

Think Pair Share Method to Improve Learning Outcomes at Class VII MTsS PP Syafa'aturrasul Taluk Kuantan

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Abstract: This study aims to determine the learning outcomes of English students of class VII MTsS PP Syafa'aturrasul Taluk Kuantan Academic Year 2014/2015 through the application of *Think Pair Share* method. This research is classroom action research (CAR), by analyzing descriptively. This study consisted of two cycles. Retrieval of data in this study was conducted from September to October 2014. Subjects in this study were students of class VII, which amounted to 36 students consisting of 20 men and 16 women. Based on the analysis of data obtained by researchers, the absorption of students before CAR is 73.1. After CAR in cycle I is 80.8. In the second cycle of 85.3. Based on the results of the study indicate that the application of the *Think Pair Share* method can improve the learning outcomes of English in VII class students of MTsS PP Syafa'aturrasul Taluk Kuantan Academic Year 2014/2015.

Keywords: TPS, Learning Outcomes.

1. INTRODUCTION

Learning is a word that we often hear and often we call even now, almost everyone knows the term learning. In a general sense, learning is gathering a number of knowledge. This knowledge is obtained from someone who knows better or is now known as a teacher. Learning is a behavior. which when people learn, the response becomes better, on the other hand if he does not study then the response decreases (Dimiyati and Mujiono, 2006).

One important component in education is the teacher. Teachers in

the context of education have a large and strategic role. This is because the teacher is in the forefront of education. The teacher directly responds to students to transfer science and technology while educating with positive values through guidance and example (Kunandar, 2011).

The quality of teaching and learning processes is strongly influenced by the quality of teacher performance. Therefore, effort improve the ability of teachers to carry out the teaching-learning process need to be continuous get the

attention of the person in charge of the education system. Learning is closely related to learning achievement. Because achievement is itself a learning outcome that is usually expressed by value. Learning outcomes are the ability of students to fulfill a stage of applying learning experiences in a basic competency. Competency-based learning is a learning program designed to explore students' knowledge and learning in order to be able to fulfill the specified competency achievement.

One of the keys to success in learning is optimal results, which are the main goals in the teaching and learning process. In order to obtain optimal results in the teaching and learning process, a teacher is also required to master a learning model that is in accordance with the conditions of students so that they can attract interest, creativity and motivation of students and will later affect student learning outcomes.

In the new educational paradigm, the purpose of learning is not only to change student behavior, but to shape the character and mental attitude of a professional oriented on the *global mindset*. Focus the learning is to learn how to learn (*learning how to learn*) and not just to learn the substance of the subject, so that learning activities are always challenging and fun (Sardiman, 2009).

Based on the results of observations of researchers on

students of class VII MTsS PP Syafa'aturrasul Taluk Kuantan, it is known that as follows: (a) low level student success in achieving KKM, on average in quizzes, the number of students who achieve the same or above the KKM is only 63.9% of the number of students participating in KBM, (b) learning approaches and methods more dominated by teachers, students are less involved in teaching and learning activities and (c) classroom management managed by teachers tends to be passive, causing students to tend to be not motivated in learning and the emergence of commotion activities in the classroom.

The above problems can be overcome in many ways that can be applied by teachers in teaching so that it can increase students' activeness and understanding in learning, one of which is the application of *Think Pair Share* methods. This method provides opportunities for students to think and help each other. By itself this also encourages the growth of solidarity and openness among students. Patterns of interaction that are open and direct among group members are very important for students to gain successful learning. This is what gives the chance that the use of *Think Pair Share* cooperative learning can improve student learning outcomes. The relation between *Think Pair Share* method with students' cognitive learning outcomes can be viewed from each stage of

implementation, in the early stages of implementing TPS cooperative learning each student thinks for himself first and continues with group discussion to work on the questions contained in the LKS, at the stage this role of each group member is highly expected so that all group members will be actively involved, this will motivate students to learn the material.

At the TPS implementation stage each student engages in direct interaction where after students think for themselves then they will exchange ideas within the group, so that the task can be resolved. Because they exchange ideas to find a good task, and in the end the learning outcomes will increase because each student is active in the learning process. *Think Pair Share* Method is a type of cooperative learning designed for affect the pattern of student interaction. The TPS method has many advantages including that students can develop the skills of thinking and answering in communication between one another, and working to help each other in small groups, and teach students to respect the opinions of others.

The purpose of this study was to find out that the application of the *Think Pair Share* method can improve English language learning outcomes for students of class VII in the State Middle School 3 Tapung 2014/2015 academic year.

Cooperative learning is a learning model with using a grouping system / small team, which is between four to six people who have different academic backgrounds, gender, race, or ethnicity (heterogeneous). The scoring system is carried out on groups. Each group will get an award (Sanjaya, 2009).

Cooperative learning (*cooperative learning*) is an effort to increase student participation, facilitating students to experience leadership attitudes and make decisions within the group as well as provide opportunities for students to interact and learn together students of diverse backgrounds (Trianto, 2010). Roger and David Johnson in Anita Lie (2009), say that not all group work can be considered *cooperative learning*.

Think Pair Share method developed by Frank Lyman and his colleagues from the University was able to change that assumption recitation and discussion methods need to be held in the overall class group settings. This gives students time to think and respond and help each other (Kunandar, 2011).

The steps of *TPS* are as follows (Kunandar, 2011): Thinking (*Thinking*), the teacher questions or issues related to the lesson and the students are given one minute to think about the answers themselves or issue is.

Pairs (*Pairing*), the teacher asked the students to pair up and

discuss what has been thought. Interactions during this period can produce joint answers if a specific issue has been identified. Usually the teacher allows no more than 4 or 5 minutes to pair up.

Sharing namely the teacher asks for a partner to share or work with the class as a whole about what they have talked about. This step will be effective if the teacher goes around the class from one pair to another so that it is one quarter or half of the couples get the opportunity to report. Learning outcomes are abilities acquired by children after going through learning activities (Mulyono, 2009). Learning outcomes are behavioral changes the whole is not just one aspect of humanity's potential. That is, the learning outcomes categorized by education experts as mentioned above are not seen in fragmentary or separate, comprehensive terms (Suprijono, 2009).

Learning outcomes are abilities possessed by students after they receive their learning experiences (Sudjana, 2011). Learning outcomes can be explained by understanding the two words that make it up, namely results and learning (Purwanto, 2009).

2. METHOD

This research was conducted in class VII of MTsS PP Syafa'aturrasul Taluk Kuantan in the odd semester of the 2014/2015 academic year. This research began from September 2014

to October 2014. The subject of class action research was conducted on students of class VII of MTsS PP Syafa'aturrasul Taluk Kuantan. The number of students is 36 people, consisting of 20 sons and 16 daughters.

This research is a Classroom Action Research (CAR), which is a study conducted in the classroom, in order to improve the learning process carried out by the teacher. According to Arikunto (2010), Classroom Action Research improves the teaching and learning process in the classroom which aims to improve the ability of the teacher or researcher because it is done by the reflective teacher himself who aims to improve student learning outcomes in English subjects.

The following are described the research procedures that have been carried out in two cycles in this study: Planning, this research was conducted in two cycles. Determination of English language learning materials in the form of Learning Implementation Plans (RPP).

Implementation Phase at this stage of implementation the things that will be done include the following: Preliminary activities consisting of student attendance and conditioning students. Core activities: The teacher outlines the subject matter. Stage thinking, the teacher questions or issues related to the subject matter. *Pairing* stage is the teacher gives instructions to students to pair up and discuss the answers that

have been thought earlier. *Sharing*, the teacher asks several couples in turn to tell the whole class what they have discussed. Closing activity: Conducting an assessment and evaluation. Observation Phase, The observation phase carried out in this study using the observation format provided. The things that are observed are teacher activities and student activities.

Reflection; the reflection phase includes the process of analyzing learning outcomes and preparing improvement plans for subsequent learning. Record the results of observations. Evaluating observations. Analyze the level of student understanding and learning outcomes. Make corrective actions for the next learning.

3. FINDINGS AND DISCUSSION

This research was conducted in class VII of MTsS PP Syafa'aturrasul Taluk Kuantan in the odd semester of 2014/2015 academic year with 36 students consisting of 16 female students and 20 male students who had heterogeneous abilities. This study was divided into two cycles. Student learning outcomes before CAR can be seen from the absorption and completeness of student learning which consists of individual completeness and classical completeness.

Values are taken to see students' abilities before being given action. The learning outcomes of students of class VII before CAR can be seen in Table 1.

Table 1. Student Learning Outcomes Before CAR

No.	Value interval	Category	total
1	90 - 100	Very good	4
2	80 - 89	Well	15
3	70 - 79	Enough	4
4	60 - 69	Less	13
5	≤ 59	Very less	
Total			36
Class Average			73.1
Category			Enough
Individual completeness			23 people
Classical completeness			63.9%
Category			Not completed

Based on Table 1. it can be explained that students who obtain

grades with intervals of 90-100 are 4 students. The score interval is 80 -89

with 15 students. The 70-79 score interval is 4 students. The value interval of 60 -69 is 13 people. Before the average CAR the class obtained is 73.1 with sufficient categories.

Individual completeness was 23 students from 36 students. Classical

completeness of 63.9% with incomplete categories. It was said to be incomplete because it did not reach > 85% of students who reached KKM. Learning outcomes of students in cycle I can seen in table 2 below.

Table 2. Cycle I Learning Outcomes

No.	Value interval	Category	total
1	90 - 100	Very good	14
2	80 - 89	Well	12
3	70 - 79	Enough	5
4	60 - 69	Less	5
5	≤ 59	Very less	-
total			36
Class Average			80.8
Category			Well
Individual completeness			31
Classical completeness			86.1%
Category			Complete

Data Table 2 can be explained that students who obtain grades with 90-100 intervals are 14 students. The score interval is 80-89 as many as 12 students. The 70-79 score interval is 5 students. The value interval of 60-69 is 5 people. In the first cycle the average grade obtained is 80.8 in the good category.

Individual completeness as many as 31 students from 36 students.

Classical completeness is 86.1% with complete categories. It was completed because it had reached > 85% of students who achieved KKM.

For reflection cycle I based on data analysis and observations in the first cycle several problems were obtained: There are still students who don't discuss well and some students are still afraid to express their opinions. The teacher is not maximal in monitoring students when *pairing*.

The plan carried out by researchers to improve actions is: The teacher would be more maximal to motivate students to be able to discuss well and not be afraid to express their opinions. The teacher would maximize, in monitoring and guiding students so that the *pair* stage can run well.

The action is continued in the cycle II because in the first cycle there are still some problems so that learning has not taken place

effectively. Cycle II learning outcomes can be seen in table 3 below.

Table 3. Student Cycle II Learning Outcomes

No.	Value interval	Category	total
1	90 - 100	Very good	19
2	80 - 89	Well	12
3	70 - 79	Enough	3
4	60 - 69	Less	2
5	≤ 59	Very less	-
Total			36
Class Average			85.3
Category			Well
Individual completeness			34
Classical completeness			94.4%
Category			Complete

Based on table 3 above, it can be seen that students who obtain grades with 90-100 intervals are 19 students. The 80 -89 score interval is 12 students. The 70-79 score interval is 3 students. The value interval of 60 -69 is 2 people. In the second cycle the average grade obtained is 85.3 in the good category. Individual completeness as many as 34 students from 36 students. Classical completeness is 94.4% with complete categories. It was completed because it had reached > 85% of students who achieved KKM.

Based on the observations of the researchers, in the second cycle it was better than the first cycle. In this

second cycle, the discussion was going well and most students were able to express their opinions well. The teacher is also maximal in monitoring student activities when *pairing* Classical completeness in cycle II is 94.4%, classical completeness has reached more than 85%. Therefore, based on the results obtained in the second cycle, the author does not continue to the next cycle.

Student learning outcomes before CAR obtain a class average of only 73.1 with less categories. Individual completeness is only 23 students from 36 students. Classical completeness of 63.9%. In the first

cycle the results of student learning have increased by obtaining an average class of 80.8 in the good category. Individual completeness as many as 31 students from 36 students. Classic completeness is 86.1% with complete categories. In the second cycle of student learning outcomes has increased by obtaining an average grade of 85.3 in the good category. Individual completeness as many as 34 students from 36 students. Classic completeness is 94.4% with complete categories.

Student learning outcomes through the application of the *Think Pair Share* method has increased from cycle I to cycle II. This shows that the application of the *Think Pair Share* method can improve the learning outcomes of English students of class VII of MTsS PP Syafa'aturrasul Taluk Kuantan.

Methods *Think Pair Share* is an effective way to change the pattern in the classroom. This strategy challenges the assumption that all recitation and discussion needs to be done at in the *settings of the* entire group. The *Think Pair Share* method has procedures that are explicitly set to give students more time to think, answer and help each other (Ibrahim, 2010).

Learning outcomes are abilities possessed by students after he receives his learning experience. In improving student learning outcomes there are many ways that can be done in the learning process, for example

with the *Think Pair Share* method that uses group learning to improve student learning outcomes.

Another factor that causes increased student learning outcomes is reward *reward*. Group gifts or awards can spur students to learn and improve student learning outcomes. According to Hamalik (2010), praise that comes from outside is sometimes necessary and effective enough to stimulate actual interest.

Group awards are obtained by students from the quiz results, group awards are divided into three categories, namely: super, great and good categories. The group award given by the researcher was in the form of praise words, pens, books, candy and chocolate. The prize is given according to the level of appreciation.

In the first cycle the groups that obtained the super category were group VI, XI, XII. Groups that get great categories are groups I, II, IV, VIII, IX, XIV, XV, XVII. Groups that get good categories are groups III, V, VII, X, XIII.

In the second cycle the groups that obtained the super category were groups I, II, IV, VI, XI, XII. Groups that get a great category are groups VIII, IX, X, XIII, XIV, XV, XVII. Groups that get good categories are group III, V, VII.

4. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on research that has been carried out in cycles I and II, it can be concluded that: The application of the *Think Pair Share* method can improve the learning outcomes of English in students of class VII MTsS PP Syafa'aturrasul Taluk Kuantan Academic Year 2014/2015.

The learning outcomes before CAR were 73.1 with 23 people completeness and classical completeness was 63.9%. The learning outcomes of the first cycle were 80.8 with completeness of 31 people and classical completeness was 86.1%. The learning outcomes of cycle II are 85.3 with individual completeness 34 people and classical completeness are 94.4%.

B. Suggestions

Based on the results of the research and implementation of the learning process with the application of the TPS method, the researcher presented the following suggestions: It is expected that subject teachers will apply the *Think Pair Share* method to add variety in teaching and learning activities, because it has been proven that the *Think Pair Share* method can improve student learning outcomes.

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