Improving Student Learning Outcomes Through The Think Pair and Share Model In Learning English

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Abstract. The Think Pair and Share cooperative learning model is a “cooperative learning model that was first developed by Frank Lyman and his colleagues at the University of Maryland in 1981. This research is a classroom action research. The research subjects are students in grades 8-2 of SMP Negeri 2 Sengkang a total of 16 people consisting of 8 men and 8 women. The total number of students in grades 8-2 is 36 people. While the research procedure consists of 4 stages, namely: planning, implementation, observation, and reflection. Furthermore, data analysis was carried out through three stages, namely data reduction, data presentation, and data verification/conclusion. The results of the study indicate that the Think Pair and Share Model can improve learning outcomes in English learning for grades 8-2 of SMP Negeri 2 Sengkang in the 2021/2022 academic year.

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

1. Introduction

The Covid-19 pandemic has had a major impact on various sectors, including the education sector. All schools and colleges in almost all countries affected by Covid-19 enforce learning from home or distance learning policies.

The academic year 2021/2022 is the beginning of the implementation of Limited Face-to-face Learning. If so far we have implemented Distance Learning, the achievement of student learning outcomes is very minimal and students are already bored with Distance Learning (Huda, 2013). Distance learning is a learning system that does not take place in one room and there is no direct face-to-face interaction between teachers and students. In practice, distance learning provides different challenges for teachers, students, institutions, and even the wider community such as parents. Distance learning in its implementation can make students skills and greater opportunities to interact. Distance learning was chosen as something supportive to be used during the pandemic, especially during Covid-19.

Based on the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs regarding the guidelines for the implementation of learning during the Covid-19 Pandemic, it was decided that the implementation of learning during the Covid-19 pandemic was carried out with limited face-to-face learning while still implementing health protocols, and/or distance-learning (Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan Dan Menteri Dalam Negeri Nomor 03/ KB/ 2021 Tentang Panduan Penyelenggaraan Pembelajaran Di Masa Pandemi Covid-19, 2021). As stated earlier that student learning outcomes in distance Learning are so low. Therefore, as a teacher of English subjects who teach in grades 8-2, it is necessary to make a strategy or choose a method that can make students excited and enthusiastic about learning which in turn can increase their learning outcomes (Azisah & Syukur, 2020; Majid, 2013; Ngalimun, 2013).

In the implementation of the distance learning process during the Covid-19 pandemic, the challenges and obstacles are not only limited to facilities and infrastructure supporting technology and internet networks. Other obstacles to the implementation of the distance learning process during the Covid-19 pandemic include the readiness of
human resources, unclear government directives, and the absence of an appropriate distance learning curriculum.

As a supervising teacher, it is necessary to take an action, namely to conduct classroom action research to overcome the problems mentioned above. In this classroom action research, we try to apply the Think Pair and Share model (Saleh & Haerul, 2018). 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 that they can be pushed into the flow of interaction and communication (Afaoan et al., 2016; Ni’mah & Dwijananti, 2014; Nurazizah & Wuryandani, 2019; Rukmini, 2020). Think Pair and Share were first developed by Frank Lyman and Colleagues at the University of Maryland in 1985 (Nurpadillah & Nuryanto, 2020)(Elhefni, 2011; Khamid, 2014).

Based on the description above, a Classroom Action Research will be conducted with the title "Improving student learning outcomes through the Think Pair and Share model in learning English for grades 8-2 of SMP Negeri 2 Sengkang for the academic year 2021/2022."

2. Method

This research is a classroom action research, this research was conducted at SMP Negeri 2 Sengkang, which is located at Jalan Bau Baharuddin No. 27 Sengkang, Wajo Regency, South Sulawesi. The research subjects were students of class 8-2 of SMP Negeri 2 Sengkang with a total of 16 students consisting of 8 boys and 8 girls. The total number of students in grades 8-2 is 36 people. However, due to the Pandemic period, the students were divided into two groups A and group B and each group was 16 people and the research subjects were group A. The research design followed the Kemmis & Mc Taggart model(Kemmis & MC Taggart, 1998) as in figure 1.
The research procedures are planning, implementation, observation and reflection. Data analysis was carried out in three stages, namely data reduction, data presentation, and data verification/conclusion (Miles et al., 2020).

3. Results and Discussion

As stated in the previous section that 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 described as follows:

3.1 Cycle I/Initial Reflection

The activity carried out at this stage is to determine the learning materials that are considered urgent to be handled by the teacher. The teaching material in question is the basic competency English material "Suggestion and obligation".

Planning, a number of activities that have been carried out at this stage include preparing: a) lesson plans by presenting basic competencies: suggestions and obligations, b) learning scenarios, c) preparing textbooks, d) preparing worksheets, e) observation sheets for observations during the teacher/researchers carry out learning activities, f) Format of assessment of learning outcomes in accordance with predetermined indicators.

Implementation, the implementation of the actions in cycle 1 was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The number of lesson hours is 4 lesson hours (4 x 40 minutes). However, in a pandemic situation, the learning duration is reduced to 120 minutes while the end of the cycle test is used for 40 minutes. The face-to-face meeting will be held on Tuesday, July 20, 2021, from 08.00 - 10.00 and the materials taught are: a) Modal "Should" and its use, b) Sentences of suggestions, c) Modal "Must/Must not" and its use correctly, d) Sentences of rules/obligations.

In this first cycle, the teacher/researcher presented learning materials according to the plan, namely applying the Think Pair Share model. The learning steps are as follows: a) The preliminary stage is: the teacher explains the rules of the game and the time limit of the activity, motivates students to be involved in problem-solving activities and the teacher explains the competencies that must be achieved by students. b) In the Think stage, namely: the teacher explores students' initial knowledge by giving several questions or problems related to the material being studied and the teacher gives time for students to think for themselves about the answers to these questions or problems. c) Pair stage, namely: students are grouped with their classmates and the teacher asks students to discuss with their partners the answers to the tasks that have been done. And d) Share stage, namely: 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 and at the end of the lesson the teacher and students conclude the results of the learning.

The next meeting, the final test of the first cycle was held on Tuesday, July 27, 2021, in the form of 10 multiple choice questions with a completion time of 40 minutes. The results can be seen in Table 1:

<table>
<thead>
<tr>
<th>No.</th>
<th>Earning Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Students</td>
<td>16 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>13 people</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>81.25%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (3 people)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 1 person</td>
</tr>
</tbody>
</table>
Of the 16 students, there were 13 students (81.25%) who completed, the highest score of 100 was achieved by 3 students while 1 student got the lowest score of 50.

Observation, the results of the observations show that the researchers basically have implemented the learning process well, in accordance with the lesson plan. There’s still something that needs to be fixed in terms of timing. The students were very enthusiastic about participating in learning.

Reflection, based on the results of the final test cycle, of which of the 16 students, there were 13 students (81.25%) who completed, the highest score of 100 was achieved by 3 students while 1 student got the lowest score of 50. Although the results of observations show that students are very enthusiastic about participating in learning, there is still something that needs to be optimized, namely time management.

The results above are a reference that the research is continued to cycle II because the achievement of classical completeness is only at 81.25% and has not yet reached the indicator of success.

3.2 Cycle II

The basic competencies presented in cycle II are "Greeting Cards". As in the first cycle, in the second cycle, several activities were carried out at each stage. Planning, a number of activities that have been carried out at this stage include preparing: a) Lesson plans by presenting basic competencies: "Greeting Cards", b) Learning scenario, c) Prepare textbooks, d) Prepare worksheets, e) Observation sheet for observation during teacher/researcher carry out learning activities, f) Format of assessment of learning outcomes in accordance with predetermined indicators.

Implementation, the implementation of the actions in cycle II was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The number of lesson hours is 4 lesson hours (4 x 40 minutes). Due to the pandemic period, the learning duration was reduced to 120 minutes, while the end of the cycle test used 40 minutes.

The first face-to-face meeting in cycle II will be held on Tuesday, August 3, 2021, at 08.00 - 10.00. At this stage, according to the plan, it is still implementing the Think Pair Share model. The learning steps are as follows: a) The preliminary stage is: the teacher explains the rules of the game and the time limit of the activity, motivates students to be involved in problem solving activities and the teacher explains the competencies that must be achieved by students. b) Think stage, namely: the teacher explores students' initial knowledge by giving several questions or problems related to the material being studied and the teacher gives time for students to think for themselves the answers to these questions or problems. c) Pair stage, namely: Students are grouped with their classmates and the teacher asks students to discuss with their partners about the answers to the tasks they have done. d) Share stage, namely: 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 and at the end of the lesson the teacher and students conclude the results of the learning.

At the next meeting, Tuesday, August 10, 2021, a final test of the second cycle will be assessed in the form of 10 multiple choice questions with a completion time of 40 minutes. The results can be seen in Table 2:
Table 2: Recap of Final Test Assessment Results Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Earning Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Students</td>
<td>16 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>14 people</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>87.50%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (5 people)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>60 (2 people)</td>
</tr>
</tbody>
</table>

Of the 16 students, there were 14 students (87.50%) who completed, the highest score of 100 was achieved by 5 students while 2 students got the lowest score of 60. More detailed results can be seen in the appendix.

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 lesson plan.

The results of the observations showed that the researcher had implemented the learning process well, and all aspects of the assessment were of good value in accordance with the lesson plan.

Reflection, based on the results of Cycle II where the classical completeness is 87.50%. This figure shows that the indicator for individual absorption of at least 70% and classical absorption 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 the students in the first cycle with the scores/results achieved by the students in the second cycle, it turns out that there are differences in the results achieved by the students. The difference in the value in question is that the results/values from cycle I to cycle II have increased classical mastery, namely from 16 classical mastery students in cycle I as many as 13 people (81.25%) in cycle II increased to 14 people (87.50%). The highest score of 100 was 3 people in the first cycle, but in the second cycle, it increased to 5 people who got a score of 100. The lowest value also experienced positive changes where in the first cycle the lowest score was 50 as many as 1 person and in the second cycle, the lowest score was 60 as many as 2 people. The comparison of the two cycles can be seen in Table 3:

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Earning Aspect</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Students</td>
<td>16 people</td>
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</tr>
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<td>Lowest value</td>
<td>50 (1 person)</td>
<td>60 (2 people)</td>
</tr>
</tbody>
</table>

3.2 Teacher’s Ability in Processing Learning

Based on the results of observations, teachers/researchers are able to manage to learn well because they do all aspects of learning well. In the first cycle, the learning management generally went well, only the time management still needed to be perfected.
However, the second cycle of learning management has increased, and this has a positive impact on student learning mastery.

4. Conclusion

Based on the results of the classroom action research above, the researchers can conclude, namely: "The Think Pair and Share model can improve learning outcomes of learning English for grades 8-2 of SMP Negeri 2 Sengkang for the academic year 2021/2022."

References


