IMPLEMENTATION OF THINK PAIR SHARE (TPS) TO IMPROVE STUDENT'S LEARNING ACTIVENESS IN TEACHING WRITING AT THE SECOND GRADE OF SMAN 1 KURIPAN

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A B S T R A C T S

The aim of this research is to describe and find out how think pair share is implemented to increase student learning activities in students' writing skills, increase student activity, student responses, student learning outcomes and describe the obstacles that occur during the learning process using Think Pair Share. Pair Share (TPS) Learning. TPS is designed to increase students' sense of responsibility towards the lesson itself and others. The type of research carried out in this research is a pre-experimental design using a "one-group pretest-posttest design", The sample in this research was all class XI students a sample of 30 students. The research instruments used to collect data include: student activity observation sheets, pre-test and post-test sheets provided, and questionnaires. The data analysis method used in discussing the results of this research is a quantitative descriptive method. Based on the research results, The Think Pair Share type cooperative learning model received a very good response from students; this was shown by a percentage of 75%. Thus, It can be concluded that the student response to the implementation of the Think Pair Share (TPS) learning model is very good by looking at several things, including: students are willing to listen and pay attention to the teacher's explanation; students are able to do the task well; students pair up and express their opinions to their partners; students express their opinions in front of the class to other friends.

INTRODUCTION

Think Pair Share (TPS) or think in pairs share is a type of cooperative learning designed to influence student interaction patterns. This TPS strategy evolved from cooperative and lead time research. This TPS strategy evolved from cooperative and lead time research. First developed by Frang Lyman and colleagues at the University of Maryland who stated that TPS was an effective method to create variations in the atmosphere of class discussion patterns. In the learning process, the teacher is a very component in the implementation of a learning strategy. Without the teacher then a good learning strategy will not be able to be implemented (Sanjaya, 2006: 52).

There is a growing belief that children learn best when their learning environment is natural and they can directly experience what they are learning. This concept aligns with the principle of learning by doing, which emphasizes that learning is not simply passive listening and note-taking, but an active process of engagement. In the context of education, it is essential to consider the teaching and learning process within school institutions. Unfortunately, there are still teachers who lack the necessary knowledge and skills to select and implement various models and types of learning that can enhance students' enthusiasm,

participation, creativity, and motivation. Therefore, it is important to carefully choose appropriate methods in the learning process to ensure effective and engaging learning experiences for students.

Various learning models that are oriented towards student activity Currently, many have been put forward from a variety of methods that can be taken, but many still do not adjust to the situation in the classroom and make students not active in learning more just silent and the teacher does not know whether the student understands or not. One method that can be use to increase learning activity is the method currently used in the independent curriculum, namely the cooperative learning model. The cooperative learning model is divided into several types, one of which is Think Pair Share. Think Pair Share type cooperative learning model (TPS) type cooperative learning model is one of the learning models that is effective enough to increase students' and can increase students' learning activities because students are required to do more activities while learning. TPS provides an opportunity for students to work alone but in pairs if they have many groups it will only make students busy themselves such as chatting and busy with personal affairs most likely just like hanging out not paying attention to friends who are focused on their learning. With the classical method that which allows only one student to come forward and share his or her results for the whole class, the Think Pair Share technique provides at least eight times more opportunities for each student to be recognized and show their participation to others (Anita Lie, 2008:57).

Based on the description above, the researcher conducted a study "Implementation of the Think Pair Share Type Cooperative Learning Model to Increase Student Learning Activeness at SMAN 1 KURIPAN in the 2024/2025 Study Year". The results of this study are expected to be useful for teachers and students as one of the efforts that can be taken in increasing student learning activeness in the classroom, The results of this study are expected to be useful for teachers and students as one of the efforts that can be taken in increasing student learning activeness in the classroom, The results of this study are expected to be useful for teachers and students as one of the efforts that can be taken in increasing student learning activeness in the classroom.

The results of this study are expected to be useful for teachers and students as one of the efforts that can be taken in increasing student learning activeness in the classroom. One of the efforts made by teachers to achieve learning activities and outcomes is by using the think pair share cooperative learning model to increase student activity in learning. Zulfah, (2017) The researcher packaged the think pair share method as one of the methods that can be taken to increase student learning activeness in learning to apply the TPS learning model and the implementation of the TPS model so that it can be applied in all grades so that it is easy for students to learn. In addition, the application of the TPS model is expected to support the teaching and learning process at school and make it easier for teachers to choose the TPS method to achieve success in learning and delivering material. All of that is presented in the thesis entitled "Implementation of Think Pair Share (TPS) to Improve Student Learning Activeness at The Second Grade of SMAN 1 Kuripan." Based on the background of the study above, the researcher formulated the statement of the problem, as: How to implementing of Think Pair Share (TPS) to improve student activeness learning at the second grade of SMAN 1 Kuripan?

RESEARCH METHOD

In this research, researchers used quantitative methods. This research is conducted to determine the consequences of a treatment given intentionally by researchers, according to Hadi (1985:179). This research aims to find out how to apply the Think Pair-Share method to increase student learning activities. In this research all class II students of SMAN 1

KURIPAN. In this research, using observation, questionnaires and test methods, researchers collected data using random sampling techniques. Researchers apply the think-pair-share method to increase student learning activities. This type of research is called quantitative descriptive research, which begins by gathering information about a particular event by summarizing relevant details. During the research process, the researcher records each incident and then continues by describing it in the form of information (Suharsimi, 2013: 135) that in this method we can find out student activities, student responses, and student learning outcomes related to Thinking. Pair Share (TPS) cooperative learning model.This research design uses a "one-group pretest-posttest design" design, namely by comparing the situation before being treated with the situation after being given treatment.

$$O_1 \quad \rightarrow \quad X \quad \rightarrow \quad O_2$$
sugiyono 2013:111

Where:

O_1 : Pre-test is carried out before implementing the Think Pair Share (TPS) type cooperative learning model.

X : Delivery of material using the Think Pair Share (TPS) type cooperative learning model.

O_2 : The post-test was carried out after implementing the Think Pair Share (TPS) cooperative learning model.

The subjects of this research were second grade students at SMAN 1 Kuripan. For this research, students took one class as a sample, then the object of the research was to increase student learning activity by using the think pair share strategy. There are two variables on this study that can be explained as follow:

1. Independent variable: Independent variable is the factor that is manipulated or controlled by the research (marzzyk,et al, 2005:42). The independent variable of this study is taught by using think pair share method.

2. Dependent variable: Dependent variable is a measure of the effect (if any) of the independent variable(marzyk, et,al, 2005:44) the dependent variable of this study is the student learning activeness.

The population is the subject of research as stated by Suharsimi Arikunto (1996: 102). Based on this view, it means that the population in this study is all students at SMA Negeri 1 Kuripan, totaling 267 students in 9 classes. Researchers take samples from part of the population.

Suharsimi Arikunto (1996:102) said that if the population is more than 100 then 10-15% or 20-25% is taken. The population of this study is quite large, it is necessary to limit it by selecting the entire population randomly and the researcher taking a sample of 30 students, 10-15% of the 267 students, in order to obtain a sample size that suits the sample requirements in this study using random sampling techniques.

"Research instruments are data collection tools to measure observed natural and social phenomena." Sugiyono (2014:92) while other experts explain that "an instrument is an instrument if research uses methods"(Arikunto, 2006:149) The instruments used in this research are observation, questionnaires and pretest and posttest used to obtain data about Implementation Of Think Pair Share (TPS) To Improve Student Learning Activeness At The Second Grade Of Sman 1 Kuripan in the form of a closed questionnaire.

RESEARCH FINDINGS AND DISCUSSION

The chapter presents part of the results of research conducted at SMAN 1 Kuripan. This research discusses the application of the think pair share comparative learning method to increase learning activity in students' writing abilities at SMAN 1 KURIPAN in academic year 2024. It covered the data description, the experimental test for data analysis, the testing

hypothesis, and the discussion of research findings. Data of study were obtained from observation, pre-test posttest and, questionnaire.

The first step is observation, which aims to determine students' activeness in the class. The second step is for students to carry out a pretest with the aim of understanding students' understanding of the English abhasa learning material in cause and effect. After carrying out the pretest, the students receive treatment from researchers using the cooperative learning method, think pair share. The next day, students do post-implementation. The aim is to find out the comparison before and after using the think pair share method, and the final step is for students to fill out a questionnaire after the implementation is carried out and student activity in the class regarding students' writing and learning abilities. The data description analysis In this sub-chapter, a description of the data from the research results will be presented in the form of validation and reliability analysis of learning tools and research instruments, pre-test and post-test results, pre-test and post-test scores, observation results of student activities and response questionnaires. students regarding the application of the Think Pair Share (TPS) type cooperative learning model Students' responses to learning using the Think Pair Share (TPS) learning model were very good. This is proven by students filling out the response questionnaire and obtaining an average percentage of student responses of 75.00%. When converted into an interpretation table, the percentage score falls within the very good interpretation criteria.

In this section the discussion relates to the interpretation of the findings obtained by researchers regarding the results ofThe results of the lesson plan validation show that the feasibility of the lesson plan is 96%, in (1) it gets a score of 20, in (2) it gets a score of 26 and in (3)the highest score is 4 because the number of questions in column three is only one question. The result of the overall score of the lesson plan is 50 the score is then interpreted according to the formula to find the lesson plan eligibility percentage of 96% in the feasible category, the result of observations of student activities in class at the first meeting. The observation results showed that the presentation of 2.00% seen from the Likert table was very poor, after that the researcher made a second observation and obtained a result of 51%. Student activity data has increased during the learning process. At the first meeting, students' activities obtained an average score of 0% - 20%, including in the very poor category as seen in Likert table 3.1, but from various aspects they still obtained a score of 20%, namely aspects that at the beginning of the first meeting were not yet able to provide new ideas. . but pay attention to the teacher when teaching. when given a task and dare to give pros and cons answers to the results of each pair's discussion. In implementation I, students were still awkward about being taught by a temporary substitute teacher (researcher), and tended to underestimate the teacher because he was not a teacher from SMA 1 Kuripan. The second observation which can be seen in the observation table in table 4.3 is the calculation of scores and results of the percentage of students' activeness. Students entering the presentation 51% of the Likert percentage are in the high category.

The explanation above, the researcher analyzes that the Think-Pair-Share Method strategy can increase student activity in class and increase students' thinking power to think critically, increase students' writing ability activity.The students' average score in the initial treatment was very different from the second treatment where the students' average score was higher in the post-test. The score is obtained from the presentation of data analysis, presented in a larger number of students showing an increase when using the think pair share method. Students are more active and confident in expressing ideas and opinions and dare to ask questions if they don't understand the material or ideas of their friends. In accordance with the presentation of the pretest posttest analysis of student learning results data shows that in Treatment 2, out of 30 students the average score obtained from the post-test scores has increased. The posttest scores of 30 students have exceeded the maximum completeness

criteria of ≥75 by obtaining a class completeness score $= \frac{25}{30} \times 100\% = 83.33\%$. so it can be concluded that the teaching and learning process at the second post-test stage has reached completeness. Based on the results of the study test, it can be concluded that in the pre-test many students had not reached KKM ≥ 75 with class completion scores with 5 students declared incomplete and 25 students declared complete. The student learning outcomes data shows that in Treatment 2, out of 30 students the average score obtained from the post-test score has increased. The posttest scores of 30 students have exceeded the maximum completeness criteria ≥75 by obtaining a class completion score $= \frac{25}{30} \times 100\% = 83.33\%$ The student learning outcomes data shows that in Treatment 2, out of 30 students the average score obtained from the post-test score has increased. The posttest scores of 30 students have exceeded the maximum completeness criteria ≥75 by obtaining a class completion score $= \frac{25}{30} \times 100\% = 83$. the teaching and learning process at the second post-test stage has reached completeness. Based on the results of the learning test, it can be concluded that in the pre-test, many students have not reached the minimum completion standard of ≥ 75 with a class completion score with 5 students declared complete and 25 students declared incomplete. The student learning outcomes data shows that in Treatment 2, out of 30 students the average score obtained from the post-test score has increased. The posttest scores of 30 students have exceeded the maximum completeness criteria ≥75 by obtaining a class completion score $= \frac{25}{30} \times 100\% = 83.33\%$ The teaching and learning process at the second post-test stage has reached completeness. Data on student learning outcomes shows that in Treatment 2, out of 30 students the average score obtained from the post-test scores has increased. The posttest scores of 30 students have exceeded the maximum completeness criteria of ≥75 by obtaining a class completeness score $=.\frac{25}{30} \times 100\% = 83.33\%$ The teaching and learning process in the second post-test stage has reached completeness.

Based on the results of the learning test, it can be concluded that in the pre-test many students did not reach KKM ≥ 75. In the post-test there were 25 students who were declared complete, the teaching and learning process in the second post-test stage had reached perfection. The results of the learning test can be concluded that in the pre-test in calculating the mean is the value of the overall average of the students getting a data of 77.3409, then the median of the middle data of the ordered data is 80% and the data mode that appears the most is 80% of the data above. The students do the posttest and get improvement of student learning outcomes. This research used the questionnaire method. The results of the questionnaire showed that 75% of students were interested in the think-pair method. The questionnaire was used to find out students' responses to the implementation of think-pair-share. According to the questionnaire, they really liked the think-pair-share method, where students felt more active and liked it. collaborate with groups in pairs compared to groups containing more than two people. The researcher saw that in this application, the students were to listen to the teacher's instructions, pay attention to the teacher, and ask if they didn't understand.

The students immediately did what they had been asked, then they came forward to show the results of their writing abilities, and after the teacher saw that it was good, the students were very ready to present it in front of the class. or standing on a bench, each student is able to work on post-test questions well and interactively. If there is a question that they think they don't understand, students become critical in expressing their opinions. In applying the think pair share method, it can be concluded that the student response to the application of the think pair share (TPS) learning model is very good by looking at several things including: students are willing to listen and pay attention to the teacher's explanation,

students are able to do their assignments well, students pair up and express their opinions. to their partners, students express their opinions in front of the class to other friends, and students are able to do post test questions well. After conducting research in class IX of SMAN 1 KURIPAN, data was obtained regarding student responses to the application of the Think Pair Share learning model carried out by researchers. From the student response data in table 4.5 and using the Think Pair Share (TPS) cooperative learning model, it can be seen that the student responses from 30 students obtained the highest score of 75.00% and the lowest score of 11.00%. If combined into an average table The interpretation of the average presentation score of 56.85% in the table shows that the average interest in learning using the cooperative learning method think pair share is very high.

It can be concluded as: 1) Student activity during the learning process using the Think Pair Share (TPS) learning model has increased, this is proven by the average percentage value of student activity observations at meeting I was 56%, at meeting II it rose to 83.33%. When converted into an interpretation table, the percentage scores at meeting II fall within the very good interpretation criteria. 2) Students' responses to learning using the Think Pair Share (TPS) learning model were very good. This is proven by students filling out the response questionnaire and obtaining an average percentage of student responses of 75%. When converted into an interpretation table, the percentage scores fall within the interpretation criteria of strongly agree. 3) Student learning outcomes using the Think Pair Share (TPS) learning model have increased. This is proven by the scores obtained on the Pretest from 30 students who have not reached the Minimum Completeness Standards (SKM). In the post test it was said to be complete because of the students who had reached SKM 25 people were declared to have passed and met the criteria and 5 students were declared not to have met the criteria requirements because they were still below SKM ≤ 75. 4) During the learning implementation process, student activity data increased. At the first meeting, students scored 40%-60%, with 20% lacking new ideas. They were uncomfortable with temporary substitute teachers and underestimated them. The second meeting improved with an average score of 80%, indicating a better understanding of the think pair share method. Students were enthusiastic about expressing opinions and ideas, demonstrating courage in using this method.

CONCLUSION

It can be concluded that the student response to the implementation of the Think Pair Share (TPS) learning model is very good by looking at several things, including: students are willing to listen and pay attention to the teacher's explanation; students are able to do the task well; students pair up and express their opinions to their partners; students express their opinions in front of the class to other friends.

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