



IMPROVING STUDENTS' ACTIVITIES AND ACHIEVEMENTS OF LEARNING ENGLISH USING THINK PAIR SHARE MODEL IN SMPN MAUR IN THE ACADEMIC YEAR OF 2019/2020

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A B S T R A C T

This study aims to determine students' learning activeness and improve students' English learning achievement after using Think Pair Share model. The research method used in this study is Classroom Action Research (Action Research) using 2 cycles. Each cycle consists of four stages: design, activity and observation, reflection. The instruments used was the observation sheets of teaching and learning activeness and English test. The research results of students' English learning activeness could be seen from the indicators: a) asking questions, ideas or pre-cycle responses 22.86% in the first cycle 45.57% and in the second cycle 96.67%. b) answer the pre-cycle questions 17.14% in the first cycle 45.71% and in the second cycle 71.43%. c) do the tasks and dare to advance in front of the pre-cycle class 25.71% in the first cycle 51.43% and in the second cycle 74.28%. d) refute or approve other students' pre-cycle 11.43% cycle I 40% and cycle II 65.71%. Then, the results of students' learning achievement in English could be seen from the indicator of the average value of students has increased in each cycle in the cycle average of student scores of 56.53 then in the first cycle to 67.84 and in the second cycle of 81, 31. The results showed that there were improvement of students' activities and English achievement of the ninth grade students of SMP Negeri Maur through the think pair share learning model. Therefore, the use of think pair share learning model could increase the activeness and achievement of students' English learning in SMPN Maur in the academic year of 2019/2020.

INTRODUCTION

Education is a human need. Education is always changing, developing and improving by following developments in all areas of life. Changes and improvements in the field of education include various components involved in it both the implementers of education in the field (teacher competence and the quality of educators), the quality of education, curriculum tools, educational facilities and infrastructure and the quality of education management including changes in learning methods and strategies more innovative. These efforts to change and improve are aimed at bringing the quality of Indonesian education better.

To educate the life of the nation, improving the quality of education is very important for sustainable development in all aspects of human life. The national education system must always be developed by following the needs and developments that occur at the local, national and global levels (Mulyasa, 2006: 4).

Entering the era of globalization, the Indonesian people are always dying to carry out development in all fields of life, both material and spiritual development, including human

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resources, one of the factors that support the development or improvement of human resources, namely through education having top priority. Learning is a word that we often hear and often we call even at this time almost everyone knows the term learning. In a general sense, learning is gathering some knowledge. The knowledge was obtained from someone who knows better or is now known as the teacher. Learning is a behavior. This is when people learn, the response becomes better, Conversely, if he does not learn the response decreases (Dimiyati & Mujiono, 2006: 29).

English is a study material that has a very broad object of discussion and is built through a dynamic reasoning process so that the interconnectedness of concepts in English is explanatory. In learning English to be easily understood by students, the process of deductive reasoning to strengthen the understanding that is already owned by students. The purpose of learning English is to train how to think systematically, logically, critically, creatively and consistently. Learning English no longer prioritizes absorption through the achievement of information, but rather prioritizes capacity building and information processing. For this reason, the activities of students need to be increased through exercises or English assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000: 24).

Active learning is essentially a reflection of learning endeavors. The better the learning effort of a student, the better the learning achievement he gets. Student achievement is influenced by a variety of factors, both internal and external factors. Internal factors such as health, intelligence, attention, interests, talents, motives, maturity, readiness, and fatigue, while external factors such as: educators or teachers, teaching methods, curriculum, playmates, and family.

According to Sudjana (2010: 6) the activeness of students in following the teaching and learning process can be seen in 1) participating in carrying out their learning tasks, 2) engaging in problem-solving, 3) asking other students or the teacher if they do not understand the problems they face, 4) trying to find various information needed to solve problems, 5) carrying out group discussions in accordance with the teacher's instructions, 6) starting his abilities and results obtained, 7) training himself in solving similar problems or problems, 8) opportunities to use or apply what has been obtained in completing the task or problem it faces. Every student should participate in the learning process must be active, so that the learning process can run optimally. With students as subjects must be actively learning.

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Learning activity is an activity or activity or everything that is done or activities that occur both physically and non-physically (Anton Mulyono, 2001: 26). Activity is not only determined by physical activity alone but also is determined by non-physical activities such as mental, intellectual and emotional (Wina Sanjaya, 2007: 101). Student activity is an activity that occurs during the teaching and learning process. The activity in question is an activity that leads to the learning process such as asking questions, submitting opinions, doing assignments, being able to answer teacher questions, and so on.

In classroom learning activities, students are expected to be able to increase their activity as measured by indicators: a) answer questions, b) ask questions, ideas or responses, c) do assignments and dare to advance in front of the class, d) refute or approve other students' ideas. With the activeness of each student, it will help in achieving goals. While the learning outcomes indicator is seen from the students' achievement of the minimum completeness criteria ($KKM > 75$).

Cooperative learning includes students who work in a small group to solve a problem, complete a task or do something to achieve other shared goals (Erman Suherman, 2003: 260). The cooperative learning model is not the same as learning in groups. There are basic elements of cooperative learning that distinguish them from group division that is done carelessly (Anita Lie, 2004: 29). Think Pair Share (TPS) is one of cooperative learning model used in this study. This TPS learning model was developed by Frank Lyman as a structure of Cooperative Learning learning activities. This learning model provides opportunities to work with each other in small groups and is more characterized by cooperative rather than individual rewards.

TPS type cooperative learning has three stages, namely (1) Thinking, (2) pairing and (3) sharing. In the thinking phase the teacher submits content or questions related to the lesson, then students are asked to think about the content or questions independently for some time. In the Pairing phase, the teacher asks students to pair up with other students to discuss what they have thought in the first stage. Interaction at this stage is expected to be able to share answers if questions have been asked or share ideas if specific problems have been identified. Usually, students are given four to five minutes to pair up. While in the sharing phase teachers ask couples to exchange information and opinions to discuss problems together, compare their answers and correct things that are not right. This is very effectively done by taking turns pair by pair and continued until a quarter of the number of couples have the opportunity to report (Ibrahim, 2000: 26-27).



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RESEARCH METHOD

This research used a Classroom Action Research (CAR) or in Indonesian known as Classroom Action Research (CAR). Action research is intended to find the right format for action to improve the program and the quality of learning. This research is focused on efforts to change the present real conditions towards the expected conditions (improvement oriented). This CAR was carried out to improve the activity and learning outcomes of students of IX_A grade SMP Negeri Maur, using the Think Pair Share learning model. This Classroom Action Research implemented a research model developed by Kemmis & Mc Taggart, which includes planning, acting, observing, and reflecting (Rochiati Wiriaatmadja. 2005: 47).

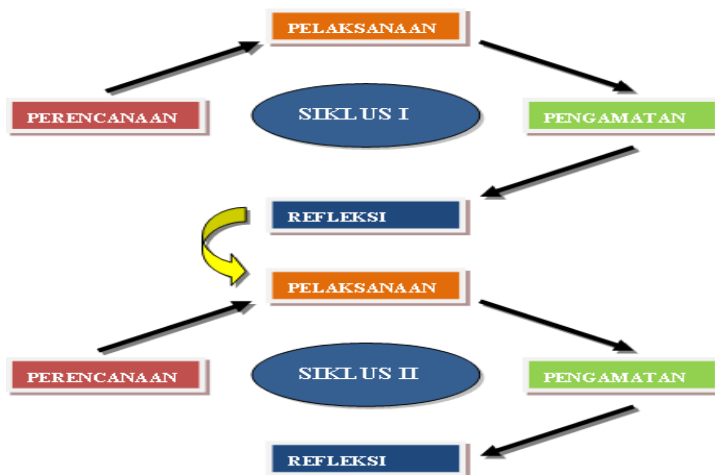


Figure 1. PTK Research Flow According to Kemmis & Mc Taggart

Data analysis was conducted by quantitative descriptive analysis. To analyze cognitive learning outcome data the formula is used:

$$\text{Cognitive test scores (Learning Achievement)} = \frac{\text{Number of Score Students Get}}{\text{Maximum Score Amount}} \times 100$$

To analyze student learning activity data the formula is used:

$$\text{Average of each student } v = \frac{\text{Number of Scores Obtained}}{\text{Maximum Score Amount}}$$

$$\text{Grade average} = \frac{\text{Average Number of Students}}{\text{Total Number of Students}}$$



RESULTS AND DISCUSSION

This classroom action research was carried out in class IX_A of SMP Negeri Maur in the academic year of 2019/2020 with a total of 35 students. This research examined English learning by using Think Pair Share learning model. The research began on Monday, August 26, 2019, according to the English language class IX_A. The research was carried out in 2 cycles. Each cycle was carried out in four stages, namely planning, implementing, observing and reflecting.

Discussion of the research problem formulation is based on qualitative data analysis. The research results obtained in this study were the application of Think Pair Share learning model that could increase students' activity in the implementation of teaching and learning so that English learning achievement can also increase. In researching to improve the activeness and achievement of the students' English learning, teachers always reform the implementation of these actions by applying the model.

After the research was carried out, the results were obtained, there is an increase in the activity of the students in learning English. The action taken by the teacher to increase student learning activeness was by applying a think pair share learning model in learning in class. The aim was to create an atmosphere of learning that is interesting, active, challenging and fun so that students were motivated to learn. Increased learning activeness that occurs by following the indicators was set by the researcher, namely: a) asking questions, ideas or responses, b) answering questions, c) doing assignments and dare to advance in front of the class, d) refuting or approving other students' ideas. Whereas students' achievement (learning outcome) was seen from the students' achievement of the minimum completeness criteria (KKM = 75).

The following table was the results obtained during the classroom action research activities that had been carried out. An improvement in students' activity in teaching and learning activities after the model was applied.

Table 1 data on increasing student activity

No	Indicator of Student Activity	Pre Cycle	Cycle I	Cycle II
1	Ask questions, ideas or responses	8 Student (22,86%)	17 Student (48,57%)	29 Student (96,67%)
2	Answer the question	6 Student (17,14%)	16 Student (45,71%)	25 Student (71,43%)
3	do the assignments and dare to advance in front of the class	9 Student (25,71%)	18 Student (51,43%)	26 Student (74,28%)
4	refute or approve other students' ideas	4 Student (11,43%)	14 Student (40 %)	23 Student (65,71%)



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Table 1 shows the changes in teaching and learning activities related to the activity of IXA grade students of SMP Negeri Maur in learning English from before taking the CAR and after it. Based on the table, it could be stated that there was an increase in the activeness of students in learning English after learning by using the model. Based on the research data obtained and analyzed from the pre-cycle cycle I and cycle II, it could be concluded that the activeness of students in participating in learning activities using the think pair share cooperative learning model of IXA grade students of SMP Negeri Maur has increased.

Then, an improvement of learning achievement can be provided from the results of the implementation of the model. This could be seen from how the students follow learning or they understand well the learning material presented by the teacher (Mayliana et al, 2013). The achievements (learning outcomes) were obtained from the evaluation results given at the end of learning with the aim to find out the extent of student understanding after participating in the learning process.

According to Sumadi Suryabrata (2006: 297), the achievement is the value which is the last formulation that can be given by the teacher regarding the progress of student achievement during a certain period. In this study learning achievement is the ability of students in mastering knowledge, attitudes, and skills both studying, understanding and ability to work on or answer questions from the subject matter in school.

The improvement in English learning achievement of students had increased after applying the think pair share learning model in teaching and learning activities in class. The goal was that students could work together, created an atmosphere of learning that is interesting, active, challenging and fun so that students were happy to participate in teaching and learning activities. This can be seen from the pre-cycle value of cycle I and cycle II below.

Table 2. Student Learning Achievements

Learning achievement	Pre Cycle	Cycle I	Cycle II
Average Learning Achievement	56,53	67,84	81,31
Individual completeness	13	21	29
Classical completeness	37%	60%	82%

Based on table 2 above, students' learning achievement in English had increased in each cycle, when seen the average of the students' achievement in the pre-cycle of 56.53 then in the first

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cycle of 67.84 and next the second cycle of 81.31. Thus the students' learning achievement in English after applying the think pair share learning model had increased in each cycle because the model which had an explicitly defined procedure gave the students more time to think deeply about what was explained or experienced " think, answer, and help each other".

The application of think pair share learning models in learning activities especially in English allowed the students to formulate and ask questions about the material being taught because it indirectly obtained various examples of questions raised by the teacher, as well as got an opportunity to think about the material being taught. Students would be trained to apply the concept because of exchanging opinions and thoughts with friends to get the agreement in solving problems. Not only that, the students were more active in learning because they complete their assignments in groups, then the students had the opportunity to present the results of their discussions with all students so that their ideas are spread. By applying the model in the implementation of learning allowed the teachers to monitor more students in the teaching and learning process.

CONCLUSION

The implementation of learning in class IX_A SMP N Maur was by following the learning plan that was using the Think Pair Share learning model. In learning the teacher first did apperception and explained the material being studied. Then the students discussed with their partners, after discussing with their partners' group representatives were asked to present their results in front of the class and the other students responded to them. The model on English learning could improve the students' learning achievement and learning activeness. It was expected that the students of class IX_A of SMP Negeri Maur would further improve their learning achievement in English and increase student activity when learning takes place. Their teachers and parents always encourage them to improve their learning achievement in school and be more interactive while they are studying in the language classroom.

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