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Optimizing Students' Literacy Abilityat STKIP-MBin Indonesian Language Learning by Using Think Pairs Share Model

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***Abstract*—The background of this study is the low ability of literacy skill of PGSD student at STKIP Muhammadiyah Muara Bungo (STKIP-MB). Literacy becomes the basic capital of students to develop themselves. The better the students' literacy skills, the better the thinking and wisdom of their thinking. The purpose of this study is to optimize literacy skills in Indonesian language learning by applying Think Pairs Share (TPS) models to STKIP-MB students. This study was a classroom action research conducted in two research cycles. This research data were test and non-test results. Furthermore, the results of this study, namely (1) there was an increase in literacy learning process by applying the TPS model. Students had shown positive behavior during the learning process, (2) there was an increase in students' literacy skills by applying the TPS model with an average value of 88.5 in the good category. Students had been able to gather information, process, and communicate their ideas well. Based on the results of these studies, it can be concluded that the Think Pairs Share (TPS) model can optimize the literacy skills of STKIP-MB students.**

Keywords*—optimization, literacy, Think Pairs Share (TPS)

I. INTRODUCTION

Indonesian Language Teaching is essentially the teaching of language skills, grammar, vocabulary, and literature. This learning is presented not only inteaching theory, but also in its application. Language skills are divided into receptive skills and productive skills. Receptive skills consist of listening and reading skills, while productive skills are speaking and writing. The improvement of these two skills converges as an integrated language activity.

The ability to apply language skills is called literacy ability. Literacy is a set of information processing capabilities, the ability to unravel and understand school reading material [1]. In line with this opinion, literacy is the ability to understand, involve, use, analyze, and transform text [2]. In other words, literacy refers to several activities, namely collecting information, processing, and communicating information. These three activities cannot be separated from reading and writing skills.

Literacy activities are inseparable from students as agents of scientific development. However, PGSD students STKIP Muhammadiyah Muara Bungo do not have good literacy skills. This is proved by the number of lectures that are copied and pasted from the internet and some students cheat on their friends' assignments. This shows that students' have lack ability to compile lectureassignments with their own abilities. Furthermore, students in the lecture process were generally passive. Students were silent and only accept lecturers' explanations. One of the factors that causes this problem to arise is the lack of students' initial understanding of the material discussed in class. Lack of preparation for learning in students internally certainly affects the limited ideas communicated in learning.

It is suggested that the low communication skills of student literacy were caused by the practice of learning in schools which showed a shift in learning goals [3]. Learning is generally more focused on improving student learning outcomes, while there were little attention to improve the quality of the learning process. A good learning process will certainly have an impact on the optimal achievement of student learning outcomes, both at the school and college level.

Copying literacy skills will be effective if the learning is centered on students or student center learning (SCL). Educators must consider the accuracy of the learning model to support the expected learning competencies. The TPS (Think Pairs Share) learning model is assumed to be able to optimize student literacy skills. It is explained that TPS is a learning structure designed to influence [4].

Student interaction patterns should create cooperative learning that can improve academic mastery and student skills. In line with this opinion, it is stated that TPS learningtechniques were developed by Lyman and Kagan as a structure of mutual cooperation learning activities [5]. This learning model provides opportunities for students to work alone and collaborate in groups. In addition, the TPS Model emphasizes the strength of contemplation or contemplation of students in thinking and writing down ideas that they contemplate on a series of problems, questions, and answers to the problems faced. A good writing product can be produced if students are able to appreciate and reflect on the problem in depth. The advantage of this TPS model is that it is able to optimize student participation so that it can help students to sharpen their literacy skills.

The steps of applying the TPS learning model as follows [6], [7].

a. Step 1: Thinking.
   Lecturers ask a question or problem that is related to the lesson and ask students to use
   few minutes to think for themselves the answers or problems.
b. Step 2: Pairing
   Furthermore, the Lecturer asks students to pair up and discuss what they have obtained.
c. Step 3: Sharing
   In the final step, the lecturer asks couples to share with the whole class they have talked about.

Based on the description above it can be concluded that the TPS type cooperative learning model is a learning model that helps students become active. With this model, students are expected to be able to optimize literacy abilities of the material being taught. So, this research focuses on optimizing literacy skills in Indonesian language learning by applying the TPS (Think Pairs Share) Model to students of PGSD STKIP Muhammadiyah Muara Bungo Academic Year 2017/2018.

II. METHOD

This research was a classroom action research. Classroom action research is a scrutiny of activities that are intentionally raised and occur in a class simultaneously [8]. This study aimed to solve real problems that occur in class and at the same time improve various real and practical problems in improving the quality of learning [9]. So, this research was conducted in a natural situation (not in a laboratory) aimed at solving problems with specific goals and prioritizing the process to improve student learning outcomes.

Classroom action research implementation was carried out in four stages that were commonly passed, namely: (1) planning, (2) implementation, (3) observation, (4) reflection [8]. In line with this, it is xplained the stages of action intervention, a. Pre-research activities, namely (1) finding and collecting information or data obtained from observations, (2) determining research time, (3) preparing media and tools to be used during the study. b. Activity cycle I, with the following stages: (1) planning, (2) action, (3) observation, (4) reflection [10].

This research was planned to be two cycles for students of PGSD IIC STKIP-MB. Determination of research subjects in the IIC class because these students were dominantly experiencing problems related to literacy skills. This research instrument was in the form of tests and non-tests. Test instruments in the form of discourse and performance tests. Furthermore, non-test instruments in the form of observation guidelines, interviews, and documentation. The data analysis technique of this study used quantitative and qualitative techniques. This research was successful if learning activities occur and literacy skills are in the "good" category.

TABLE 1.CRITERIA FOR ASSESSMENT OF LITERACY ABILITY

No	Range	Category
1	90 – 100	Very Good
2	80 – 89	Good
3	70 – 79	Good Enough
4	50-69	Poor
5	>50	Very Bad

Source : [11]

III. RESULTS AND DISCUSSION

A. *Research Results*

This research was conducted on students of PGSD IIC STKIP-MB Academic Year 2017/2018. This research was applied in research cycles. Before starting the research cycle, the researcher first performs the pre-cycle stage. At this stage, researchers measure student literacy skills before applying research action. The results of the analysis of student literacy skills in the pre-cycle stage can be seen in the following table.

TABLE 2.LITERACY ABILITY OF STUDENTS OF PGSD IIC STKIP-MB PRASIKLUS

No	Range	Frequency	score	%	Category
1	90 – 100	0	0	0	= 2063/32 = 64,5 Not Good
2	80 – 89	0	0	0	
3	70 – 79	13	980	41	
4	50-69	11	705	34	
5	>50	8	378	25	
	Total	32	2063	100	

Based on Table 2, the level of student literacy ability of the PGSD IIC STKIP-MB in the pre-cycle stage shown that no students were in the very good and good category. In general, students were in a pretty good category, namely 13 students or 41%. Furthermore, the number of students in the unfavorable category was 11 students or 34%. The number of students in the bad category was 8 students or 25% of the total number. Based on these data, it could be concluded that the literacy ability of PGSD IIC STKIP-MB students was in the poor category. Therefore, the literacy skills of STKIP-MB PGSD students, especially IICs, need to be improved using the Think Pairs Share (TPS) method.

Cycle I was the initial action of the research using Think Pairs Share (TPS) learning model. At the first meeting of the first cycle, the learning stage was carried out, namely the stage of literacy habituation. The literacy habituation stage was reading activities. Learning was carried out in three stages, namely introduction, core, and closing. The preliminary stage of learning were apperception and motivation activities for students. The core learning phase includes learning steps of the TPS model which include, (1) explaining the TPS learning model, (2) asking questions or problems, (3) assigning students to read the discourse prepared by the lecturer, (4) questioning about information in the discourse, (5) forming small groups / pairs and giving group assignments, and (6) controlling students in

discussing and guiding students if anything is not understood. The learning closing stage was in the form of reflection activities and assigns students to read the concept of writing scientific papers and compile papers in groups at home.

The second meeting in cycle I was also carried out in three stages, namely introduction, core and closing. Learning of the second cycle meeting, namely the stage of literacy development. The literacy development stage was included in the core learning activities, including (1) students are assigned to read and analyze paper errors that have been made by other groups, (2) submit the results of the analysis and assessment of the paper orally, (3) assign students to analyze papers which has been prepared by lecturers in groups, (4) presenting the results of the group discussion. The implementation of the first meeting learning and the second meeting in the first cycle showed an increase in student learning activities. The results of observations of student learning activities can be seen in the following table.

TABLE 3.RESULTS OF OBSERVATION OF CYCLE 1 LEARNING ACTIVITIES

No	Student Activities	Observation result				Improvement (%)
		I		II		
		F	%	F	%	
1	Pay close attention when the lecturer explains the material	12	37,5	22	68,8	31
2	Working with a group of friends in the learning process	8	25	15	46,9	22
3	Ability to respond to friends' explanations	4	12,5	8	25	13
4	The ability of students in drawing conclusion	3	9,38	8	25	16
5	Ability to answer the given problem	5	15,6	16	50	34

The results of observations of student learning activities Cycle I showed that the highest increase occurred in the fifth aspect of assessment and the lowest increase occurred in the third aspect of assessment. Learning in the first cycle there were still negative behaviors that could interfere with the learning situation, such as: 1) students who were less concentrated when reading because students has low 'reading interest, (2) students leaned their heads on the table, (3) students did not carry out the lecturers' instructions seriously, (4) students cheated on their friends' work, and (5) students did not pay attention to friends who were expressing their opinions. Furthermore, the results of the literacy ability assessment analysis with the first cycle TPS model could be seen in the following table.

TABLE 4.LITERACY CAPABILITY WITH CYCLE 1 TPS MODEL

No	Range	Frek	Score	%	Category
1	90 – 100	2	190	6,25	
2	80 – 89	6	510	18,75	74,6
3	70 – 79	13	980	41	
4	50-69	8	503	25	PrettyGood
5	>50	3	205	9,37	
	Total	32	2388	100	

Based on Table 4, the level of student literacy ability of the PGSD IIC STKIP-MB by applying the TPS model in Cycle 1 shows that there is an increase in student literacy skills. The literacy ability of Mahassiwa's PGSD IIC STKIP-MB after being given the research action was in a pretty good category with a score of 74.6.

Analysis of the test and non-test results in Cycle I shows that learning needs to be carried out corrective actions in cycle II. This aims to optimize literacy skills and eliminate student negative behavior. Some of the efforts made to improve the quality of Cycle II learning include: (1) motivating students by creating a more conducive learning atmosphere, (2) correcting students' mistakes, (3) re-explaining how to collect, process, and communicate information using learning models TPS.

Implementation of the second cycle was also carried out in two meetings with several stages, namely introduction, core, closing. The preliminary stage is apperception and motivation activities. The core learning phase includes learning steps of the TPS model, namely (1) giving problems to students, (2) discussing the problem in groups, and (3) communicating the results of group work. Learning cycle II emphasizes more on the maturation of literacy learning. Students are honed to carry out information gathering activities through reading activities, then elaborate on the ideas they get both individually and in groups, and confirm the ideas in the form of oral and written language. Cycle II ended with closing activities. Lecturers assign students to study the concept of writing scientific papers and compile papers at home. The results of observations of student learning activities could be seen in the following table.

TABLE 5. RESULTS OF OBSERVATION OF CYCLE 1 LEARNING ACTIVITIES

No	Student Activities	Observation result				Improvement (%)
		I		II		
		F	%	F	%	
1	Pay close attention when the lecturer explains the material	30	93,7	31	96,9	96,9
2	Working with a group of friends in the learning process	25	78	28	87,5	87,5
3	Ability to respond to friends' explanations	21	65,6	28	87,5	87,5
4	The ability of students in drawing conclusion	25	78	30	93,7	93,8
5	Ability to answer the given problem	23	71,8	28	87,5	87,5

The results of observations of student learning activities in Cycle II showed that the highest increase occurred in the fifth aspect of assessment and the lowest increase occurred in the third aspect of assessment. Furthermore, the results of the literacy ability assessment analysis with the TPS II Cycle model could be seen in the following table.

TABLE 6. Literacy Capability with Cycle 2 TPS Model

No	Range	Frek	Scor	%	Category
1	90 – 100	7	869	21,875	
2	80 – 89	14	1154	43,75	88,5
3	70 – 79	10	683	31	
4	50-69	1	126	3	Good
5	>50	0	0	0	
	Total	32	2832	100	

The results of the measurement of students' literacy abilities of the STKIP-MB ICD PGSD in Cycle II showed an increase in student literacy skills. Literacy ability of the STKIP-MB PGSD IIC in Cycle II was in the good category with a value of 88.5. Based on observations, students had also shown positive behavior in learning, including (1) students have paid attention to and responded to the lesson seriously by asking, responding, and answering questions, (2) students have collaborated with group friends in the teaching and learning process , (3) students were seriously working on assignments. (4) students actively ask questions when experiencing difficulties in learning, and (5) students who did not disturb friends when learning takes place.

B. Discussion

This research was conducted in two cycles with each cycle using test and non-test instruments. The results of the two cycles show an increase in the learning process, improvement in literacy skills, and changes in behavior shown by students after learning with TPS models. Literacy skills were measured by using discourse instruments and performance tests. Improved learning outcomes of cycles I and II could be seen in the following diagram.

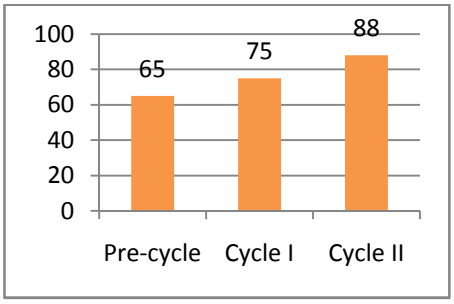

Fig 1. Increased Literacy Ability with TPS Model

Based on diagram 1, it could be seen that the value of students in the pre-cycle stage of 65 was classified as not good, the cycle I stage with a score of 75 was quite good, and the second cycle with the acquisition of 88.5 was good. So, the students' literacy ability by applying the TPS model increases every stage of the research action.

Literacy ability optimization is carried out in these two cycles. Literacy skills were important for students because students as agents of scientific development require them to be able to collect, process, and communicate information or ideas they obtain. This was confirmed by Dharma (2014: 2) that literacy was a set of ability to process information, far above the ability to unravel and understand school reading material. Furthermore, Alwasilah (2012: 160) states that literacy was the ability to understand, involve, use, analyze, and transform text. So, literacy ability was an activity of collecting, processing, and communicating information obtained by students.

Literacy ability was not an ability that comes by itself. Literacy skills needed to be honed with the right model and method. Literacy ability improvement could be done by applying Think Pair Share (TPS) learning models. The TPS model was chosen because it emphasized the strength of the "contemplation" or contemplation of students in thinking and writing their ideas. In accordance with Nurhadi's opinion (2004: 23), TPS was a learning structure designed to influence student interaction patterns in order to create cooperative learning that could improve academic mastery and student skills. In line with this opinion, Lie (2002: 56) stated that TPS learning techniques were developed by Lyman and Kagan as a structure of mutual cooperation learning activities. This technique provides opportunities for students to work alone and collaborate in groups so that students could play a greater role in learning.

The first cycle and second cycle research consisted of two meetings. Each meeting consists of three stages, namely introduction, core, and concluding which the learning steps apply to the TPS model. Learning in cycle I and cycle II

was done not exactly the same. This was due to the reflection of different learning. In the first cycle, the literacy stage that was formed was the stage of habituation and literacy development. In the second cycle, the stage of literacy was the optimization of literacy learning.

Assessment of the first and second cycle literacy learning process used non-tes instruments. Non-tes instruments in the form of observation, interviews, and documentation. Based on the non-standard instrument of optimizing literacy ability by applying TPS model shows that students have positive behavior when learning, such as: (1) students have paid attention and responded to the lesson seriously by asking, responding, and answering questions (2) students have been able collaborate with group friends in the teaching and learning process, (3) students are seriously working on assignments. (4) students who actively asked when experiencing difficulties in learning, and (5) students who did not disturb friends when learning takes place. Furthermore, the results of the analysis of the test instruments showed that there was a significant increase with a value of 88.5 in the good category.

IV. CONCLUSION

Based on the results and discussion of the study, the conclusions of this study could be seen as follows.

1. There has been an improvement in the literacy learning process by applying the TPS model. Students have been able to show positive behavior throughout the learning process.
2. There was an increase in student literacy skills by applying the TPS model. The average value was 88.5 in the good category. Students have been able to gather information, process, and communicate their ideas well.

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