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The Use of Think Pair Share Model to Improve Stundents' Skill in Writing Persuasive Paragraph at Elementary Teacher Education of Universitas Muhammadiyah Kotabumi Academic Year 2020/2021

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ABSTRACT

This study to describe whether there is an increase in the ability write persuasive paragraphs in PGSD Muhamadiyah University students after the Think Pair Share learning model is applied. Is there an increase in the ability to write persuasive paragraphs after participating in learning to write persuasive paragraphs using the Think Pair Share model. The problem this research is the low ability of PGSD Muhammadiyah University Kotabumi students in writing persuasive paragraphs so that researchers think using the Think Pair Share method in the Indonesian language learning process to improve students' ability in writing persuasive paragraphs.

This study uses qualitative research in the form of data analysis that researchers get from non-test results, namely through the process of observation, questionnaires and interviews with students and perform documentation techniques in the form of non-test results. Based on the results of research conducted by researchers, it was found that there was a significant increase in the ability write persuasive paragraphs in PGSD Muhammadiyah University Kotabumi students after participating in learning with the Think Pair Share model.

Keywords: *Writing Ability, Persuasive Paragraphs, Think Pair Share.*

1. INTRODUCTION

Writing skills are a very important aspect of language, because writing is basically a process of one's creativity where someone can express ideas, ideas they have indirectly but through writing. The writing that is expressed has certain purposes, for example, someone wants to tell something, intends to convince someone through writing, or just to entertain someone. The results of creative thinking expressed in our ordinary language are called essays / writings.

According to Purwanto [1] There are 2 types of language mastery, the first is passive language mastery, which includes listening and reading, while the second is active language mastery which includes speaking and writing. All skills in Indonesian are very important to master, but writing must be recognized as a very different activity when compared to speaking, reading and listening. Writing is not an ability that can be mastered by itself, but must go through a learning process so that it takes a long process to develop a writing tradition.

The writing process as we know it is an inseparable part of the learning process experienced by students, because all subjects must go through the writing process. The purpose of learning to write in Indonesian subjects in the world of education is that students, in this case the UMKO PGSD students, can express their ideas, ideas, opinions, and knowledge in writing without fear of mistakes and nervousness. By having good writing skills, students will be able to easily develop their linguistic creativity and channel it to be used in human life in society.

Writing activities are something that can be easily done by someone, even though at every level of the education unit from kindergarten to tertiary institutions,

we are always taught how to write well. Tarigan [2] argues that writing skills are a part of units of expression through language. Tarigan further argues that writing is also an art activity, because it is part of redrawing symbols, shapes or graphics that can clearly describe a language that was initially difficult for someone to understand, but in the end it is able be understood and understood by the audience. much through writing. That is the reason why writing is always said to be an important aspect of the process of communicating messages in social life.

Based on the explanation that has been given, the authors conclude that writing activities are inseparable activities that are easy for students to do because writing activities take a long time, in the writing process it takes accuracy, and creativity from within students to be able to produce writings containing meaning and can be understood by other people or readers. In addition, writing is one of the core activities that are important in the teaching and learning process both at school and at home while the child is in the learning process. Because when teaching and learning activities take place automatically writing activities are also carried out and carried out by students.

According to Riyanto [3] Strategy in general can be defined as an outline of the direction of action to achieve predetermined goals. In learning to write, there are various types of writing skills, one of which we most often encounter is the ability to write an essay skill. In the process of learning to write / make an essay, students are expected to have the ability to develop the ideas they have in making essays in the composing process. Accuracy is also needed to read the situation and conditions of the surrounding environment so that they can pour their ideas into the essays they make, thus the essays they make look more interesting to read.

According to Kosasih [4] argument that a persuasion paragraph is a paragraph that is made with the aim of influencing the reader emotionally and psychologically. In making a persuasive paragraph the writer needs complete data as well as concrete or relevant examples, the point is to be able to persuade the reader in a convincing manner. From the explanation of the Kosasih shows that in a paragraph, persuasion can influence or invite the reader to fulfill the writer's wish. So based on this opinion, it can be concluded that in making persuasion paragraphs students are required to have the ability to process the data / information they have or obtain so that later it becomes a persuasive paragraph that is attractive to the reader.

Based on the results of research that has been carried out by researchers through interviews with questionnaires to PGSD students at Muhammadiyah University, Kotabumi, it is found that during the learning process of writing persuasive paragraphs in class there are still many students who experience difficulties in

writing persuasive paragraphs, students have difficulty in determining ideas for paragraphs what they will make, another difficulty faced by students is the lack of vocabulary they master so that they have difficulty in assembling good words into persuasive paragraphs. This happens because students as a whole have not been able to understand the purpose and benefits of studying persuasive paragraphs, besides that so far when learning students feel bored in learning writing, especially paragraphs, because they think writing is an activity that is considered complicated or complicated so that they get bored quickly when they encounter writing learning.

According to Rusman [5] Learning can be seen as a process that is directed towards goals and the process of acting through various experiences. Learning is a process of interaction between teachers and students, both direct interactions such as face-to-face activities and indirectly, namely by using various learning media.The use of learning methods that have been used by most teachers, researchers see, is not optimal. So far, the lecturer, in this case the lecturer, is only in the form of a lecture method and it only takes place in one direction, namely from lecturers to students. In this case the instructor acts as a planner, implementer, and curriculum developer for the classes and subjects they are teaching. Therefore, all learning methods applied by teachers in the classroom will certainly have an effect on student learning motivation, this is one of the causal factors that can affect the learning success of students and lecturers, in the learning / teaching process itself.

We can improve the process of writing activities for students if all teachers can use the right methods to be used in the learning process. During the teaching and learning process, the use of the learning methods used by the lecturer will greatly help the effectiveness of the learning process carried out and will make it easier for lecturers to deliver messages and lesson content during learning. Actually, there are various learning methods / methods that can be used by educators, in this case the lecturer, to improve / increase the skills of students in writing persuasion paragraphs for their students. One method that can be used is by creating innovations in teaching made by lecturers in the learning process, for example by applying a model that can attract students' attention in learning, one of which is the Think Pair Share learning model.

Using this method, it is hoped that later on, the learning process will be more burdened on students and demand the same performance between students and their peers or fellow groups in learning. In the learning method using Think Pair Share, students are given assignments by the lecturer to write a persuasive paragraph, then students are asked to think and collaborate with colleagues, partners or groups, then students write a persuasive paragraph with a theme that they define themselves. After students finish writing the persuasion

paragraphs, then as a team / group they read the results of the persuasion paragraphs they made to other friends from different groups. With learning methods like this, of course, will make students have a high sense of social and have thoughts with high creativity.

2. RESEARCH METHODS

2.1. Research Design

In this study, the researcher will use four cyclus, each stage consisting of several steps, first, starting with a stage called pre-cyclus, then after the pre-cyclus stage is undertaken then enters the first cyclus, second cycle, and third cycle. From each cyclus that is passed consists of four stages, the first stage is planning, then the second stage is action, then the observation stage, and the last is the reflection stage which is carried out at the end. The pre-cyclus was carried out with the aim of knowing the initial data on the student's ability to write persuasive paragraphs. The data obtained from the pre-cyclus process will later be used as a reflection / as a basis for carrying out the 1 (first) cyclus. Obtaining data from the action process that was carried out in cyclus I will later be used as a reflection/ as a basis for follow-up to carry out the action process in cycle II.

Furthermore, the results of the actions in cycle II obtained will be used by researchers to determine the increase in the ability to write persuasive paragraph writing skills in the class in the third cycle based on the reflection from cyclus I and cyclus II. Then the results of the action from cycle III will be used to determine whether or not there is a change / increase in the ability to write persuasive paragraph writing skills in students after reflection / review of each cyclus, namely cyclus I and cyclus II, and cyclus III, if indeed the results in cyclus II, there has been no change / improvement in the student's ability to write persuasive paragraphs.

2.2. Place and Time Research

The place of implementation in this research is at the Muhammadiyah Kotabumi University and it is carried out during the Odd semester of the 2020/2021 academic year.

2.3. Research Subject and Object

The object in this study was the first semester students of the PGSD Study Program, totaling 92 students. While the subject is the application of the Think Pair Share learning model in improving the ability of persuasive paragraph writing skills in Elementary School Teacher Education Students of Muhammadiyah University, Kotabumi

2.4. Population and Sample

In Sugiyono [6] states that "what is meant by the term population is an area that is generalized consisting of an object and subject and has qualities with certain characteristics that will be determined by the researcher himself, which will be studied and as a basis". for in this study are PGSD students of Muhammadiyah University who are semester 1 (odd) students of the 2020/2021 academic year.

2.5. Research Instruments

According to Widoyoko [7] Research instruments are tools used by researchers to help researchers collect research data, namely by taking measurements. In this case, the instruments used by the researcher in this study were 2, namely the test instrument and the non-test instrument [8].

2.6. Data Collection Technic

According to Sugiyono [9] Data collection techniques are the most strategic steps in research, because the main purpose of research is to get data. Data collection techniques are activities carried out by researchers in order to obtain data related to the hypothesis that the researcher uses, while the techniques used by researchers in this study are test and non-test techniques.

The technique of collecting data from the test results was then used by researchers to determine the ability of students in writing persuasive paragraphs after the researcher, in this case as a lecturer, carried out learning with the think pair share learning model. Furthermore, the non-test technique was used by researchers to determine student responses to learning to write persuasive paragraphs that they had done with the think pair share model. The techniques that researchers use include 1) observation techniques, 2) interviews, 3) questionnaires, and 4) documentation.

2.7. Data Analysis Technic

In a research data analysis technique is the method used by researchers to process data that the researcher has previously obtained based on the research that has been conducted by the researcher. In this research, the data analysis technique used is descriptive qualitative technique by processing the results of the data obtained into sentences instead of numbers.

3. RESULTS AND DISCUSSION

3.1. Research Result

From the results of the persuasive paragraph writing test with the think pair share model that researchers have done on PGSD Muhammadiyah University Kotabumi students, it is found that the average score of Semester 1 students of the PGSD Study Program has increased quite significantly from the initial value of 61.17 obtained in

cycle I increased in cycle II it was 67.83, then in cycle III the test results increased again to 78.00, so that overall the results of writing persuarif paragraphs increased by 3.66 when viewed from each cycle undertaken, from cycle I to cycle. cycle II and increased again as much as 13.17 from cycle II to cycle III.

Discussion of the test results in this cycle refers to the results of the scores that have been achieved by students in the persuasive paragraph writing test. The aspects of the assessment consist of five aspects, namely, 1) Assessment of the aspect of conformity between content and themes, 2) Assessment of aspects of word selection in paragraphs, 3) next is an assessment of aspects of

spelling and punctuation in writing, 4) assessment of aspects of sentence effectiveness. which is used in the paragraph, and 5) the last is an assessment of the aspects of the accuracy of the type of paragraph used. From the results of the assessment of these five aspects, the researcher accumulates them together in order to get the final score or result on the persuasive paragraph writing test, this is done repeatedly in each cycle starting from before the cycle or pre-cycle, continuing in cycle I, then to the second cycle. and until the third cycle. Below will be presented a comparison table of students' persuasive paragraph writing test results from pre-cycle, cycle I, cycle II, and cycle III.

Table 1 Comparison of the results of writing student persuasive paragraphs

No.	Rated Aspect	Rate			
		Pra Cyclus	Cyclus I	Cyclus II	Cyclus III
1.	Suitability between the contents of the paragraph and the theme used/ determined.	7,83	14,83	15	19,5
2.	Choice of words used in paragraphs	6,5	7,5	8,33	10,33
3.	Selection of spelling and punctuation in paragraphs.	6,83	7,83	8,33	8,2
4.	The effectiveness of the sentences used in paragraphs.	10,5	12,33	13,67	17,67
5.	The accuracy in choosing the type of paragraph whether it is persuasive or not.	11,5	18,67	19,5	22,33
Final Score		43,5	61,17	64,83	78

Based on the data from the table above, namely the measurement results of the improvement in the ability to write persuasive paragraphs in PGSD UMKO students starting from the pre-cycle, after that it enters cycle I, after the results in cycle I are obtained what value is then continued in the second cycle II, then the results of the measurement are found. carried out in cycle II continued in cycle III, it can be seen from the table above that it can be concluded that the skill of writing persuasive paragraphs on every aspect that is the reference for the assessment has increased quite significantly.

The results of the persuasive paragraph writing test. PGSD students starting from the pre-cycle got an average score of 43.5 with a poor category, this data is seen based on the reference value range specified, namely 0-59. This assessment was obtained by researchers based on the assessments that have been carried out on the UMKO PGSD students which are based on the five aspects mentioned above. The description of each aspect of the assessment is as follows:

The assessment of the conformity of the content with the theme made by the student gets an average score of 7.83 if it is categorized as inadequate.

The word choice aspect that students use in writing persuasive paragraphs gets an average score of 6.5. If categorized, the category is quite good.

Assessment of the aspects of spelling and the accuracy of the punctuation marks used by students in paragraphs obtains an average score of 6.83 if categorized, namely in the fairly good category.

Next is the assessment of aspects of the use of effective sentences used by students to obtain an average score of 10.5, namely in the poor category.

Then the last one is the assessment of the aspect of the accuracy of the type of paragraph used by students who get an average score of 11.5 in the poor category.

Some of the results of the cycle test will be described as follows, among others, the results of the persuasive paragraph writing test for PGSD students in the first cycle resulted in an average score of 61.17 if categorized as

good enough, that is, the value is in the 60-74 value range. obtained from several aspects of the assessment that has been measured. The aspect of assessment between the suitability of the content and the theme used. Students get an average score of 14.83 if it is categorized as a fairly good assessment category.

The word selection assessment aspect obtained an average value of 7.5 if categorized by the category of assessment obtained this was quite good. Next is the assessment of the spelling aspects and the selection of punctuation marks used. Students get an average score of 7.83, which is a fairly good assessment category.

The assessment of the aspect of using effective sentences used by students obtained an average value of 12.33 if categorized by this category of assessment was lacking and the assessment of the aspect of the accuracy of the type of paragraph used obtained an average value of 18.67 if this value was categorized with a sufficient assessment category. good. From the explanation of these results, it can be seen and concluded that from the test results there is an increase in the ability to write persuasive paragraphs starting from pre-cycle or before the cycle starts up to cycle I until finally the percentage acquisition reaches 17.67%.

From the results of the persuasive paragraph writing test that the researcher has done in cycle II to students, the average score is 64.83 if categorized as a fairly good assessment category, it can be seen from the value range of 60-74. Assessment of the appropriateness of the content of the paragraphs with the theme used by the student obtains an average score of 7.5 if it is categorized as a good assessment category. The word selection assessment aspect obtains an average value of 7.5 if this score is categorized as a fairly good assessment category. The assessment of the spelling aspects and the selection of punctuation marks used by students in the paragraphs obtained an average score of 7.83 with a fairly good assessment category.

The assessment of the aspect of using effective sentences obtained a value of 13.67 if this score was categorized with a fairly good assessment category, as well as an assessment of the aspect of accuracy in choosing the type of paragraph by students with a score of 19.5 if it was categorized as a fairly good assessment category. From the results of this test it can be seen that there is an increase in the ability to write persuasive paragraphs of students starting from cycle I to cycle II reaching a number of up to 3.66%.

Meanwhile, based on the results of the measurement paragraph writing test, PGSD students in the third cycle received an average score of 78, if categorized as good in the assessment range 75-84. As for the aspects that were assessed, among others, the conformity between the content and the specified theme, based on the test on the UMKO PGSD students obtained an average score of

19.5, if this result is categorized then the category of good value. Then the aspect of word selection assessment based on the UMKO PGSD student test got an average score of 10.33 with a good score category.

Furthermore, on the aspect of using spelling and selecting punctuation marks, based on the test results, the UMKO PGSD students obtained an average score of 8.2 with a fairly good assessment category. The assessment of the aspect of using effective sentences in paragraphs obtains an average value of 17.67 with a fairly good assessment category and the last one is the assessment of the accuracy of writing paragraphs based on the types of paragraphs obtaining an average score of 22.33 with the category of good assessment.

This from the test results we can see that there is an increase in the ability to write persuasive paragraphs in PGSD Muhammadiyah University Kotabumi students from cycle II to cycle III reaching up to cycle III showing that the application of the think pair share learning model in learning to write persuasive paragraphs can improve student skills. in writing persuasive paragraphs for the 1st semester students of PGSD, Muhammadiyah University Kotabumi. Based on the results of the improvement as described above, it can be concluded that using the think pair share learning model can make UMKO PGSD students interested in learning to write paragraphs, so automatically the lecturers have motivated PGSD students in learning to write, especially in the skills of writing persuasive paragraphs.

In an effort to support this research, the authors also pay attention to previous research that is relevant to the research the author did, so the authors include the results of research that support this research as follows:

3.1.1 Research conducted by Syahiqoh [10] entitled The Application of Cooperative Learning Think Pair Share Model Using Newspaper Media to Improve Argumentative Writing Skills for Class XI Students of Al-Muttaqin Jember In this study the author uses the same method that the author uses to examine the ability improvement In writing argumentative essays, the results of the research produced were quite significant, 70% of the students experienced an increase in their writing skills after using the Think Pair Share Cooperative Learning Model.

3.1.2 Research conducted by Astini [11] entitled Application of Think Pair Share Techniques to Improve Discussion Text Writing Skills for Class VIII SMP Negeri 2 Singaraja, in this study the authors used the same method that the author used to examine the improvement of text writing skills, The results obtained from this study are quite significant that 65% of students' ability to write texts increases after using the Think Pair Share learning model.

From the results of previous studies that are relevant to the title of this study, the authors are also interested in

researching using the think pair share method as an effort to improve the paragraph writing skills of PGSD students at Muhammadiyah University of Kotabumi, and from the results of the research the authors did, the improvement in paragraph writing skills has increased significantly. significantly compared to before using the Think Pair Share method.

3.2. Improvement of PGSD Students' Learning Attitudes

After the research was carried out and studied carefully, the researcher found that there was an increase not only in student test results in writing persuasive paragraphs, but also other improvements beyond academic ability, namely the learning attitudes of UMKO PGSD students after learning with the think pair share model. Students become more independent and skilled in solving problems in the learning process. We can know the results of these achievements from the comparison of the results of non-test instruments that the researchers have done in stages starting from the pre-cycle data, then cycle I, then cycle II, and cycle III, the data obtained by the author through various types of tests include, 1) observation. or observation, 2) using a questionnaire or questionnaire, 3) through interviews and documentation.

4. DISCUSSION

The results of the research can be seen from the increase in the class average score achieved by students starting from the pre-research cycle, continuing with the first cycle, then the acquisition in the second cycle, and the acquisition of values in the third cycle. In pre-cycle activities, students who got a class average score of only 43.5. Then in cycle I the class average value of PGSD students increased to 61.17. We can see that from the pre-cycle test then continuing in the first cycle the PGSD student scores have increased or in other words increased, if calculated by a difference in value of 17.67. Furthermore, in the second cycle test, PGSD students got a class average score of 64.83 and in cycle III the class average score of PGSD students increased again, namely to be 78.50 with a difference in value of 13.17.

The data shows that if the results of writing persuasive paragraphs of PGSD students have increased significantly, it starts from pre-cycle, continues in cycle I, then cycle II, and the last is the test in cycle III, from a series of tests in this cycle the scores obtained by students PGSD can be categorized as good. Furthermore, from the results of the non-test data analysis that the researcher got through observation, questionnaires, interviews, and documentation, it was found that there had been an increase in the learning abilities of PGSD students and the learning attitudes of PGSD students during learning, we can see this from the data that Researchers obtained starting from pre-cycle, moving on to cycle I, then cycle

II, and cycle III by using the think pair share learning model.

This success can be seen from the results of the cycle test in the form of student non-test data that the researcher had previously done. In obtaining data in the form of an attitude questionnaire that the researcher had distributed through the pre-cycle stage, the researcher obtained the average score of the UMKO PGSD students of 55.13. Continuing in the first cycle carried out by the researcher, an average value was obtained of 61.67, then in the second cycle an average value of 70.87 was obtained. In detail, in the first cycle, an average score of 68.5 was found, and in the second cycle, an average value of 78.67 was obtained. Then, in the last cycle, the average value of the PGSD student test was 85.83.

Based on the results of this study, we can all know that there has been an increase / increase in learning motivation and learning outcomes of PGSD students while participating in persuasive paragraph writing learning activities using the learning model used by think pair share lecturers. This is evidenced by the results of the non-test data that researchers have obtained, namely through the process of observation, questionnaire distribution, direct interviews and documentation techniques from starting in pre-cycle, continuing in cycle I, then cycle II, and cycle III which have been carried out.

From the results of the questionnaire on student learning motivation at the pre-cycle stage, an average of 67.73 was obtained. In cycle I obtained an average value of 70.67, in cycle II obtained an average value of 77.6 and in cycle III obtained an average value of 80.27. Meanwhile, from the non-test data, the results of student motivation observations carried out by researchers in the pre-cycle, obtained an average value of 40.17. In the first cycle obtained an average value of 64.67, and in the second cycle an average value of 73.17 was obtained and in the last cycle III an average value of 84.33 was obtained.

5. CONCLUSION

From the results of the research and discussion that has been described by the researchers in this study, it can be concluded that the persuasive paragraph writing skills of the 1st semester students of the PGSD Muhammadiyah University Kotabumi study program after participating in writing learning especially writing persuasive paragraphs, using the Think Pair Share learning model have seen significant changes.

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