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## Improvement of News Text Writing Skills Through Think Pair Share Model in VIII Grade Students of SMP Negeri 7 Rambah Samo

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### ABSTRACT

The background of this study was due to students' activities which do not support the achievement of learning objectives for writing news texts so that students' grades are low and do not reach the Minimal Completion Criteria (70) set at school. The purpose of this study is to improve student learning activities and outcomes in writing news texts through the application of Think Pair Share model. The type of this research is qualitative. The research method that used in this research was descriptive method. This research was conducted in 2 cycles, each cycle consisting of four stages, they are: planning, implementing, observing, and reflecting. The results of these study were (1) the quality of student activity in the pretest was 44% increased to 68% in the first cycle, and increased again in the second cycle to 90%, the quality of student learning activities increased from sufficient quality to very high quality, (2 ) an increase in mastery learning results from pretest 48.14% with an average class of 69.44 to 70.37% in the first cycle with average class of 75.19, increase in the second cycle to 100% with average class at 90,55. Based on the result of the study it can be concluded that the application of the Think Pair Share model can increase the activities and learning outcomes of grade VIII students of SMP Negeri 7 Rambah Samo in writing news texts.

## 1. Introduction

Indonesian teaching is directed to improve students' ability to use Indonesian language properly and correctly, both verbally and in writing. Language learning is done so that someone is able to speak properly and correctly in accordance with the situations and conditions in which a person is located. Such learning will be better if it is learned early and is ongoing. Language skills include four skills namely, reading skills, listening skills, speaking skills, and writing skills. One of

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the writing skills that must be learned by eighth grade students of SMP Negeri 7 Rambah Samo is writing skills.

Writing skills are the skills to express ideas, ideas, feelings, in the form of written language so that other people who read it can understand the contents of the writing well. Conceptually writing skills is one of the language skills that involve the process of thinking through writing (Arianti, R., & Ningsih, 2019). Furthermore, Tarigan (2008) says that writing is lowering or depicting graphic symbols that describe a language understood by someone, so that other people can read the symbols of the graph if they understand the language and graphic images. The value of writing skills of students who are still low in class VIII of SMP Negeri 7 Rambah Samo is news writing skills.

News containing reports about an event or event that just happened or is still hotly discussed later through the mass media the public can find out about the news. With a hot topic of conversation the news will become more interesting and people's curiosity will be higher. Explains that news is a report about an event or event that is interesting and has important, actual value which is addressed or published to the wider community through mass media (Suharti, 2014). Djuraid (2005) states that the news is a report or notification regarding the occurrence of an event or situation that is general and has just happened. Simply written news is what is written by someone in carrying out their professional duties as journalism which is published in the mass media both print and electronic media (Putri, 2018).

A discourse or news must meet the elements in it so that the presentation of information becomes complete and in accordance with what is expected by the reader/listener. These elements make a news easy to understand. The news presented is the answer to questions from news elements in the form of 5W+1H so that the listener or reader can easily understand. Karimi (2011) suggests that news elements are the basic things that must be present in a story. The elements of the story consists of *what* (what), *when* (when), *where* (in which), *who* (whom), *why* (why), and *how* (how).

Based on the author's interview with Indonesian language teachers in class VIII of SMP Negeri 7 Rambah Samo, it was found that the learning outcomes of writing news texts for grade VIII students of SMP Negeri 7 Rambah Samo in 2019/2020 TA were still low, namely 75% of students had not yet reached Minimal Completion Criteria (70). This has become a major problem in the learning process of writing news texts, so that student grades are not as expected. The causes of this lack of news text writing skills include: (1) the lack of interest and creativity of students in writing news texts so that the tasks of writing news texts provided by the teacher are not completed, (2) the teacher uses conventional methods (lectures) in learning to write text news, (3) student activities are less supportive of achieving learning objectives, (4) teachers have not used innovative learning methods, (5) lack of student activity in learning to write news texts, (6) low student knowledge about writing news texts, causing difficulties in compiling good words and sentences, (7) students don't want to ask questions about material

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they don't understand and (8) the teacher spends too much time explaining theories about writing news texts, so the time to write news texts is little. Student activities in learning to write news at this pretest show that there is a lack of seriousness, concentration, enthusiasm, activeness, and student interest in learning. Effective learning is learning that provides students with self-learning opportunities or their own activities. The learning process carried out in class is an activity to transform knowledge, attitudes, and skills (Yamin, 2007).

Learning will be achieved well when the process and learning outcomes are achieved to the maximum. Student activity is an important determinant of achieving learning objectives. When learning activities are good, learning outcomes will also be good. So that learning outcomes achieve good results, improve student learning activities first. Sardiman (2006) states that learning activities are physical and mental activities. In learning activities both are interrelated. Learning activities are activities or actions both physical and mental carried out by individuals to build their knowledge and skills in learning activities. In line with these conditions, it can apply to learn that familiarises students working together, helping each other in knowledge and understanding the matter through cooperative learning (Pratiwi, 2019). Teachers must be able to create conducive and fun classes so that student activities support the achievement of learning objectives. A learning model that provides many benefits and objectives to achieve a good standard process, where students are expected to be motivated and have a disciplined awareness in learning is by applying the moving class learning model, and supported by the presence of teacher pedagogical competencies that are good in the teaching and learning process in school (Marina., Indrawati, H., 2019).

To overcome the problems in learning activities news writing class VIII SMP Negeri 7 Rambah Samo, the researchers tried to apply a learning model that could improve students' news text writing skills through the application of *cooperative learning* model type *Think Pair Share*. *Think Pair Share* model is a simple *cooperative learning* model which is to think, in pairs, and sharing. *Cooperative learning* model that type *Think Pair Share* which means thinking in pairs and sharing. Isjoni (2010) states that this technique gives students the opportunity to work alone and cooperate with others. The advantage of this technique is the optimization of student participation, which gives students eight times more opportunity to be recognized and show their participation to others. Basically, cooperative learning methods are *Think Pair Share* effectively applied in learning with any kind of material (Fitri, 2017).

According to Huda (2013) states that the *Think Pair Share* model introduces the idea of time, "wait or think" (*wait or think time*) to the elements of *cooperative learning* which is currently one of the powerful factors in increasing students' responses to questions. *Cooperative learning* model type *think pair share* is a *cooperative learning* model that has three main stages in its implementation, namely *think* (think), *pair* (pair), and *share* (share) (Masnunah, 2018). In this type students can develop abilities in collaboration and communication between students. Interaction that takes place during the learning process can

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improve thinking power and increase student activity in learning. Learning that requires students to solve their own problems found in the learning process will be more meaningful and interesting for students, so students want to be actively involved in learning and students are able to construct their own knowledge (Retti, S., & Arianti, 2019).

*Cooperative learning* model type *Think Pair Share* has steps in its implementation. According to Warsono dan Hariyanto (2012), the syntax or the way of learning of type *Think Pair Share* are: (a) students sit in pairs, (b) teachers make presentations and then ask questions, (c) initially students are given the opportunity to think independent, (d) students then share (*share*) exchange ideas with their partners to answer teacher questions, (e) teacher guide the small plenary discussion, each group presents the results of their discussion, (f) teacher provide reinforcement about the principles of what should be discussed, adding knowledge or concepts that escape the attention of students when discussing with their partners, as well as (g) conclusions and reflections.

The formulation of the problem of this research are: 1) How is the quality of student activities in applying *Think Pair Share* model in writing news texts in VIII grade students of SMP Negeri 7 Rambah Samo ?, and 2) How are the student learning outcomes after the application of *Think Pair Share* model in writing news texts to students of class VIII in SMP Negeri 7 Rambah Samo? The objectives of this study are: 1) to describe the increase in class VIII student activities at SMP Negeri 7 Rambah Samo in writing news texts through the *Think Pair Share* model, 2) to describe the improvement in student learning outcomes in class VIII at SMP Negeri 7 Rambah Samo in writing news texts through *Think Pair Share* model.

## 2. Methodology

The type of this research is qualitative. According to Moleong (2005), qualitative research is how to understand about the is experienced by research subjects such as behavior, perception, motivation, actions, etc. holistically, by describing the form of words and language. The research methods that used in this research was descriptive method. The research design in this study is spiral model of Kemmis and Mc. Taggart which includes four components are : planning (*planning*), action (*action*), observation (*observe*), and reflection (*reflection*), each stage is arranged in a series of related and repetitive between one step with another step (Arikunto, et al, 2010). The subjects of these study were students of class VIII of SMP Negeri 7 Rambah Samo in the 2019/2020 Academic Year, totaling 27 students.

Data analysis techniques in this study were carried out qualitatively and quantitatively. The data obtained were analyzed using the percentage formula (Ramadhanti, 2017). The following describes the data analysis technique.

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### a. Quantitative Data Analysis Techniques

Techniques used in analyzing data and determining the percentage of activity levels and learning completeness using the Arikunto, et al (2010) formula as follows:

1) The individual absorption

$$DSI = \frac{x}{y} \times 100\% \dots\dots\dots (1)$$

Note:

DSI = Individual Absorption

$x$  = Score obtained by students

$y$  = Maximum score

Students were stated complete as individual if the student's absorption is more than or equal to 65%.

2) Completeness of student learning outcomes classically

$$KBK = \frac{N}{S} \times 100\% \dots\dots\dots (2)$$

Note:

KBK = Classical Learning Completeness

$N$  = Number of students completed

$S$  = Number of students in total

The class was stated to complete in learning if the percentage of classical learning completeness from or equal to 85% of students has been completed.

3) Performance

Indicators that show the success of learning or increase student learning outcomes is if the individual absorption gets a minimum value of 65% of the ideal score and classical completeness of at least 85% (Arikunto, et al, 2010).

### b. Qualitative Data Analysis Techniques

Qualitative data analysis is done in learning process through students' activities continuously in the class. Continuously by students at school. According to the view of behavioristic learning theory changes in behavior as a result of the interaction between stimulus and response (Deswati., Suwondo., 2020). Data on the results of student activities are obtained from the observation sheet, then analyzed in the form of percentages calculated using the formula:

$$\text{Percentage of Average Value} = \frac{\text{Total score obtained by}}{\text{Maximum score}} \times 100\% \dots (3)$$

Category :

$90\% \leq NR < 100\%$ : Very Good

$80\% \leq NR < 90\%$ : Good

$70\% \leq NR < 80\%$ : Sufficient

$60\% \leq NR < 70\%$ : Less

This research was declared successful if the results obtained were in good or very good category. Student activities were declared successful in this study if the results obtained were in good or very good category. Learning activities are activities carried out by students in the form of actions, behaviors, and attitudes of students' in responding to learning.

The types of student activities assessed by the teacher through the observation sheet are 10 indicators, namely: student enthusiasm for news text material, students' seriousness in learning, students' activeness in responding to teacher questions, students' activeness in group discussions, students' diligence in group discussions, student activeness in group task presentations, timeliness of students in collecting assignments, students' feel happy in learning, student motivation in participating in learning, and the ability of students to conclude teaching material. How to measure students' activity is determined as follows: if many students: 0 to > 20% score 1, if 21% to > 40% score 2, if 41% to > 60% score 3, if 61% to 80% score 4, if 81% to 100% active score 5. Meanwhile, to determine the quality of learning activities, namely: quality: 1-2 less quality; 3 = good enough quality; 4 = quality; 5 = very qualified.

### **3. Results and Discussion**

The results of this study were seen from two assessments, namely: 1) increased student activity in news text writing skills in grade VIII students of SMP Negeri 7 Rambah Samo through *Think Pair Share* model, and 2) increased student learning outcomes after the application of *Think Pair Share* model in writing news texts to grade VIII students of SMP Negeri 7 Rambah Samo. The following explains the results of his research.

#### **a. Research Results**

##### **1) Quality Learning Activities Through the Application of *Think Pair Share* Model**

Quality activities in pretest still do not support the achievement of learning objectives in writing news texts in class VIII students of SMP Negeri 7 Rambah Samo. In the pretest of 27 students, only 6 students were enthusiastic about the subject matter, 7 students are not serious in learning, 11 students are active in responding to teacher's questions, 13 students play an active role in learning, 4 students are diligent and serious in discussions, only 6 students are active in presenting group assignments, 12 students are timely in collecting news text assignments, 15 students felt happy in learning, 9 students were motivated in learning, and 8 students concluded learning material well. In this initial test found the quality of student learning activities only got a total score of 22 with a percentage of 44% in the category of sufficient quality. Due to the low quality of activities so that the value of writing student news texts does not reach Minimal Completeness Criteria (70). Based on the preliminary survey of this study, it was found that students' interest and creativity in writing news texts were so that the

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tasks of writing news texts provided by the teacher were not completed, the lack of students' activeness in learning to write news texts, the low knowledge of students about writing news texts, causing difficulties in compiling good words and sentences, students do not want to ask questions about material they do not understand, and the teacher spends too much time explaining theories about writing news texts, so that the time to write news texts is little. To overcome this problem the researcher tries to apply a learning model that helps increase the activeness and motivation of students in writing news, is the *Think Pair Share* model. The goal of achieving student learning outcomes is not entirely only values in numbers or cognitive learning outcomes. But it also attaches great importance to the affective learning outcomes shown in attitudes or behavior (Naziah, R., Caska., Nas, S., & Indrawati., 2020).

In the pretest quality of student activities before applying *Think Pair Share* model in writing news are in the category of sufficient quality with a percentage of 44%. After applying the *Think Pair Share* model in writing news texts in the first cycle, it can increase student activity so that it rises to a quality category with a percentage of 68%. Of the 27 students already 12 students who are enthusiastic about teaching material, 10 students are serious in learning, 16 students actively respond to teacher questions, 15 students play an active role in learning, 16 students are diligent and serious in discussions, 17 students are active in presenting group assignments, 18 students are on time in collecting assignments, 19 students feel happy in learning, 20 students are motivated in learning, and 18 students conclude teaching material well.

Then in the second cycle, the application of *Think Pair Share* model also able to increase student activity from the quality category to become very high quality. Student activities are already in the category of very high quality with a percentage of 90%. Out of 27 students, 23 students were enthusiastic about learning news texts, 20 students seriously participated in learning, 24 students were active in responding to teacher questions about news texts, 20 students were diligent and serious in discussions, 25 students were active in group assignment presentations, 23 students were on time in collecting news text assignments, 21 students felt happy in learning, 22 students were motivated in learning, 24 students concluded learning material. Learning carried out in 2 cycles, each cycle consists of 2 meetings.

The first meeting was held the application of the *Think Pair Share* model in learning news texts. The second meeting conducted a news writing performance test. Activities carried out by the teacher in the process of improving the quality of student learning activities in each cycle at the first meeting are through the application of *Think Pair Share* model in learning to write news, namely (a) students are asked by the teacher to sit in pairs, (b) the teacher makes a presentation and then asks questions to students about news material, (c) then students are given the opportunity to think independently about the material discussed, then (d) students are asked to share (*share*) exchange ideas with their partners to answer teacher questions, (e) teachers guide the small plenary discussion, each group presents the results of their discussion, (f) the teacher

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provides reinforcement of what principles must be discussed, adds knowledge or concepts that are forgotten from the attention of students when discussing with their partners, and finally (g) the teacher with students concludes and reflects on learning. Then at the second meeting a news writing performance test is performed after students understand the news material and news writing techniques explained at the first meeting through the application of *Think Pair Share* model.

*Think Pair Share* model is very good in improving the quality of student activity because it is able to train students in critical thinking, increase student activity in learning, can increase student knowledge because of exchanging ideas with partners in group discussions, increase student interest in learning, and strengthen student understanding due to the conclusion and reflection at the end of the discussion in learning. The student must actively engage in activities, actively think, conceptualize and give meaning to something learned. The idea of this theory causes the learner to actively build on his own knowledge (Marina., Indrawati, H., 2019). Constructivism in cycle II it was found the quality of student learning activities lies in the range of  $80\% \leq NR < 90\%$  which is good, so this research succeeded in increasing student activity in writing news texts through the application of *Think Pair Share* model.

## 2) Student Learning Outcomes Through the Application of *Think Pair Share* Model

Test results in writing student news texts in each cycle look at assessment indicators: news titles, news items, effective sentences, and the use of Indonesian Spelling. The number of VIII grade students of SMP 7 Rambah Samo is 27 people. Following is a recapitulation of student learning outcomes in writing the news text in the pretest, cycle I, and II (Table 1).

Table 1. Recapitulation of Student Learning Outcomes in Pretest, Cycle I, and Cycle II

Rate Success	Pretest		Cycle I		Cycle II	
	Number of Students	%	Total Students	%	Total Students	%
Completed	13	48.14%	19	70.37%	27	100%
Not Completed	14	51.86%	8	29.63%	0	-
Average Class	27	69.44	27	70.37	27	90.55

Based on Table 1 shows that the learning outcomes of students in pretest as many as 13 students completed (48.14%), and 14 students not completed (51.86%) with an average class of 69.44. This means that student learning outcomes have not yet reached the indicator of research success (85%). In the first cycle after the application of the *Think Pair Share* model in writing news, student learning outcomes improved, namely 19 students who completed (70.37%) and 8 students who had not completed (29.63%) with an average grade of 70.37.



In cycle II student learning outcomes increased again from cycle I, namely 27 students (100%) had reached the minimum completeness criteria (70) with an average grade of 90.55. Based on the test results above shows that the application of *Think Pair Share* model can improve learning outcomes in writing news texts for class VIII students of SMP Negeri 7 Rambah Samo.

### **b. Discussion**

Based on the results of research that has been done shows that the application of the *Think Pair Share* model can improve the quality of activities and learning outcomes of writing news texts for VIII grade students of SMP Negeri 7 Rambah Samo. The following will explain the description of activities and learning outcomes.

#### **1) The Quality of Class VIII Student Activities at SMP Negeri 7 RambahSamo**

An increase in the quality of student learning activities through the application of *Think Pair Share* model in learning to write news in class VIII of SMP Negeri 7 Rambah Samo. After the application of *Think Pair Share* model, student activities have supported the achievement of learning objectives because they have seen student activity, enthusiasm, and seriousness in learning. The following is the recapitulation of the quality of student learning in each cycle.

Table 2. Summary of Quality Activity Student Pretest , Cycle I and Cycle II

<b>Activities Student</b>	<b>Pretest</b>	<b>I</b>	<b>II</b>
Total Points	22	34	45
Score	3	4	5
Percentage of quality learning activities	44%	68%	90%
Category	Enough Qualified	Qualified	Highly Qualified

Description: Quality: 1 -2 less quality; 3 = good enough quality; 4 = Quality; 5 = Very high quality.

Table 2 shows that the quality of student learning activities increases gradually and significantly in each cycle. In the pretest activities of students are in the category of sufficient quality before the implementation of *Think Pair Share* model with a percentage of 44%. After the application of *Think Pair Share* model in writing news texts, the quality of student learning activities increased to quality with a percentage of 68%. In cycle II there was an increase in student activity to be very high quality with a percentage of 90%. The following figure 1 increases the quality of student activity in each cycle.

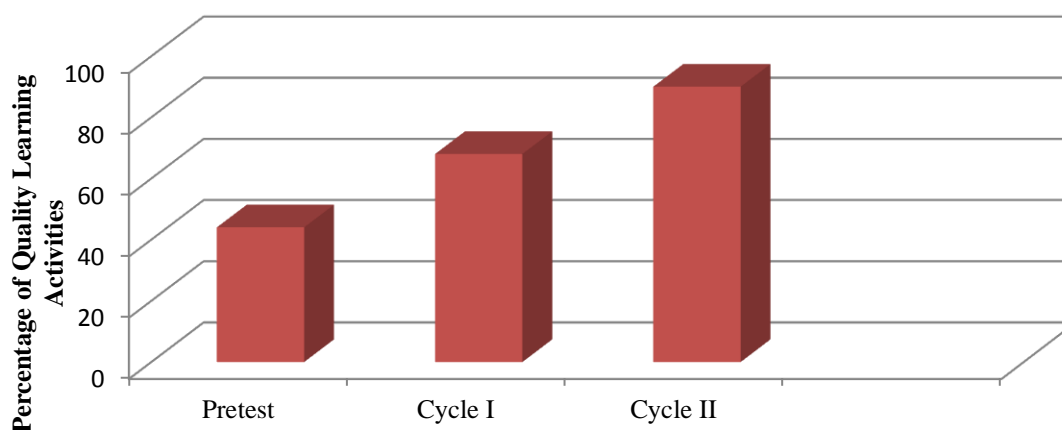


Figure 1. Comparison of Quality Improvement of Student Activities in Pretest, Cycle I, and II

### b. Comparison of Student News Writing Skill Results

Based on the results of data analysis in this study found a regular increase of student grades in each cycle. This increase occurred after an improvement in the student learning process by applying of *Think Pair Share* model. Comparison of student learning outcomes in each cycle can be seen in the following table 3.

Table 3. Comparison of Student News Writing Results in Pre-Cycle, I, and II,

No.	Aspect of	Cycle Results		
		Pretest	I	II
1	Mastery Learning (%)	48.14%	70.37%	100%
2	Class Average	69.44	75.19	90.55

Based on table 3 above shows that the increase in student news writing results has occurred regularly in each cycle. Mastery learning students in pretest before applying the *Think Pair Share* model was 48.14% with an average grade of 69.44. After the application of *Think Pair Share* model in writing student news there was an increase to 70.37% with an average class of 75.19.

In the second cycle students' mastery learning increased again to 100% with an average grade of 90.55. Mastery learning students in the second cycle has reached the criteria for achieving 85% of research success that is 100% so that this study was declared successful. Comparison of student learning outcomes can be seen in the following figure 2.

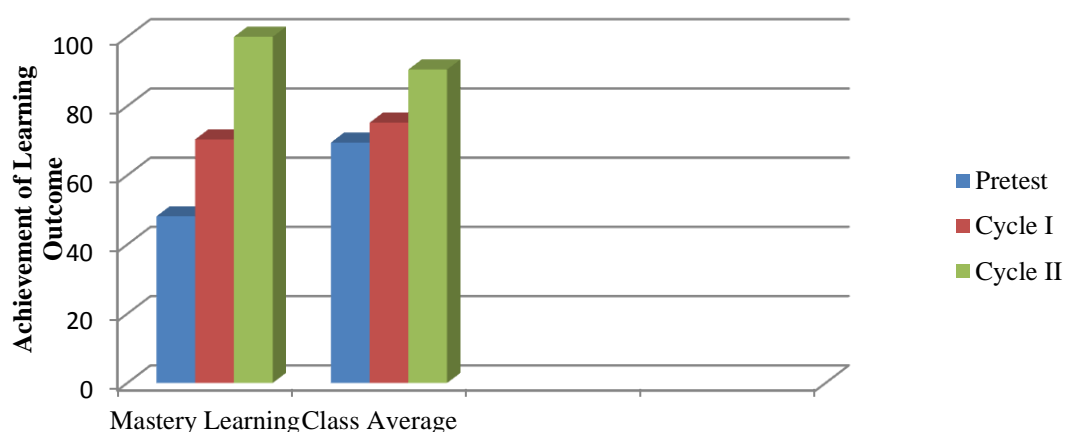


Figure 2. Comparison of Pretest Student Learning Outcomes, Cycle I, and II

Based on figure 2 above it can be concluded that the application of *Think Pair Share* model in learning to write news can improve learning outcomes regularly and gradually. This is evidenced by an increase in the average grade of students from pretest to cycle I, and cycle II. Based on the results of the analysis of research data it can be concluded that the application of *Think Pair Share* model in writing news can improve the learning outcomes of grade VIII student of SMP Negeri 7 Rambah Samo.

#### 4. Conclusion

Based on the results and discussion of the study it can be concluded that (1) the application of *Think Pair Share* model in writing news texts can improve the quality of learning activities of Grade VIII students of SMP Negeri 7 Rambah Samo from the quite quality category in the pretest with the percentage of 44% increased in the first cycle to be quality with a percentage of 68%, and increased again in the second cycle to be highly qualified with a percentage of 90%. This can be seen from the results of the study that the application of *Think Pair Share* model can improve the quality of student activities in learning in the form of seriousness, activity, interest, motivation, timeliness of collecting assignments, the ability to conclude teaching material, and skills in writing news texts. (2) The application of *Think Pair Share* model in writing news texts can improve student learning outcomes from pretest of 48.14% with an average class of 69.44 to 70.37% in the first cycle with an average grade of 75.19, there was an increase in cycle II to 100% with an average grade of 90.55. Based on the results of the study it can be concluded that the application of *Think Pair Share* model can improve the activities and learning outcomes of Grade VIII students of SMP Negeri 7 Rambah Samo in writing news texts.

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