JOEY 2 (2) pp. 7-12
August 2023

ISSN : 2828-2388
e-ISSN :228-2078

Journal Homepage : https://journal.ibrahimy.ac.id/index.php/JOEY

The Effect of Think-Pair-Share Strategy on Student Learning Achievement

Akhmad Nuris Hidayat[1)]

[1]English Education Department, STIT Miftahul Midad Lumajang.
Email : akhmadnuris1993@gmail.com.

ARTICLE INFO

Keywords:

Think Pair Share Learning Model, Student Achievement

Article History :

Received : 04 August 2023
Revised : 10 August 2023
Accepted : 12 August 2023
Published : 14 August 2023

ABSTRACT

Think Pair Share was one of the learning models that give students the opportunity to work alone as well as work together. The researcher used a Think-Pair-Share Strategy in the learning process to know the effectiveness of student learning achievement. It used a quantitative method and took 50 students as a sample and used a questionnaire. Then the data was analyzed using the product moment formula.The r of the calculation result is greater than the r of the table, both at the level of significance of 5% and 1%. Thus, the alternative hypothesis (Ha) is accepted, namely the existence of a positive influence between the variables X and Y, while the null hypothesis (Ho) is rejected. So there is an influence between the think pair share learning model on student achievement

1. Introduction

Education is a process of an activity carried out consciously by humans to achieve intellectual, social and spiritual maturity(Arifin, 2010). Education greatly affects humans in terms of thinking and behavior, where these thoughts and behaviors will form an individual with character.(Darmawan, 2013)To achieve a good English Language learner, Skills of English must be learned by students even though all these aspects are not an easy task.(Listianingsih, 2017).Most of the students remained silent whether they understand or not in the class and also the Teacher got into a heavy situation when they cannot communicate with their students.(Leon., 2017) In managing the situation in the class the teacher can use some method or strategy to make the learning process more restrained. The learning model can be interpreted as a conceptual framework that describes systematic procedures and organizes learning experiences to achieve certain learning goals and serves learning designers and teachers to plan and carry out learning activities (Nurahman, 2009).There are many ways on teaching in class to become more fun and friendly to the students. The cooperative learning model is a learning model that requires learners to work together, defines a small cooperative group as a learning atmosphere in which students interact to work on academic tasks to achieve common goals (Huda, 2011). The think pair share is the type of it which has advantages, including allowing students to work alone and cooperate with others, optimizing student participation, giving students at least eight times more opportunities for students (learners) to show their participation to others, suitable for simple

https://doi.org/10.35316/JOEY.2023.v2i2.7-12

Hak Cipta (c) 2022 JOEY: Jurnal Bahasa Inggris Ibrahimy
Ini adalah artikel akses terbuka di bawah lisensi CC BY-NC-SA

tasks (not too structured), easier interaction, faster and easier formation, and can be applied to all subjects and grade levels.(Huda, 2011)

The researcher wants to know the effectiveness of using the Think-Pair-Share strategy in student achievement because the student still struggling in learning English subject in the class.

Many researchers use the think-pair-share strategy to improve the student's skills or to achieve their research purpose (Usman, 2015) it improve speaking skill by think-pair-share strategy,(Sumarai, 2016) in understanding the concept and achievement. The previous research found a good result yet have many suggestion to further research so that the researcher will focus on finding the influence of think-pair-share on English student learning achievement which have a different variable that can answer a different result from other research.

2. Methods

The method used is quantitative method type inferential. This study aims to describe the influence between the think pair share learning variables and the student achievement variables that will be analyzed using statistical analysis techniques. The variables involved in this study are free (variable x) in the form of think pair share learning and bound variables (variable y) student achievement. Because variable X and variable Y are assumed to have a positive relationship (Tanzah, 2009).

The location is in MTS Miftahul Midad Lumajang 8 grade. Musi Street, Sekarputih, Sumberejo, Sukodono district, Lumajang city, East Java Provience and Indonesia Country. This study used quota sampling which is determining a sample from a population that has certain characteristics to the desired number (sugiyono, 2012). The author used direct observation, namely observations made directly on the object being observed, in the sense that the study did not use other standard tools. It is meant that directly sees or observes what happens to the object of study (Nazir, 2004). The researchers used a closed questionnaire because respondents were only required to choose the answers that had been provided. And based on how to provide it, the researcher uses a direct method, because the questions that have been provided are addressed directly to the respondents to answer them. (Questionnaire as attached)a. always b. often c. sometimes d. never then the answer can be scored, for example: Always scored: 4. Often scored: 3. Sometimes scored: 2. Never scored: 1(Bungin, 2005).

3. Finding

3.1. Data Presentation

In presenting this data, it is stated that to obtain questionnaire data. Therefore, if the subjects are less than 100, it is better to take all, so the study is a population study, but if more than 100 can be taken 30% of the existing population.

Before the table of questionnaire distribution data is stated, the following are stated some explanations and provisions as follow:

a) The questionnaire given to students was 10 statements for think pair share learning and 10 other statements for student achievement.
b) Each of the items of the statement consists of four alternatives, namely: a. always b. often c. sometimes d. never.

With each value weight: always with a value weight of 4, often with a value weight of 3, sometimes with a value weight of 2, never with a value weight of 1

The questionnaire distributed by the researcher was 20 statements to respondents, along with a recapitulation of the value of the questionnaire.

3.2. Interpretation Data Analysis

a) Analytical Techniques

The data analysis technique used in this study is a statistical analysis technique. The technique used is product-moment correlation, with the formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

From the formula then the collected data is calculated. If the result of the calculation shows a value greater than (r) of the table, then it means that the proposed research hypothesis is accepted. Vice versa, if the value is calculated less than (r) in the table at a significant rate of 5% then the results of the research hypothesis are rejected.

b) Analysis and proof work

To analyze the research, the data that has been collected is organized. The steps in organizing this research are:

a) Compile data on the value of student social questionnaire results filled in by students (X2).

b) Squaring data from the results of the student cognitive development questionnaire (Y2).

c) Multiplying the data on the results of the student's social questionnaire scores with the results of the student cognitive development questionnaire (XY)

By organizing the data above, data is obtained that is ready for analysis, as in the following table:

Table 1. The calculation looks for the correlation coefficient of Learning think pair share (X) with Student achievement value (Y)

No Respondent	Value (X)	Value (Y)	Value X^2	Value Y^2	Value XY
1	22	27	484	729	594
2	24	28	576	784	672
3	25	26	625	676	650
4	23	28	529	784	644
5	20	28	400	784	560
6	19	19	361	361	361
7	23	23	529	529	529
8	23	26	529	676	598
9	19	29	361	841	551
10	20	23	400	529	460
11	23	22	529	484	506
12	23	19	529	361	437
13	25	30	625	900	750
14	23	25	529	625	575
15	23	32	529	1024	736
16	26	26	676	676	676
17	23	28	529	784	644
18	24	32	576	1024	768
19	23	28	529	784	644
20	20	16	400	256	320
21	26	30	676	900	780
22	25	26	625	676	650

23	23	26	529	676	598
24	20	17	400	289	340
25	24	31	576	961	744
26	28	26	784	676	728
27	23	22	529	484	506
28	22	25	484	625	550
29	24	20	576	400	480
30	18	19	324	361	342
31	14	20	196	400	280
32	26	29	676	841	754
33	15	20	225	400	300
34	22	23	484	529	506
35	23	29	529	841	667
36	17	19	289	361	323
37	27	28	729	784	756
38	25	30	625	900	750
39	21	20	441	400	420
40	15	20	225	400	300
41	24	29	576	841	696
42	23	22	529	484	506
43	20	22	400	484	440
44	25	24	625	576	600
45	26	28	676	784	728
46	29	27	841	729	783
47	19	20	361	400	380
48	16	20	256	400	320
49	15	18	225	324	270
50	13	17	169	289	221
	1099	1222	24825	30826	27393
N	=ΣX	=ΣY	=Σx^2	=Σy^2	=Σxy

The working table above obtained:

ΣX = 1099
ΣY = 1222
Σx^2 = 24825
Σy^2 = 30826
Σxy = 27393

Next, enter the numbers that have been obtained from the results above into the formula.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

$$r_{xy} = \frac{50x27393 - (1.099)(1.222)}{\sqrt{[50x24.825 - (1.099)^2][50x30.826 - (1.222)^2]}}$$

$$r_{xy} = \frac{1369650 - 1342978}{\sqrt{[1241250 - 1207801][1541300 - 1493284]}}$$

$$r_{xy} = \frac{26672}{\sqrt{(33449)(49016)}}$$

$$r_{xy} = \frac{26672}{\sqrt{1606087184}}$$

$$r_{xy} = \frac{26672}{40076,017}$$

r_{xy} = 0,665535200

r_{xy}= 0,67

4. Discussion

Hypothesis testing is carried out by comparing the magnitude of r obtained from the calculation with the r values listed in the values of the r product moment. If the calculated r values are less than the r values of the product moment then the null hypothesis is accepted and the alternative hypothesis is rejected. Conversely, if the calculated r-value is more than the r-values of the product moment then the null hypothesis is rejected and an alternative hypothesis is accepted.

From the results of the calculation of the value of r obtained results, namely 0.67, then the correlation index obtained is not negatively marked. This means, between the variables X and Y there is a unidirectional relationship. That is, so there is an influence between the think pair share learning model on student achievement.

To prove the hypothesis that has been proposed, the r of the calculation results needs to be compared with the r of the table at the significance level of 5% (obtained value 0.279) and 1% (obtained value 0.361). This means that the r of the calculation result is greater than the r of the table, both at the level of significance of 5% and 1%. Thus, the alternative hypothesis (Ha) is accepted, namely the existence of a positive influence between the variables X andY, while the null hypothesis (Ho) is rejected.

To find out the magnitude of the influence, r the results of the calculation need to be consulted with existing guidelines. As it turns out, the value of r lies between 0.60-0.79. This means that between the variables X and Y, there is a strong or high correlation. Thus, we can conclude that there is an influence of the think pair share model on strong or high student achievement.

References

Arifin, A., 2010. *Politik Pendidikan Islam.* 7 ed. yogyakarta: Teras.

Darmawan, D. S. a. D., 2013. *Komunikasi Pembelajaran.* Bandung: PT Remaja Rosdakarya.

Huda, M., 2011. *Cooperative Learning.* Yogyakarta: Pustaaka Belajar.

Leon., L., 2017. An analysis of factors influemcing learner english speaking skill. *International Journal of Reseach in English Education,* 1(50), pp. 30-40.

Listianingsih, T., 2017. The Influence of Listening English Song to Improve Listening Skill in Listening Class. *Academia : Journal of Multidisciplinary Study,* 1(1), pp. 35-49.

Nurahman, A., 2009. *Belajar dan Pembelajaran.* Bandung: Alfabeta.

sugiyono, 2012. *Metode Penelitian kuantitatif dan RnD.* Bandung: Alfabeta.

Sugiyono, 2017. *Penelitian Kuantitatif.* Bandung: CV. Alfabeta.

Sukmadinata, N. S., 2010. *Metode Penelitian.* 8 ed. Bandung: PT Remaja Rosdakarya.

Sumarai, S., 2016. *think pair share effect of understanding the consept and achievment.* Semarang, The second international conference on Teacher training and education sebelas maret university.

Tanzah, A., 2009. *Pengantar Metode Penelitian.* Yogyakarta: Teras.

Usman, a., 2015. Using the Think-Pair-Share Strategy to Improve Students Speaking Ability at Stain Ternate. *Journal of Education and Practice,* 6(10), pp. 37-46.