on the opinions of several experts, it can be concluded that under the learning of the think pair share model learning is optimizing the opportunity for students to be able to help each other during learning.

The steps in think-pair-share are as follows, namely (1) thinking, (2) pairing (pairing), and (3) sharing (sharing). (Rosita, 2018: 52) Step 1: Thinking The teacher asks a question or problem associated with the lesson, and asks students to use a few minutes to think for themselves the answer or problem, step 2: Pairing Next the teacher asks students to pair up and discuss what they have gained. Interaction during the time provided can unite the answer if a question that is asked brings together ideas if a specific problem is identified. Normally the teacher gives a time of no more than 4 or 5 minutes to pair up, step 3: Sharing In the final step, the teacher asks the partners to share with the whole class they are talking about. It is effective to walk around the room from partner to partner and continue until around some couples get the opportunity to report.

METHOD

The research method is the work method used in conducting a research. The research method is basically a scientific way to get data with specific purposes and uses (Sugiyono, 2014: 2). The experimental research design used was one group pretest posttest design. This design uses a pretest before treatment, the treatment results can be known to be more accurate, because it can compare with before being treated. This research was conducted at one of the vocational high schools in the city of Cimahi, namely SMKN 3 Cimahi. The

population of this study is class XI and the research sample is class XI AP 2, amounting to 30 people.

The instruments used in this study were test sheets, assessment instruments, lesson plans, observation sheets, and questionnaires. This analysis technique is used to determine the results of the students' pretest and posttest on learning to edit short stories using the Think Pair Share (TPS) model can use the SPSS program (Statistical Package for Social Sciences) version 22.

RESULT AND DISCUSSION

This study entitled "Utilization of Think Pair Share Models in Learning to Edit Short Story Texts". Learning edits with the think pair share model chosen because in this model students are motivated to learn from each other and support each other. In addition, the think pair share model provides opportunities for students to optimize student participation in group and individual learning. (Isjoni, 201: 78). The statement was strengthened strongly by the results of teacher and student observation sheets, the steps in learning to edit short story text with the think pair share model were in accordance with the theory put forward by the expert. The data obtained from the description and analysis of teacher observation sheets obtained 92% for the level of success while on the observation sheet students 95% for the level of success of learning.

The effectiveness of the think pair share model is not only seen from the student and teacher observation sheets, but in the research the author has done, learning activities edit short story texts with the think pair share model that goes according to what is expected because the use of think pair share models is able students collaborate in groups well in completing the assignments given by the teacher.

This can be seen from the hypothesis proposed by the author proved that there are differences in student learning outcomes after using the think pair share model. Based on the data and results of the research obtained, it can be seen that there is an increase in the average student outcomes. The average student results before using the think pair share model, which is 50 and experiencing an increase in the average student outcomes after using the think pair share model, which is 78. There is a difference in the average results of students' pretest and posttest, which is 28.

It can be seen that before using the think pair share model the average value of the smallest aspect, namely 1.4 in the aspect of finding the sentence is not effective and

improving it, while the average value of the highest aspect, while the average value of the highest aspect, is 4.3 aspects of finding and correcting spelling and punctuation.

After using the think pair Shareter model it can increase the average rating aspect. The smallest aspect of the average still finds the sentence ineffective and corrects it but increases to 3, while the highest average aspect changes to find the style of language and majas in the text which previously received a value of 2.2. This shows that the think pair share model has an effect on the average value of aspects of students.

Tabel 1 Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	nilai_pretest - nilai_postes	-29,375	10,530	1,862	-33,172	-25,578	-15,780	31	,000

This research was carried out a test technique, namely by using the SPSS version 22 application. The calculation was carried out after obtaining the pretest and posttest values. The SPSS calculation aims to determine the data normality test, homogeneity test, and hypothesis test. Based on the calculation of the results of the hypothesis test, it can be seen that the acquisition of Sig. (2 tailed) is ≤ 0.05 which is 0,000. It can be concluded that H_0 is rejected and H_1 is accepted, so there are differences in the pretest and posttest scores. This is in accordance with the hypothesis proposed by researchers, namely there are differences in the ability of class XI students to edit short story texts before and after using the think pair share model. Students' responses in learning to edit short story texts using the think pair share model in class XI Vocational students showed a positive attitude, ie above 90% responded well.

This proves that the think pair share model increases students' interest in learning to edit short story texts. This is in line with the research conducted by Nagrahani (2012: 131) that the ability to edit essays by class IX B students at SMP Negeri 2 Batang after participating in learning using the TPS model has increased as evidenced from the results of data obtained from each cycle increasing from cycle 1 to cycle II is 13.75 and has increased again from cycle II to cycle III of 3.25. Then the acquisition of these results shows that the learning of editing essays using the TPS model can be said to be successful.

CONCLUSION

Based on the research conducted by the author, it can be concluded that:

The activities of teachers in learning to edit short story texts using the think pair share model can be carried out as much as 92% of activities, while the activities of students in learning to edit short story texts using the think pair share model can be carried out as much as 95% of activities. This shows that the activities of teachers and students in learning to edit short story texts are effective because students are able to cooperate well with their group friends and the teacher is able to control the class very well. And can be categorized very high success of learning, seen in the table of success criteria Agip et al (2009: 41), which states the success rate of learning 86% -100%. Thus the predicate of very high success in learning to edit short story texts using the think pair share model can increase the activity of students and teachers.

Think Pair Share models are able to improve students' abilities in learning to edit short story texts. This is evidenced by the difference in value from the initial test and the final test using the Think Pair Share model. Judging from the initial test which has an average of 50 does not reach KKM or the value is included in the low rating. However, after using the think pair share model, it is seen from the final test that editing short story text in class XI reaches a score above KKM or the values have increased to 78. Looking at the average results, it can be said that it has succeeded in achieving the KKM value that has been determined at the school, which is 75. So it can be said that the model think pair share is able to improve students' ability to edit short story texts which on average reach KKM, 78. The percentage increase in the value of the initial test to the final test is 28%.

Students' responses in learning to edit short story texts using the think pair share model in class XI students showed a positive attitude, ie above 90% responded well. Seeing the percentage results of 90.3% or 90% of the responses given by students. This proves that

the think pair share model increases students' interest in learning to edit short story texts. In addition to increasing students' interest in learning, this model can motivate students who are passive in their learning.

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