

## **Experimentation of Think-Pair-Share Approach Using Active Learning Method Type of Self Assessment in Creative Writing Poetry Materials Study From Learning Outcomesstudents of Education Language and Literature Indonesia FKIP UMSU**

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### **ABSTRACT**

This study examines the Experimentation of the Think-Pair-Share Approach with the Active Learning Method TType of Self-Assessment in Poetry Creative Writing Lecture Material Viewed from Student Learning Outcomes of Indonesian Language and Literature Education FKIP UMSU. The results of the analysis of researchers on creative writing poetry found that students' poetry was judged to lack attention to the quality criteria of word choice (diction), creativity using rhymes (poetry), and the use of figurative language. In addition, the low student learning outcomes in creative poetry writing are caused by inaccurate learning approaches applied by lecturers in learning creative poetry writing. The purpose of this study is to answer the questions: (1) whether the think-pair-share approach with the active learning method of self-assessment type can provide better learning outcomes in the creative writing material of poetry students of the Indonesian Language and Literature Education FKIP UMSU, (2) whether the conventional learning approach can provide better learning outcomes in creative poetry writing material for students of the Indonesian Language and Literature Education FKIP UMSU, and (3) which of the think-pair-share approaches with the active learning methods of self-assessment and conventional types both in terms of student learning outcomes in creative poetry writing lecture material. The method used in this research is experiment. The instrument used to collect data in this study was the essay test. The sample in this study were students in semester VI class A morning as the experimental class and semester VI morning class B as the control class. Based on the results of the study, there were significant differences between the students' writing skills in the experimental class and the control class. The conclusion of this research is the results of learning to write creative poetry of students in the experimental class has increased and significant differences with the control class after being given a think-pair-share approach to the method of active learning self-assessment type.

**Keywords:** *Think-pair-share approach with the active learning method of self-assessment type, the results of learning to write creative poetry*

### **INTRODUCTION**

The low quality of education in Indonesia can be seen from the low student learning outcomes, especially in lecture material that is considered difficult such as writing creative poetry. Learning methods, lecturers' readiness, and the perception of the majority of students on course material become stagnant in learning to write poetry creatively. The learning process of creative poetry writing is less encouraging and lacks positive responses from students. This was obtained

from the observations and interviews of researchers with lecturers in the course concerned and several students of the Indonesian language and literature education study program FKIP UMSU.

The results of the analysis of researchers on creative writing poetry found that students' poetry was judged to lack attention to the quality criteria of word choice (diction), creativity using rhymes (poetry), and the use of figurative language. In addition, the low student learning outcomes in creative poetry writing are caused by inaccurate learning approaches applied by lecturers in learning creative poetry writing. Learning tends to be theoretically informative, not productive appreciative, causing students not to be creative and not free to express their feelings, and the most striking impact is students are not interested in writing poetry because it is considered difficult. Students have difficulty finding ideas, finding the first word in their poetry, difficulty developing ideas because of the lack of mastery of words. Therefore, students need a long time to express ideas in poetic form, moreover to be able to express an object in poetic words.

Based on the above problems, we need lecturers who can translate competencies into teaching and learning in the classroom. In the implementation of poetry creative writing learning, lecturers should choose and use strategies that can involve students learning more actively, both mentally, intellectually, physically, and socially and also directed so that students understand the concepts and skills of creative poetry writing through a series of practical activities carried out by students. This means that lecturers are required to use a learning approach that can involve students actively in learning and can activate interactions between students and lecturers, students and students, as well as students and learning materials. Thus, the direction of learning must refer to students in other words students are directed to be skilled in finding their own concepts to create creativity to learn to write creative poetry.

The researcher offers a learning approach that can be applied by researchers and other lecturers to replace the learning approach that has long been used to be able to provide maximum learning outcomes for students in creative poetry writing, namely the think-pair-share approach with the active learning method. This learning approach was chosen as a solution to the constraints of student learning outcomes in creative poetry writing. Based on these descriptions, researchers are interested in conducting a study entitled "Experimentation of the Think-Pair-Share Approach with Active Learning Methods of Self-Assessment Type in Poetry Creative Writing Lecture Material Viewed from Student Learning Outcomes of Indonesian Language and Literature Education FKIP UMSU".

The teaching and learning process of the lecturer always uses various learning approaches. This is because it can prevent and reduce boredom, arouse interest and attention, foster cooperation, improve the quality of learning outcomes and increase learning experiences for students.

According to Purwoto (2003: 70), "Approach can be a concept or procedure used in discussing a lesson material to achieve learning objectives". In line with Purwoto's opinion, Russeffendi (2005: 240) explains that the approach in learning is a way, way or policy taken by educators and / or students in achieving learning objectives in terms of how the learning process or learning material is, general or special managed.

Think-Pair-Share learning approach is a cooperative learning model. According to Arend, R.I (2001: 322-326) Think-Pair-Share is an approach that aims to give students more time to think, answer, and help one another. This approach has three important stages, namely thinking (Thinking), pairing (Paring), and sharing (Sharing). Think-Pair-Share learning approaches give students time to think and respond and help one another.

Active learning (active learning) is a learning that invites students to learn actively. When students learn actively, it means they are dominating learning activities. With this they actively use the brain, both to determine the main ideas of learning material, solve problems, apply what they have just learned to a problem that exists in real life. With this active learning, students are invited

to participate in all learning processes, not only mentally but also physically. In this way students will usually feel a more pleasant atmosphere so that learning outcomes can be maximized. Active learning is really needed by students to get maximum learning outcomes. When students are passive, or only receive from the teacher, there is a tendency to quickly forget what was given.

The implementation of Learning with the Think-Pair-Share Approach with the Active Learning method of self-assessment, namely:

#### 1. Introduction

The introduction in the learning process Think-Pair-Share Approach with the Active Learning method of self-assessment type is filled with introduction, familiarity between students and lecturers in a relaxed and relaxed atmosphere, giving motivation and enthusiasm for learning to students and at the next meeting asking the material at the previous meeting.

#### 2. Core Activities

Lecturers deliver lecture material briefly and students are required to actively study. When students learn actively, they are those who dominate learning activities. With this they actively use the brain, both to determine the main ideas of learning material, solve problems, apply what they have just learned to a problem that exists in real life so that students participate in all learning processes, not only mentally but also physically involved. After that continued giving practice questions.

#### 3. Development and application in the development and application phase

Students are given exercises that are writing creative poetry (narrative poetry) which is done by students in groups. During the exercise of the questions students were given the opportunity to think, pair up and share. After that, draw which group will present or work in front of the class. During the students doing the practice questions, the lecturer interspersed with giving motivation and enthusiasm to learn to students.

#### 4. Closing

The lecturer concludes the material by emphasizing the important things. Lecturers provide motivation and enthusiasm to study diligently for students followed by a description of the next meeting in a more interesting and pleasant atmosphere, students end the meeting with a closing greeting.

#### 5. Final Evaluation

The final evaluation is done after all the creative poetry writing lecture material has been given. The test used is in the form of a description test (essay test). This test is used to get the final grades or student learning outcomes on creative poetry writing lecture material.

## **METHOD**

This research is using experimental method. The population of this research is all semester VI students of the Indonesian Language and Literature Education Study Program FKIP UMSU. The sample in this study was the sixth semester A class morning students as the experimental class and morning B class as the control class. The instrument used to collect data in this study was the essay test. The object of this research is Experimentation Think-Pair-Share Approach with Active Learning Method Self-Assessment Type in Poetry Creative Writing Lecture Material Viewed from Student Learning Outcomes of Indonesian Language and Literature Education FKIP UMSU. The research design used was posttest-only control design. The location of the study was conducted in the Lecture Room of the Teaching and Education Faculty of Muhammadiyah University of North Sumatra JalanMukhtarBasri Number 3 Medan. When the research was conducted in the Academic Year 2019-2020.

## **RESULT AND DISCUSSION**

After conducting research on Experimentation Think-Pair-Share Approach with Active Learning Method Self-Assessment Type in Poetry Creative Writing Course Material Viewed from Student Learning Outcomes of Indonesian Language and Literature Education FKIP UMSU, the following results are obtained:

*1. Description of the score of learning outcomes in writing poetry using the think-pair-share approach with the active learning method of self-assessment type*

The initial step taken by the researcher is to look for the raw scores of each student who is treated using the think-pair-share approach with the active learning method of self-assessment type. The highest score of students taught by the think-pair-share approach with the active learning method of self-assessment type is 27 and the lowest is 24. It is known that the average score of learning to write poetry is 82. This means that the poetry creative writing skills are taught using the think-pair-share approach with the active learning method of self-assessment type is at a very good level. Therefore, the think-pair-share approach with the active learning method of self-assessment type is one type of teaching and learning approach that is suitable for poetry creative writing lecture material.

*2. Description of the score of learning to write poetry using the conventional learning model*

Researchers conducted a raw score search for each student who was treated with a conventional learning model. The highest score of students taught with conventional learning models is 24 and the lowest is 9. It is known that the average value of learning to write poetry is 57.20. This means that the results of learning to write creative poetry taught using conventional learning models are at a low level.

Based on the results of the analysis of poetry creative writing test scores for semester VI students of Indonesian Language and Literature Education FKIP UMSU which have been divided into two classes namely the experimental class and the control class shows that the two classes are homogeneous. It states that the data have a normal distribution and have variants that are not significantly different. Initial conditions indicate that students are still in the same condition before being given treatment. The experimental class group that was treated using the think-pair-share approach with the active learning method of self-assessment type and the control class group that was treated with the conventional learning model that lecturers normally do in learning activities. After being treated in the experimental class group and the control class group the poetry creative writing skills test was conducted. Learning with the think-pair-share approach with the active learning method of self-assessment type that has been done can motivate students to write rhymes so that students are able to develop creative ideas and poetry writing skills.

The control class group uses conventional learning models in learning activities. The use of conventional learning models causes the role of lecturers to be more active than students because lecturers tend to convey more material so students make lecturers as information centers in learning. The activeness of students in the learning process becomes ineffective because this learning approach is centered only on lecturers. The lecturer explains the material, prepares and manages the teaching material and then conveys information related to the teaching material to students. The results showed that poetry writing skills in the experimental class were better than the control class students. The difference in learning outcomes in writing poetry is because the experimental class group is given treatment through a think-pair-share approach with an active learning method of self-assessment type that is grouped together building ideas and ideas to find solutions to the constraints of creative poetry writing.

Based on the results of research conducted, it can be concluded that student learning outcomes using the think-pair-share approach with active learning methods of self-assessment type are better than using conventional learning models. This can be seen from the average value of students 'creative poetry writing skills in the experimental class using the think-pair-share approach

with the active learning method of self-assessment type is 82. Meanwhile, the average value of students' ability to write poetry creatively in the control class with using conventional learning methods is 57.20. In other words, the average value obtained in the experimental class when compared with the control class is ( $82 > 57.20$ ). In other words, the use of the think-pair-share approach with the active learning method of self-assessment type has a real and better positive impact on the creative writing skills of the sixth semester students of Indonesian Language and Literature Education FKIP UMSU.

## CONCLUSION

The use of think-pair-share approaches with the active learning method of self-assessment type can influence student skills in creative writing poetry. This is marked by a higher average value in the experimental class, so it can be concluded that the use of think-pair-share approaches with the active learning method of self-assessment type has a real and better influence on poetry creative writing skills. Based on the research conducted, the think-pair-share approach with the active learning method of self-assessment type can be recommended in the teaching and learning process at universities, especially in the study program of Indonesian language and literature education in the discussion of pantun. The assignment of ways to write poetry creatively using the think-pair-share approach with the active learning method of self-assessment type can be an additional learning model for lecturers to improve learning outcomes and student motivation in learning languages and literature, especially writing poetry creatives.

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