Improving Reading Comprehension Ability with the *Think Pair Share* Cooperative Learning Model and Library Utilization of Writing Skills Courses in the Department of Indonesian Language and Literature Semester II at FKIP UMSU Academic Year 2021-2022

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Abstract

Writing skills courses in higher education are learning that requires students to be able to understand reading both in text and context. Students need to be given the opportunity to understand the reading so that they can pour what is on their mind into written form. Ability to read comprehension with the implementation of the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization. Reading Comprehension Ability in Basic Competence of Writing Skills from the results of observations. Cycle I showed the average percentage score of Reading Comprehension in Basic Competence of Writing Skills of 76.19%, the score then increased in cycle II to 84.57% in cycle II. There was an increase in the average percentage score of Reading Comprehension in Basic Competence of Writing Skills from cycle I to cycle II of 8.38%. The results of the average percentage of Reading Comprehension Ability in the Basic Competence of Writing Skills also shows that more than 75% of the indicators of success in Reading Comprehension Basic Competence in Writing Skills have been achieved.

I. Introduction

Students are students whose thinking is very critical in understanding subjects in higher education. Muhammadiyah University of North Sumatra is the best private university in North Sumatra. In this teaching and learning activity at UMSU, students are required to take all series of compulsory courses in each department of their study program.

Writing skills courses in higher education are learning that requires students to be able to understand reading both in text and context. Students need to be given the opportunity to understand the reading so that they can pour what is on their mind into written form. However, the courses that have been conducted so far have been less varied and have not been able to make students master writing skills. So, in the course there are still students who cannot put ideas or ideas into writing, student participants still have difficulty processing words into a sentence because of the lack of vocabulary mastered. In line with this, Subyantoro (2014) suggests that learning means the development of knowledge, skills, and new attitudes that grow when an individual interacts with information, the environment, and

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happens all the time. This implies that the role of lecturers is very important in planning and the learning process.

Writing is the ability to express ideas, opinions, and feelings to other parties through written language. While explanatory text is a text that explains the process of the occurrence or formation of natural or social phenomena. (Saragih, J. et al. 2019)

From these problems, this research will try to improve reading skills, especially reading comprehension skills, because the success of learning will depend on how a lecturer packs teaching and learning activities to be fun, meaningful, and able to develop student potential. This can be reflected in the achievement of the learning objectives to be achieved. In line with this, lecturers must be able to make lesson plans carefully. In addition, lecturers should also be able to choose and use the right strategy.

The development of science and technology as well as changes in the educational paradigm have made various changes, this can be seen from the curriculum that has been used in Indonesia. This is based on the fact that it is not in accordance with the current era, so a renewal is needed. Education in the modern era is demanded with something new, this is because teaching on a campus in particular varies depending on the material, media and methods used.

Reading comprehension is a reading activity to absorb information from the reading material and understand or know the meaning or implied meaning of the reading so that it can be conveyed properly to the reader. A person who carries out reading comprehension activities must master the language or writing used in the reading he reads and be able to capture the information or content of the reading. According to Tampubolon (1990:8) states that reading comprehension is a reading activity to foster reasoning power. Reading comprehension is reading with full appreciation to absorb what should be mastered by students/readers (Saddhono and Slamet (2014: 133). Meanwhile, Abidin (2012: 60) reads comprehension as an earnest process carried out by readers to obtain information,

The principle of reading comprehension is the same as reading in general, but emphasizes the meaning or self-understanding of the reader. The principle of reading comprehension McLaughlin & Allen (through Farida Rahim, 2008: 3) suggests the principles of reading as follows: 1) Comprehension is a social constructivist process, (2) proficiency balance is a curriculum framework that helps the development of understanding, (3) Lecturers who read professionally (excellent) will affect student learning, (4) good readers play a strategic role and play an active role in the reading process, (5) reading should occur in a meaningful context, (6) students find the benefits of reading derived from various texts at various grade levels, (7) vocabulary development and learning affect reading comprehension, (8) inclusion is a key factor in the comprehension process, (9) reading strategies and skills can be taught, and (10) dynamic assessment informs reading comprehension learning. Reading comprehension is a process of seeking meaning from written ideas through meaningful interpretation and interaction with language. Intensive reading is seen as a multifaceted process that is influenced by various language skills thinking. Thus, the intensive reading process model is: (1) understanding the meaning of words (literal understanding); (2) understanding of interpretation; and (3) critical understanding (Harsono, et al 2012). Meanwhile, the general principles of reading are as follows: (1) reading is not only recognizing and sounding letters, but reading activities go beyond recognizing letters and sounds. (2) Reading and mastering language occur simultaneously. A person cannot be said to have reading skills if he does not master the language. (4) Reading and thinking occur simultaneously. People cannot read without using their thoughts and feelings. (5) Reading means understanding. This means that reading activities lead to understanding (Aminuddin, 1999:27-28). More Kunandar (2007) suggested that type   think   pair   share   which   was

developed by Frank Lyman and his colleagues from the University which was able to change the assumption that the recitation and discussion model needed to be carried out in the setting of the whole class group. This type gives students time to think and respond and help each other.

Therefore, the authors are interested in conducting an action research as an effort to in do repair to learning with title:"Improvement of reading ability understanding with cooperative learning model think pair share in writing skills for second semester students of the Indonesian Language and Literature Department at Fkip UMSU for the 2021-2022 academic year." Reading is one form of activity that can be used as a means to gain an understanding of something. Actually, other methods or activities can also be achieved to achieve a level of understanding of something even though that method is less effective when compared to reading. Experts in the field of reading mention the opinion that not all understanding is obtained from written words. In other words, understanding of something can only be obtained from words or from observing an object in question, however, they also admit that gaining understanding in this way is not sufficient (Razak, 2003). We can know that reading is very functional in human life and life. Reading is the key to the storehouse of knowledge.

II. Review of Literature

2.1. Understanding Reading Comprehension

Reading comprehension is a process of reading as an effort to obtain the meaning of reading which is directed by: (a) one's knowledge that has been stored in his long-term memory, and (b) information obtained from reading (Meithy Djiwatampu, 2008: 39).

Gagne 1985 (Meithy Djiwatampu, 2008) states that the reading process is a fairly complex process. This reading process can be divided into 4 groups, namely parsing written symbols, (decoding), literal understanding, inferential understanding, and monitoring. A person's success in reading tasks depends on the cooperation of these processes.

From the four groups, it can be seen that there are two kinds of understanding, namely literal understanding and inferential understanding. Literal understanding understands in the function of recognizing and capturing information that is explicitly stated in the reading. In this literal understanding, there are two processes, namely the lexical process and the process of combining meanings so that a meaningful relationship is obtained. A person cannot be said to have the ability to read if students are only able to understand literally (explicitly) only. A new person can be said to have the ability read if students can understand both verbally and verbally implied. For this reason, the ability to understand inferentially is needed.

2.2. Think Pair Share Type Cooperative Learning Model in College Learning
a. Definition of Learning Model

Joyce & Weil argues that the learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in one grade to another (Joyce & Weil, 1980:1). According to Brigss model is a set of sequential procedures to realize a process such as needs assessment, media selection and evaluation (Harjanto, 2003: 110). Learning is a combination that is composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives (Hamalik, 2008: 57).

Table 1. Cooperative Learning Think Pair Share

Step Learning	TPS Syntax	Learning Activities
(1)	**(2)**	**(3)**
preliminary	Lecturer dig knowledg beginning student and giving motivation	Lecturer give motivation, and gain knowledge beginning student with submit amount questions related to the material to be studied. Lecturer Involve whole student for answer the question.
(1)	**(2)**	**(3)**
Core activities	Think *(Think stage)*	Lecturer give a number of problems in life a day- days related to the material being studied. Lecturer condition student for think and answer the individually.
	Discussion (pairs)	Lecturer condition student for discuss results his thoughts in a small group of 4-6 person. Lecturer facilitate students to do equality of opinion.
	share	Wrong one group present results the discussion, temporary that group which other provide feedback. Lecturer observe and facilitate student presentation activities
Closing activity	Analysis sister and evaluate breastmilk	Lecturer together student reflect results activity learning. Group the most active and enthusiastic awarded by lecturer. Students are given a quiz for done individually.

2.3 Definition of Writing

Tarigan (2008: 21) states that writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the graphic language. Thus it can be concluded that writing is an activity that describes a thought or idea through symbols or graphics.

Widyamartaya (2002: 5) states that composing or writing is a complex activity. Writing can be understood as a series of activities for someone to express ideas and convey them through written language to the reader to be understood exactly as the author intended.

2.4 Writing Function

The function of writing according to Tarigan (2008: 22) is

1. Writing is very important for education because it makes it easier for students to think.
2. Can help writers to think critically
3. Can make it easier for writers to be able to feel and enjoy relationships, deepen responsiveness or perception, solve problems at hand, and arrange sequences for experiences.
4. Writing can help writers to explain thoughts. The description of the purpose of writing according to Hugo Hartig (in Tarigan 2008: 24-25) is as follows.

1. Assignment purpose
   The purpose of this assignment actually has no purpose at all. The author writes something because he is assigned, not of his own volition (for example, students who are given the task of summarizing a book)
2. Altruistic purpose
   Writing aims to please the reader, avoid the grief of the reader, help the reader, understand, and appreciate the feelings and reasoning.
3. Persuasive purpose
   Writing that aims to convince the reader of the truth of the ideas expressed.
4. Informational purpose
   Writing that aims to provide information or explanation or explanation to the readers.
5. Self-expressive purpose
   Writing that aims to introduce or declare the author himself to the reader.
6. Creative purpose
7. Problem solving purpose
   The author wants to explain, clarify and explore and research carefully his own thoughts and ideas so that they can be understood and accepted by the readers.

III. Reserch Method

This research is a Classroom Action Research (CAR) which is collaborative and participatory. Collaborative means involving other people to observe the implementation and provide input to researchers so that this research is carried out more objectively, while participatory means that researchers are involved in research activities with the people being observed. According to Suharsimi Arikunto (2017: 2), classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together.

IV. Result and Discussion

4.1. Potential and Number of Students

Students in the Indonesian Language Department have high potential, especially in non-academic fields. This can be seen by obtaining various champions such as theater, film, dance, poetry and so on. However, some students of the Indonesian Language Department still need special attention and handling because they often violate campus regulations and are not polite to lecturers. However, the campus continues to provide guidance to these students. The following is data on the number of students in the Writing Skills course:

Table 2. Data on the number of students in the Writing Skills course:

Class	Amount Student
A Morning	21
A Night	18
Total	**39**

4.2. Description of Research Results
a. Pre-Action Activities

The pre-action activity began with a discussion between the researcher and the teacher about the problems faced in the classroom during the learning process, especially in the Writing Skills course in class II A Pagi. Discussions were held to discuss the problems faced by the lecturers during the learning process. The lecturer said that there were several problems, namely that students were not ready to changes related to the implementation of the 2013 curriculum. Be it the way lecturers teach, the material received, to how students must play an active role in learning activities. This can be seen during the learning process. Students still have a passive attitude, lack confidence, and do not even dare to express opinions in participating in learning.

From the results of observations of the learning process carried out during initial observations on March 19, 2021 in class II A Pagi, it is known that from 21 students only 6 students or about 28.6% are actively asking and expressing opinions, the rest are 15 students or around 71, 4% are still not active when the lecturer gives time for students to ask questions and express opinions.

Based on the incident above, it proves that learning activity is still low. Lecturer learning methods that are less varied greatly affect learning activities. Learning methods commonly used such as lectures and practice questions cannot make students active in the learning process. From the discovery of these problems, it is necessary to have an action to solve the problem of student learning activities in learning writing skills for class II A Pagi, especially in the Basic Competence of Writing Skills. Therefore, there is a need for a solution to increase Learning Activeness in Basic Competencies of Writing Skills. Implementation of Learning Model. Think Pair Share (TPS) type cooperative is the solution to be used.

Think Pair Share (TPS) learning model is a learning model that provides opportunities for students to think for themselves, share with discussion groups and continue to share with all students in the class. This learning model is carried out with the help of a pen, whoever holds the stick must answer questions from the lecturer after the students have studied the subject matter, and so on until all students get sticks and questions.

b. Cycle Report I

The researcher applied the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization Cycle I on Tuesday, July 13, 2021. The lecturers who taught in this study were Indonesian language lecturers. There were three observers, namely researchers assisted by two Indonesian language education study program students. The material taught in the first cycle was in the writing skills course, which included understanding writing, various writing skills, making short stories. Yes it is:

1. Planning

The planning stage is carried out with the aim of planning and preparing everything needed during the implementation of classroom action research. The activities carried out at the planning stage include:
1) Researchers prepared learning tools in the form of RPS from the syllabus obtained from subject teachers as a guide in implementing the Think Pair Share (TPS) Cooperative Learning Model.
2) Prepare the material taught in the implementation of the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization, namely the material on Writing Skills.
3) Prepare questions and answer sheets regarding Writing Skills material.
4) Prepare the Talking Stick media in the form of a pen measuring ±5 cm.
5) Prepare learning activity observation sheets on Basic Competence in Writing Skills and field notes as a guide in implementing the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization.

2. Action Execution

At the stage of implementing the action, the researcher collaborates with the lecturer to implement the Think Pair Share (TPS) Cooperative Learning Model according to the plan based on the RPP that has been prepared previously made. The action in cycle I was carried out in 1 meeting (3 x 45 minutes) on Tuesday, July 13, 2021, at 10.00-12.15 WIB and at 12.45-13.30 WIB. The material studied at this meeting is about Writing Skills. The researcher was assisted by two observers in observing learning activities on writing skills. Writing Skills. The explanation of the first cycle of action is as follows:
1) Initial activity
   a).The lecturer greeted the students and continued with the attendance of students.
   b). Before starting the learning material, the lecturer first does apperception by explaining the learning objectives and learning scenarios.
2) Core activities
   a) The lecturer explains the material in class for about 15 minutes.
   b) The material presented is about Processing Ledgers.
   c) The lecturer announces the list of student groups and their seats. Each group contains 2 students, but there is 1 group containing 3 students, because the number of students in the class is odd.
   d) Each student is given a question to think about the temporary answer (Think stage) for 30 minutes independently.
   e) Students are asked to discuss with their partner to solve the questions given by the lecturer (Pair stage) for 20 minutes.
   f) After the students finished discussing with their partners, each group was asked to present the results of their discussions in front of the classes (Share stage) for 30 minutes.

g) The group that has to make a presentation is determined by using a Talking Stick, which is a pen that is rotated according to the students' seats. The pen will spin to the accompaniment of the song and when the song stops, the student or group holding the stick must present. And so on until all groups have a turn to answer each question.

3) End activities
   a) Lecturers together with students confirm the results of student work and conclude learning outcomes.
   b) The lecturer ends the lesson by presenting the material for the next meeting and ends with greetings and praying.

3. Observation

Observations were carried out simultaneously with the implementation of the action in cycle I, which was aimed at observing learning activities on the ability to read safely with the observation guidelines that have been made. This observation was conducted on 21 students. Observation of Learning Activity on Basic Competence of Writing Skills was carried out using an observation sheet consisting of 9 indicators. The data on Learning Activity on the Basic Competence of Writing Skills can be seen in the following table:

Table 3. Score of Learning Activity Indicators on Writing Skills Cycle I

Aspect which Observed	Indicator Description	Percentage
Visual Active	Students pay attention to the explanations of lecturers or friends during teaching and learning activities and learning in group.	82.54%
	Student read books/materials Writing skills from the lecturer.	73.02%
Oral Activity	Student submit question to the lecturer during learning activities teach.	65.08%
	Students give answers, suggestions, opinions, or comments to lecturers or friends durin learning activities teach.	71.43%
	Student do discussion group during group learning activities.	80.95%
Listening Activity	Students listen to the teacher's explanation during teaching and learning activities.	80.95%
	Students listen to their friends during teaching and learning activities in group.	74.60%
Writing Activity	Students record their friends' explanations during teaching and learning activities in Group.	73.02%
	Student work about which is given lecturer during teaching and learning activities in groups.	84.13%
Average Learning Activity on Basic Competence Processing Sikus Ledger I		76.19%

(Source: Processed Primary Data can be found in the attachment page 140)

The basis for Processing the Sikus 1 Ledger is 76.19%. This shows that the average learning activity on the ability to read comprehension processing as a whole has reached the minimum criteria, which is 75%. Based on Table 3, the Learning Activity on the Basic Competence of Processing Ledgers can be seen through the following graph:
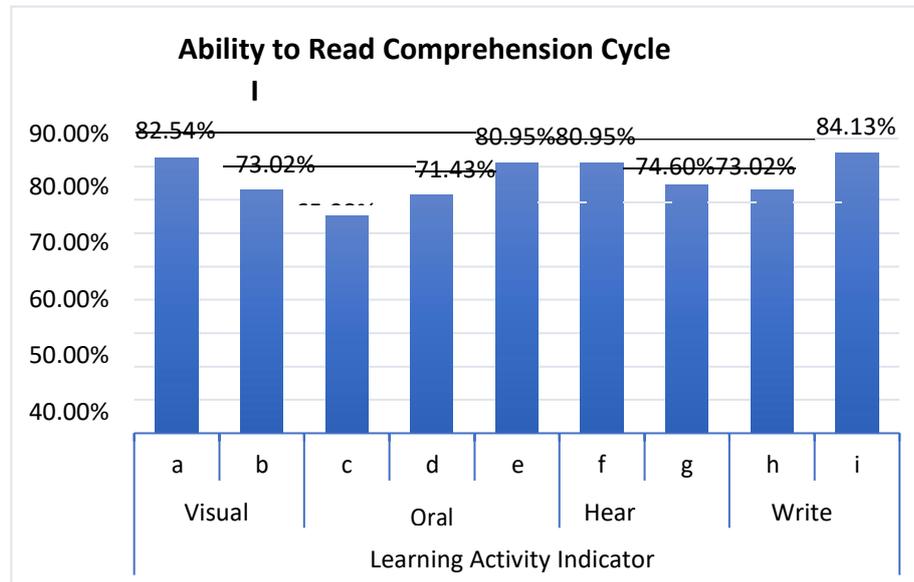

Figure 1. *Graph of Learning Activity on Writing Skills Cycle I*

Description:
a: Students pay attention to the explanations of lecturers or friends during teaching and learning activities and learning in groups.
b: Students read books/Writing Skills material from the lecturer.
c: Students ask questions to the lecturer during teaching and learning activities.
d: students give answers, suggestions, opinions, or comments to lecturers or friends during teaching and learning activities.
e: Students conduct group discussions during group learning activities. f : Students listen to the lecturer's explanation during teaching and learning activities.
g: Students listen to their friends during teaching and learning activities in groups.
h: Students record their friends' explanations during teaching and learning activities in groups.
i: Students work on the questions given by the lecturer during teaching and learning activities in groups.

4. Reflection

Reflection is a step taken after knowing the results of the actions in the first cycle. The implementation of the actions in the first cycle is quite good, this is evidenced by the achievement of the percentage of Learning Activeness in the Basic Competence of Writing Skills which has met the minimum success indicator of 75%. However, there are still some indicators of Learning Activeness in the Basic Competence of Writing Skills that are still lacking in the learning process. The indicators of Learning Activeness in the Basic Competence of Writing Skills are still lacking, namely students reading books/materials. Writing Skills from lecturers only reach 73.02%, students ask questions to teachers during teaching and learning activities only reach 65.08%, students give answers, suggestions, opinions, or comments to lecturers or friends during teaching and learning activities only

reached 71.43%, students listening to their friends during teaching and learning activities in groups only reached 74.60%, and students taking notes on their friends' explanations during teaching and learning activities in groups. group only reached 73.02%.

5. Cycle II Report

Researchers applied the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization Cycle II on Tuesday, March 27, 2021. The material taught in cycle II was still on the subject of processing ledgers, but more emphasis was placed on journal recapitulation, transferring journals to books. large and compile a trial balance list because it is enriching material and questions. The steps carried out in cycle II are:

a. Planning

Basically, the planning activities carried out in the second cycle are almost the same as the learning plans in the first cycle. However, the learning planning in the second cycle is carried out based on the reflection results in the first cycle. The second cycle action planning stage is based on the reflection results of the first cycle implementation, including:

1) Provide an explanation to students regarding the procedure for implementing the Think Pair Share (TPS) Cooperative Learning Model and .
2) During class presentations, the lecturer calls students randomly to ask students' opinions about the material discussed, so that students' verbal activity can increase.
3) Students must be given the understanding that they should be able to work together with other students, not just students at their desks who usually sit together. In general, the technical action planning activities in cycle II include:
4) Researchers prepared learning tools in the form of RPS from the syllabus obtained from course lecturers as a guide in implementing the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization.
5) Prepare the material taught in the implementation of the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization, namely the material on Writing Skills.
6) Prepare questions and answer sheets regarding Writing Skills material.
7) Prepare Talking Stick media in the form of a pen measuring ± 5 cm.
8) Prepare learning activity observation sheet on Competence Base Writing skills and field notes as guidelines in the implementation of the Cooperative Learning Model Action Type Think Pair Share (TPS).

b. Action Execution

At the action implementation stage, researchers collaborate with lecturers to implement Think Pair Share (TPS) Cooperative Learning Model and Library Utilization according to the plan based on the RPS that has been made previously. The action in cycle II was also carried out in 1 meeting (3 x 45 minutes) on Tuesday, March 27 2021 at 10.45-12.15 WIB and 12.45-13.30 WIB. The material studied at this meeting is about Writing Skills. The researcher was assisted by two observers in observing the Learning Activity on the Basic Competence of Writing Skills.

c. Observation

Observations were carried out simultaneously with the implementation of the action in the first cycle, which was aimed at observing the Learning Activity on the Basic Competence of Writing Skills so that it was in accordance with the observation guidelines that had been made. This observation was carried out on only 18 students, because there were 3 students who were unable to attend due to illness. Observation of Learning Activity on Basic

Competence of Writing Skills was carried out using an observation sheet consisting of 9 indicators. The data on Learning Activity on the Basic Competence of Writing Skills can be seen in the following table:

Table 4. Indicator Scores on Writing Skills Cycle II

Aspect which Observed		Indicator Description	Percentage
Visual Active		Students pay attention to the explanations of lecturers or friends during teaching and learning activities and learning in group.	87.04%
		Student read books/materials Writing skills from the lecturer.	75.93%
Oral Activity		Student submit question to teacher during activity s t u d y teach.	79.63%
		Students give answers, suggestions, opinions, or comments to lecturers or friends during learning activities teach.	77.78%
		Student do group discussion during learning activities in group.	100.00%
Listening Activity		Students listen to the teacher's explanation during teaching and learning activities.	96.30%
		student listening to his friend during teaching and learning activities in groups.	77.78%
Writing Activity		Students record the explanations of friends during teaching and learning activities in groups.	79.63%
		Students work on questions that given by the lecturer during teaching and learning activities in groups.	87.04%
Average Learning Activity on Competence Basic Writing Skills Cycle II			84.57%

(Source: Processed Primary Data is in the attachment page)

Table 4 above shows that the average learning activity in the Basic Competence of Writing Skills Cycle II is 84.57%. It shows the average. Learning Activeness in the Basic Competence of Writing Skills as a whole has reached the minimum criteria, which is 75%. Based on Table 4, the Learning Activity on the Basic Competence of Writing Skills can be seen through the graph as follows:
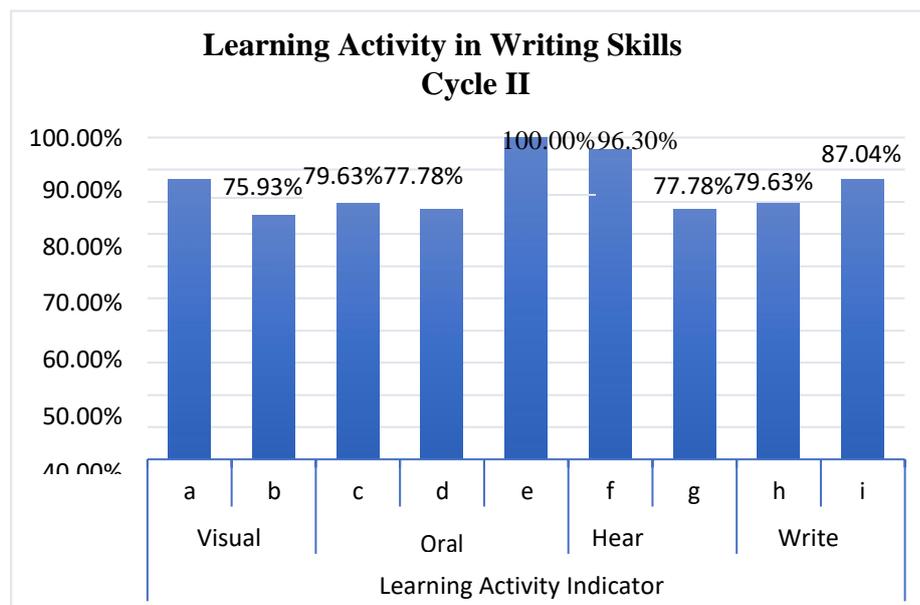
Figure 2. *Graph of Learning Activity in Basic Competencies of Writing Skills Cycle II*

Information:
a: Students pay attention to the explanations of lecturers or friends during teaching and learning activities and learning in groups.
b: Students read books/Writing Skills material from the lecturer.
c: Students ask questions to the lecturer during teaching and learning activities.
d: Students give answers, suggestions, opinions, or comments to lecturers or friends during teaching and learning activities.
e: Students conduct group discussions during group learning activities. f : Students listen to the lecturer's explanation during teaching and learning activities.
g: Students listen to their friends during teaching and learning activities in groups.
h: Students record their friends' explanations during teaching and learning activities in groups.
i: Students work on the questions given by the teacher during teaching and learning activities in groups.

d. Reflection

The implementation of the Think Pair Share (TPS) Cooperative Learning Model and the overall cycle II went well. This is evidenced by the increase in Learning Activeness in the Basic Competence of Writing Skills compared to the first cycle of all indicators. In the implementation of reading comprehension by applying the Think Pair Share (TPS) Cooperative Learning Model and in the second cycle, it was able to achieve the set goal, namely increasing the average percentage of reading comprehension activity in the Basic Competence of Writing Skills from cycle I to cycle II. The following is data on the results of reading comprehension activity on the Basic Competence of Writing Skills for Class II Morning Indonesian Language Department students for the 2020/2021 academic year cycle I and II.

Table 5. Percentage Score Read Understanding on Competence Base Writing Skills
Cycle I and II

	Indicator Description	Cycle I	Cycle II
	Students pay attention to the explanations of lecturers or friends during learning activities teaching and learning in groups.	82.54%	87.04%
	Students read books/materials Processing Ability Reading comprehension of lecturers.	73.02%	75.93%
	Student submit question to lecturer during activity study teach.	65.08%	79.63%
	Student give answers, suggestions, opinions, or comments to lecturers or friend moment activity study teach.	71.43%	77.78%
	Student do discussion group during group learning activities.	80.95%	100.00%
	Student listenexplanation lecturer during teaching and learning activities.	80.95%	96.30%
	Student listening her friend during teaching and learning activities in Group.	74.60%	77.78%
	Students take notes on friends' explanations during teaching and learning activities in groups.	73.02%	79.63%
	Student work about which given lecturer at the time activity learning to teach in groups.	84.13%	87.04%
Average Activity Learn on Reading Comprehension Ability		76.19%	84.57%

(Source: Processed Primary Data is in the attachment page)

Table 5 above shows that there has been an increase in the average percentage of Learning Activeness in the Basic Competence of Processing Ledgers by 8.38% from the first cycle of 76.19% to the second cycle of 84.57%. These results also show that the indicators of research success have been achieved, namely the average percentage of Learning Activeness in the Basic Competence of Learning Activities 75%. By

Therefore, it can be stated that classroom action research by using the Think Pair Share (TPS) Cooperative Learning Model and can improve Reading Comprehension Ability in the Basic Competence of Processing Writing Skills for Semester II A Morning Students of the Department of Indonesian Language and Literature for the 2020/2021 Academic Year so that the action hypothesis in this study is accepted.

4.3. Discussion of Research Results

This study aims to improve Reading Comprehension Ability in Basic Competence in Writing Skills through the Think Pair Share (TPS) Cooperative Learning Model and Library Utilization for second semester students of the Department of Indonesian Language and Literature for the 2020/2021 academic year. This research is a classroom action research which consists of 2 cycles. Each cycle consists of 4 stages, namely: planning, implementing actions, observing, and reflecting.

Based on the stages of research that have been carried out, starting from planning, implementing actions, observing, and reflecting, it has shown an increase in Reading Comprehension Ability in the Basic Competence of Writing Skills for Semester II A Morning students of the Indonesian Language and Literature Department for the 2020/2021 academic year. Improving Reading Comprehension Ability in Basic Competence of Writing Skills is illustrated by an increase in the percentage of Reading Comprehension Ability in Basic Competence of Writing Skills in both cycle I and cycle II.

The following is data on increasing Reading Comprehension Ability in the Basic Competence of Writing Skills for second semester students of the Indonesian Language and Literature Department for the 2020/2021 Academic Year.

Table 6. Improved Reading Comprehension on Basic Competencies of Writing Skills

Indicator Description	Cycle I	Cycle II	Increase
Students pay attention to the explanations of lecturers or friends during teaching and learning activities and learning in group.	82.5 4%	87, 04 %	4.50 %
Student reading books/materials Writing skills from the lecturer.	73.0 2%	75, 93 %	2.91 %
Student apply question to do se during teaching and learning activities.	65.08%	79, 63 %	14.55 %
Student give answers, suggestions, opinions, or comments to lecturers or friends when teaching and learning activities.	71.43%	77,78%	6.35 %
Students conduct group discussions during indoor learning activities group.	80.95%	100,00 %	19.05 %
Students listen to the lecturer's explanation during teaching and learning activities.	80.95%	96,30 %	15.34 %
Students listen to their friends during teaching and learning activities in group.	74.6 0%	77,78%	3.17 %

	Student take notes friend's explanation on momentactivity study teach in groups.	73.02%	79,63 %	6.61 %
	Student work questions given by the lecturer during teaching and learning activities in groups.	84.1 3%	87, 04 %	2.91 %
	Average Learning Activity on Reading Comprehension Ability	76.19%	84, 57 %	8.38 %

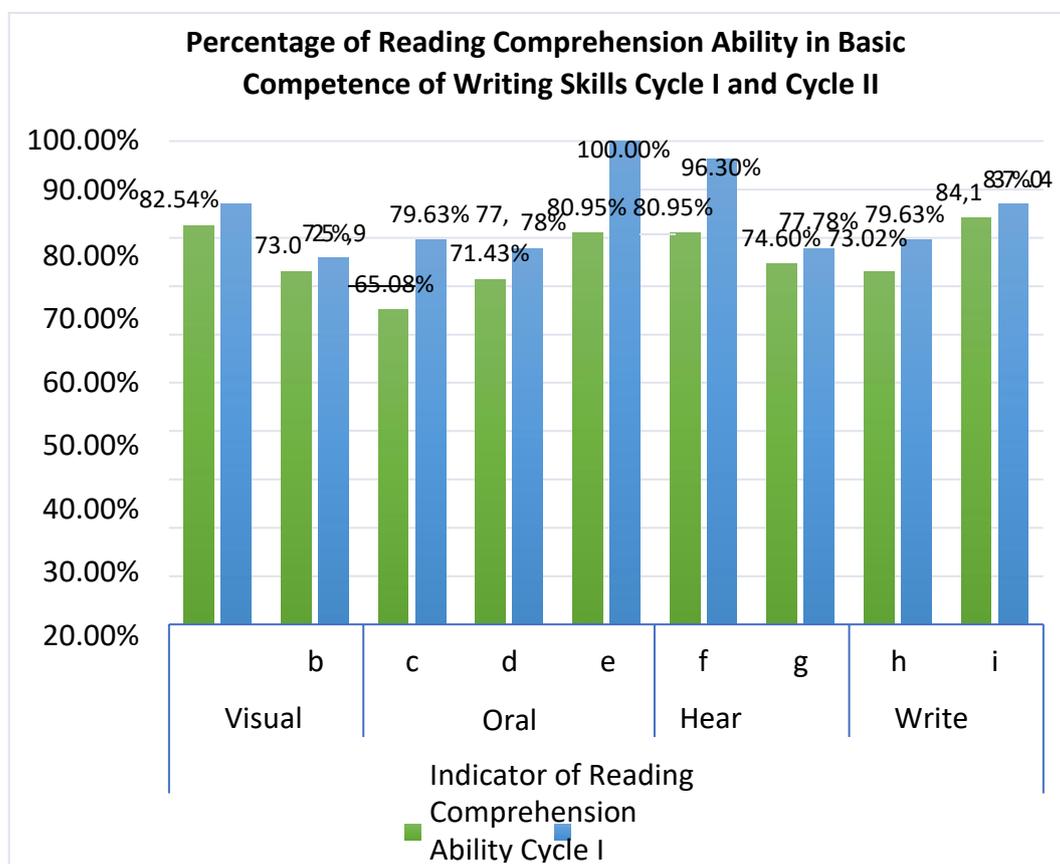*(Source: Processed Primary Data is in the attachment page)*

Figure 3. *Chart Percentage Ability Read Understanding on Basic Competencies of Cycle I and Cycle II Writing Skills*

Information:
a: Students pay attention to the explanation of the lecturer or friend during teaching and learning activities and learning in groups.
b: Students read books/Writing Skills material from the lecturer.
c: Students ask questions to the lecturer during teaching and learning activities.
d: Students give answers, suggestions, opinions, or comments to lecturers or friends during teaching and learning activities.

e: Students conduct group discussions during group learning activities. f : Students listen to the teacher's explanation during teaching and learning activities.

g: Students listen to their friends during teaching and learning activities in groups.

h: students take notes on their friends' explanations during teaching and learning activities in groups.

i: Students work on the questions given by the teacher during teaching and learning activities in groups.

Average Percentage of Proficiency in Reading Skills in Basic Competencies of Writing Skills Cycle I and Cycle II
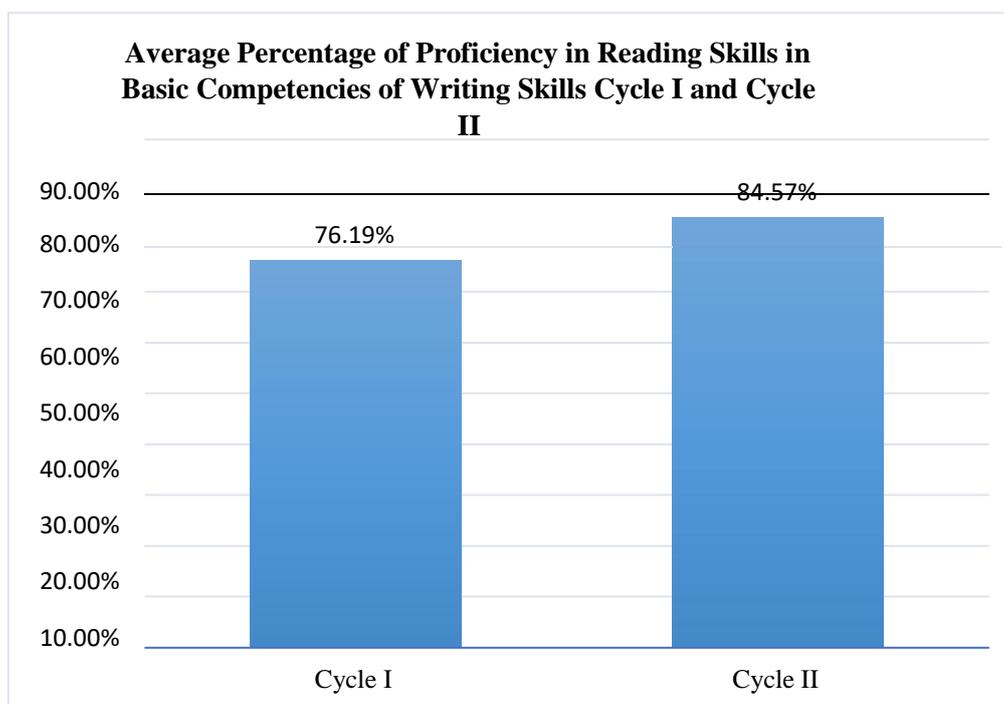
Figure 4. Graph of Average Percentage of Reading Comprehension Ability in Basic Competencies of Writing Skills Cycle I and Cycle II

Table 6, Figure 3 and Figure 4 above show that in each cycle there is an increase in Reading Comprehension Ability in the Basic Competence of Writing Skills. The average percentage of Reading Comprehension in Basic Competence of Writing Skills Cycle I was 76.19%. The percentage is obtained from the Reading Comprehension Ability score on the Basic Competence of Writing Skills from every aspect contained in the indicators listed below has been determined. There are 5 indicators of Reading Comprehension Ability in the Basic Competence of Writing Skills in the first cycle that have not reached the specified minimum criteria of 75%, so that the action is continued again until the second cycle in order to increase the Reading Comprehension Ability in the Basic Competence of Writing Skills After the second cycle of actions, the percentage the average of Reading Comprehension in Basic Competence of Writing Skills increased to 84.57%. This percentage has reached the minimum criteria specified and all indicators of Reading Comprehension Ability in the Basic Competence of Writing Skills have reached the minimum criteria, which is 75%. Based on the results that have been shown above, it can be continued to the next step, namely drawing conclusions.

Based on the results of these studies, it can be concluded that the application of the Learning Model cooperative Type Think Pair Share (TPS) and Library Utilization can improve Reading Comprehension Ability in Basic Competence Writing skills Semester II A Morning Students of the Department of Indonesian Language and Literature for the

2020/2021 Academic Year. The occurrence of an increase in Reading Comprehension Ability in the Basic Competence of Writing Skills by applying the cooperative learning model is in line with the opinion of Wina Sanjaya (2016: 247) which states that cooperative learning trains students to be able to participate actively and communicate. This is also in line with the opinion of Miftahul Huda (2014: 136-137) which explains that the Think Pair Share type provides opportunities for students to work independently and cooperate with others. The Think Pair Share type optimizes the active participation of students and is able to provide eight times more opportunities for each student to be active in the ongoing learning process. In addition, Miftahul Huda (2013:   useful because it is able to test students' readiness, practice their skills in reading and understanding subject matter quickly, and invites them to continue to be ready in any situation. The results of this study also show that the minimum criteria for success indicators have been achieved   Ability Read Understanding   on Competence   Base Writing skillswhich is 75%, in accordance with the theory described by Mulyasa (2010: 218) that in terms of the process, learning is said to be successful and of good quality if all or at least most (75%) students are actively involved, both physically, mentally, and socially in the learning process.

V. Conclusion

Based on the results of the research and discussion in chapter IV, it can be concluded that the Implementation of the Think Pair Share (TPS) Cooperative Learning Model and the use of libraries can improve Reading Comprehension Ability in the Basic Competence of Writing Skills for Semester II A Morning Students of the Indonesian Language Department for the 2020/2021 Academic Year. This can be proven by an increase in the average percentage of Reading Comprehension Ability in the Basic Competence of Writing Skills from the results of observations. Cycle I showed the average percentage score of Reading Comprehension in Basic Competence of Writing Skills of 76.19%, the score then increased in cycle II to 84.57% in cycle II. There was an increase in the average percentage score of Reading Comprehension in Basic Competence of Writing Skills from cycle I to cycle II of 8.38%. The results of the average percentage of Reading Comprehension Ability in the Basic Competence of Writing Skills also shows that more than 75% of the indicators of success in Reading Comprehension Basic Competence in Writing Skills have been achieved.

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