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The Use of A Collaborative Learning Strategy of Think-Pair-Share (TPS) by Listening to An English Dialogues to Improve Learning Outcomes

Abstrak

This study aims to improve cadet learning outcomes through the application of cooperative learning model. The subject of this study is a cadet of the TPS study program batch 58 of the Jakarta Technical University of Fisheries for the 2022/2023 academic year. This class consists of 39 cadets with a cadet composition, namely 10 female cadets and 19 male cadets. This cadet was chosen as a research subject because this cadet has a low ability to understand listening before. The object of this study is the result of learning to listen to short English dialogues. The location of this research is in the class of cadets of the TPS study program batch 58 of the Jakarta Fisheries Polytechnic. The study was based on preliminary observations that indicated cadets had problems listening. In accordance with the purpose of this study, which is to improve learning outcomes in listen, this research was carried out in the form of classroom action research. This class action research is described in a cyclical or spiral process consisting of several steps, namely planning, action, observation, and reflection. This class action research is carried out in 2 cycles. Each cycle consists of three sessions of which two sessions are for action and one session for testing. The results of this study showed that the learning outcomes of listening to cadets increased by applying the Think Pair Share (TPS) type or cooperative learning model. This can be seen from the average score of cadets in the test. The average score of cadets in the pre-test was 48.27. Then it increased to 72.75 in cycle I (one). This result is not satisfactory because it has not met the completeness criteria that have been targeted by researchers. The results of cadet scores increased after researchers modified teaching and learning activities in cycle II. As a result, the average score of cadets has increased to 86.20 and 93% of cadets have achieved learning completion, which means that it has exceeded the target of 75%. It can be concluded that the application of the cooperative learning model can improve the listening ability of cadets from the results of the study.

Key Words: Collaborative Learning Strategy; Learning Outcomes; think pair share

Abstract

Penelitian ini bertujuan untuk meningkatkan hasil belajar taruna melalui penerapan model pembelajaran kooperatif. Subjek penelitian ini adalah taruna program studi TPS angkatan 58 Universitas Teknik Perikanan Jakarta tahun akademik 2022/2023. Kelas ini terdiri dari 39 taruna dengan komposisi taruna, yaitu 10 taruna perempuan dan 19 taruna laki-laki. Taruna ini dipilih sebagai subjek penelitian karena taruna ini memiliki kemampuan yang rendah untuk memahami mendengarkan sebelumnya. Objek penelitian ini adalah hasil belajar mendengarkan dialog bahasa Inggris singkat. Lokasi penelitian ini berada pada kelas taruna program studi TPS angkatan 58 Politeknik Perikanan Jakarta. Penelitian ini didasarkan pada pengamatan awal yang menunjukkan taruna memiliki masalah mendengarkan. Sesuai dengan tujuan penelitian ini, yaitu untuk meningkatkan hasil belajar dalam menyimak, penelitian ini dilaksanakan dalam bentuk penelitian tindakan kelas. Penelitian gugatan kelas ini dijabarkan dalam proses siklus atau spiral yang terdiri dari beberapa langkah, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Penelitian class action ini dilaksanakan dalam 2 siklus. Setiap siklus terdiri dari tiga sesi di mana dua sesi untuk tindakan dan satu sesi untuk pengujian. Hasil penelitian ini menunjukkan bahwa hasil belajar mendengarkan taruna meningkat dengan menerapkan tipe Think Pair Share (TPS) atau model pembelajaran kooperatif. Hal ini terlihat dari nilai rata-rata taruna dalam ujian tersebut. Nilai rata-rata taruna dalam pre-test adalah 48,27. Kemudian meningkat menjadi 72,75 pada siklus I (satu). Hasil ini kurang memuaskan karena belum memenuhi kriteria kelengkapan yang telah ditargetkan oleh peneliti.Hasil nilai Taruna meningkat setelah peneliti memodifikasi kegiatan belajar mengajar pada siklus II. Hasilnya, nilai rata-rata taruna meningkat menjadi 86,20 dan 93% taruna telah mencapai ketuntasan belajar, yang berarti telah melampaui target 75%. Dapat disimpulkan bahwa penerapan model pembelajaran kooperatif dapat meningkatkan kemampuan menyimak taruna dari hasil penelitian.

Kata Kunci: strategi pembelajaran kolaboratif; capaian pembelajaran; Pikirkan berbagi pasangan

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A. Introduction

Each nation must be very competitive as it enters the period of globalization, which is characterized by harsh competition in many sectors, in order to cooperate with other nations. The competitiveness of a country is very dependent on the country's competitive advantage (Jaya et al., 2020; 3). Competitiveness can be possessed if the country is supported by reliable human resources. The process of education, both formal and informal, is a means to form reliable human resources who master science and technology. In line with this, mastery of foreign languages as an international language needs to be improved, one of which is mastery of English.

In language learning, especially English, there are four central aspects that must be possessed if you want to be skilled in language, these aspects include, listening (Listening skills), speaking (Speaking Skills), reading (Reading Skills), writing (Writing Skills) (Aydoğan & Akbarov, 2014: 673; Darti & Asmawati, 2017: 211; Ernawati & Rasna, 2020: 104). The "macro-skills" refer to these four language abilities. In contrast, "micro-skills" like grammar, vocabulary, pronunciation, and spelling constitute a subset of these. In the process of interaction and communication, active, creative, productive, and appreciative receptive language skills are needed, one of the elements of which is listening skills that aim to capture and understand messages, ideas or ideas contained in the material or listen the language. Thus, listening is very important in the teaching and learning process. The process of teaching and learning involves the transfer of knowledge from lecturers to students. When a teacher defines and establishes the learning objectives, develops teaching resources, and implements the teaching and learning method, it is referred to as a mixture of several aspects within the process (Munna & Kalam, 2021; 1). In order to achieve learning objectives, an appropriate learning method is needed in accordance with the conditions and situations in the teaching and learning process. Good interaction between cadets and lecturers will be able to achieve learning goals if the atmosphere that occurs is pleasant and meaningful for cadets and lecturers.

Listening is an important component of language acquisition and the most challenging of the four language skills. Listening is also a basic skill which is fairly an important skill for capturing and understanding English input in communication activities (Zhao & Lee, 2022: 1). This is evidenced by Mendelsohn (1994) as cited in (Setyawan et al., 2022: 24), who states that Most adults spend 40-50% of their time listening, 25-30% speaking, 11-16% reading and 9% writing. Based on this fact, it is clear that listening skills must be fostered and improved because listening skills are needed by humans, both for daily needs and for the benefit of the educational environment. Furthermore (Barker et al., 1980) states that students spend 53 percent of their time listening, 17 percent reading, 16 percent speaking and 14 percent writing. This shows that students spend most their time for listening in the learning process at school.

Satria (2017:114) states that based on the fact of language, we communicate more orally than in other ways. More than half of our time is spent talking and listening, and the rest is writing and reading. Therefore, it is necessary to be able to listen to understand the oral information. The experience of researchers as lecturers in line with Darti & Asmawati, (2017:212) is also proof that listening is very dominant in learning life, not only learning languages but also learning other disciplines. Therefore, the ability to listen will also determine achievement (Yavuz & Celik, 2017) in learning at school (Supinah, 2007: 13). In general, cadets who have high achievements in academics will have high listening skills. Vice versa, cadets who have very weak listening skills have weak academic performance as well.

In an educational environment, especially in vocational schools, listening skills are very important, considering that every exam, especially English, for cadets is faced with questions on listening to texts. This ability will also determine the learning achievement of cadets at school (Canpolat et al., 2015: 165). According to (Alzamil, 2021: 367) most cadets think that listening is a difficult activity compared to other learning activities. Moreover, listening lessons have been considered a boring activity, both by cadets and by the lecturers who teach them. Improved listening skills are necessary to produce significant results in learning a language. Even so, there are still various obstacles in the learning process, both for lecturers, cadets, and the listening material provided. This can be proven from initial observations made by the researcher himself. The data obtained showed that the results or scores obtained by cadets in terms of listening were still very low, an average of 48.27. Even though the learning completeness score is 72.75. This means that listening skills do have problems and must be found a way out. One way that is usually taken is to utilize learning methods that are innovative, creative, active, effective, and encouraging.

Departing from this phenomenon, it is necessary to strive for a learning model that is able to empower cadets' listening skills in learning to improve learning activities and outcomes. The learning model that the researcher refers to is TPS (Think-Pair Share) or cooperative learning. This is a type of cooperative learning designed to influence cadet interaction patterns. The procedures used in Think-Pair-Share can give cadets more time to think, to respond and help each other.

B. Methodology

The method of approach carried out in this study is classroom action research which is a practical research intended to improve learning in the classroom (Sinulingga, 2020). That is, research carried out is class-based and carried out in the classroom by lecturers/teachers or researchers (Susilowati, 2018: 37) , there is teaching or learning in order to improve learning outcomes, so it needs to be done gradual or multi-cycle. Classroom action research offers new ways and procedures to improve and improve the quality of teaching and learning in the classroom (Kunlasomboon et al., 2015: 1315-1316). Parnawi, (2020: 5) stated that classroom action research is research carried out by taking certain actions in order to solve problems faced by lecturers in learning. This means that if a lecturer is faced with a problem in learning, the lecturer must immediately take an action to solve the problem. All actions carried out are packaged in a form of research called Classroom Action Research (CAR).

1. *Research Design*
   PTK is divided into several stages or known as multi-cycles in its implementation. Sukardi, (2021: 212) stated that one of the characteristics of classroom research is the existence of planned research steps in the form of cycles, levels or cycles that allow intensive group work and independent work to occur.
2. *Participants (Population and Sample)*
   The place and time of this research was carried out in the class of TPS Study Program batch 58 of AUP Polytechnic in the even semester of the 2022-2023 academic year.
3. *Technique of Data Collection*
   The data collection method used in this study used tests and observations. The test method is used to collect data on the ability of cadets to listen.
4. *Instruments*
   The test used as an instrument is a test made by lecturers to obtain an overview of the learning outcomes of cadets, especially in listening learning.
5. *Technique of Data Analysis*
   The test is divided into two tests, namely pre-test and post-test. A pre-test will be given before the procedure is performed. This test is used to determine the ability of cadets to listen to short dialogues before the action is carried out. Post-tests will be given after the action is completed at the end of each cycle. Post-test is used to determine the results of the implementation of the Cooperative learning model that has been carried out in class. This type of test is in the form of multiple choice.

C. Results and Discussion

This class action research is carried out at AUP Polytechnic in 2 cycles. Each cycle consists of three sessions of which two sessions are for action and one session for testing. Every 1 meeting uses a time allocation of 2 X 50 minutes of learning.

Based on the calculations carried out, the conditions are very concerning so that another learning method model is needed, namely Think-pair-share which is expected to improve student learning outcomes. Below is a table of data results after carrying out cycles I and II

Table 1. Comparison of Research Results

Criterion	Pre Cycle		Cycle I		Cycle II	
	Sum	%	Sum	%	Sum	%
Minimum Completeness Criteria	11	40	15	52	27	93
Below Minimum Completeness Criteria	14	48	10	34	2	6
Incomplete	2	6	4	14		
Fixed	2	6				
Sum	29	100	29	100	29	100

Criterion	Pre Cycle		Cycle I		Cycle II	
	Sum	%	Sum	%	Sum	%
Max Score	85		86		91	
Minimum Score	48		55		65	
Average	48.27		72.75		86.20	

From the table 1 comparison table of learning outcomes, it is known the results of the implementation of research cycles I and II. Learning outcomes in the first cycle obtained the results of students' scores increased in the completeness of their KKM compared to pre-cycle. However it has not reached the success indicator, therefore the second cycle action is carried out.

Furthermore, after carrying out cycle II. The results obtained from student scores compared to KKM there were 27 students whose scores ≥ 75. Students who have not met the KKM are 2 students, then the data in the second cycle shows that the students' scores are complete because they have achieved the set performance indicators of 85% above the classical completeness set in the study, which is 75%. The highest value in cycle II is 86 and the lowest value in cycle II is 55 with an average value of 72.75. The following is a diagram of student learning outcomes in each cycle:
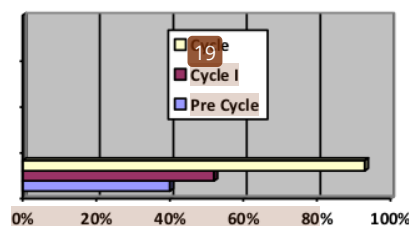

Figure 1. Percentage Diagram of Student Learning Outcomes Completeness

Based on the calculations carried out, it can be seen that from before the action to cycle I there was a decrease in the value of cadets by 2 people, 2 people had fixed scores, 14 people had minimum completeness criteria and 11 people had an increase but could still be said to be complete because there were still cadets whose grades were below the Minimum Completeness Criteria (MCC). As many as 15 people were declared complete because they met the Minimum Completeness Criteria, and 10 people were declared unable to meet the Minimum Completeness Criteria. This shows that from the beginning of the action to the first cycle there is an increase in value, but the value has not reached maximum completeness. This was due to some of the cadets who were still boisterous and did not fully comprehend what was being said. The comparison of cadet scores between cycles I and II revealed that no cadets had an impairment in cycle II. The learning results for all cadets improved, however two cadets were unable to meet the MCC requirements. The learning process in action II gains 93% more value. Therefore, actions in cycle II can be completed because there has been an increase in value. This is evident from the results of the evaluation of listening to cadets who experienced a significant increase, namely from the average grade point before the implementation of the action was 48.27. Meanwhile, after the implementation of the action, the classical average value of cadets became 72.75 in cycle I and 86.20 in cycle II. So, the use of the Cooperative learning model can improve the learning outcomes of class of TPS Study Program batch 58 of AUP Polytechnic cadets in terms of listening.

D. Conclusion

Low learning activities and learning achievement are caused by factors such as the methods used by lecturers, so that the use or replacement of conventional methods into constructivist methods is very necessary, as a result researchers try the Cooperative Learning Model in an effort to be able to solve existing problem. The use of the Cooperative Learning Model learning model is sought to be able to complete the purpose of this study, namely to determine the improvement of learning outcomes.

In this study, there are several meaningful findings for the class of TPS Study Program batch 58 of AUP Polytechnic where this research was conducted. These findings include 1) cadets are willing and able to listen to short dialogues earnestly because they are motivated by lecturers, 2) the Cooperative learning model is very helpful for cadets in listening. 3) Cadets feel happy to

participate in listening learning activities using the Cooperative learning model. 4) The use of the Cooperative learning model can improve cadet listening learning outcomes. The research objectives presented above can be achieved with the following evidence: a) From the initial data there were 19 cadets scored below 78 and in cycle I decreased to 10 cadets and cycle II only 1 cadet scored below 72.75, b) From the initial average of 48.27 rose to 72.75 in cycle I and in cycle II rose to 86.20, c) From the initial data, only 15 cadet was completed, while in cycle I it became more than 25 cadets and in cycle II it became quite a lot, namely 28 cadets.

Based on the description above, several conclusions can be drawn, namely as follows: 1) The use of the TPS Type Cooperative Learning Model in listening learning can improve the learning outcomes of cadets class of TPS Study Program batch 58 of AUP Polytechnic towards short English dialogues, 2) The steps and ways of lecturers in learning short dialogue listening material to cadets are very innovative. By forming working groups, making learning more interesting, 3) it is able to foster cadet learning motivation by using innovative learning models, so that there is a tendency to increase cadet learning outcomes. Thus, it can be said that there is a correlation between the selection of innovative learning media and cadet learning outcomes.

Based on the conclusions above, researchers can suggest several things, as follows: 1) English lecturers who teach in the class of TPS Study Program batch 58 of AUP Polytechnic can take advantage of the Cooperative learning model in listening learning so that cadets' listening learning outcomes can be improved and in choosing learning media, lecturers must adjust the material to be listened to, 2) Cadets are advised to be more active in participating in learning and always foster a sense of pleasure to listen because listening skills are the key to being able to master the other three skills, namely speaking, reading and writing, 3) Researchers are expected to carry out similar studies with different backgrounds and subjects considering the value of listening skills of cadets in this study increases and the model applied is effective to improve the ability of cadets in listening.

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