

LEARNING MIRROR READING USING THINK PAIR AND SHARE METHOD IN SENIOR HIGH SCHOOL STUDENTS

Firman Safaat¹, Teti Sobari², Euis Eti Rohaeti³

^{1,2,3}IKIP Siliwangi

firmanafaat05@gmail.com¹, tetisobari@ikipsiliwangi.ac.id², euisetirohaeti@ikipsiliwangi.ac.id³

ABSTRACT

Learning to read short stories using the Think, Pair, and Share methods is learning to read a short story text through the steps of learning to think, pair up, and share with class X students of Albidayah High School Academic. This study aims to determine whether there are differences in student learning outcomes by using the Think, Pair, and Share Methods in the short story reading subjects. The research method used is Quasi Experimental Design which is a development of True Experimental Design. The form of research chosen was the type of Nonequivalent Control Group Design. The population in this study were all class X students of Albidayah High School with a sample of two classes totaling 60 students. The research data were obtained using the instrument in the form of a description test given at the time of the initial test before learning began and the final test after conducting the learning process with the same type of questions. The results obtained an average of 80.6 experimental class while in the control class obtained an average of 72.8 in the final test. Based on the initial T-test calculation results obtained 0.232 while the Mann-Whitney calculation obtained 003 results. The results of this study indicate that learning to read short stories using the Think, Pair, and Share methods is effectively applied to learning to read short stories. 6 experimental class while in the control class obtained an average of 72.8 in the final test. Based on the initial T-test calculation results obtained 0.232 while the Mann-Whitney calculation obtained 003 results. The results of this study indicate that learning to read short stories using the Think, Pair, and Share methods is effectively applied to learning to read short stories.

Keywords: Short Story Reading, Think Pair and Share Methods

ABSTRAK

Pembelajaran membaca cerpen dengan menggunakan metode *Think, Pair, and Share* adalah pembelajaran membaca suatu teks cerpen melalui langkah-langkah pembelajaran berpikir, berpasangan, dan berbagi pada siswa kelas X SMA Albidayah. Penelitian ini bertujuan mengetahui apakah ada perbedaan hasil belajar siswa dengan menggunakan Metode *Think, Pair, and Share* pada mata pelajaran membaca cerpen. Metode penelitian yang digunakan yaitu Quasi Eksperimental *Design* yang merupakan pengembangan dari *True Eksperimental Design*. Bentuk penelitian yang dipilih adalah jenis Nonequivalent Control Group Design. Populasi pada penelitian ini adalah seluruh siswa kelas X SMA Albidayah dengan sampel dua kelas yang berjumlah 60 siswa. Data hasil penelitian diperoleh dengan menggunakan instrumen berbentuk tes uraian yang diberikan pada saat tes awal sebelum pembelajaran dimulai dan tes akhir setelah melakukan proses pembelajaran dengan tipe soal yang sama. Hasil penelitian diperoleh rata-rata kelas eksperimen sebesar 80,6 sedangkan pada kelas kontrol memperoleh rata-rata pada tes akhir sebesar 72,8. Berdasarkan perhitungan Uji T tes awal diperoleh hasil 0,232 sedangkan perhitungan Mann-Whitney diperoleh hasil 003. Hasil penelitian ini menunjukkan bahwa pembelajaran membaca cerpen dengan menggunakan metode *Think, Pair, and Share* efektif diterapkan pada pembelajaran membaca cerpen.

Kata Kunci: Membaca Cerpen, Metode *Think Pair and Share*

INTRODUCTION

Learning is an activity that can take place anywhere either individually or in groups. "Learning is a conscious effort from a teacher to teach students (directing student interaction with other learning resources) in order to achieve the expected goals. Thus, learning is a two-way interaction between a teacher and a student, where between the two there is intense and directed communication (transfer) towards a predetermined target. " (Trianto, 2011). Current learning must be student-centered (student center). So that educators / teachers need to prepare a learning process that will be carried out by educators and students. (Teti Sobari 1, Ika Mustika 2, 2020). The learning scenario in this case, namely the selection of learning methods must be adjusted to the learning material that is able to actively involve students and the role of only the teacher as a facilitator.

Language skills have four aspects, namely listening, speaking, reading and writing. The four language skills have a close relationship with each other. Of these four language skills, reading is a process of recognizing words and combining meanings and understanding the information and messages the writer wants to convey through written language. Thus, someone who often reads besides getting information but also can add to his own experience. As in reading short stories, there are activities to read and understand the contents of the short stories. A short story tells a piece of a character's life that focuses on an event surrounding the conflict (problem) experienced by the character.

Short stories can be interpreted as short prose stories. Short size is relative. According to Edgar (Mustika, 2012), a well-known American writer, the short measure here is reading it once sitting, which is less than an hour. There are no rules for the length or shortness of a story in a short story. This is because there is no agreement between the authors and the experts. (Toyidin, 2013). Short stories are always oriented towards constructive positive things through moral messages. In addition, in the short story there are intrinsic elements which are the building blocks of a short story such as the theme, plot or plot, setting, point of view, characterization, and contains the message to be conveyed. In this context, one must be able to distinguish between reading literature and reading literature. (Muaiminin, 2010).

In accordance with the results of preliminary observations made in class X at Albidayah Senior High School, the problem in reading learning is the lack of interest in reading, especially in reading short stories. Moreover, a long short story text can reduce student motivation in reading it, so that students experience difficulty in understanding and determining the intrinsic

elements of a short story. In addition, the learning method that uses the lecture method makes learning activities less conducive.

Based on the results of studies that have been conducted, the students of class X SMA as a subject explained that learning to read short stories with a research training learning model on the ability to analyze the moral values of the short stories *sampan zulaiha* by *hasan al-banna*, class x high school students 1 *tanjung balai* the expository method. (Devi & Purba, 2011). However, there is also research on learning to identify the intrinsic elements of short stories using the quantum method in class X SMA students which is more influential in improving students' ability to identify the intrinsic elements of short stories. (Sitompul & Sitompul, 2014).

In this study, the problem formulation is how to plan learning to read short stories using Think, Pair, and Share in class X SMA Albidayah, how to implement learning to read short stories using Think, Pair, and Share in class X SMA Albidayah, how are the learning outcomes read short stories using Think, Pair, and Share in class X SMA Albidayah.

The purpose of this study, namely to determine the planning of learning to read short stories using Think, Pair, and Share in class X SMA Albidayah, to determine the implementation of learning to read short stories using Think, Pair, and Share in class X SMA Albidayah, to determine the learning outcomes. read short stories using Think, Pair, and Share in class X SMA Albidayah.

In this study, the learning method used in learning to read short story analysis, namely by using the Think, Pair, and Share method (think, pair and share). Think, Pair, and Share is an effective way to create variations in the atmosphere for learning discussions in class (Trianto, 2011). This method designs student-centered cooperative learning, so it is different from learning using the teacher-centered lecture method.

Based on the explanation of the problems above, the researchers applied a learning method called Think, Pair, and Share (thinking, pairing, and sharing) for learning to analyze short stories in class X SMA Albidayah. The strategy used is to help students understand and determine the intrinsic elements of a short story.

METHOD

The research method is basically a scientific way to obtain data with specific purposes and uses (Sugiyono, 2012). The research method used by researchers, namely Quasi Experimental Design which is the development of True Experimental Design. This method is used by researchers to get answers in accordance with the formulation of the problem, namely

knowing the planning, implementation, and differences in results the ability to read short stories of class X students at Albidayah High School before and after using the Think Pair and Share method. In this design there are two groups. The first group was given treatment (X) and the second group was not. The treated group is called the experimental group and the untreated group is called the control group.

RESULTS AND DISCUSSION

Results

Based on the data analysis, $\text{Sig} > 0.05$, the data is normally distributed, then it is followed by the Homogeneity Test. Based on homogeneity test results, that from 58 respondents, obtained $\text{sig}.0.232 \text{ means} > 0.05$. So H_0 was accepted. Then the variance between the experimental class and the control class is the same or homogeneous. Based on the results of the Independent Sample Test, the sig value is obtained. 0.232. because sig. for both classes > 0.05 then H_0 is accepted. So it can be concluded that there is no difference in the results of reading the short stories of the experimental class and the control class.

The results of the normality test, show that from 58 respondents, after treatment in the experimental class obtained sig. 0.157 means > 0.05 , and after treatment in the control class obtained sig. 0.003 means < 0.05 . It can be concluded that the data is not normally distributed, then it is followed by the Mann Whitney test.

Table 1 Final Mann-Withney Test

	Group	N	Mean Rank	Sum of Ranks
Score	1	27	36.43	983.50
	2	31	23.47	727.50
	Total	58		

Table 2

Statistics Test a	
	Score
Mann-Whitney U	231,500
Wilcoxon W.	727,500
Z	-2,983
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: group

Based on the results of statistical tests in the table 2, the hypothesis is obtained sig. 0.003. means <0.05 then H_0 is rejected. So it can be concluded that there are differences in the results of reading the short stories of the experimental class and the control class with those using the Think Pair and Share method.

Discussion

Based on the results of the research that has been carried out, namely the learning carried out in the experimental class using the Think Pair and Share method and the control class using the lecture learning method there are significant differences. This is based on the results of data processing the ability to read the experimental class short stories using the Think Pair and Share method, the initial test results were 59.6 and the final test was 80.6.

Table 3 Recapitulation of Initial Test Values for the Experiment Class and Control Class

Score	Category	Experiment	Control
90-100	Very good	0	0
80-89	Good	1	2
70-79	Enough	1	2
55-69	Less	18	18
<50	Very less	7	9
Total Value		1068	1770
Average Score		59.6	57.1
The highest score		87	81
Lowest Value		43	25

Based on the table above, learning to read short stories using the Think Pair and Share method in the experimental class obtained an average value of 59.6 from a total sample of 27 students. Learning to read short stories using the lecture method in the control class obtained an average

value of 57.1 from a total sample of 31 students.

Table 4 Recapitulation of Final Test Values for Experiment Class and Control Class

Score	Category	Experiment	Control
90-100	Very good	6	1
80-89	Good	11	11
70-79	Enough	6	5
55-69	Less	3	13
<50	Very less	1	1
Total Value		2177	2257
Average Score		80.6	72.8
The highest score		93	81
Lowest Value		50	50

Based on the table 4, learning to read short stories using the Think Pair and Share method in the experimental class obtained an average value of 80.6 from a total sample of 27 students. Learning to read short stories using the lecture method in the control class obtained an average value of 72.8 from a total sample of 31 students.

CONCLUSION

Based on the research results obtained, it can be concluded as follows:

1. The planning of learning to read short stories using the Think Pair and Share learning method in class X SMA Albidayah is in accordance with the basic competencies in the syllabus. Learning to read short stories for class X semester 1, Indonesian subjects, and the number of meetings 1 meeting with a time allocation of 2 X 45 minutes. The determination of time allocation is based on Permendikbud No. 65 of 2013 for SMA / MA level for face-to-face learning of 45 minutes and based on the provisions of face-to-face learning Indonesian language every 4 X 45 minutes.
2. The process of implementing learning to read short stories using the Think, Pair, and Share method for class X students at Albidayah High School has been carried out well in accordance with the RPP. The implementation phase of learning to read short stories begins with conducting a pre-test of learning to read short stories (pretest), then providing

material on the meaning and intrinsic elements of short stories and the application of treatment, and conducting a final test (posttest) learning to read short stories.

The teacher observation sheet contains 16 activities, all activities must be carried out by the teacher during the learning process. So the results of observations of researchers have carried out all activities. If it is presented 100% of the researchers carry out their activities. Student observation sheets are carried out to see the atmosphere or situation in teaching and learning activities. There are 8 activities that must be carried out by students during the learning process. The results of the observation of IYA activities were only 7 that were carried out. if the percentage is 92.8% and one activity is NOT carried out, if it is presented at 7.14% so, the results of student observations are as expected by the researcher.

3. There are differences in the results of learning to read short stories in class X SMA Albidayah between the experimental class and the control class in the ability to read short stories using the Think Pair and Share learning method in the experimental class and the lecture method in the control class.

This can be seen from the average initial test score obtained for the experimental class of 59.6 and for the control class of 57.1. Then the average final test score obtained for the experimental class is 80.6 and for the control class is 72.8. Then from the results of the initial test statistical test obtained sig of $0.232 > 0.05$ (there is no difference in ability between the experimental class and the control class). Then the final test statistical test results obtained sig of $0.03 < 0.05$ (there is a difference in ability between the experimental class and the control class). This proves that learning to read short stories using the Think, Pair, and Share method is better than learning to read short stories using the lecture method.

REFERENCES

- Trianto, (2010). *Designing innovative learning models*. Jakarta: Rineka Cipta.
- Mustika, & Azis. (2012). *Appreciation and study of Indonesian prose fiction: an introduction*. Bandung: STKIP Siliwangi Bandung.
- Toyidin, (2013). *Indonesian literature, prose drama poetry*. Subang: CV Bintang.
- Muaiminin, M. (2010). Learning to read short stories with the cooperative-based Sq3R method. *Prospectus of the Scientific Journal of Unirow Tuban*, 2010: Pros, 170–178.
- Devi, O., & Purba, S. (2011). The Effectiveness of the Learning Model of Research Exercises

on the Ability to Analyze Moral Values of Sampan Zulaiha Short Stories by Hasan Al-Banna Class X Students of SMA Negeri 1 Tanjung Balai.

Muaiminin, M. (2010). Learning to read short stories with the cooperative-based Sq3R method. *Prospectus of the Scientific Journal of Unirow Tuban*, 2010: Pros, 170–178.

Sitompul, M., & Sitompul, M. (2014). No Title. The Effect of Quantum Learning Methods in Identifying Intrinsic Elements of Short Stories by Class X Students of Gbkgp Kabanjahe in 2013/2014 Academic Year, 1–10.

Teti Sobari 1, Ika Mustika 2, OS 3 E. (2020). Learning Model for Problem-Based Report Writing Skills through the Learning Cycle Technique as a Media for Student Character Development. 17 (5), 214–234.

Trianto, (2010). *Designing innovative learning models*. Jakarta: Rineka Cipta.

Sugiono, (2012). *Qualitative quantitative research methods and R&D*. Bandung: Alfabeta