

Improving Student Learning Outcomes through the Think Pair and Share Model in Learning English Language and Literature

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Abstract. The cooperative learning model of the Think Pair and Share (TPS) type is a "cooperative learning model that was first developed by Professor Frank Lyman and his colleagues at the University of Maryland in 1981. This research is a classroom action research. The research subjects were class XII MIPA 1 students of SMA Negeri Integrated Madani Palu Model, a total of 34 people consisting of 11 men and 23 women. While the research procedure consists of 4 stages, namely: planning, implementation, observation and reflection. Further data analysis is carried out through three stages, namely data reduction, data presentation, and data/conclusion verification. The results of the study show that the Think Pair and Share Model can improve learning outcomes in learning English language and literature for class XII MIPA 1 SMAN Integrated Madani Model Palu, Academic Year 2022/2023.

Keywords: Learning outcomes, Think Pair and Share model, English;

1. Introduction

English language and literature subjects are one of the subjects that are still available at the high school level, which are presented from class X to class XII (Hartati, 2020; Ruhiyati, 2014). The subject matter is actually no longer new because this subject is learned from the junior high school level, even in elementary school there is already an introduction to the material. But in reality, in terms of theory/knowledge, students experience difficulties in examining the subject matter which results in low learning outcomes. They are still carried away by the Pandemic atmosphere with the Limited Face-to-Face Learning atmosphere where the duration of learning is reduced so that their time at school is very limited (Widyasanti et al., 2022). This is where the teacher needs to make a strategy or choose a method that can stimulate interest in learning so that students are enthusiastic, more active in participating in learning so that they are able to increase their grades/learning outcomes.

As previously stated that student learning achievement in distance learning is so low (Lestari, 2020; Prawiyogi et al., 2020). Therefore, as a teacher of English Language and Literature who teaches in class XII MIPA 1, it is necessary to make a strategy or choose a method that can make students enthusiastic and enthusiastic about participating in learning which in turn can increase their learning outcomes.

As a supervising teacher, it is necessary to take an action, namely conducting classroom action research to overcome the problems mentioned above. In this classroom action research we try to apply the Think Pair and Share model (Elhefni, 2011; Ni'mah & Dwijananti, 2014; Nurazizah & Wuryandani, 2019). By applying this model, of course, it is hoped that it can improve the quality of learning which of course also improves student learning outcomes. Think Pair and Share learning when translated into Indonesian means thinking, pairing and sharing, is a way of learning designed for students so they can be pushed into the flow of interaction and communication. Think Pair and Share was first developed by Frank Lyman and colleagues at the University of Maryland in 1985 (Elhefni, 2011).

2. Method

This research is a class action research, this research was conducted at the Madani Integrated Model Public High School in Palu, which is located at Jl. Soekarno-Hatta Bumi Roviega Palu, Central Sulawesi. The implementation time is in the odd

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semester of the 2022/2023 school year. The research subjects were students of class XII MIPA 1 SMA Negeri Terpadu Madani Palu, a total of 34 people consisting of 11 boys and 23 girls. The research design follows the Kemmis & Mc Taggart model (Kemmis & MC Taggart, 1998) as in figure 1.

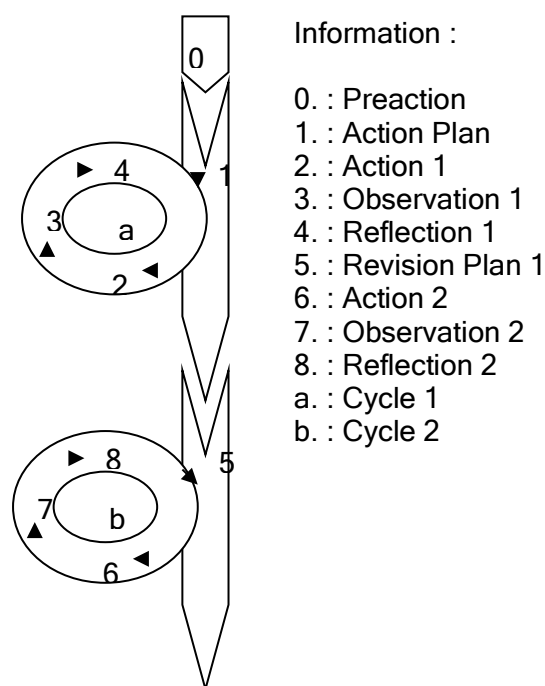


Figure 1: Research design

The research procedures are planning, implementation, observation and reflection. Data analysis was carried out through three stages, namely data reduction, data presentation, and data/conclusion verification (Miles et al., 2020).

3. Results and Discussion

As stated in the previous section, each cycle in this study consists of several stages, namely: Initial Reflection, Planning, Implementation, Observation, and Reflection. The results obtained at each stage in each cycle are explained as follows:

3.1 Cycle I/Initial Reflection

The activity carried out at this stage is to determine learning materials that are considered urgent for the problem to be handled by the teacher. The teaching material in question is English Language and Literature material for the basic competency of "Implementing social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to causal relationships, according to the context of its use. (Pay attention to language elements such ... that; so ... that)".

3.1.1 Planning

A number of activities that have been carried out at this stage include preparing:
a) Learning plans by presenting basic competencies: Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that

involve giving and asking for information related to causal relationships, according to with the context of its use. (Pay attention to language elements such ... that; so ... that). b) Scenario learning. c) Prepare a package book. d) Prepare LKS. e) Observation sheet for observation while the teacher/researcher is carrying out learning activities. f) The format of the assessment of learning outcomes is in accordance with predetermined indicators.

3.1.2 Implementation

The implementation of the actions in cycle 1 was carried out 1 face-to-face in learning activities outside of the end-of-cycle test activities. The number of lesson hours is 4 hours of lessons (4 x 45 minutes). The final test cycle used 45 minutes. The face-to-face meeting will be held on Thursday, July 14 2022 at 07.15 - 09.30 and the materials taught are: Transactional interaction text; a causal relationship that focuses on "The social function of transactional interaction text which involves the act of giving and asking for information related to a causal relationship".

In this first cycle, the teacher/researcher presents learning material according to the plan, namely applying the Think Pair Share model. The learning steps are as follows: 1) The preliminary stage, namely: a) The teacher explains the rules of the game and time limits for activities; b) Motivate students to engage in problem solving activities; c) The teacher explains the competencies that must be achieved by students. 2) The Think stage, namely: a) The teacher explores students' prior knowledge by providing a number of questions or problems related to the material being studied; b) The teacher gives time for students to think for themselves the answer to the question or problem. 3) Pair stage, namely: a) Students are grouped with their peers; b) The teacher asks students to discuss with their partners the answers to the assignments that have been done. 4) Share stage, namely: a) The teacher asks group representatives to present the results of the discussion. During the discussion process, the teacher monitors and supervises the work of students in groups and ensures that the learning process goes well; b) At the end of the lesson the teacher and students conclude the results of learning.

In the next meeting, the final test of cycle I was held on Thursday, July 21 2022 in the form of 10 multiple choice questions with a duration of 45 minutes to complete. The results can be seen in table 1. the following.

Table 1: Recap of Assessment Results of Cycle I Final Test

No.	Acquisition Aspect	Results
1	The number of students	34 People
2	Number of students who completed	28 People
3	Classical mastery	82.35%
4	The highest score	100 (5 people)
5	Lowest value	50 (2 people)

Of the 34 students, 28 (82.35%) completed, the highest score of 100 was achieved by 5 students while 2 students received the lowest score of 50.

3.1.3 Observation

The activities carried out in this stage are observers observing the implementation of learning carried out by researchers to assess the suitability of the implementation of learning with the learning plan.

The results of the observations show that the researcher has basically carried out the learning process well, in accordance with the lesson plan. It's just that there is still something that needs to be addressed in terms of timing. The students were very enthusiastic in participating in learning.

3.1.4 Reflection

Based on the results of the end of the cycle test which of the 34 students, there were 28 people (82.35%) who passed, the highest score of 100 was achieved by 5 students while 2 students got the lowest score of 50

Even though the observation results show that students are very enthusiastic about participating in learning, there is still something that needs to be optimized, namely time management.

The results mentioned above are a reference that the research is continued to cycle II because the achievement of classical completeness is only 82.35% and has not yet reached an indicator of success.

3.2 Cycle II

The basic competencies presented in cycle II are still the same as in cycle I but the focus of the material is different. As in cycle I, in cycle II several activities were carried out at each stage.

3.2.1 Planning

A number of activities that have been carried out at this stage include preparing:

- a) Learning plans by presenting basic competencies: Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to causal relationships, according to with the context of its use. (Pay attention to language elements such ... that; so ... that);
- b) Learning scenarios;
- c) Prepare a package book;
- d) Prepare LKS;
- e) Observation sheet for observation while the teacher/researcher is carrying out learning activities;
- f) The format of the assessment of learning outcomes is in accordance with predetermined indicators.

3.2.2 Implementation

The implementation of the actions in cycle II was carried out 1 face-to-face in learning activities outside of the end-of-cycle test activities. The number of lesson hours is 4 hours of lessons (4 x 45 minutes), while the final cycle test takes 45 minutes. The first face-to-face meeting in cycle II will be held on Thursday 28 July 2022 at 07.15 - 09.30. The materials taught are: Transactional interaction text; causal relationships that focus on "Text structures of transactional interactions that involve giving and asking for information related to causal relationships".

At this stage, according to the plan, we still apply the Think Pair Share model. The learning steps are as follows:

- 1) The preliminary stage, namely:

 - a) the teacher explains the rules of the game and time limits for activities;
 - b) Motivate students to engage in problem solving activities;
 - c) The teacher explains the competencies that must be achieved by students.

- 2) The Think stage, namely:

 - a) The teacher explores students' prior knowledge by providing a number of questions or problems related to the material being studied;
 - b) The teacher gives time for students to think for themselves the answer to the question or problem.

- 3) Pair stage, namely:

 - a) Students are grouped with their peers;
 - b) The teacher asks students to discuss with their partners the answers to the assignments that have been done.

- 4) Share stage, namely:

 - a) The teacher asks group representatives to present the results of the discussion. During the discussion process, the teacher monitors and supervises the work of students in groups and ensures that the

learning process goes well; b) At the end of the lesson the teacher and students conclude the results of learning.

At the next meeting, Thursday 4 August 2022, an assessment of the final cycle II test was carried out in the form of 10 multiple choice questions with a completion time of 45 minutes. The results can be seen in Table 2:

Table 2: Recapitulation of Final Test Assessment Results cycle II

No.	Acquisition Aspect	Results
1	The number of students	34 People
2	Number of students who completed	30 People
3	Classical mastery	88.24%
4	The highest score	100 (8 people)
5	Lowest value	60 (3 people)

Of the 34 students, 30 students (88.24%) completed, the highest score of 100 was achieved by 8 students while 3 students received the lowest score of 60.

3.2.3 Observation

The activities carried out in this stage are observers observing the implementation of learning carried out by researchers to assess the suitability of the implementation of learning with the learning plan. The observation results show that the researcher has carried out the learning process well, all aspects of the assessment are of good value according to the lesson plan.

3.2.4 Reflection

Based on the results of Cycle II where the classical completeness was 88.24%. This figure shows that the individual absorption indicator of at least 70% and the classical absorption capacity of 85% has been achieved. For this reason, this research only reached cycle II.

Discussion

3.1 Completeness of student learning outcomes

After observing and comparing the results obtained by students in cycle I with the scores/results achieved by students in cycle II, it turned out that there were differences in the results achieved by students. The difference in value in question is that the results/values from cycle I to cycle II experienced an increase in classical completeness, namely from 34 students in classical completeness in cycle I there were 28 people (82.35%) in cycle II it increased to 30 people (88.24%) . The highest score was 100 for 5 people in cycle I but in cycle II it increased to 8 people who got a score of 100. The lowest score also experienced a positive change where in cycle I the lowest score was 50 for 2 people and in cycle II the lowest score was 60 for 3 people. Comparison of the two cycles can be seen in Table 3:

Table 3: Comparison of Final Test Assessment Scores for cycle I and Cycle II.

No.	Acquisition Aspect	Results	
		Cycle I	Cycle II
1	The number of students	34 People	34 People
2	Number of students who completed	28 People	30 People
3	Classical mastery	82.35%	88.24%
4	The highest score	100 (5 people)	100 (8 people)
5	Lowest value	50 (2 people)	60 (3 people)

3.2 Teacher's Ability to Process Learning

Based on the results of observations, the teacher/researcher is able to manage learning well because he does all aspects of learning well. In the first cycle, learning management generally went well, but the time management still needed to be improved. However, in cycle II the management of learning has increased, and this has a positive impact on student learning completeness.

4. Conclusion

Based on the results of the classroom action research above, the researcher can draw conclusions, namely: "The Think Pair and Share Model can improve learning outcomes in learning English Language and Literature Class XII MIPA 1 SMAN Integrated Madani Model Palu in the 2022/2023 academic year."

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