



Analysis of Think Pair Share Implementation on Students' Communication Skills at The Second Grade of Pondok Pesantren Ashhabul Yamin Lasi

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ABSTRACT

This study aims to evaluate the application of the Think-Pair-Share model in improving students' communication skills at Pondok Pesantren Ashhabul Yamin. Although many schools apply this model, this study found some errors in its application in the school. One of them is that the teacher did not follow the correct sequence and did not have a significant impact on students' communication skills. The study used a qualitative descriptive method with the participation of 1 teacher and 31 students. Data was collected through observation with 11 activities that reflect the application of Think-Pair-Share to students' communication skills. The results showed that although the lesson plan described the application of Think-Pair-Share as a learning model, the teacher did not follow the plan. In addition, the teacher also did not adhere to the correct indicators, as seen from the observation data. However, at the sharing stage, the teacher succeeded in improving students' communication skills, especially when students shared the results of their group discussions in front of the class.

Implementation, Think Pair Share, Communication Skills

ARTICLE INFO

Article history:

Received
25 March 2024
Revised
20 April 2024
Accepted
05 May 2024

Key Word

How to cite

Doi

<https://pusdikra-publishing.com/index.php/jsr/index>

[10.51178/jsr.v5i2.1837](https://doi.org/10.51178/jsr.v5i2.1837)



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INTRODUCTION

Communication is an activity or activities carried out by humans in everyday life, starting from communication with God to communication with friends, relatives, and family. With good communication skills, relationships can be built and nurtured well too, so that creates healthy relationships. This healthy relationship can actually be done anywhere and at any time, such as in the home environment and school. Good communication can increase your connection or closeness with the person you are talking to. Therefore, we must have good communication skills.

In general, since English is an international language today, it is important for us to be able to understand it. One of them is communication skills. Communication skills are one of the most important skills in learning English. By having good communication skills, we can be confident in conveying messages to other people. Supena (2022) states

communication skills are vital in learning because they allow students to explain their learning results and achieve effective learning outcomes. It can be said that communication skills help to improve student learning outcomes. In this case, if students master good communication skills, they can be confident in conveying their opinions and knowledge. Therefore, it is important for students to have good communication skills. Alwamleh (2002) states communication skills are also important for students to form positive relationships with their classmates and teachers at school, allowing them to feel at ease and inspired to study. If student communication is good, students will have more freedom to talk and ask people around them, from this stage a positive relationship will be formed between students and people in their environment.

There are many teaching approaches that can be used to improve communication skills, one of which is cooperative learning. Cooperative learning utilizes the phenomenon of cooperation or mutual cooperation in learning, which emphasizes the formation of relationships between one student and another, the formation of democratic attitudes and behaviors, and the growth of productivity in student learning activities. According to Soleha (2016), cooperative learning is one of the teaching and learning strategies where students in the class are seen as groups or divided into several groups to work together so that learning objectives can be achieved. One of the cooperative learning models is think-pair-share. Think-pair-share can be used to help students form individual ideas, discuss them, and share them with others in the group. Azlina, NAN, cited on Mahmud.A. & Riki A.P. (2010) , states think pair share is able to think and solve problems, share solutions or ideas with their partners (other students), students are prepared to be able to collaborate with other students, working together, were able to issue an opinion or idea, and share experiences. Hafizhah (2019) states think pair share is a type of cooperative learning designed to influence students' interaction patterns

The think-pair-share learning model is a tool that can be used effectively to direct students studying a subject matter. The think-pair-share learning model is implemented through three stages. namely, thinking (thinking individually), pairing (discussing with a partner), and sharing (sharing with friends). According to Hanifah (2021), the think-pair-share learning model is initiated by the teacher. convey the core of the subject matter, then students are asked to convey the main core of the material or the problem the teacher conveyed.

Based on preliminary research conducted through observations on July 26 2023, at the Ashhabul Yamin Lasi Islamic Boarding School, researchers found several problems in implementing learning using the Think Pair Share model on student communication skills in class II of the Ashhabul Yamin Lasi Islamic Boarding School. First, the document (RPP) created by the teacher is not in accordance with the theory of learning steps using think-pair-share. It can be seen from the learning documents that the

teacher has that there are several think-pair-share steps that are missing. Like the think step. From the initial observations made by the researcher, the teacher only provided a general description of the material, then continued by forming groups. Meanwhile, in the learning model, the thing that must be done after the introduction is to think. After thinking, the teacher forms pairs. However, in initial observations, the teacher was found to form students into groups of three people per group. It was found that the teacher asked students to share, then sat down again until the lesson ended. but in this share section, it was found that only a few groups appeared. It can be seen from the documents and observations that the author previously conveyed that the teacher did not implement the learning steps using the Think Pair Share model.

Second, the implementation carried out by teachers in think-pair-share learning is not in accordance with what is stated by experts. It can be seen from the existing documents that teachers group students, meaning groups can contain two, three, or more. In observations carried out by researchers, researchers also found that teachers formed groups containing two or three students. Meanwhile, pairs generally only consist of two people. The impact of the steps taken by the teacher makes the classroom situation less conducive; many students are noisy and communicate things that have nothing to do with the lesson. Then, from the observations made by the researcher, the researcher found that in one group there was one student who was doing the assignment, but the other two students were chatting and only handed over the assignment to one friend.

Third, based on initial observations conducted by researchers in the second grade of the Ashabul Yamin Islamic Boarding School, researchers found that students experienced difficulties in communicating, especially when communicating with each other. Students seem to stutter or don't even know what to say. Some students are also embarrassed to communicate during English lessons. From the researcher's observations, several things caused these problems, namely the students' lack of confidence in speaking. This is caused by students who feel embarrassed if they mispronounce a word or sentence. Furthermore, students rarely train themselves by speaking English, so students have difficulty communicating using English, and finally, the lack of student vocabulary causes them to be lazy or reluctant to communicate with other people using English.

The researcher concluded that the analysis of think-pair-share on students' communication skills is important for research because think-pair-share is a learning method that is able to develop students' communication skills. Based on this explanation, researchers are interested in analyzing the spread of think-pair-share on students' communication skills. Therefore, the research is entitled "Analysis of Think Pair Share Implementation On Students' Communication Skills At The Second Grade Of Pondok Pesantren Ashhabul Yamin Lasi".

RESEARCH METHODE

This research uses qualitative research methods, with class VIII as the research population. The research sample consisted of 31 students who were second grade students at the Ashhabul Yamin Islamic boarding school. According to Sugiyono (2010), research informants are resource persons who refer to someone who understands and can explain the research topic at hand. Data collection was carried out through observation checklists. According to Murdiyanto (2020) observation is an activity or process that sees, observes, monitors, and records behavior systematically for a specific purpose. In this study, researchers used 11 questions to conduct analysis. In this question, the researcher provides information to explain the results of the observations made by the researcher.

RESULT AND DISCUSSION

Findings

Analysis of data used to answer research questions. The question is how does the teacher implement the think-pair-share model in the class room at Ashhabul Yamin Lasi Islamic Boarding School. This question will be answered using an observation sheet containing indicators from think pair share. think indicators include The teacher asks students questions related to the lesson, the teacher gives students time to think about the answers to the questions and teachers allow students to talk and communicate with their friends while thinking. pair indicators include The teacher forms students into pairs randomly, the teacher asks the students to sit in pairs, the teacher asks students to exchange thoughts/ideas, the teacher asks students to look for answers and the teacher gives time for students to look for answers with their partners. share indicators include The teacher appoints several students to share the results of their answers in turn, the teacher asks students to distribute them based on going around the room from one pair to another and continuing until about a quarter or half of the pairs and the teacher asked the students who appeared to share the results of their discussion through communication using English.

After collected and analyzed the data, the researcher found in the first observation on January 6, the teacher only used one of the indicators. namely The teacher asks the students questions related to the lesson. This can be seen when the teacher asks the students, "Have the students ever heard of the present continuous?" At this stage, the teacher asks students to use their minds. Students have to think to find the answer. The second indicator, The teacher gives students time to think about the answers to the questions, was not found on the first day of observation. This was shown when the teacher only gave students a 30-second pause when asking questions. It can be concluded that the teacher does not give students time to think longer. The third indicator: Teachers allow students to talk and communicate with their friends while

thinking, which is not implemented by the teacher. The researcher said this was because the teacher prohibited students from discussing it at that stage. The teacher only gives students questions to answer individually in a timely manner. It was concluded that the teacher prohibited students from communicating with each other at that stage.

It was found that teachers only used four indicators at the pair stage. The indicator used by the teacher is the second indicator. The teacher asks the students to sit in pairs. It can be seen from the stage that after the teacher forms students into groups, the teacher asks students to sit with their respective groups. In this case, it can be seen that the teacher performs according to the second indicator. The next indicator used by the teacher is the third indicator. The teacher asks students to exchange thoughts and ideas. Students are asked by the teacher to create a dialogue based on the lesson material. At this stage, the teacher asks students to carry out group assignments, which make them carry out discussions that increase their' communication skills. The next indicator used by the teacher is the fourth indicator. The teacher asks students to look for answers. This can be seen when the teacher asks students to look for answers by having conversations with their group friends. The last indicator that teachers use is the fifth indicator. The teacher gives time for students to look for answers with their partners. This is said because the teacher gives students 15 minutes to find the answer to the assignment given by the teacher. The indicator that the teacher does not use is the first indicator. The teacher forms students into pairs randomly, as seen when the teacher asks students to form a group. in groups of two or three people. Judging from the first indicator, the indicator states that students are formed into pairs.

The indicators applied by teachers in share steps are the first and third indicators. The first The teacher appoints several students to share the results of their answers in turn. It can be seen that after the time given by the teacher is up, the teacher asks the students to come to the front of the class to share the results of the discussion with their group of friends. The students come to the front of the class, then read the results of the discussion. The third indicator used by the teacher is The teacher asked the students who appeared to share the results of their discussion through communication using English. In this step, students are asked to appear in the form of communication, reading the results of the dialogue that they have discussed. Here you can see that the performance must use English because the lesson theme is to present continuous dialogue. The indicator that the teacher does not use is the second indicator. The teacher asks students to distribute them based on going around the room from one pair to another and continuing until about a quarter or half of the pairs. This can be seen in the teacher asking students to perform based on their confidence in performing. not based on seating, until a circle is formed. but rather randomly based on the wishes of students who want to appear first.

In this step, help students develop their communication skills in English. For example, when the teacher asks students to read a dialogue in groups, students communicate with their group friends. And in this step, students also communicate the results of the group discussion to the teacher and other students in the class. This is a form of developing students' communication skills. where students can learn more about communicating something. It can be concluded that the teacher carried out several steps in this first observation.

Second observation on January 13, the researcher found that the teacher did not use indicators from step-by-step think. From the first indicator, namely, The teacher asks students questions related to the lesson, to the second and third, The teacher gives students time to think about the answers to the questions and Teachers allow students to talk and communicate with their friends while thinking. which the researchers found, after the teacher opens the class, the teacher rewinds the students to last week's lesson. The teacher gives a brief explanation of the previous meeting's lesson. After the teacher rewinds the lesson, the teacher asks the students to continue the performance of the students who did not perform last week. It can be seen that it is true that the teacher did not carry out the indicators of the thinking steps.

At the pair stage, it was found that only one of the five indicators was used by the teacher. This indicator is the second indicator. The teacher asks the students to sit in pairs. This is done by the teacher after the teacher briefly explained last week's lesson. The teacher asks students to sit according to their groups at the previous meeting. After the students sit in groups, the teacher asks students to continue the performance of students who have not performed last week by randomly appointing students. In this step, the researcher did not find the first indicator: the teacher forms students into pairs randomly. Which is where the teacher only continued last week's group.

At the pair stage, it was found that only one of the five indicators was used by the teacher. This indicator is the second indicator. The teacher asks the students to sit in pairs. This is done by the teacher after the teacher briefly explained last week's lesson. The teacher asks students to sit according to their groups at the previous meeting. In this step, the researcher did not find the first indicator: the teacher forms students into pairs randomly. Which is where the teacher only continued last week's group. The next indicator that the teacher does not apply in the steps pair is the third indicator, the teacher asks students to exchange thoughts and ideas. Where the teacher only continues the results of the students' findings from the previous meeting. The next indicator that is not applied is the fourth indicator. The teacher asks students to look for answers. The teacher only continues the performance of students who have not had time to perform, which means that the teacher only uses ideas generated by students at the previous meeting. The last indicator in the step pair that is not used by the teacher is The teacher gives time for students to look for answers with their partners. At this stage, the teacher

no longer gives time for students to think. Because the teacher did not ask students to look for an answer to the lesson in this second observation.

At the share stage, it was found that teachers only applied two of the three share indicators. The indicators used by teachers are indicators one and three. The teacher appoints several students to share the results of their answers in turn. where the teacher asks students to come to the front of the class and continue sharing the results of their thoughts and ideas with their group. The next indicator, The teacher asked the students who appeared to share the results of their discussion through communication using English. where the teacher asks students to communicate the results of their discussion to the teacher and other students. The indicator that the teacher does not use is the second indicator, the teacher asks students to distribute them based on going around the room from one pair to another and continuing until about a quarter or half of the pairs. At this stage, the teacher appoints random students who will appear to share their ideas.

On the second day of observation, researchers found that teachers were more likely not to apply these indicators. Most teachers do not apply these indicators. In this observation, the researcher also found that the teacher did not apply learning based on the documents she had. The steps that the teacher carries out in the classroom are very different from those written in the teacher's document.

In the last observation on January 20, it was found that the teacher reviewed the previous meeting's learning, after which the teacher gave students a written test in the form of making sentences using simple present continuous. In this case, of the three think indicators, none were found in the think-pair-share learning steps implemented by the teacher. At the pair stage, the researchers also did not find teachers who applied these indicators. of the five indicators, the teacher does not apply them at all. The teacher only gave a test on this last observation. , in the share stage, three indicators are used, namely students appearing in front of the class to also provide discussion results. However, on the third day, the teacher only gave assignments to students from the start of the lesson until the end of the lesson.

It was found that the teacher did not apply all the think pair share indicators. Where the teacher only gives assignments to students. At this stage, researchers also found that teachers again did not carry out learning based on existing documents. However, in this third observation, researchers found that the teacher invited students to communicate so that students' communication skills improved. This was found at the beginning of the lesson when the teacher opened the class and when the teacher reviewed the lesson from the previous meeting.

Discussion

In this research, there are several think-pair-share indicators that are not implemented by teachers in learning using think-pair-share. There is also the fact that

teachers do not apply learning according to the documents owned by the teacher. Based on the research findings, the researcher explained the data obtained from observations that she made during the teaching and learning process. The researcher collected data from class VIII students at the Ashhabul Yamin Lasi Islamic Boarding School. From the researcher's point of view, the teacher did not apply the appropriate indicators because the teacher had a different understanding of implementing the think-pair-share steps. Teachers also do not carry out learning according to the document due to the short learning time.

There are three steps to think-pair-share. Arends (2009) stated that the think-pair-share has some steps that should be followed by the teacher. The first step is to think. The teacher poses a question or an issue associated with the lesson and asks students to spend a minute of time thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time. The second step is pairing; next, the teacher asks students to pair with their friends. Then, discuss what they have been thinking about. Interaction during this period can include sharing answers if a question has been posed or sharing ideas if a specific issue has been identified. Usually, teachers allow no more than four or five minutes for pairing. And the last step is share. In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report. Students share using language that is easy to understand. However, in this research, researchers found that several think-pair-share steps did not match the implementation of the indicators described. In this statement, Arend mentioned several indicators for each step. But in reality, teachers only carry out some of these indicators.

In this research, it was found that the third step is a share step, where the teacher improves students' communication skills. Hiebert and Carpenter (2000) stated the Think Pair Share (TPS) type learning model is a type of learning model designed to influence student interaction patterns. The combination of independent and group learning is very relevant in improving students' communication skills. However, when implementing learning by teachers, teachers do not implement it according to the indicators. This has an impact on learning that using think pair share to improve students' communication skills is not effective.

In this finding, the researcher found that on the first, second, and third days of step think, teachers only applied a few of these indicators. Even teachers tend not to apply it rather than implement it. can be seen in three indicators. On the first day, it was found that the teacher only applied one indicator, namely the first indicator. On the second and third days, it was found that the teacher did not apply any indicators of think at all.

Each step pair has five indicators. The findings on the first day were that the teacher implemented four of the pairs of indicators. The indicator that is not used is the first indicator. The teacher does not apply it because the teacher applies it based on forming a group, not forming a couple. On the second day, it was found that the teacher applied one indicator, namely the second indicator. On the third day, none of the indicators were found to be applied by the teacher. The research findings showed that the teacher only carried out tests and did not carry out learning according to the think-pair-share step steps.

Steps share three indicators. It was found in the first observation that the teacher applied two indicators. The indicators applied by the teacher are the first and third indicators. In the first indicator, the teacher asks students to come to the front of the class. In the third indicator, the teacher asks students to perform using good English. The indicator that the teacher does not use is the second indicator. The findings in the second observation were that the teacher applied two share indicators. The indicators applied by the teacher were indicators one and three. Indicator one appears to be applied by the teacher when the teacher asks students who have not appeared at the previous meeting to appear in front of the class and share the results of their discussion that the students got last week. The third indicator used by teachers appears when students use English to communicate the results of the students' findings. The indicator that the teacher does not use is the second indicator. On the third day of observation, the researcher found that the teacher did not apply the indicators. This is shown when the teacher only gives assignments to students on that day. In these findings, the researcher found that these share steps are steps that help students improve their communication skills, because this step requires students to communicate with their friends and teachers

CONCLUSION

In this research, the researcher conducted qualitative research to describe analysis of think pair share implementation on students' communication skill at the second grade of pondok pesantren Ashhabul Yamin Lasi. This research was to know the think pair share implementation on students' communication. In conclusion, researchers found that teachers used steps from think-pair-share. The researcher came to this conclusion from the written RPP, the teacher used the think-pair-share learning model. The researcher also found several indicators from the think-pair-share steps, which the researcher used as a reference in this research. There were several indicators that were not implemented by the teacher. Researchers also found that teachers did not implement the learning stages according to the lesson plan that they had. In the third think-pair-share step, namely the share stage, researchers found that this stage was very helpful in improving students' communication skills. This happens when students

share the results of their discussions with other students and their teachers. At this stage, the teacher forms students to be able to confidently display their communication skills.

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