



**Improving Speaking Skills with the Cooperative Learning Model for *Think Pair Share*
Class V Students of SD Negeri 5 Ambon**

Sarah. Sahetapy

Universitas Pattimura, Jl. Ir. M. Putuhena, Ambon 97233, Indonesia

* corresponding author: sarahsahetapy10@gmail.com

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Abstract:

Speaking is the activity of issuing words or sounds in the form of expressions, ideas, information, which contain certain meanings. Learning to speak using the learning model *Think Pair Share* gives students time to think and respond, encourage students to be more active in asking and expressing their opinions and creative in developing their ideas. During the learning process, students must be active and creative in expressing their opinions. Because speaking is the ability to convey messages in the form of thoughts, ideas, and feelings through spoken language to others (Mulyadi, et al 2000). The criteria that serve as guidelines are readability and suitability. *Think Pair Share* has an explicitly defined procedure to give students more time to think, ask questions, and express their opinions, and help each other (Eanes, 1997). At the stage *Think*, the teacher makes apperception, explains the learning objectives and submits questions or issues related to the lesson. In the stage *Pair*, the teacher organizes students into pairs and gives students the opportunity to discuss the answers they think are most correct. And at the final stage, namely *Sharing*, the teacher asks in pairs to share with other friends in the class what they have talked about.

Keywords : Talking, Think Pair Share.

INTRODUCTION

Indonesian language learning aims for students to have the following abilities: 1) Appreciate and be proud of using Indonesian as the language of unity and the language of the State, 2) understand the Indonesian nation in terms of form, meaning and function, and use it appropriately and creatively for various purposes, needs, and circumstances, 3) using Indonesian to improve intellectual abilities, as well as emotional and social maturity, 4) communicating effectively and efficiently in accordance with applicable ethics, both orally and

in writing, 5) enjoying and utilizing literary works to expand insight, broaden character, and increase knowledge and language skills, 6) appreciate and develop Indonesian literature as a treasure trove of Indonesian culture and human intellectuals (Depdiknas 2006 in Widyawati 2008).

Speaking is a skill. Speaking skills will not develop if they are not trained continuously. Therefore, the ability to speak will not be mastered properly without being trained. If always trained, speaking skills will get better (Ahamdi and Mukhsin 1990).

Based on the results of observations made to see the state of learning in fifth grade students of SD Negeri 5 Ambon. The data obtained is that most of the students in class V SD Negeri 5 Ambon are active in the learning process, but there are some things that need to be improved in order to improve their attitudes and learning outcomes. The students in the class are quite creative and independent, but the students' speaking skills are still lacking and are individual as a result, the students are relatively slow in learning, so that if the learning applied by the teacher through drama appreciation is carried out in groups, it is expected that student learning outcomes will increase.

One learning model that allows students to interact with each other is the cooperative learning model. Cooperative learning model can motivate students, utilize all students' social energy, take responsibility for each other (Nasution, 2005).

One type of cooperative learning model that can build students' self-confidence and can encourage their participation is the type of cooperative learning model *Think-Pair-Share*. cooperative learning model *Think - Pair - Share* helps students interpret their ideas together and improve understanding. The cooperative learning model is *Think - Pair - Share* suitable for use in elementary schools because the condition of elementary school students who are still children makes them like new things and be more open to their peers in solving the problems they face.

LITERATURE REVIEW

Think - Pair - Share Learning Model

According to Slavin (1983), the syntax or steps for implementing the learning model *Think - Pair - Share* are:

1. The teacher conveys the core material and competencies to be achieved
2. Students are asked to think about the material/problem presented by the teacher.
3. Students are asked to pair up with their next-door friend (group of 2 people) and express their thoughts.
4. The teacher leads a small plenary discussion, each group presents the results of their discussion.
5. Starting from these activities, the teacher directs the conversation to the subject matter and adds material that has not been disclosed by the students.
6. The teacher concludes.
7. Closing

The Nature of Speaking

Speaking is a process to express, state and conclude ideas, thoughts, ideas, to others by using language that can be understood by other people (Hariady & Samzi 1996/97:13).

According to Sulastrri (2008), speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas and feelings.

Furthermore, speaking according to Mulgrave (in Tarigan, 2008:16) is a tool to communicate ideas that are compiled and developed according to the needs of listeners or listeners.

Speaking is a skill or ability to convey messages in the form of thoughts, ideas and feelings through spoken language to others (Mulyati, et al 2000).

RESEARCH METHODS

Research Design

This study used a Classroom Action Research Design (CAR). In particular, this study aims to improve student learning outcomes because the purpose of CAR is to improve, improve the quality of lessons in class (Arikunto, 2013). This research activity is carried out by following the main flow as follows: (1) planning, (2) implementing actions, (3) observing or observing, and (4) reflection.

Location and Research Subjects

The research was carried out at SD Negeri 5 Ambon, the research subjects were 20 students of class V

RESULTS AND DISCUSSION

The results of classroom action research on speaking skills through drama appreciation with the "learning model approach were *Think - Pair - Share*" obtained from three stages, namely pre-cycle, cycle I and cycle II. Furthermore, the results of the prasikus test, cycle I, and cycle II are explained as follows.

Cycle I . Research Results

At this stage the teacher evaluates. Then the teacher does the following:

1. The teacher asks things related to the learning material
2. The teacher gives a brief explanation of the learning material
3. The teacher writes down the learning topics to be studied.
4. The teacher distributes worksheets and students are asked to do it.
5. The teacher concludes.
6. The teacher and students reflect on the learning outcomes at the preliminary stage

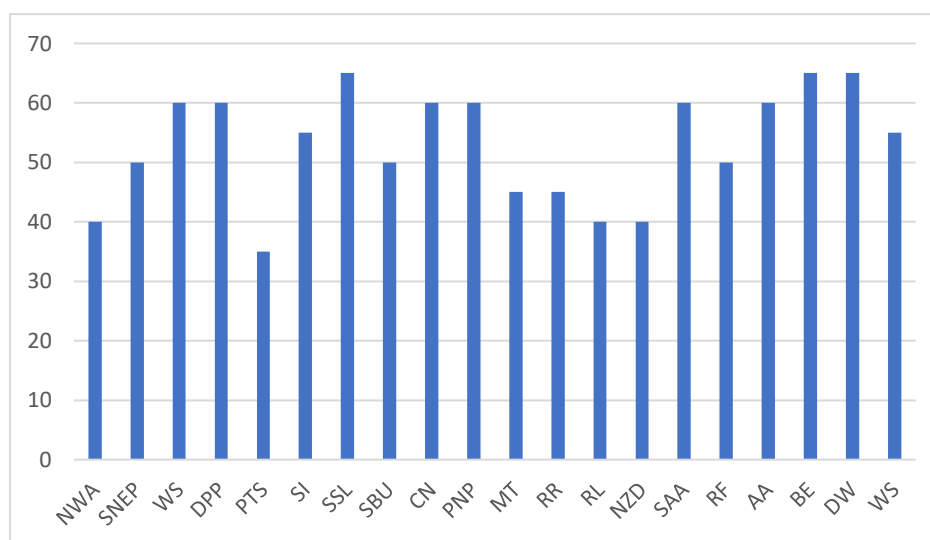
Table 1. Results of the Preliminary Test of Speaking Ability

No.	Name of Students	Assessed Aspect			Total	Level of Mastery of
		Speaking Ability (1-100)	Selecting Words (1-100)	According to the material (1-100)		
1	NWA	25	15	15	55	18.33
2	SNEP	15	25	25	65	21.67
3	WS	20	25	25	70	23.33
4	DPP	30	25	20	75	25.00
5	PTS	20	15	20	55	18.33
6	SI	25	15	20	60	20,00
7	SSL	25	20	25	70	23.33
8	SBU	20	10	20	50	16.67
9	CN	20	25	20	65	21.67
10	PNP	15	25	20	60	20.00
11	MT	20	20	15	55	18.33
12	RR	20	30	25	75	25.00
13	RL	15	20	15	50	16.67
14	NZD	30	35	30	95	31.67

15	SAA	20	15	20	55	18.33
16	RF	20	25	20	65	21.67
17	AA	30	35	30	95	31, 67
18	BE	15	25	20	60	20.00
19	DW	25	15	10	50	16.67
20	WS	20	20	15	55	18.33
Average		21.50	22.00	20.50	600	21.33

In accordance with the initial results in table 1. it can be expressed in graphical form in Figure 1. as follows.

Figure 1. Graph of Initial Test Score



Visual Figure 1. above shows that students' speaking ability classically only reached 21, 33% or reached the category of very poor grades. Overall, the average of the three aspects assessed were as follows: speaking ability aspect 21.50%, word choice aspect 22%, and suitability aspect with material 20.50%. This means that learning outcomes in learning speaking skills of fifth grade students of SD Negeri 5 Ambon are still relatively low. For this reason, researchers carry out actions to improve speaking skills by applying the learning model *Think - Pair - share*.

Cycle II Research Results Cycle II

actions were carried out because the results obtained in cycle I had not yet reached the KKM. Thus there is a need for improvement so that students are able to get better results.

The implementation of learning using the Think Pair and Share learning model still uses the same flow as the first cycle, including: planning, implementing actions, and reflection.

In cycle II, the overall learning process went very well. The findings obtained in cycle I can be resolved where, the teacher is able to motivate students in learning, most students are highly motivated by the learning model provided, so that students no longer have difficulty in choosing words, and the ability to express opinions or speak.

In the second cycle, it was held in two meetings, namely the first meeting on August 19, 2021 and the second meeting on August 22, 2021.

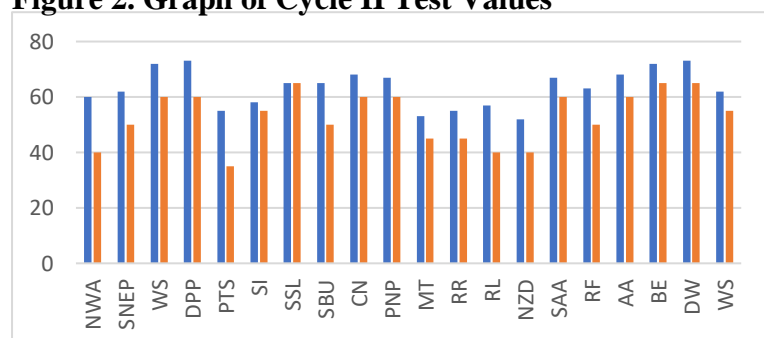
The test results achieved by students in cycle II can be seen in table 2 below:

Table 2. Cycle II Test Results of Speaking Ability

No	Name of Student	Aspect Assessed			Number of	Initials Mastery of
		Speaking (1-100)	Choosing Words (1-100)	Conformity with the material (1-100)		
1	NWA	60	60	60	180	60,00
2	SNEP	60	60	65	185	61,67
3	WS	75	70	70	215	71,76
4	DPP	70	75	75	220	73,33
5	PTS	55	50	60	165	55,00
6	SI	60	55	60	175	58,33
7	SSL	70	60	65	195	65,00
8	SBU	60	65	70	195	65,00
9	CN	70	65	70	205	68,33
10	PNP	70	65	65	200	66,67
11	MT	55	55	50	160	53,33
12	RR	60	55	50	165	55,00
13	RL	60	55	55	170	56,67
14	NZD	50	55	50	155	51,67
15	SAA	70	65	65	200	66,67
16	RF	65	65	60	190	63,33
17	AA	70	65	70	205	68,33
18	BE	70	70	75	215	71,67
19	DW	75	75	70	205	73,33
20	WS	65	65	55	185	61,67
Rata-rata		64,50	53,00	63,00	1705	63,33

In accordance with the initial results in table 2. it can be expressed in graphical form in Figure 2. as follows.

Figure 2. Graph of Cycle II Test Values



The visualization of Figure 2. above shows that the students' speaking ability through drama appreciation in cycle II reached 63.33% or reached the category of sufficient value. There are 6 students who have not reached the KKM or 30%. The percentage of students who achieve the KKM is 14 people or 70%. On average, the three aspects were scored as follows: the speaking ability aspect was 64.50%, the word choice aspect was 62.50% and the compatibility aspect with the material was 63.00%. This means that learning outcomes in learning to speak for fifth grade students of SD Negeri 5 Ambon are said to be successful.

DISCUSSION

The results of the research refer to the scores achieved by students when participating in speaking lessons using the model *Think-Pair-Share*. The aspects that are used as assessment materials in the speaking ability test include 3 aspects, namely 1) aspects of speaking skills, 2) aspects of choosing words, and 3) aspects of conformity with the material.

From the results of the first cycle of tests carried out at the second meeting, it showed that students who had scores <60 were 13 people or 65%, while students who scored 60 were 7 people or 35%. Thus the percentage of students who have reached the KKM or obtained 60 is 35%. This shows that the implementation of the first cycle has not reached the indicator of success, namely more than 60% of students scored 60. Furthermore, the average value of the first cycle test also showed an increase from the initial test, which was 21.33% to 53.83%. The average final test of the first cycle also showed that it had not reached the minimum standard of completeness, namely 60.

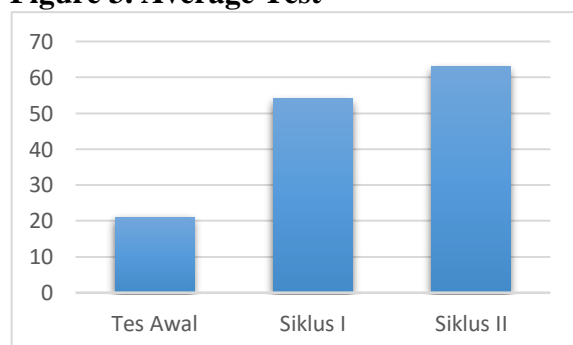
The results of the final test in the second cycle showed that, the number who had a score of <60 was 6 people or about 30%. While the students who scored 60 were 14 people or about 70%. Thus, the percentage of students who have reached the KKM or scored 60 is 70%. This means that the second cycle has reached the standard of learning completeness, namely 60% of students get 60. The following data shows the increase in the average score of students starting from the initial test, the final test of the first cycle and the final test of the second cycle.

Table 3. Average of Initial Test, Final Test of Cycle I and Final Test of Cycle II

No	Initial Test	Score End of Cycle	
		I	II
1	21.33%	58.83%	63.33%

The presentation of table 3. above is intended to provide an overview of the average value obtained by students after participating in speaking learning through drama appreciation with the model *Think - Pair - Share* from the initial test to the final test of cycle II. The table also shows the average of each student has increased. The increase in the average final test score can be seen in Figure 3. below.

Figure 3. Average Test



From the whole cycle consisting of 4 meetings, data were obtained for the increase in the value of the per-cycle test. This increase indicates that the teacher is able to apply the learning model *Think - Pair - Share* to determine the speaking ability of the fifth grade students of SD Negeri 5 Ambon. The learning model used can be applied properly by the teacher. The implementation of learning is in accordance with the RPP which is based on the learning model *Think-Pair-Share*. By looking at the increase in student learning outcomes where at the end of the second cycle 62.64% had reached the minimum standard of completeness set and the average class had met the minimum completeness criteria, the implementation of the actions in the second cycle was declared successful and it was decided not to continue in the next cycle. . The increase in learning outcomes in cycle II was caused by students becoming familiar with the applied learning model, and. the courage of students is increasingly visible. This is indicated by the number of students who provide answers to the questions given, can respond to answers from other groups, or present the results of discussions with partners (*Pair*) in sharing activities in class (*Share*). In cycle II, the teacher has fully conveyed the learning objectives so that students are motivated to learn. The teacher's exposure to everyday problems related to the material being taught is very interesting so that students are more enthusiastic in participating in learning.

In learning *Think - Pair - Share* the teacher's function is only as a facilitator, namely providing necessary direction to students. Student activity is more emphasized in the learning process because with this activity it will foster high learning motivation in students and will ultimately affect learning outcomes. The existence of stages of thinking in the learning process is a good first step to motivate students in following the next lesson. In addition, at this stage students are given the opportunity to determine their own answers to the problems presented by the teacher and write down the results of their thoughts so that individual thinking skills also develop. In the next activity is discussing with their partners, students who do not or rarely speak in front of the class at least convey the results of the discussion there are students who do not agree with their results, then ask, respond or convey the results of the discussion. The next step is for the teacher to help review the problem-solving process given so that students get appropriate answers. The use of the learning model *Think-Pair-Share* also trains students to express their opinions and respect the opinions of others, solve a problem and find their own answer with the guidance of the teacher.

Based on this description, it can be concluded that the learning model *Think-Pair-Share* can improve the skills of fifth graders at SD Negeri 5 Ambon through drama.

CONCLUSION

Based on the results and discussion in this study, it can be concluded as follows:

1. The application of the learning model *Think - Pair - Share* can improve speaking skills in fifth grade students of SD Negeri 5 Ambon. It is proven from the increase in the value of the first cycle to the second cycle, namely the average value in the first cycle is 53.83% or is included in the less category, while the the average of the second cycle was 63.33% or included in the fairly good category. This proves an increase from cycle I to cycle II of 9.5%.
2. This increase shows that learning to speak using the learning model *Think - Pair - Share* in fifth grade students of SD Negeri 5 Ambon can work well.

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