

Think Pair Share Solutions of Storytelling Learning

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Abstract— This study aims to prove and describe think pair and share models to improve speaking skills especially in learning to tell idol characters. The sample used in this study was one class, namely VII.1 SMP Negeri 2 Mattiro Bulu, Pinrang District, which amounted to 24 people. The data obtained were analyzed using descriptive statistical techniques and inferential statistics type t test. The results showed that the ability to telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu 2 in Pinrang District used a think pair and share model categorized as medium. Students who met the minimum standards of completeness criteria were 20 people (83%) and students who did not reach the minimum completeness criteria were 4 people (17%). Therefore, the think pair and share model can improve the ability to tell idol figure of VII grade SMP Negeri 2 Mattiro Bulu, Pinrang District. Hypothesis $t_{count} = 4.209 > t_{table} = 2.064$. This shows that the proposed research hypothesis is accepted.

Keywords— think pair and share; speaking; idol figures

I. INTRODUCTION

Language plays an important role in human life which is used as a process of thinking and behaving to show its existence in life and to interact both in situations of formal activities such as teaching learning, institutional meetings, and in ceremonial activities such as weddings, whereas in non-formal situations language is used in daily conversations -day for example in the market, at home, chatting with peers according to the purpose of interacting [1].

Speaking ability is assessed based on the type of speaking activity because it has different components. For example, assessing storytelling is certainly different if it is judging speeches. Likewise, by assessing discussions or debating activities [2]. Divides the assessment of discussion activities into several aspects, namely speech accuracy, grammar, word selection, fluency, mastery of topics, and calmness [2].

Cooperative learning is a concept that includes all types of group assignments such as group forms led or guided by the teacher [3]. Cooperative learning leads to various teaching methods such as students working in small groups to help each other learn the material taught. In cooperative classroom, students are expected to be able to help each other, discuss and debate with each other, to hone the mastered understanding, and at that time students cover each other's gaps in each other's knowledge. [4].

Cooperative learning is based on constructivist theory. This learning arises from the concept that students will more easily find and understand difficult concepts if they discuss with each other. Students routinely work in groups to help each other solve complex problems [5].

Killen [6] states that cooperative learning is a type of group work in which two or more students interact with a common goal to master certain academic material. In addition, Killen [6] states that cooperative learning provides several benefits for students. Cooperative learning encourages students to express their ideas and compare them with other students' ideas and feelings.

Goodwin [7] said that cooperative learning was proven to improve students' confidence especially in students' ability to self-confidence. Think pair and share are cooperative learning methods that involve how to convey assignments or questions to students and give them the opportunity to think individually. Then pair up, they report each other's findings, discuss their own opinions and then improve their respective work if they want to make a consensus about questions or assignments. Then after the couple has the opportunity to discuss, all students gather again and members from different pairs share their opinions in front of the class. Sharing thoughts urges students to participate in discussions and convey the formation and criticism of opinions to the team and the large class.

The basic elements in cooperative learning according to Lungdren [8], include: (a) Students must have the perception that they "sink or swim together." (B) Students must have responsibility for students or other students in the group, in addition to responsibility for themselves in learning the material at hand. (c) Students must remember that they have the same intent. (d) Students share assignments and share responsibilities with each group. (e) Students are given an assessment or award that will affect the group's assessment. (f) Students share assignments as leaders when they acquire skills also to work together while studying. (g) Each student will be asked to describe the material handled in a cooperative team individually.

The most basic foundation of the think pair and share model is to make students become active in the teaching and learning process specifically discussing with their classmates. In addition, the learning process becomes more interesting,

there will be more happiness [9]. So, these activities will have a positive effect on students in understanding the lessons proposed by the teacher. There are five stages applied to think pair and share models, namely: arranging students into pairs, sending topics or questions, giving students the opportunity to think, asking students to discuss with their partners and sharing their thoughts, and asking some students to share ideas - their ideas with other class members [9]. Think pair and share strengthens students' communication skills. Each student has the opportunity to talk, discuss and participate as it is known that this has a positive effect on the whole group where students experience more self-confidence and they can be more active in class. In addition, each student tries to listen to the opinions that are put forward by one another and respect their ideas and ways of thinking. Completing assignments in pairs also reduces stress and shame. If they express an incorrect answer, they will not feel embarrassed because the shame is shared with their partners. According to Andrews and Hull, learning is more effective when it occurs in a social environment that provides everything related to authentic social issues related to applying knowledge. In this case, they show that the story provides a tool for transferring knowledge in a social context [10].

Think pair and share benefits from small group collaborative learning in large lecture classes, requires students to think about the course content, can develop high-level thinking skills and allows students to formulate their reasoning individually before sharing with others [11].

The benefits of the Think Pair Share cooperative learning model [12] are as follows:

- 1) provide opportunities for students to interact;
- 2) develop creative reasoning power;
- 3) increase opportunities individually in mastering the material.

The reality that occurs in SMP Negeri 2 Mattiro Bulu in learning speaking skills in telling idol figures has not given maximum results. This is due to the lack of interest and motivation of students towards speaking activities in telling idol characters. This is what underlies the researchers to examine speaking skills in telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District using think pair and share model.

II. RESEARCH AND METHOD

This study aims to prove and describe think pair and share model can improve ability of speaking skills in telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. The approach in this study is a quantitative approach. In line with what was stated by [13] that quantitative research is carried out on populations and / or certain samples that are representative and base their research hypotheses on pre-existing concepts or theories.

Population in this study were all VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District, totaling 102 people. Sampling in this study was conducted using simple random sampling technique. The technique is carried out if members of the population are considered homogeneous. The sample in

this study is class VII.1, which amounts to 24 people who are considered to represent the main characteristics of the entire population.

The data of this study were obtained through the provision of tests, namely written tests and oral tests. Tests are used to measure a student's ability to understand the material or teaching material that has been delivered. The researcher used a computer version 20 of the Statistical Package for the Social Sciences (SPSS) program to get accurate results with a significance level of $\alpha = 0.01$ or $\alpha = 0.05$. The null hypothesis (H0) that is to be tested in this study is that Think Pair and Share have a negative and not significant effect on the results telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. The alternative hypothesis (H1) of this study is that think pair and share have a positive and significant effect on results of telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. The rule used is if $t_{hitung} \geq t_{table}$ then the alternative hypothesis (H1) is accepted. While the null hypothesis (H0) is accepted if the value is $t_{hitung} < t_{table}$.

III. FINDINGS AND DISCUSSION

Using think pair and share model turned out to be quite a positive impact on the learning process. This can be proven from the results of the analysis in this study. Data were analyzed quantitatively using the assistance of Statistical Package for the Social Sciences (SPSS) program version 20 for Windows. In order to prove and describe the think pair and share model can improve the ability of speaking skills in telling the class VII idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. The categorization of learning outcomes tells idol figures using think pair and share model can be seen in table 1 below.

TABLE I. THE CATEGORIZATION OF LEARNING SCORES TELLING IDOL FIGURES USING THINK PAIR AND SHARE MODEL

Num.	Value Interval	Ability Level	Total	Percentage (%)
1.	90 – 100	Excellent	-	-
2.	80 - 89	Very good	3	12,5
3.	70 - 79	Good	17	70,8
4.	40 - 69	Poor	4	16,7
5.	0 - 39	Very Poor	-	-

Based on table 1, it can be illustrated that the score obtained from the categorization of learning tells that idol figures use the think pair and share model that there are 3 students (12.5%) in the high category; there were 17 students (70.8%) in the medium category; there were 4 students (16.7%) in the low category. While the category is very low, no one gets the score (0%). Based on the table, it can be seen that student learning outcomes are in the medium category. The results of data analysis are shown in table 2 below.

TABLE II. RESULT OF DATA ANALYSIS OF THINK PAIR AND SHARE MODELS

One-Sample Test						
Test Value = 70						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Result	4,209	23	,000	3,792	1,93	5,66

The hypothesis proposed in this study is that the think pair and share model can improve the ability of speaking skills in telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. The hypothesis test used in this study is one sample t test. The value used as a calculation in the t test is the value of students after being held on each test; written tests and oral tests.

The rule used is if t count \geq t table then the alternative hypothesis (H1) is accepted. While the null hypothesis (H0) is accepted if the value is t table $<$ t count. Based on the results of the analysis of hypothesis testing, the value of tcount = 4.209. For the value of table = 2.064 which is obtained from the list of predetermined values. In accordance with the rules of hypothesis testing for the value of tcount = 4.209 > t table = 2.064, then significantly accept H1 and reject H0.

Based on the hypothesis test, it can be concluded that, the think pair and share model can improve the ability of speaking skills in telling idol figures of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District.

Using think pair and share model as a solution to the problems of learning in the classroom especially in learning tells the character of the idol. Reality that happens in SMP Negeri 2 Mattiro Bulu in learning to telling idol figures has not given maximum results. This is due to the lack of interest and motivation of students towards speaking activities in learning to tell idol figures. This problem is a challenge for the teacher to take a solution step as a party that interacts directly with students.

Learning to tell idol characters using the think pair and share model, can be described with student learning outcomes through description analysis. The learning process takes place in two meetings and students are given the task of answering questions as cognitive tests and telling idol figures as practical tests. This is done to determine the level of achievement of learning outcomes that can be obtained by students. Based on the four attachments it is known, the highest score obtained by students is 81 obtained by 2 students, while the lowest score of 66 is obtained by 1 student.

Obtaining student scores from the highest score to the lowest score in sequence can be described as follows: the highest score achieved by students is 81 as many as 2 students (8.3%); the sample obtained a score of 80 as many as 1 student (4.2%); the sample obtained a score of 79 as many as 2 students (8.3%); the sample obtained a score of 77 as many as 3 students (12.5%); the sample obtained a score of 75 as many

as 2 students (8.3%); the sample obtained a score of 74 as many as 2 students (8.3%); the sample obtained a score of 73 as many as 1 student (4.2%); the sample who obtained a score of 72 was 4 students (16.7%); the sample obtained a score of 71 as many as 2 students (8.3%); the sample obtained a score of 70 as many as 1 student (4.2%); the sample obtained a score of 68 as many as 2 students (8.3%); the sample obtained a score of 67 as many as 1 student (4.2%); the sample obtained a score of 66 as many as 1 student (4.2%).

Based on the description above, it can be concluded that students taught in learning tell idol figures using the think pair and share learning model that has a significant level of ability in completing the tasks given by the teacher. This can be seen in the acquisition of students who are categorized as complete, namely 20 students while only 4 students are categorized as incomplete. The average value of learning outcomes obtained by students is 73.79. Thus, students taught using the think pair and share learning model have achieved classical completeness.

The hypothesis proposed in this study is that the think pair and share model can improve learning to tell the idol figure of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. The hypothesis test used is one sample test t test analysis technique. Based on the results of the analysis of hypothesis testing, the value of tcount = 4.209. For the value of table = 2.064 which is obtained from the list of predetermined values. In accordance with the rules of hypothesis testing for the value of t count = 4.209 > t table = 2.064, then it is significantly to accept H1 and reject H0. Based on the hypothesis test, it can be concluded that the think pair and share model can improve learning to tell the idol figure of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussion it can be concluded that the think pair and share model has a positive and significant effect on learning outcomes telling the idol figure of VII grade SMP Negeri 2 Mattiro Bulu in Pinrang District. Students who met the minimum standard of completeness criteria were 20 people (83%) and students who did not reach the Minimum Completion Criteria amounted to 4 people (17%). The average score of students reached 73.79, the highest score was 81 which was obtained by 2 students, and the lowest score was 66 which was obtained by 1 student. Hypothesis testing is obtained by the value of t count = 4.209 > t table = 2.064. In accordance with the rules of hypothesis testing, it is significantly accepted H1 and rejects H0. This shows that the proposed research hypothesis is accepted.

Based on the results obtained from this study, the suggestions for the Indonesian language teacher and for the next researcher were proposed. For Indonesian teachers, to be able to consider the think pair and share learning model to be applied in learning specifically on the material telling idol figures. To the next researcher who wants to use think pair and share learning models, better control students after pairing up

with friends so that discussions in each partner can take place effectively.

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