Implementation of the Cooperative Model of Think Pair Share on Writing Exposition Text

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ABSTRACT
Based on the results of the pre-research conducted at SMP Negeri 1 Padang Panjang, it was found that the method and results of student exposure to text writing skills were not optimal. Therefore, this study aimed at improving the writing skills of exposition text, reading habits, and student activeness using the Cooperative model of Think Pair Share. This research was quantitative with a 2 x 2 factorial design experimental method. Based on the research conducted, it can be concluded that the text writing skills learned by students using the Think Pair Share cooperative model were higher than those taught by students using traditional models. The exposition text writing skills of students who have a high reading habit are taught by using the Think Pair Share cooperative model were better than by conventional models. The Exposition text writing skills of students with poor reading patterns who were taught using the Think Pair Share cooperative model was higher than using the traditional model. There is no interaction between reading interactions with students' exposition text writing skills using the Think Pair Share cooperative model.

Keywords: Think Pair Share, Cooperative Learning Model, Writing Skills, Exposition Text.

1. INTRODUCTION

The Curriculum 2013 Policy not only maintains Indonesian in the list of lessons in schools, but also emphasizes the importance of the Indonesian language as an interpreter and carrier of knowledge. With this new paradigm, teachers are required to be agents of reform in Indonesian language learning based on Indonesian texts. The Indonesian language text is taught not only as knowledge of the language, but also as a developer of its function to become a source of self-actualization of its users, both in an academic socio-cultural context, as well as a language unit containing contextual expressions of meaning [1]

The text of the exposition contains an explanation of the idea or suggestion of something personal. Priyatni [2] states that an exposition text is a text used to convince the reader of the opinion expressed with a number of supporting arguments. An exposition text usually contains an issue or problem on a particular topic and a statement that shows the writer's position in responding to that issue or problem[2]. An exposition text aims to explain, clarify, or evaluate an issue or issue on a particular topic. Learning text is intended to help students develop knowledge insights [3].

Based on interviews conducted with Indonesian language teachers at SMP Negeri 1 Padang Panjang on January 25, 2020, the implementation of learning writing skills, especially writing exposition text, was not optimal. This is because the students' ability in writing exposition text is still low. The factors causing the low ability of students are as follows. First, the attitudes and expressions of students when learning to write exposition text, for example students often make noise by disturbing their friends so that they do not focus on following the ongoing learning. Second, when the teacher asks students to write an exposition text, the students are unable to put their ideas into writing. Third, the next weakness in terms of the student's average score obtained from the writing assignment of the exposition text. Fourth, writing the exposition text is not interesting for students. The low ability of students in writing exposition texts can be seen from the difficulty of students in developing their ideas, so that the writing they write becomes illogical. The incoherence of students' ideas in writing the exposition text can be seen from the inaccuracy in word choice, irregularities in the use of spelling and punctuation, ineffective use of sentences, and unsystematic text structure.

Apart from these factors, the learning paradigm used by Indonesian language teachers also affects the writing skills of students. The learning model used by

teachers at SMP Negeri 1 Padangpanjang is still monotonous. The learning is still teacher-centered, it does not involve students. In addition, the teacher only delivers the material and then gives assignments to students. This is what makes students difficult to write the exposition text so that the results student's writing exposition texts are not optimal. Therefore, the chosen learning model must be able to increase student creativity, including learning to write exposition texts. Teachers in the field of Indonesian studies must be able to use various approaches and vary those approaches in order to achieve effective, efficient, and enjoyable learning. Teachers must be creative in making variations in learning and be able to arouse students' enthusiasm for learning. With a wide variety of variations used by the teacher, students will not get bored of taking part in learning and it will even become fun learning Indonesian. One of the learning models that teachers can use to solve the above problems is the Think Pair Share of cooperative model.

The Think Pair Share of cooperative model in Indonesian language learning is an alternative to indicate students are actively involved in learning. In Think Pair Share, students try to learn concepts as well as apply and relate them to the real world, so that learning activities become fun. That is, Think Pair Share the of a cooperative model is that of a teacher connecting the material taught to the real-world circumstances of students and enabling students to make links between their knowledge and its implementation in daily life. Slavin [4] explains that cooperative learning enables students to integrate actively and positively in groups. Rusman [5] explains that cooperative learning is a type of learning in which students study and work collaboratively in small groups of four to six people with a heterogeneous.

In line with this, [6] also argues that the Think Pair Share the of a cooperative model can affect student learning outcomes. The creative learning models should be used in every classroom to increase student participation, support every teaching atmosphere and promote collaboration between students. Students should fully engage in the learning process and be able to make use of relevant knowledge. Students who are interested in learning will be able to develop critical thinking skills, obtain a social support system for learning and acquire information in an effective manner.

Other factor affects students' poor ability to write exposition text is students' lack of reading habits. The students' lack of reading habits can be seen when observing the learning process at school. In fact, very few students visit the library because they spend more time on things that are not important. The aspect of language skills that is receptive as well as supporting the writing skills of this exposition text is reading. As stated by Clark [7] that reading is the main means to writing skills. To be able to write an exposition text, students need to read a lot, because through reading habits, students can get various kinds of information and knowledge.

Based on the literature study that has been conducted, it is found that Indonesian people do not yet have a dependence on reading as a learning process. Several studies that have been conducted, for example by the Evaluation of Educational Achievement (IEA, 1992) and the Program for International Student Assessment (PISA, 2003) show that the reading ability and appreciation of the Indonesian people towards reading activities are still low [8]. Thus, it is important to foster reading habits in students so that they are able to improve the quality of their knowledge.

The low reading habit of Indonesian society is not only an issue, but it is supported by evidence from the research results of international institutions engaged in reading studies. The World Bank report in Education in Indonesia: From Crisis to Recovery (1988), which cites Vincent Greanary's research results, states that the reading ability of Indonesian children is at the lowest level when compared to Asian children in general.

Based on surveys conducted by these various institutions, it can be concluded that, in general, Indonesian people still have a relatively low level of reading habits. This will have an impact on the lack of information and knowledge that is owned and controlled because reading is one of the main sources of information and knowledge. In language skills, reading is in the third position before writing. This means that the aspect of writing skills is largely determined by the reading aspect because the four language skills are related to one another. So, if one aspect of the language is low, it will have an influence on other aspects of the language. For example, if reading skills such as reading habits are low, it will have an impact on other language skills such as writing skills.

Reading habits will make it easier for students to understand the exposition text. Students who have good reading habits will have broader insight and knowledge than students who have low reading habits. The more often students read, the more ideas and ideas that arise in their mind. This of course has an effect on students' ability to write exposition texts. It has been said that writing an exposition text means a text contains ideas or plan for something that is personal [9].

Reading is a long-term practice that begins from a very early age to the gateway to information. It can be thought of as a method that helps individuals acquire imagination and improve critical thinking skills. In addition, reading patterns are also an effective tool for the mental growth and ability of the person. Aside from personal and mental growth, reading is access to social, economic and cultural life [7]. In addition, all patterns

of emotional response reading improve individual emotional satisfaction [10]

In line with this description, [11] also revealed that forming an efficient reading habit takes a relatively long time. Apart from time, factors of desire and willingness and motivation need to be present. But the willing must be strengthened by motivation. Apart from that, environmental factors also play a role. If the environment does not encourage, and even inhibits, then difficult habits or even not will form. This is consistent with the findings of Muhlise Cosgun [12] that investigating reading habits and preferences of student teachers at foreign language departments. This study examines the reading habits and general views of students' reading in schools. Reading is one of the main skills when teaching and learning languages. The findings showed that students who have a high reading attitude and good habits will definitely have an effect on aspects of their writing skills.

Based on the above issues, it is clear that this research is important to develop student text writing skills using the Think Pair Share cooperative model. Does the implementation of the Think Pair Share cooperative model and reading patterns affect the writing skills of the seventh grade students of SMP Negeri 1 Padangpanjang?

2. METHODS

This research uses quantitative research with a 2x2 factorial design experimental method. According to Sugiyono [13], quasy experiment is used because in fact it is difficult to find a control group that can be used for research (not variables that affect the implementation of the experiment), the experimental class is given treatment using the Think Pair Share type cooperative learning model while the control class uses conventional learning model.

Analysis has been performed at SMP Negeri 1 Padangpanjang. This school is situated in the city center of Padang Panjang. The procedures in this study consisted of internal validity relating to the extent to which the causal relationship between the independent variables and the dependent variable was found in the study [14] and external validity relating to the generalizability of research results, namely the extent to which the results of the study could be applied to the subject. situation, and time outside the research situation. The population in this study were class VII students of SMP Negeri 1 Padangpanjang who were registered in the 2019-2020 school year. The sample is part of the population under study. The sample comes from a truly homogeneous population so that the sample can be representative. To determine the class designated as the research sample, simple random sampling was used. According to [15] simple random sampling is taking a randomly selected sample, all individuals in the

population are given the same opportunity to be selected as sample members.

Based on the data analysis carried out, because the population is normally distributed, homogeneous, and has almost the same average, two classes are taken randomly. The class chosen to be the research sample was class VII.A and class VII.D. Furthermore, the two classes were divided into a class that applied treatment (experimental class) and a class that did not apply treatment (control class). The class chosen to be the experimental class was class VII.A while the control class was class VII.D.

3. RESULTS AND DISCUSSION

Based on the results of the study, it was found that (1) the ability of students to write exposition text using the Think Pair Share of cooperative model was higher than that of students using the traditional learning model in class VII students of SMP Negeri 1 Padangpanjang. (2) the ability to write exposition text of students who have a low reading habit using the Think Pair Share of cooperative model is better than students who use conventional models in class VII students of SMP Negeri 1 Padangpanjang. (3) the ability to write exposition text of students who have a low reading habit using the Think Pair Share of cooperative model is higher than students who use conventional learning models in class VII students of SMP Negeri 1 Padangpanjang. (4) there is no connection between the Think Pair Share cooperative model and the reading habits that affect the writing skills of the seventh grade students of SMP Negeri 1 Padangpanjang. The data test analysis is described in three stages, namely data normality test, data homogeneity test, and research hypothesis testing.

The normality test aims to see whether the results of the exposition text writing skills of the research sample (experimental class and control class) are normally distributed or not. The formula used to determine normality is Lilliefors. Based on the findings of the normality test of experimental class, the following results have been obtained.

Table 1. Normality Test Results of the Exposition Text Writing Skills for the Experimental Class

No	Sample		$\propto$	L_0	L_t	Notification
1.	Experimental Class	$n = 30$ $\bar{x} = 70{,}2$ $\Sigma f_i . x_1 = 2542$ $\Sigma f_i . x_i^2 = 216120$	0,05	0,126	0,167	Normal

	$s^2 = 25{,}098851$ S = 5,00				

Table 2. Normality Test Results of the Exposition Text Writing Skills for the Control Class

No	Sample		$\propto$	L_0	L_t	Notification
1.	Control Class	n = 30 $\overline{x} = 79{,}9$ $\Sigma f_i.x_i = 2397$ $\Sigma f_i.x_i^2 = 192399$ $s^2 = 30{,}3$ S = 5,504	0,05	0,09	0,167	Normal

Table 3. Homogeneity Test Results of Exposition Text Writing Skills for Experiment Class and Control Class

No	Sample	N	S^2	F_h	F_t	Notification
1.	Experimental Class	30	25,09	1,207	2,575	Homogeny
2.	Control Class	30	30,3			

Hypothesis testing aims to see the significance of the treatment assigned to the research sample. This hypothesis was made after knowing the results of the exposition text writing skills test. Hypotheses 1, 2 and 3, the formula used is the t-test formula, while hypothesis 4 is the analysis of variance (ANOVA) using the F-test formula.

The results of testing the first research hypothesis indicate that in general the Think Pair Share of cooperative model has higher effect on students' exposition text writing skills compared to conventional learning models. This is due to the higher emotional intellectual involvement of students in learning activities. This involvement occurs in cognitive activities in achievement or acquisition. When carrying out exercises in meetings, students appreciate and internalize the values in forming attitudes. This refers to the view that the Think Pair Share cooperative model defined procedures to give students more time to think, respond and help each other. Anita [16] explains that the Think Pair Share cooperative model provides opportunities to work alone and collaborate with others.

The results of study reinforce previous research regarding the Think Pair Share of cooperative learning model, such as [17]) conducted by students of the Indonesian Language and Literature Department UNP. Tanjung found that the Think Pair Share of the cooperative model delivers higher Indonesian learning outcomes than conventional learning models.

The results of the second hypothesis test show that the writing skills of students with high reading habits taught using the Think Pair Share cooperative model are higher than those of students with high reading habits taught using conventional learning models. The difference in the two classes ability with a high reading habit level is shown by the average score of the different exposition text writing skills. Overall students with high reading habits in the experimental class obtained scores of exposition text writing skills above the Minimum Standard Criteria. This is also caused by the effect of the treatment applied to the experimental class. However, it is different from the control class which only uses conventional learning. The average control class students' skills in writing exposition text were above the Minimum Standard Criteria and those below the Minimum Standard Criteria.

In the concept of the Think Pair Share of cooperative model, students are designed to be active, think, and work together to solve the problems at hand. This is very suitable for students who have high reading habits. In accordance with [18] opinion that the Think Pair Share a cooperative model designed to influence student interaction patterns. Think Pair Share of cooperative model is effective in generating variations in the atmosphere of class discussion patterns. This means that the teacher provides opportunities for students to develop their activities in various ways. The role of the teacher is not only as a teacher, but also as a mentor, mentor, motivator / motivator, and facilitator so that students develop on their own and discuss with their group friends. Students who have a high reading habit will automatically have high knowledge too, so that it will be easy to follow every step in this Think Pair Share type cooperative learning model indirectly. Students who have a high reading habit will easily solve the problems in the material presented.

The results of testing the third hypothesis showed that the writing skills of students with low reading habits taught using the Think Pair Share cooperative model were higher than those taught by students with low reading habits using conventional learning models. As with the second hypothesis, the difference in the ability to write exposition text with the high reading habits of these two classes is also shown by the different average test scores. In general, the student exposition scores of text writing skills with low reading habits, both in the experimental class and in the

control class, were below the minimum standard criteria set. However, even though they both have low reading habits, the test scores of the exposition text writing skills in the experimental class are still higher than the control class. This is also due to the influence of the Think Pair Share cooperative learning model applied to the experimental class.

This argument is supported by the statement expressed by Suroso [19] that reading a book must be a process. Junior high and high school/vocational school children should be accustomed to reading informative books to foster creativity in experimenting. In other words, reading habits will grow if the information the book provides spurs the reader to want to know more. Thus, students will get this information and easily put it in writing the exposition text. In accordance with the opinion of Mahsun [9] that the exposition text is an example of a response genre text. Exposition contains exposure to ideas or suggestions of something personal in nature. Therefore, the more students read, the more information will be conveyed in writing the exposition text.

Based on the ANOVA test of the fourth hypothesis, it can be seen that there is no interaction between the use of the Think Pair Share cooperative learning model and the reading habit of writing exposition text skills. As stated earlier, interaction is the effect of the treatment of certain learning models on groups of students who have certain reading habits. However, reading habits do not necessarily determine success in exposition text writing skills. There are many other supporting factors such as motivation, intelligence, abilities, talents, interests, and others. In addition, the teacher's readiness to use the Think Pair Share type of cooperative learning model in the learning process will also affect the improvement of students' exposition text writing skills.

In schools that have problems with learning outcomes to write exposition text, because students think that the lesson is very difficult and boring. Thus causing this subject matter to be burdensome for most students and resulting in student learning outcomes less than optimal. The teacher must try to think of the right way to solve the problem [20]. The teacher also needs to create a learning condition that can lead to student activities, interests, habits, and interactions in the learning process. Teachers must be qualified to choose learning models that provide opportunities for students to interact in their learning activities. The right way to overcome this problem is to apply a cooperative learning model, namely the formation of study groups and the active participation of students in learning. These learning models provide opportunities for students to develop their ability, to exchange opinions and to be responsible for other people and groups. The Cooperative Learning Model suited to increasing learning activities, student interactions and learning outcomes is the Think Pair Share of the Cooperative Model. At each stage of learning, the Think Pair Share type of cooperative learning model cannot be separated from students' interactions with other students because they face the same problems and need the best solutions to the problems at hand. In the absence of this interaction, it can be concluded that each factor (learning model and reading habits) is independent of one another in influencing the writing skills of the exposition text. However, the Think Pair Share of cooperative model seems to be more effective at both levels of reading habits. In other words, the Think Pair Share of cooperative model is appropriate for students who have high reading habits and is appropriate for students who have low reading habits.

4. CONCLUSIONS

The Think Pair Share of cooperative model affects the learning outcomes of writing exposition text. (1) The students' exposition text writing skills taught with the Think Pair Share of cooperative model were higher than using conventional learning models. (2) The exposition text writing skills test of students using the Think Pair Share of cooperative model are better than students who have high reading habits using conventional learning models. (3) The exposition text writing skills test of students who have low reading habit using the Think Pair Share of cooperative model are higher than using conventional learning models. (4) There is no interaction between the Think Pair Share of the cooperative model and the reading habits to influence the writing skills of seventh grade students of class VII SMP Negeri 1 Padangpanjang. Without reading habits, the Think Pair Share of the cooperative model will still affect the learning outcomes of student text writing skills. Furthermore, students who have high and low reading habits can improve their learning outcomes, if taught using the Think Pair Share of cooperative model.

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