SOSCIED Vol. 6 No. 2 November 2023
p-ISSN : 2622-8866
e-ISSN : 2721-9550

IMPROVING ELEMENTARY STUDENTS' ENGLISH LEARNING THROUGH THINK-PAIR-SHARE MODEL

MENINGKATKAN PEMBELAJARAN BAHASA INGGRIS SISWA SEKOLAH DASAR MELALUI MODEL THINK-PAIR-SHARE

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ABSTRACT

This action research aims to explore the effectiveness of implementing the Think-Pair-Share (TPS) model to improve elementary students' English learning, which consists of two cycles. Each cycle consists of the stages of planning, implementing, acting, observing, evaluating, and reflecting. The subjects of this research were 20 class V students in one of elementary schools in Deli Serdang. The object of research is an increase in learning outcomes, which include knowledge and skill competencies. The Students took multiple-choice tests to assess knowledge learning outcomes and speaking skills tests to assess skill learning outcomes at the conclusion of each cycle in order to evaluate their progress in learning English. The results demonstrate the impact of TPS on students' language proficiency, confidence in speaking, engagement, and collaboration skills. The findings provide useful insights for educators seeking innovative instructional approaches to foster effective English language learning at the elementary school level.

Keywords : *Action research, Think-Pair-Share, Elementary students, English language*

1. INTRODUCTION

Oral communication skills are vital for English language learners and benefit their overall language proficiency. The traditional classroom setting often lacks opportunities for students to actively engage in speaking and listening practice. This study aims to investigate the effectiveness of the Think Pair Share (TPS) model in promoting English language learning by creating a collaborative and interactive learning environment.

English is one of the subjects taught in elementary school, and it plays a significant role in the development of all nations because it is a reflection of a people's quality of life. One measure of whether a nation is developed or not is the level of education provided there. Learning English entails the development of contextually appropriate English language abilities in accordance with the context of the students' daily circumstances and situations. English is a language that needs to be taught since it is used frequently on a global scale and is crucial for understanding the outside world, particularly when it comes to absorbing science and technology. In elementary school, English was first introduced as a foreign language. Primary education begins in elementary school. Teachers must lay a strong foundation in this early schooling for students to advance to the next level. Due to the fact that their speech and writing are still strange to them, teachers must make learning English engaging for students in order to encourage their interest in the subject.

Students who study English should be able to communicate effectively both orally and in writing so that they can achieve functional literacy. They should also be aware of the nature and value of English so that their country can compete more effectively in a global society. Children will learn more about the global world by receiving English language instruction in primary schools. Since English is spoken in many different nations, children will be able to travel anywhere in the globe with just one language. When a child is in elementary school, the advantages of learning English might not be as obvious. but

because the youngster has already received some schooling, continuing to the next level will be very beneficial for the child's future.

This is done to ensure that the child truly comprehends what the teachers have spoken. Because they are still quite ignorant, elementary school students will follow and accept the teacher's instructions. Children need to learn English correctly and effectively from their teachers in order for them to acquire the necessary tools to master the language. People will be able to access and enter the information and technological world by becoming fluent in English. English will be taught in elementary school, so students will be familiar with language from an early age. They will therefore be better equipped with fundamental information before moving on to a higher degree of schooling. A teacher can make arrangements for students so that learning English will provide them greater possibilities to grow as individuals.

The students' low score was caused by a number of issues. First, the students lacked an adequate vocabulary, which prevented them from using the appropriate word in English to convey their thoughts. The students fear of making mistakes when speaking or engaging in conversation in English was the second issue. The third issue was that the students used a monotonous method of instruction. The students are not engaged in the speaking learning process as a result. Therefore, the writer tries to find some methods to encourage student participation in the classroom. A cooperative learning strategy called the "Think Pair Share Model" or "Think in Pairs Share" aims to change the way that students engage with one another. Frank Lymen and his colleagues, who first developed this model, claimed that think-pair-share is an effective way to create variations in the atmosphere of active, innovative, creative, and fun class discussion patterns with the assumption that recitation or discussion requires regulation.[1] A cooperative learning strategy called the "Think Pair Share Model" or "Think in Pairs Share" aims to change the way that students engage with one another. Frank Lymen and his colleagues, who first developed this model, claimed that think-pair-share is an effective way to create variations in the atmosphere of active, innovative, creative, and fun class discussion patterns with the assumption that recitation or discussion requires regulation.[1]

Educational professionals and practitioners frequently employ action research, a method to educational research, to analyze and eventually improve their pedagogy and practice. Action research is thus a continuation of the self-reflection and reflection that educators practice daily in the classroom. The classroom can be unpredictable and dynamic when students are actively involved in their education, necessitating the teacher's constant attention. Because of these responsibilities, educators frequently can only reflect briefly and for the purpose of formative assessment, adaptation, or adjustment. One way to more intentional, meaningful, and critical reflection that can be recorded and analyzed to enhance an educator's work is through action research.

The goal of research is to generate knowledge, often knowledge about a particular concept, idea, phenomena, or topic. Knowledge about inquiry is produced through action research in relevant educational environments. Action research enables educators to learn by doing in order to advance personally or professionally. The action research process is unique in educational research due to its participatory element. There are numerous models for the development of the action research process. Each model involves reference to some of the following procedures:

Plan a change, implement the change, observe the process and its effects, reflect on the process and effects, act, observe, and reflect once again, and so on.[2]

There are numerous advantages of interactive learning for students. The collaborative approaches used in most professions and professional schools are more closely aligned with group work, which is a common component of interactive learning. Students may at first object to interactive teaching techniques. Students' reluctance to interactive learning may be influenced by their lack of experience with it, the increased effort expected of them in interactive learning, and the feeling that the instructor

is reneging on his or her duty as a "teacher". As a result, it is crucial for teachers to discuss the benefits of interactive learning in general (such as the ones listed above). If teachers have carefully chosen techniques that are relevant to learning objectives and student capacities, they should additionally explain the exact purpose behind each interactive learning exercise.

Think-Pair-Share is a different interactive strategy that is rather basic. The teacher poses a topic or problem, then instructs the class to consider (and typically write) separately their response(s), along with explanation and supporting data. The teacher next has the students share their responses with their classmates while encouraging helpful questioning and feedback. The class then hears the students' insights, both individually and with their paired discussions, with the teacher encouraging more debate and critique.[3] According to the previous research, which related to the use of Think-Pair-Share in learning, the researcher draws the conclusion that employing the Think,-Pair-Share learning strategy for teaching vocabulary to students improved students' vocabulary acquisition.[4] Another previous research established that the TPS learning model was more effective than the traditional learning model at enhancing students' critical thinking. The TPS model of cooperative learning is able to boost student interest in learning and promote students' critical thinking and/or reasoning abilities, according to the findings of research conducted in two stages of testing (before and after TPS). The TPS learning model might be seen as a suitable replacement for the conventional model, which students claim is boring and uninteresting.[5]

2. METHODOLOGY

The method used in this research is classroom action research which aims to make improvements and enhance the learning process. According to Tran[6] the goals of action research in education can be roughly categorized as follows: a strategy for solving issues in a certain context or somewhat improving a specific set of circumstances, a way to introduce new or innovative approaches to teaching and learning into an ongoing system that typically stifles innovation and change. A way to provide in-service training for teachers by giving them new tools and techniques, improving their analytical skills, and raising their self-awareness, a way of providing a preferable alternative to the more subjective, impressionistic approach to problem-solving in the classroom and a way of improving the typically poor communications between the practicing teachers and the academic researchers. A way of resolving the failure of traditional research to give clear prescriptions. Classroom action research is a form of reflective study by action actors that is carried out to improve their rational abilities and actions in carrying out tasks, deepen their understanding of the actions they take, and improve the conditions of the learning practices carried out. The subjects of this research were 20 class V students in one of the elementary schools in Deli Serdang, semester two, academic year 2022-2023. This research consists of two cycles. Each cycle consists of the stages of planning, implementing, acting, observing, evaluating, and reflecting. Data on student learning outcomes before being given action with the learning process without applying the Think Pair Share cooperative learning model in semester one of the 2022/2023 academic year is used as a comparison with data on student learning outcomes after being given action in cycles I and II, so that later it will be determined whether there is an increase in results. Data on student learning outcomes after being given action in each cycle were collected by post-test technique after the end of the action. The test instrument used is a multiple-choice test of learning outcomes. To find out the magnitude of the increase or decrease in student learning outcomes, the average value of student learning outcomes in class will be calculated first with the following formula:[7]

$$\overline{X} = \frac{\sum X}{N} \quad (1)$$

$\overline{X}$ = average student learning outcomes
$\sum X$ = total score
N = the number of students

Classical mastery is calculated by the following formula:[8]

$$\text{Classical mastery} = \frac{\text{the number of students who scored} \geq 70}{\text{number of frequencies or number of individuals}} \; x \; 100\% \qquad (2)$$

A student is said to have completed a class if $\overline{X} \geq 70$, and one class is said to have been completed if classical mastery ≥ 80. This is in accordance with the criteria set at the school where the research was carried out in semester two of 2022/2023.

3. RESULTS

This research was conducted in two cycles. The first cycle consisted of four meetings, and the second cycle also consisted of four meetings in which two meetings were conducted to carry out actions, one meeting to conduct knowledge learning outcomes tests, and one meeting to conduct skills learning outcomes tests. Data on student learning outcomes in cycle I are presented in Table 1 below:

Table 1. Data on Cycle I Learning Outcomes

No.	Cycle I Test	Average	Number of Students who Passed the Test	Number of Students who Passed the Test	Classical Mastery
1	Knowledge	73,60	14	6	70%
2	Skill	72,75	13	7	65%

The qualification of data on the results of learning skills cycle I is presented in Table 2 below:

Table 2. Data Qualification of Cycle I Skills Learning Outcomes

Grade Intervals	Grade Category	Remarks	Frequency	Percentage
90-100	A	Excellent	1	5%
80-89	B	Good	4	20%
70-79	C	Satisfactory	8	40%
<70	D	Poor	7	35%

The advantages and disadvantages of the activities done need to be considered in the application of the Think Pair Share cooperative learning model that has been adopted in Cycle I. The implementation of cycle I learning was found to have weaknesses in that there were still students who were less focused on learning, students who were less engaged in learning, students who were less engaged in groups, and students who still found it difficult to work together because of their limited knowledge. While cycle I activities were being implemented, the benefits were that the new model was able to improve their abilities in discussing and exchanging viewpoints, practicing sharing and expressing opinions to each other.

Table 3. Data on Cycle II Learning Outcomes

No.	Cycle II Test	Average	Number of Students who Passed the Test	Number of Students who Passed the Test	Classical Mastery
1	Knowledge	80,90	18	2	90%
2	Skill	80,85	18	2	90%

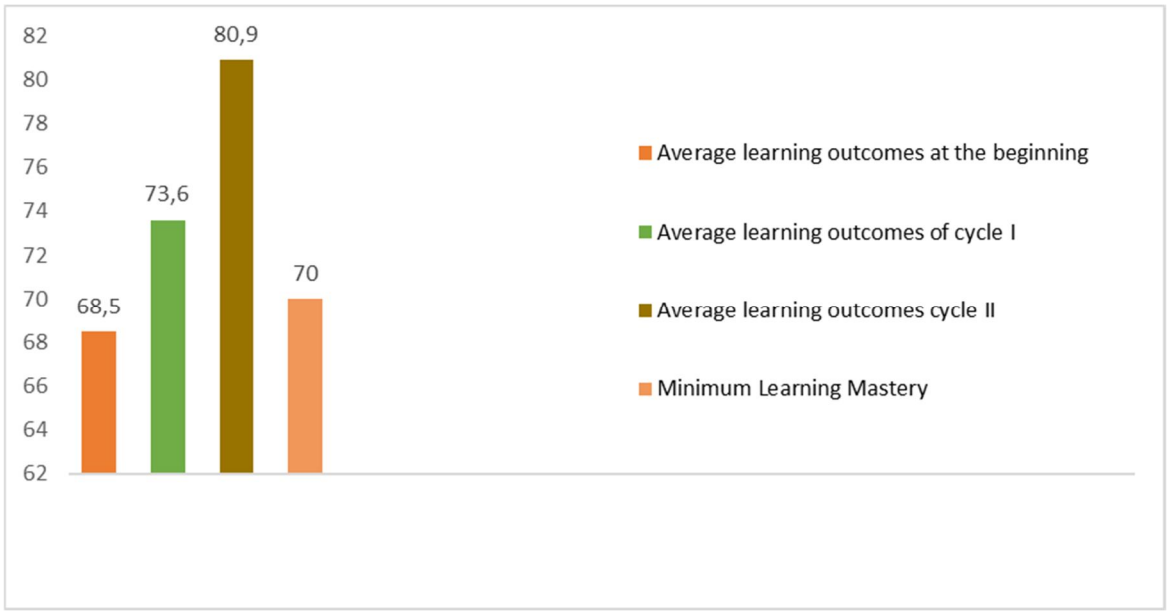

Figure 1. Graph of Comparison of Knowledge Competency Student Learning Outcomes

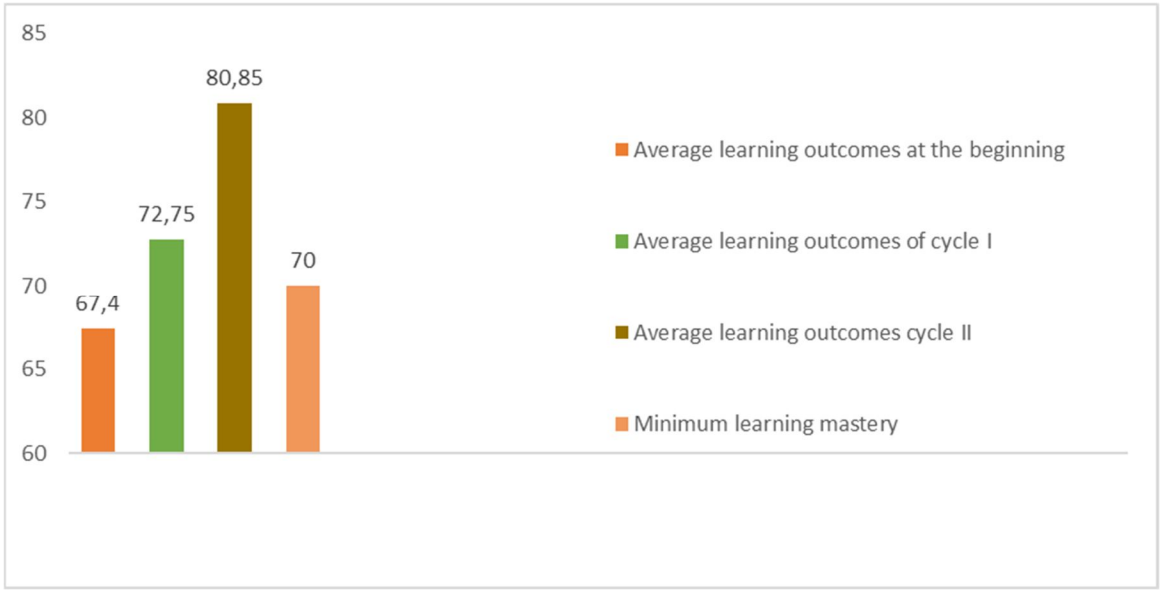

Figure 2. Graph of Comparison of Skill Competency Student Learning Outcomes

The following is a discussion of the research's findings in terms of the outcomes of each cycle: Before taking any further action, it was discovered that there were a number of issues with learning English, including the low success rates of students in achieving Minimum Mastery Learning and the low mastery of Classical Learning, where students frequently lack enthusiasm for learning activities and show no interest in taking part, causing a disturbance in activities. Many students in the classroom believe that English is a challenging language to learn, both in terms of word pronunciation and writing. As a result, they are reluctant to communicate verbally or in writing, and not all students are successful in doing so. The problems found have an influence on learning outcomes that have not been maximized.

In the initial reflection, the average student learning outcomes in semester 1 of the 2022/2023 academic year only reached an average of 68.5 for knowledge competencies and 67,4 for skills competencies, with a minimum learning mastery of 70. Meanwhile, classical learning mastery only reached 60% for knowledge competence and 65% for skills competency, with a minimum classical learning mastery of 80%.

In cycle I, the average student learning outcomes in knowledge competence were 73.60, which fulfilled a minimum of 70 completeness in learning with classical mastery of 70%, which did not fulfill a minimum of 80% classical completeness. There was an increase in knowledge learning outcomes from the initial reflection of 5.10, and classical completeness increased by 10%. The average student learning outcome in skills competence after being given action in cycle I is 72.75, which has fulfilled a Minimum Learning Mastery of 70 with 65% classical completeness, but has not fulfilled a minimum of 80% classical completeness. There was an increase in learning outcomes from the initial reflection of 5.35, but classical completeness had not increased.

In cycle II, the average student learning outcome in knowledge competence after being given action was 80.90. They had fulfilled a minimum of 70 mastery learning hours with 90% classical completeness, which also fulfilled a minimum of 80% classical completeness. There was an increase in learning outcomes from cycle I of 7.30, and classical completeness increased by 20%. The average student learning outcomes in skills competence after being given action in cycle I were 80.85, having fulfilled a Minimum Learning Completeness of 70 with 90% classical completeness, which also fulfilled a minimum of 80% classical completeness. There was an increase in cycle II learning outcomes of 8.10, and classical completeness increased by 25%.

4. CONCLUSION

The results of this action research support the effectiveness of the Think Pair Share (TPS) model in improving elementary students' English language learning. The study reveals a significant improvement in language proficiency, increased confidence in speaking English, enhanced engagement, and improved collaboration skills among students. Implementing TPS activities provides students with valuable speaking practice, promotes active learning, and fosters peer interaction. Educators can consider incorporating the TPS model into their English language classrooms as an effective instructional strategy to enhance students' language abilities and overall communication skills.

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