Improving Competency Hosted Skills through Think-Pair-Share Cooperative Learning Models in Class XI Science Students of SMA Negeri 1 Ratahan

Ridwan Karim[1], Ferry Hertog Mandang[2], Grace Luntungan[3], Viktory Nicodemus Joufree Rotty[4]
Universitas Negeri Manado[1,2,3,4]
Jl. Raya Tondano, Koya, Tondano Sel., Kabupaten Minahasa, Sulawesi Utara 95618
Correspondence Email: ridwankarim92@gmail.com

ABSTRACT

The purpose of this study is to describe the Competency Hosted Skills through Think Pair Share Cooperative Learning Models of Class XI Students in SMA Negeri 1 Ratahan. This research was conducted at Ratahan State High School 1 in class XI 2019/2020 Academic Year consisting of 37 students. The method used in this research is classroom action research. The average value is 68 in cycle I. Meanwhile, the average value of class XI in the second cycle reached 79.9. These results indicate an increase of 8 or 11% from cycle I to cycle II. This increase proves the success of hosted learning through the cooperative pattern of think pair share. Behavior of class XI students of SMA Negeri 1 Ratahan has changed for the better after participating in the learning of hosted skills through a pattern of think-pair-share cooperation. Schools should further maximize the function of multimedia spaces in schools to support the learning of Indonesian language

Keywords: Cooperative, Think Pair Share

INTRODUCTION

The selection of civic skills as the object of this research is based on the nature of learning in which learning will be more meaningful if there is a relationship between something learned and something existing in the student's actual life. By learning civic skills, students can perform concentration, accuracy, and self-confidence as excellent speakers (arbiters), and train mentally to receive praise and criticism (Ermawati 2012: 68).

Learning speaking skills, in general, have not yet reached their maximum results. The speaking aspect value of class XI students remains low, especially in the basic competence of carrying out programs with good, correct and polite language, which is equal to 65. This implies students' failure in mastering speaking skills well. Particularly, class XI students have troubles in mastering speaking skills in the competency of organizing events. Students find it difficult to master the skills of organizing programs due to(1) Lack of knowledge about the procedures of exhibitors in presenting events, (2) Lack of ability to determine the outline of programming, (3) Not accustomed to communicating in Indonesian properly, correctly and politely, and (4) Lack of speaking practice and opportunity as a consequence of the relatively short allocation learning time (Ninda : 2010 : 28).

Think-pair-share cooperative pattern is one of the patterns in the cooperative learning model comprising three steps, i.e. think, pair, sharing. The application of think-pair-share cooperative patterns in citizenship learning can develop students' thinking and communication skills to work independently or in groups, and participate in class (Suprijono, 2009: 54). This results in students' undeveloped speaking skills. In addition, the use of facilities and infrastructure owned by schools, such as language laboratories equipped with LCD and speakers, have not been optimally utilized. Learning to speak is always done in ordinary classrooms.

The problem in this study is formulated as follows: Can the think-pair-share cooperative learning model improve competency skills in class XI students of SMA Negeri 1 Ratahan? The purpose of this study is to improve citizenship skills through the cooperative learning model of class XI think-pair-share students at SMA Negeri 1 Ratahan?

RESEARCH METHOD

This research uses the action method (classroom action research). Subyantoro (2007:12) said that research on classroom action is research carried out systematically reflecting various actions taken by the teacher who is also a researcher, since plans for evaluating concrete actions in the classroom is prepared in the form of learning activities to improve the conditions of learning undertaken. This research was conducted in two cycles. Each cycle consists of (1) planning, (2) action, (3) observation, and (4) reflection. The data source of this research is 37 students of class X, SMA Negeri 1 Ratahan.

RESULTS AND DISCUSSION

The results of the study describe every aspect of ability in each aspect studied and more clearly explained in the discussion. The test instruments given in class are according to the time set and performed during the Indonesian language study hours. After carrying out the test, the results are collected, checked, and then processed. The results of this data analysis are in the form of evaluating students' abilities, observable in the following table:

Student Skill Test Results after Participation in Learning Skills through Think-Pair-Share Cooperation Patterns in Cycle I and II

Students conduct citizenship skills tests after participating in citizenship skills learning through cooperative pair thinking in the first cycle by paying attention to five aspects of citizenship skills assessment, namely (1) linguistic aspects (choice of words and sentence structure), (2) fluency, (3) expressions and kinesthetic behavior, (4) self-confidence, (5) variations in intonation (Badudu & Shinta 2014: 78). Summary of student competency skills test result is given in the following table:

No.	Student Score			
	Cycle I	T/TT	Cycle II	T/TT
1	3	4	5	6
1.	68%	T	72%	T
2.	68%	T	78%	T
3.	80%	T	84%	T
4.	80%	T	84%	T

No.	%		%	
5.	68%	T	68%	T
6.	68%	T	68%	T
7.	68%	T	72%	T
8.	64%	TT	68%	T
9.	72%	T	78%	T
10.	64%	TT	68%	T
11.	68%	T	68%	T
12.	72%	T	72%	T
13.	68%	T	72%	T
14.	68%	T	72%	T
15.	64%	TT	68%	T
16.	72%	T	78%	T
17.	64%	TT	68%	T
18	68%	T	72%	T
19.	72%	T	72%	T
20.	64%	TT	68%	T
21.	64%	TT	64%	TT
22.	72%	T	72%	T
23.	68%	T	72%	T
24.	72%	T	72%	T
25.	64%	TT	64%	TT
26.	72%	T	78%	T
27.	72%	T	72%	T
28.	72%	T	78%	T
29.	64%	TT	68%	T
30.	64%	TT	86%	T
31.	68%	T	68%	T
32.	64%	TT	68%	T
33.	68%	T	72%	T
34.	64%	TT	64%	TT
35.	68%	T	78%	T
36.	60%	TT	64%	TT
37.	68%	T	72%	T
Number of Students Completed	26	-	33	
Average	68	-	79,9	
Predicate	Enough	-	Well	
% Completeness	68 %		79,9%	

The results of the study illustrate that the competency learning skills of Grade XI students of SMA Negeri 1 Ratahan are effective. In addition, the teacher gives motivation to students to develop themselves. This can be concluded from the increase of students learning outcomes. Student learning outcomes show an increase in results from each cycle to the final grade of 37 students who have completed the Minimum

Mastery Criteria (KKM standard). Average learning outcomes are 79.9. with 86% of classical completeness.

In addition, student activity also increased, i.e. 37 students were already active in learning with a score of 89% with very good classification. Expressing opinions and feelings of pleasure were also in good classification with 89% of 37 students. The activeness of students in answering questions was in good classification with an average score of 75% or 28 students.

Based on this data, it led to conclusion that the citizenship skills learning material through the cooperative pattern of think-pair-share can increase student activity in learning and provide good learning outcomes. Based on the results of the field notes by researchers and observers on the assessment of student learning outcomes at the second meeting, they illustrated that there was an increase in the learning of citizenship skills through cooperative thinking patterns of class XI students of SMA N 1 Ratahan. The following table summarizes the recapitulation of students' activities in the middle of the teaching and learning process at the second meeting.

Post-Learning Activities Student Recapitulation Table

No	Activity observed	Total students	%	Activity Criteria
1.	enthusiastic students about various learning activities			
2.	active students in their expressing and opinions			
3.	active students in answering questions			

Enthusiastic students about various learning activities totaling 30 people (81%) are very substantial. Students who actively asked and expressed opinions were 33 people (89%) comprising 28 students (75%) actively answered questions in the category of activities that were very much done; while students who enjoyed learning were 37 people (89%) with many categories of activities carried out.

The average value of student learning outcomes and presentations that have not reached the Minimum Mastery Criteria (KKM) was 65 and the mastery of student learning outcomes classically at the second meeting can be observed in the following table.

The completeness table of student learning outcomes at the II / Post Learning meeting

Students whose grades >65		Students whose grades <65		Average learning	Criteria for Completeness
Total	%	Total	%		
37	89	4	11	79,9	86%

Based on the data table above student learning outcomes at the second meeting showed the number of students who reached the Minimum Completion Criteria (score> 65) was 33 students. Students who have not reached the Minimum Mastery Criteria (KKM) or have not completed the lesson (grade <65) are 4 students, with an average value of learning outcomes of 79.9%

CONCLUSIONS

The skills of the eleventh grade students of SMA Negeri 1 Ratahan improved after participating in the learning of hosted skills through cooperative think-pair-share patterns. The average value is 79.9. These results indicate an increase of 8 or 11% from cycle I to cycle II This increase proves success of hosted learning through cooperative partner mindset. Behavior of class XI students of SMA Negeri 1 Ratahan has changed for the better after participating in the learning of citizenship skills through a pattern of think-pair-share cooperation. This behavior can be observed from the enthusiasm of students towards learning, the seriousness of students following the learning process, and the responsibility of students completing assignments. This behavior shows that students already have the nature of courage, self-confidence, independence, curiosity, responsibility, cooperation, appreciation, and honesty. Indonesian Language and Literature subject teachers might be able to apply cooperative learning models of think-pair-share patterns as an alternative in citizenship learning to make learning is more interesting and give students many opportunities to practice hosting events. Schools should further maximize the function of multimedia spaces in schools to support the learning of Indonesian language and literature, specifically citizenship learning so that learning is more interesting and students' understanding of citizenship is clearer.

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