

Classroom Action Research Improving Students' Learning Activities And Outcomes in English Class Using Think Pair Share

Ganing Tiyas Asri¹, Windy Ekowati², Siti Lestari³

¹English Education, Language and Art, PGRI Semarang, Jl. Sidodadi Timur Jalan Dokter Cipto No.24,
50125

²English Education, Language and Art, PGRI Semarang, Jl. Sidodadi Timur Jalan Dokter Cipto No.24,
50125

³English teacher, 5 State Senior High School Semarang, Jl. Pemuda No.143, Sekayu, Kec. Semarang
Tengah, 50125

E-mail: ganingtiyasasri@gmail.com

ABSTRAK

Untuk menguasai Bahasa Inggris, ada 4 aspek kemampuan yang harus dipertimbangkan untuk dipelajari. 4 kemampuan tersebut merupakan kemampuan menulis, membaca, mendengarkan dan berkomunikasi. Keempat kemampuan tersebut harus terintegrasi dengan baik saat mempelajari Bahasa Inggris. Penguasaan keempat kemampuan dalam mempelajari Bahasa Inggris akan membantu para siswa dalam menguasai penguasaan Bahasa tingkat dasar. Dengan adanya empat kemampuan yang harus dikuasai oleh peserta didik, pemilihan strategi pembelajaran yang tepat sangat dibutuhkan dalam menggapai tujuan pembelajaran yang telah direncanakan sebelum melaksanakan sebuah proses pembelajaran. Dalam penelitian ini, peneliti memilih 36 siswa dari X-6 yang ada di SMA N 5 Semarang. Hasil yang ditemukan dari penelitian yang telah dilakukan ini, peneliti menemukan peningkatan pada aktifitas pembelajaran dan hasil pembelajaran pada peserta didik. Pada siklus I, para peserta didik memiliki kemajuan pada aktivitas pembelajaran pada pertemuan pertama dan kedua sebesar 15%. Untuk peningkatan hasil belajar peserta didik, peningkatan terjadi dari pertemuan pertama dan kedua sebesar 6%. Pada siklus II, aktivitas pembelajaran peserta didik pada pertemuan kedua dan ketiga memiliki peningkatan sebesar 12%. Sedangkan untuk peningkatan hasil belajar peserta didik, peningkatan tersebut terjadi sebesar 9%.

Kata Kunci: Aktivitas pembelajaran, hasil pembelajaran dan Think Pair Share

ABSTRACT

In mastering a language, there are 4 aspects that should be considered by the learner to be expertized. They are writing skill, reading skill, listening skill and speaking skill. Those 4 skills should be integrated rightly when learning a language. These skills mastery will help the learners to overcome the basic language mastery. With those skills that are required to be expertized, an appropriate teaching strategy is needed in order to achieve the learning goals that has been planned before conducting the learning process by the teachers. In this research, the researcher chose 36 students from X-6 of 5 Semarang Senior High School. As the result of this research, the researcher found improvements in students learning activity and learning outcomes. In cycle 1, students' learning activity on 1st and 2nd meeting are improved 15% and 6% improvement on cycle II. For students' learning outcomes, the researcher found that in cycle I, students' learning outcomes had been improved 12% and 9% improvement for cycle II.

Keywords: Learning activity, learning outcomes and Think Pair Share

1. INTRODUCTION

In mastering a language, there are 4 aspects that should be considered by the learner to be expertized. They are writing skill, reading skill, listening skill

and speaking skill. Those 4 skills should be integrated rightly when learning a language. These skills mastery will help the learners to overcome the basic language mastery. According to the

research done by Nan (2018;1), those skills cannot be separated. The language learning development cannot be achieved by learning only one or two of those four skills. Yet, those skills need to be integrated and coordinated in order to reach the language mastery. Those four skills of a language mastery have strong impact for each other. According to Sharma and Puri (2021, 33), speaking, reading, listening and writing are language skills that never be independent, but those skills are related to each other. Listening and reading skills are related to learners' comprehension. Yet, in another hand, writing and speaking are skills that used for producing language. The learners need to understand a language in order to produce a language and they need to produce a language correctly for making a clear understanding. As the consequence, learning those 4 language skills are required to increase the ability in communication to make an effective exchange between information and ideas.

With those skills that are required to be expertized, an appropriate teaching strategy is needed in order to achieve the learning goals that has been planned before conducting the learning process by the teachers. According to Trianto (2010; 59), learning approaches are used as the guidelines for the teachers to perform the learning. The applied approach in a learning process makes the teachers available to arrange the steps required detailly. Applying a teaching strategy within learning process will bring up the possibility in stimulating students to have more interaction or being more active in class. This action will stimulate the change and development toward the students' skills (Sukmadinata; 2005. p. 151).

Students' achievements level is determined by the strategies used by the teacher. The final student's outcome that is achieved after getting learning treatment from teachers is related with the learning activity.

According to European Commission (2008, p.3) learning outcomes is defined as the achievement or knowledge that the students have after undergoing all the learning process. In order to get the best outcomes, teachers should organize the students' learning activity. This part of a learning planning has the greatest influence for achieving the learning objectives that has been planned.

Based on the observation conducted by the researcher toward 10th graders in X-6 of 5 Semarang Senior High School, the researcher found only 27 (75%) students out of 36 students are actively in class during the learning process. In the other hand, the rest of the members are being idle or discussing another topic that is not related to the learning. Additionally, when it comes to a group discussion, they tend to count on other members to complete the work. About 5 students out of 36 students were doing another activity rather than working on their parts. In this case, the competence that should be gotten by the students are not spread evenly. Only those who complete the work understand the materials. The scores of the daily test of the students on their basic writing skill about extended text are relatively low. About 12 students (21%) haven't reached the minimum of standard competency score.

Another data that had been gotten by the research are interviews conducted in 10th graders class. From the interview, the low outcomes resulted in the learning activities are caused by the learning strategies that is not correctly chosen in order to reach the learning objection. The learning activities are not optimally arranged by the teachers. This factor caused students to not participating the learning process optimally.

This research was focused on improving students writing skill using Think Pair Share as the strategy in teaching extended text. This decision was made by considering Think Pair Share as the easiest way among other

cooperative learning strategies but very effective increasing students' involvement in task working and developing the percentage of learning achievements. The researcher believed that there are a lot of teaching strategies that are suitable to improve students' involvement in group task making and make them understand the given material.

1. Learning Activity

Learning activity is the most crucial part in planning learning process. Choosing the suitable learning activity determines the success of a learning process. As cited in Wandberg and Rohwer (2009; p. 164), the definition of learning activities refers to teachers' guidance for the students' tasks or assignments. Teachers arrange some steps used for a learning process to guide students doing what they should do. According to Dart et al. (2000), Biggs and Moore said that organizing learning activities promotes students' interest toward learning material. Methods for organizing the learning activity, activity assessment and regulations give the contribution in increasing students' interest (Sriklaub and Wongwanich, 2014). Applying a suitable learning strategy improved students' interest to get involved in the learning and elevates the students' achievement on learning objectives that has been established by the teachers.

2. Learning Outcomes

Learning outcomes is linked to learning activity and can never be separated. Learning result of the students after they got some treatments from teachers depends on the teaching strategy. Mahajan and Singh (2017) defined learning outcomes as the GPS in a

learning. Learning outcomes lead teachers to learning objectives that students should achieve appropriately without feeling fears for being lost in a learning process. Melton (2014) said that learning outcomes has the same termination to learning objectives. In contrast to Melton's idea, Harden (2002) said that learning outcomes is different from instructional objectives. Learning outcomes is more user friendly and intuitive rather than instructional objectives if it is set properly. Learning outcomes are usually designed with 8 or more of order outcomes.

As cited in Hernandez *et al* (2016), describing Satisfactory progress of a learning process in the term of learning outcomes has several advantages. Those advantage are helping in increasing the transparency in a study program, simplifying the acknowledgement of qualifications and improving and simplifies students' and labor's international mobility. Those advantages are gotten as describing SP in the term of learning outcomes are more detailed and clearer for students, employers and assessors as the skill and knowledge gotten upon a competency are made explicitly.

Think Pair Share

Think Pair Share is kind of cooperative learning that can be applied in a teaching process. This type of cooperative learning is found by Frank Lyman which was later developed by Kagan in 1991 to improve its' implementation in class. Think Pair Share is designed to change students' mindset which will give students more time explore, answer and more cooperative in completing the given tasks (Tanzimah, 2020). Suryanita

(2013) said the implementation of Think Pair Share improves students' skill in memorizing some information and develop their communication skill in delivering their ideas. As cited in Tanzimah (2020), Suyatno said that Think Pair Share is implemented in 9 steps.

1. Teachers deliver the core of the learning and the learning objectives.
2. Students are instructed to observe the material and problem that is stated by the teacher.
3. Students make pairs with another student or with their seatmate deliver their consideration about the problem.
4. Teacher leads the small plenary and every group have to present their discussion results.
5. Teacher direct point the main problem and develop students' understanding about the material.
6. Teacher draw conclusion.
7. Closing

According to Trianto, the steps for conducting Think Pair Share in a class in divided into 3 steps. Here are the steps that should be done in running Think Pair Share as the learning strategy in a class.

1. Step 1: Thinking

In this step, the teacher states a question or a problem related to the learning material, the answer or the problem.

2. Step 2: Pairing

In this second step, teacher asks students to pair with another student and discuss the problem or question they got.

3. Step 3: Sharing

This last step, teacher orders each pair to share

the result of the discussion in front all the students.

While running a learning process about expressing extended text containing descriptive text and historical recount text, the teacher found the problems that made the students in 10th grade of 5 Senior High School in Semarang didn't obtain the learning objectives, they are not paying attention in the class, not actively asking the material that haven't understood, not participating when they have to complete some group assignments and tend to be passive in the class.

To solve those problems found in 10th graders of 5 Senior High School of Semarang, the researcher discussed the problems with researcher's colleague and advisors in order to find the solutions, there are hanging the teaching strategy to TPS in which will make the students to get more involved in the learning process giving motivations to the students who find it difficult to learn extended text containing Descriptive text and historical recount text, improving 10th graders of 5 Senior High School of Semarang and to find out the effect of using Think Pair Share as the strategy in increasing students' involvement within group assignment and the use of Think Pair Share in increasing students' outcomes.

2. METHODOLOGY OF THE STUDY

This research involved 36 students of 10th graders from Public High School 5 of Semarang. These students joined this research as the subject. Their contribution in this research was becoming the source of this research. Researcher started this research in July 2023.

The researcher used 3 types of instruments in this research. Those instruments are observation paper containing 9 indicators, pre-test and post-test. The observation paper

contains 9 indicators in which measure students' involvement in completing the given task, students' involvement in sharing ideas toward their partners, students' involvement in seeking the needed information and their fairness in dividing the assignment. This observation was done while the teacher ran the teaching strategy.

The pre-test and post-test were prepared for measuring the students' learning outcomes improvement. Pre-test was given before the treatment and the post-test was given after the treatment. In each test, the students are asked to make a text an extended text containing descriptive text and historical recount text.

The research model used in this research is Classroom Action Research or CAR. According to Khasinah (2013), Classroom Action Research is kind of research that is used for finding the best way for conducting a learning process. This research is aiming to improve the knowledge about teaching. In doing this research, the teacher investigates the problems they face when they run a learning in class (Syah, 2016).

This research is using quantitative descriptive as the techniques of data analysis. The result gotten after running this research will be analysed to find out the students' improvement in their learning activity and learning outcomes. The obtained data will be analysed per-cycle.

In this research, the data collection is collected by doing observation on nine indicators for measuring students' learning activity in class. In addition, the researcher also used pretest and post-test as the measurement of students' performance improvement after the treatment was given.

Before using the tools as the instruments of this research, the instruments are validated by the experts. The validating process is also based on Permendikbud No.23 2016. The criteria used for validating the research instrument, the researcher

used the criteria based on Ratumanan and Laurens as cited in Rahmawati et al (2016). Here are the criteria used in validating the instrument.

Average Score Interval	Category	Explanation
$1,0 \leq SV \leq 1,59$	Bad	Cannot be used and still have to be consulted.
$1,60 \leq SV \leq 2,59$	Adequate	Can be used with a lot of revision.
$2,60 \leq SV \leq 3,59$	Good	Can be used with a little revision.
$3,60 \leq SV \leq 4,00$	Excellent	Can be used without any revision.

Table 1 Instruments Validity Text

After validating the instrument, the researcher also measuring the assignment's difficulty using the theory from Witherington as cited in Anas Sudijono (1996)

Difficulty Level	Category
0,00-0,30	Hard
0,31-0,70	Medium
0,71-1,00	Easy

Table 2 Table 1 Instruments Validity Text

In this research, indicator used for measuring the success of this research is using theory from Sudijono. As cited in Widyaningrum (2016), research data is interpreted in 4 levels, viz:

1. Excellent if the score is 80%-100%.
2. Good if the score is 60%-79%.
3. Adequate if the score is 30%-59%.
4. Bad if the score is 0%-29%

The success of this research is obtained if the students' scores gotten by the researcher have been improved after applying the teaching strategy.

As cited in Lestari and Widayati (2022), Arikunto et al said that every cycle in CAR consists of 4 phases, they are planning, implementing actions, observing and reflecting/evaluating. Here is the

model of CAR based on Arikunto et al as cited in Lestari and Widayati (2022).

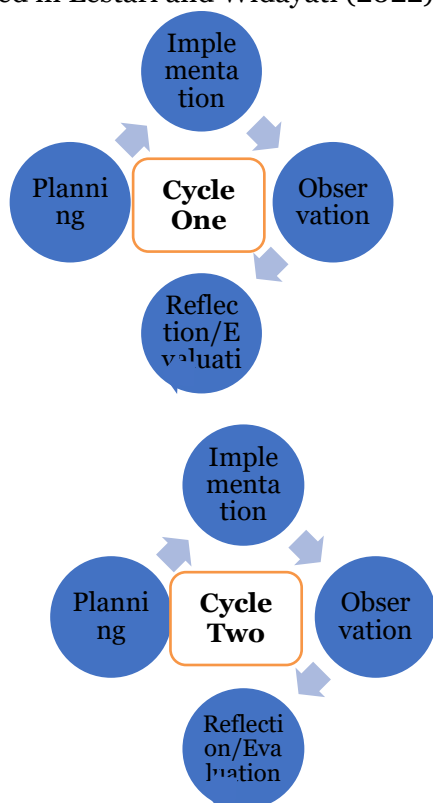


Figure 1 Classroom Action Research Model

That are the images of the steps that the researcher had to do in this research. The first step is planning. In this step the researcher had to plan the lesson and prepare the instrument for this research. Then, the second step is implementing the learning strategy of TPS which was started by giving pretest in the shape of assignment to measure the students' knowledge before implementing the teaching strategy. When the learning strategy was being implemented, the researcher made an observation toward the students' learning activity based on the observation guidelines at the end of the learning process, the researcher measure students' learning outcomes. After that, the steps are ended by evaluating and reflecting the learning

process that has been run. The result of this steps is used for increasing students' learning process in 2nd cycle. If the students' learning outcomes in the second cycle is improved and the learning objectives have been achieved, the research is done.

3. RESULT AND DISCUSSION

Before doing this research, the researcher observed 10th graders in X-6 of 5 Semarang Senior High School. This observation was done in 3rd week of PPL 2 in which it was on Thursday, August 2nd 2023. The observation was done while the researcher conducting the first meeting in X-6. In this first meeting, the researcher used STAD as the strategy for teaching the how to express like and dislike toward something. The results of this observation shows that STAD was not effective enough for making students achieving the learning objectives.

STAD application in X-6 made students relied on other students and tend to be idle. Instead of helping their groups in settling the assignment, they did other activities such as discussing unimportant thing or sleeping. These problems prevent students in improving their ability. When the researcher discussed this problem to researcher's mentor, she said that the main problem that cause this happened is students' economy condition. Most of the students are not from well-to-do family. They have low motivation in studying English since they don't have a person to support their education at home. This makes students neglecting their education and not learning the material both at school and at home.

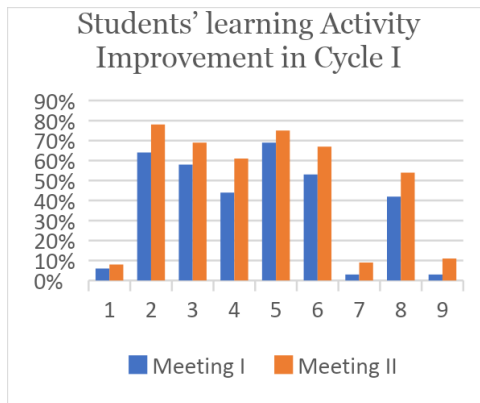


Figure 2 Students' learning Activity Improvement in Cycle I

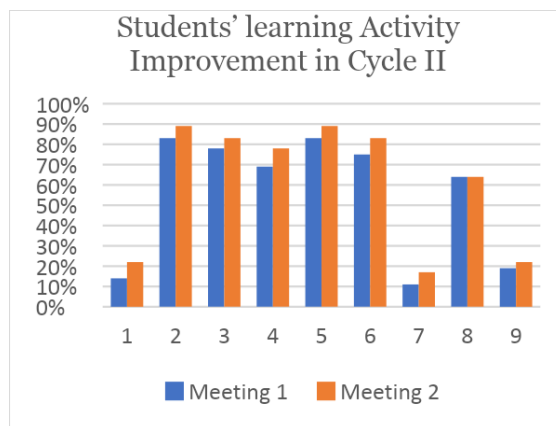


Figure 3 Students' learning Activity Improvement in Cycle II

When Think Pair Share was Applied in X-6, data on students' outcome show that students' outcome of cycle 1 and cycle 2 was also

improved. Students' outcome improvement data can be seen in the chart below.

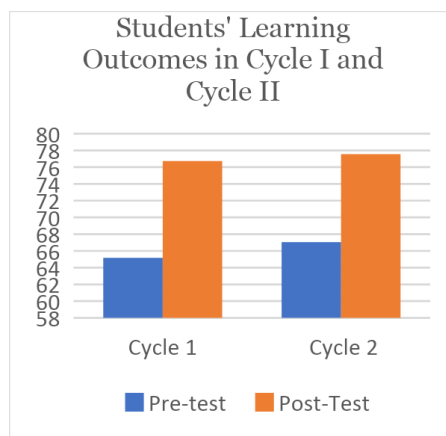


Figure 4 Students' Learning Outcomes in Cycle I and Cycle II

This research observed the implementation of Think Pair Share as the strategy used for improving students' learning activity and learning outcomes. In this research, the researcher succeeded in improving students learning activity and learning outcomes in English learning, especially for extended text containing descriptive and historical recount text. This research was done in 2 cycles, in which each cycle will be done in 3 meetings. In every cycle, researcher gave students' 2 assignments as pre-test and post-test. In these assignments, students were had to make a text in pairs. They had to complete this work with their seatmate. Assignments' scoring techniques were using assessment scoring rubric attached to the lesson plan. After conducting this research, the researcher found this TPS has benefits in a learning. This strategy is able to change students' habit in class. Students who tend to depend on their friends when completing the work became more active.

Before starting the learning process in cycle I, the researcher explained how TPS work and the process that they should do for completing the work. Students' improvement in learning activity and learning outcomes can be seen in pre-test and post-test done by the researcher in every cycle. the result of the analysis proves that students learning outcomes and learning activity had been improved. The total student who passed the minimum score of post-test in cycle I is 56%. This number was increased about 45% from pre-test in which 89% of the students couldn't surpass the minimum grade.

In cycle II, about 83% of the students couldn't surpass the minimum grade in their pre-test and only 17% of 36 students surpassed the minimum grade. This number was increased after the researcher applied TPS for their learning strategy. Using TPS in a learning process affected students' learning activities and learning outcomes. This improvement can be seen on students' post-test. Only 36% of students failed to surpass the

minimum grade. It means that 64 % of the students succeeded in surpassing the minimum grade in English learning.

This improvement happened on students' learning activity and outcome due to the use of TPS that focussing on building students' team work and skill in discussing a problem in group. By using this learning strategy, students are forced to join the group work and none can be idle. Based on the explanation on this research's result, it can be concluded that the use of TPS for 36 students in X-6 on 5 Semarang Senior High School able to improve students' learning activity and learning outcomes.

4. CONCLUSION

This classroom action research done in X-6 of 5 Semarang Senior High School for year 2023/2024 is divided into 2 cycles. For each cycle, the researcher should do 4 steps. Those steps are planning, implementing, observing and reflecting. Each cycle was done in 3 meetings. Based on the results that had been discussed by the researcher, it can be concluded that learning extended text containing descriptive text and historical recount text using Think Pair Share as the learning strategy can improve students' learning activity and learning outcomes. That statement can be seen on the fact that the average students' learning activity improvement in cycle I is about 10% and students' average learning score is 12%. In cycle II, the average of students' learning activity was increased about 6% and students' learning outcomes are increased about 6%.

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