

## IMPLEMENTATION OF COOPERATIVE LEARNING MODEL “THINK PAIR AND SHARE ON ENGLISH LEARNING OUTCOMES

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**Abstract:** *Group Teaching Activities Help Promote Active Learning Classroom teaching and learning activities can aid teaching, but the ability to teach through small group collaborative activities primarily facilitates active, active teaching activities. This study aims to determine the difference between students' English learning outcomes using the Expository method and students' English learning outcomes using the Think Pair Share (TPS) collaboration model. Samples were taken as many as 50 students from 2 groups, namely the experimental group and the control group. The research method used by the author is experimental. The sample collection technique used is a simple random sample collection technique. Hopefully the purpose of this research can be useful for students, teachers, schools, and especially researchers. The data analysis technique used is at a significant level = 0.05  $t_{count} = 2.893$  and  $t_{table} = 2.0252$  It can be concluded that the number of students who apply "Think Pair Share" (TPS) is more than the number of students who learn through Exposure Learning.*

**Keyword:** *Cooperative learning model, think pair and share, english learning outcomes*

**Abstrak:** *Kegiatan Pengajaran Kelompok Membantu Mempromosikan Pembelajaran Aktif Kegiatan pengajaran dan pembelajaran di kelas dapat membantu pengajaran, tetapi kemampuan untuk mengajar melalui kegiatan kolaboratif kelompok kecil terutama memfasilitasi kegiatan pengajaran aktif yang aktif. Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar bahasa Inggris siswa yang menggunakan metode Expository dengan hasil belajar bahasa Inggris siswa yang menggunakan model kolaborasi Think Pair Share (TPS). Sampel diambil sebanyak 50 siswa dari 2 kelompok yaitu kelompok eksperimen dan kelompok kontrol. Metode penelitian yang digunakan penulis adalah eksperimental. Teknik pengumpulan sampel yang digunakan adalah teknik pengumpulan sampel acak sederhana. Semoga tujuan dari penelitian ini dapat bermanfaat bagi siswa, guru, sekolah, dan khususnya peneliti. Teknik analisis data yang digunakan adalah pada taraf signifikan = 0,05  $t_{hitung} = 2,893$  dan  $t_{tabel} = 2,0252$  Dapat disimpulkan bahwa jumlah peserta didik yang menerapkan “Think Pair Share” (TPS) lebih banyak daripada jumlah peserta didik yang belajar melalui Pembelajaran Eksposur.*

**Kata kunci:** *Cooperative learning model, think pair and share, hasil belajar bahasa Inggris*

## INTRODUCTION

In the education world, we often hear a rather simplistic statement that "educate children today to prepare adults for tomorrow". Educators must be able to prepare students to become independent adults, able to use and develop the abilities (knowledge and skills) that they possess, and to possess attitudes that conform to the prevailing norms of society (Iivari et al., 2020).

According to Alenezi, (2020); Almusharraf & Khahro, (2020) "that learning is an activity carried out whose purpose is to change behavior, both concerning knowledge, skills, and attitudes that occur as a result of training, and experience in line with the opinion above Trott, (2020); Bao, (2020) argued that: "Teaching is the process of changing or reinforcing behavior through experience (defined as experiential change or strengthening through experience)". Based on this opinion, it can be concluded that learning occurs when the stimulus and content of memories affect students in changing behavior that is relatively constant and consistent based on experiences that have been experienced by students. Learning is also a complex internal process that includes all aspects of the person's self which are the result of experience modifications that occur as a result of the interaction process and not just the process of absorbing things that already exist. The word "model" is often used interchangeably with "teaching" (Zhang et al., 2019). In fact the teaching model has a broader meaning than the approach, strategy, method, and meaning of the ques system. Because the teaching model is a method, a strategy, a method, a ques solution and a teaching act (Matcha et al., 2019). The teaching model is a form of teaching that is drawn from beginning to end, which is specifically presented by the teacher (Xu et al., 2020). In other words, the teaching model is a rapper or frame from the application of a method, strategy, method and teaching system.

According to Wibowo & Bon, (2021), The teaching model is a pattern-

based framework framework that is used as a guide for classroom teaching, and a conceptual framework for using tutorials as a framework framework that organizes teaching experiences to achieve learning objectives. Agree with the previous opinion, according to Metzler, (2017); Kristanto, Mustaji, & Mariono, (2017) Teaching model is a planning framework or pattern framework that is used as a guide for planning teaching in the classroom. And identify teaching materials / tools that include books, media (movies), types of programs, computer media, and courses (as a teaching course).

According to Arends in Nugraha et al., (2018) suggests that, "The Think Pair Share learning model is an effective way to bring about change in the classroom communication environment. Suppose that all reading or discussion requires arrangements to control the entire class, and the methods used in the thought pairing and sharing can give students more time to think, react, and help each other. Based on this theory, the Think Pair Share learning model is a learning that has many variations that are very effective in delivering English learning for students at school. Think Pair Share learning model is a A teaching model that allows students to work alone and collaborate with others (Hidayat & Muhson, 2018). Another benefit of this teaching is that the optimization classical method of student participation allows only one student to come forward and share the results for the entire class, but this teaching gives students at least eight times more opportunity and others to participate.

Based on this theory, the Think Pair Share learning model is a learning model that requires students to be able to learn independently and also to be taught in a group that works together to solve the problem presented by the teacher in the classroom (Kusuma et al., 2020). At this point, the thought-sharing pair learning model is a collaborative learning model that is an application of constructive learning. Think pair share is also a learning made as an alternative learning model that can create active learning and is a discussion learning, in other words Think pair share

learning also guides students to study independently or in groups, which aims to improve student learning outcomes.

Steps to Teaching Think Pair Share (TPS) Teaching are: (1) The teacher divides the students into four groups and assigns them to all groups, (2) each student thinks and acts on their own, (3) the students are pairs. Discuss with a partner in the group and his or her partner, (4) Meet again in four groups of both partners. Students have the opportunity to share their work with groups of four. Think Pair Share (TPS) learning steps are simple, but important, especially in avoiding group work errors. In this model, the teacher asks the students to think about a subject, discuss it with other students, and then share the idea with the whole class. The following are some of the key lessons learned from Think Pair Share (TPS) teaching:

#### Stage 1: Thinking (thinking)

Teachers ask questions or topics related to the lesson, then students are asked to think about questions or topics independently for a few moments.

#### Stage 2: Pairing

In the first phase, teachers ask students to connect with other students to discuss what they are thinking. At this stage, each member of the group compares the results of the answers or the students' thoughts to the answers that are considered the most accurate, the most reliable, or the most unique. The teacher usually gives 4-5 minutes to join.

#### Stage 3: Sharing (sharing)

Finally, the teacher asks the couple to share what they have discussed with the entire class. Skills can be shared across the class, with partners who voluntarily report the results of their group work or in pairs, until the couple has a chance to report (Astra, Henukh, & Algiranto, (2021); Baskoro, (2021); Ningsih, Andika, Sari, Ahmad, & Kenedi, (2019).

Steps to learning to add Think Pair Share are simple but important, especially in avoiding errors in group work. In this model, teachers ask students to think about

a subject, marry other students, and share ideas with the entire class.

Learning English involves learning four skills, namely Listening, Speaking, Reading and Writing. The four languages are packaged in Skills Skills Standard (SK) and Basic Skills (KD) which are then developed independently by the teacher. Based on the observations of the researchers on the students, it is known that (a) the students' success rate in achieving KKM is low, the average score in the exam is equal to or higher than the KKM score and it represents only 64.9%. Students who take the KMM, (b) teaching methods and methods are more dominated by teachers, and students are less involved in teaching and learning, and (c) teacher-run classrooms are inactive, resulting in less student motivation. There are many causes of low academic achievement in English, namely: internal factors and external factors. Internal factors refer to the students' own internal factors, such as the low internal motivation of students to read English, metacognitive awareness and background knowledge of students, etc. Meanwhile, external factors that affect students' low ability to understand English texts include: topical factors and learning methods or modes. We know that English is a foreign language for Indonesian students, which can bring various difficulties in understanding reading texts. Mutually beneficial cooperation is needed in understanding language texts, because each student has different initial knowledge and intelligence levels, so there will be advantages and disadvantages that can complement and give each other (take and give). Methods that can be applied by teachers in teaching so that they can increase students' motivation and understanding in learning.

Based on the relevant research Evita et al., (2019) entitled "The effect of cooperative learning type Think Pair Share (TPS) and creativity on learning outcomes of fifth grade students of SMP in Mataram city" it was concluded that there was an interaction effect between cooperative learning models of the Think Pair Share type (TPS) on student learning outcomes.

The Think Pair Share (TPS) type used in learning English has a better impact than conventional learning. In line with the research of Saraswati et al., (2021) The Effect of Think Pair Share (TPS) Cooperative Learning on Learning Achievement in Physics Subject Dynamic Electricity in Class X MA NW Korleko Students. This is shown from the results of hypothesis testing stating that there is a significant influence on students who use Think Pair Share and the results show better results than students who use conventional methods. And the last is previous research Raba, (2017) entitled "The effect of cooperative learning methods think pair share on English learning outcomes for students of class VI SDN Cipayung Depok". This is reflected in the learning outcomes of students, who are taught through collaborative learning, more than the learning outcomes of students who are taught by traditional education.

The current learning method or model still uses conventional methods that place the teacher as the only source of learning without ever taking into account the potential and characteristics of individual students. As we know there are a variety of innovative teaching models that have been developed by educated leaders and experts. One of them is the collaborative learning model. Among the many cooperative learning models that have been developed, there is a Think Pair Share type of cooperative learning model that is

expected will be able to improve students' English learning outcomes.

## RESEARCH METHOD

This research was conducted at the State High School (SMA) 3 which is located at Jl. Pane, Tomuan, Kec. Siantar Tim., Pematang Siantar City, North Sumatra. The research was carried out within 4 months. The affordable population taken were all students of class X SMA Negeri 3 Pematangsiantar in the academic year 2021/2022 with a total of 197 students while the samples taken were from these two classes, namely class X IPA 3 as the control class, totaling 25 students. and class X IPA 3 as an experimental class with a total of 25 students, so the sample taken is 50 students.

There are two variables in this study, namely the independent variable and the dependent variable. The variables of this study are: Variable X = independent variable is Think Pair Share model. Variable Y = dependent variable, namely learning outcomes of English.

Data collection techniques were obtained through a summative test given to respondents in the form of multiple choice Iannone & Simpson, (2017) Purba et al., (2021).

## RESULT AND DISCUSSION

From the data on learning outcomes of English taught by the Think Pair Share method in Class X-IPA 3, it can be seen in Table 1.

Table 1. Learning Outcomes with Think Pair Share Method

The highest score	90
Lowest Value	54
Average Score	71.5
Median	70.19
Mode	68,3
Standard Deviation	9,92
Variance	98,516

From the research data on students of SMA Negeri 3 Pematangsian between class X-IPA 3 who were taught the classical method, it can be seen in Table 2.

Table 2 Learning outcomes with the classical method

The highest score	80
Lowest Value	38
Average Score	61,4

Median	63,5
Mode	66,5
Standard Deviation	13,62
Variance	160,41

The data analysis requirements test with the normality test from the results of the  $X_1$  data calculation obtained  $L_{count}$  of 0.0708. For  $L_{table}$  at  $N = 20$  is 0.190 so that  $L_{count} < L_{table}$ , then  $H_0$  is accepted, and from the results of  $X_2$  calculations obtained  $L_{count}$  is 0.0806. For  $L_{table}$  at  $N = 20$  is 0.190 so  $L_{count} < L_{table}$ , then  $H_0$  is accepted. The results of the two data obtained are normally distributed data. Furthermore, the homogeneity test of the two classes was carried out using Fisher's exact test and obtained  $L_{count} < L_{table}$ ,  $= 1.48 < 2.15$ , then  $H_0$  was accepted and it was concluded that both groups of data had the same variance or were homogeneous.

Testing the research hypothesis was carried out by t-test, namely to compare data from two sample groups (unpaired), namely comparing the results of learning English in the class taught with the Think

Pair Share learning model and the class taught with the classical model.

Comparative hypothesis testing with the following test:

Hypothesis:

$H_0$  :  $\mu_A = \mu_B$

$H_0$  : The results of learning English taught by the Think Pair Share learning model are not higher than the results of learning English for students who are taught using the classical method.

$H_1$  :  $\mu_A \neq \mu_B$

$H_1$  : The results of learning English taught by the Think Pair Share learning model are higher than the results of learning English for students who are taught using the classical model..  $\mu_A$  : the mean of experimental group data.  $\mu_B$  : mean control group data.

Table 3. Descriptive Data Test  $X_1$

No.	X	$X^2$	f	f.x	f.x <sup>2</sup>
1.	55	2704	1	52	2704
2.	60	3136	1	60	3136
3.	65	3600	2	130	7200
4.	70	4096	2	140	8192
5.	75	4624	3	225	13872
6	80	5184	3	240	1552
7	85	5776	3	255	17328
8	90	6400	1	90	6400
	total		16	1.192	58.832

Tabel 4. Data Deskriptif Ujit  $X_2$

No.	X	$X^2$	f	f.x	f.x <sup>2</sup>
1.	36	1296	1	36	1296
2.	44	1936	2	88	3872
3.	52	2704	2	104	5408
4.	60	3136	2	120	6272
5.	65	4624	3	195	18496
6	70	5184	1	70	5184
7	75	5776	2	150	11552

8	80	6400	1	80	6400
	total		14	843	58.480

Table 5. Helper Table of T-Test Descriptive Measures

Data group	$\Sigma$	$\Sigma$
Experiment Class (X <sub>1</sub> )	1416	101984
Control Class (X <sub>2</sub> )	1224	77472

From Table 3,4,5 we can see that the value of  $t_{table}$  for  $\alpha=0.05$  and  $dk= 38$  is 2.0252. Because  $2.3301 > 2.0252$  or  $t_{count} > t_{table}$ , then  $H_0$  is rejected, which means that at the 95% The level of confidence in the English language learning outcomes of the educated students is significantly higher than the English teaching outcomes of the students teaching in the traditional way.

The results of this study indicate an increase in English teaching outcomes through the use of thought-sharing partner learning. According to the results of the research conducted by the results of this study Handayani et al., (2019) applies a TPS-type collaborative learning model with a classroom work research design in third grade primary school. The results of Sutrisno's research showed an increase in social studies learning outcomes from cycle I to cycle III with the following results 74.5%; 85%; and 89%. Based on the results of the research conducted by the researchers and the previous research, it can be concluded that the TPS-type collaborative model can improve student learning outcomes in English subjects.

## CONCLUSION

Based on the results of the study, it can be concluded that the learning outcomes of students who are taught using the Thinking Pair Share learning model are higher than the learning outcomes of students who are taught using traditional methods. This is beyond the

value of  $t_{table}$  or  $t_{count} > t_{table}$  indicating that the application of the Sharing Learning Model by adding comments to students' English learning outcomes has an effect.

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