

The Effect Of Think Pair Share (TPS) Learning Model On Students' Grammar Mastery

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ABSTRACT

This research was conducted based on the experience of the researcher during the teaching training program at Mts Darul Ulum Budi Agung. Where in learned English, the grammar is very lacking, especially in modal verbs. Therefore, the researcher decided to improve the grammar of 30 students. The researcher used Think Pair Share learning model to find out whether there is a significant effect of learning model on students grammar mastery. This study used quantitative research. The way to obtain the data used a research instrument in the form of a test with a total of 25 questions. After analyzing the data, it was found that there was a significant effect of Think Pair Share learning model on Student' Grammar Mastery, which proved from the total scores of pre-test before giving treatment is 1297 and after giving treatment is 2581. Based on the result of data analysis, it showed that the value of $R_{table} < T_{table}$. Where, R_{table} with $DF = N - 2$ and a significance level of 0.05. The value of DF in this study is $30 - 2 = 28$. R_{table} on DF 28 is 0,374. It was found R_{table} was higher than T_{table} . The result of the data showed that the significant value from Lavene's 0.196 is higher than 0.05. The final hypothesis showed that H_a was accepted and H_o was rejected. It means that there is a significant effect of think pair share learning model on students' grammar mastery. The English teachers are suggested to use Think Pair Share learning model in teaching grammar by which the teachers are easier to teach English grammar.

Keywords: Think Pair Share, Grammar Mastery, Modal Verbs.

ABSTRAK

Penelitian ini dilakukan berdasarkan pengalaman peneliti selama mengikuti program pelatihan mengajar di MTs Darul Ulum Budi Agung. Dimana dalam pembelajaran bahasa Inggris, grammar sangat kurang, terutama pada modal verbs. Oleh karena itu, peneliti memutuskan untuk meningkatkan tata bahasa dari 30 siswa. Peneliti menggunakan model pembelajaran Think Pair Share untuk mengetahui apakah ada pengaruh yang signifikan model pembelajaran terhadap penguasaan grammar siswa. Dalam penelitian ini digunakan penelitian kuantitatif. Cara memperoleh data menggunakan instrumen penelitian berupa tes yang berjumlah 25 soal. Setelah dilakukan analisis data, diketahui bahwa terdapat pengaruh yang signifikan model pembelajaran Think Pair Share terhadap Penguasaan Tata Bahasa Siswa, dibuktikan dari nilai total pre-test sebelum diberikan perlakuan sebesar 1297 dan setelah diberikan perlakuan sebesar 2581. Hasil analisis data menunjukkan bahwa nilai $R_{tabel} < T_{tabel}$. Dimana R_{tabel} dengan $DF = N - 2$ dan taraf signifikansi 0,05. Nilai DF pada penelitian ini adalah $30 - 2 = 28$. R_{tabel} pada DF 28 adalah 0,374. Ditemukan R_{tabel} lebih tinggi dari T_{tabel} . Hasil data menunjukkan bahwa nilai signifikansi dari Lavene's 0,196 lebih tinggi dari 0,05. Hipotesis terakhir menunjukkan bahwa H_a diterima dan H_o ditolak. Artinya terdapat pengaruh yang signifikan model pembelajaran think pair share terhadap penguasaan grammar siswa. Guru bahasa Inggris disarankan untuk menggunakan model pembelajaran Think Pair Share dalam mengajar tata bahasa dimana guru lebih mudah untuk mengajar tata bahasa Inggris.

Keywords: Think Pair Share, Grammar Mastery, Modal Verbs.

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1. INTRODUCTION

Grammar is important in learning English. When researcher can not understand well about grammar, researcher will get confused to arrange the sentence in English. According to Fithri (2014) Grammar is a science that teaches the correct grammar of speaking and writing. Besides that, Hirai (2010) said that grammar is a way to organize the sentence and create good language. From description above, it can be assumed that grammar is related to the form of word and sentences.

Teaching English Grammar is a challenging experience for teacher. Teacher must understand well or master in grammar for making students can understand the material that given by teacher. Teacher can also apply many learning models in teaching grammar for making students interested and motivate them to study English Grammar.

Based on the researcher observation during her teaching training program, students faced some problems in the process of teaching grammar especially about modals. The students still made many mistakes when learning about modals. Based on the researcher observation for two months at MTs Darul Ulum Budi Agung, the researcher thinks that the English grammar of Grade VIII-3 was very low. Supported by the results of her interview with one of the English teachers also said that the students English grammar was bad. Moreover, when the researcher evaluates their practice, their scores are below the Minimum Completeness Criteria that set by the school, which is 75. Of the 30 students, only 5 students have scores above the Minimum Completeness Criteria. The researcher found that students had some difficulties when learning English grammar that make students not enthusiastic to learn English grammar. Lack of practice to hone the material that has been learned, do not memorize basic vocabulary, have difficulty pronouncing and translating English words. With this research, the researcher hopes that it can help them to correct errors and also improve their skills in grammatical error.

Therefore, to increase the activeness of students in learning grammar, it is necessary to have interesting and innovative learning models. According to Arend (in Mulyono, 2018:89), the learning model is guideline for educators in carrying out teaching and learning activities in the classroom which includes approaches, strategies, and learning methods.

Think Pair Share (TPS) is a cooperative discussion strategy developed by Frank Lyman and his colleagues from the University of Maryland in 1981, as quoted by Arends, stating that Think Pair Share is an effective way to vary the atmosphere of class discussion patterns. The Think Pair Share model of Cooperative Learning is relatively simpler because it does not take a long time to arrange seats or group students. This learning trains students to have the courage to think and respect friends.

Based on the background that the researcher has described above, so the problem of the study in this research: is there significant effect of Think Pair Share learning model on students' grammar mastery. Based on the problem study above, the objective of the study is: to find out whether there is significant effect of Think Pair Share learning model on students' grammar mastery.

In this research, the researcher limits of Think Pair Share learning model on students' grammar mastery in the class VIII-3 students of MTs Darul Ulum Budi Agung. The researcher also limits the problem due to cost, energy, and time. So the researcher must use as much time as possible to convey the material. The researcher makes sure that the think pair share learning model will make students understand more about the grammar material being taught plus in fun way. Each partner can also give their opinion about the other partners answer, whether it is correct or not. through this research, the researcher wants to know whether think pair share learning model can improve students grammar mastery or not, especially using modals.

Based on the curriculum that has been set from the school, the types of modals that the writer will discuss are: can, may, will, must, shall.

Based on the objectives of the study above, the significance of the study are expected as follows:

- a. For students
 - 1) Train students to dare to have an opinion and respect the opinions of friends.
 - 2) Increase students participation and activity during learning in a fun way.
 - 3) Students can improve their grammar skill by using think pair share learning model.
- b. For teachers
 - 1) Creating a variety of classroom discussion pattern.
 - 2) It does not take a long time to arrange seats or group students because of the simpler think pair share learning model.
 - 3) More effective learning model and optimal because with this think pair share learning model, this material presented by the teacher can be understood, accepted and liked by students.
- c. For researcher
 - 1) Adding insight to researcher and providing new experiences in research.
 - 2) The implementation of this research will be useful for the researcher to improve teaching skills in the future.

2. LITERATURE REVIEW

Lots of people are learning English, starting from small children, school children, students, workers, or other people who need English. They also have different reasons to learn English, but they all have the same goal of being able to speak English properly and correctly according to the Standard English Grammar rules. Therefore, English learner need to learn grammar because grammar helps us to use and understand language orally, especially in writing properly and correctly. In addition, grammar is also very important to improve fluency in language. If there is no Grammar, the learners will definitely not be able to speak well and it will sound funny.

According to Barbara Dykes (2007: 5) in her book *Grammar for Everyone*, she states that “Grammar is a language to talk about language”. Because from grammar we can learn how to communicate with language can not be separated from studying grammar, starting from vocabulary and its functions, sentence patterns, expressions, and their meanings. According to Michael Swan (2005:19) in his book *Practical English Usage*, expressed his opinion about the definition of grammar. According to him grammar is “The rules that show how words are combined, arranged or changed to show certain kinds of meaning”. It is also defined by Harmer (2001: 12) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. In addition, in a book entitled *English Grammar*, Jeffrey Chogill and Stay Magendanz defines grammar as follows “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Based on the opinion of the experts above, the researcher thinks that grammar is the language rules that govern for the use of words and sentences.

Grammar is one of the language aspects. Therefore someone who learners a new language formally, in general will be given grammar lesson. Of course this depends on the level of the students who are learning. Learning Grammar is an important activity in language learning. According to the study of language learning which included a focus on learning Grammar, grammar teaching shows more effective results than teaching to focusing only on the meaning.

Grammar is the structural foundation of our ability to express ourselves. The more we know how it works, the more we can monitor the meaning and effectiveness of how we and others speak. This can help

encourage accuracy, detect ambiguity, and take advantage of the richness of expression available in English. English grammar is one of the most important elements of language studies. Unfortunately, it can also be one of the most complex and difficult. Correct grammar is the key to speaking English fluently and confidently. Knowing grammar will help us avoid mistakes that make our English sound foreign to native speakers. Therefore, in order to write or speak grammar more clearly and effectively, one must learn grammar. For people with an unconscious knowledge of grammar, it may be sufficient to use simple language.

According to Ellis (200: 144) the difficulty in learning grammar can be grouped into three, namely: the difficulties associated with environmental factors of language, with linguistic factors, and psychological factors refer to the ability to learn.

In the classroom, teacher and learners are related each other to make interactive situation in teaching and learning process. Especially in learning grammar students find some problems. According to Nawaz, S (2015) said that students have some problems in learning grammar such as choosing appropriate verb, constructing sentence and the use of tenses. Besides that, Mohammed, A and Perun, NR (2015) stated that learners know about the grammatical rules but they are difficult to apply and make the sentence based on their own language.

The researcher is of the opinion that in the teaching and learning process of grammar, both teachers and students find several problems. Most of the students are confused in composing sentences and understanding grammar rules. Students should be aware of their problems and they can consult with teachers to solve problems. Then the teacher also feels confused in carrying out problem solving.

Mastery is defined as knowledge or mastery of certain things. Another definition states that mastery is the ability to understand something that is learned, so it can be said that grammar mastery is knowledge in structure of language and the ability to combine sentence units so that be a sentence that can be understood its meaning and fulfills grammatical rules (Hariyanto, 2007:16). Mastering grammar means mastering the meaning and function of its use in context. Grammar, then is what we know. It represents our linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized set of unconscious rules that are part of the grammar of every language. That is, by mastering larger number of grammars, students can learn foreign languages more easily. In other words, mastery of grammar is ability of students to understand and use the properties of words in English. Grammar is one of the most important aspects of learning a foreign language. In learning English, students must know the grammar system. Grammar must be mastered in language learning, especially in teaching and learning English. Learning grammar is important, if we mastering grammar we can speak, write, and listen well. From the opinion above, the researcher argues that grammar mastery is the learner's ability to speak clearly and easily. This means that mastery of grammar is useful in the teaching and learning process, especially in English. Students who master grammar well can convey feelings, ideas, both orally and in writing. When we converse with foreigners from other countries, grammar is very helpful to make them understand what we are talking about.

To increase student activity in learning grammar, an interesting and innovative learning model is needed. According to Suprihatiningrum (2013: 145) which states that the learning model is a conceptual framework that explains learning procedure systematically to manage students learning experiences so that certain desired learning goals can be achieved. The next expert is according to Trianto (201: 51) the learning model is a plan or a pattern that is used as a guide in carrying out classroom learning or learning in tutorials. Joyce & Weil in Rusman (2018:144) also state that The learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or learning environment other.

So that researcher assumes that the learning model is a framework that provides a systematic picture for implementing learning to help students learn in certain goals to be achieved. This means that the learning model is a general description but still has a specific purpose.

Sugiyanto (2008) suggests that there are many learning models developed by experts in an effort to optimize student learning outcomes. The learning models include:

- a) Contextual learning model
Contextual learning model is a learning concept that encourages teachers to connect the material being taught with students' real world situations.
- b) Quantum learning model
Learning designed from various theories or views of cognitive psychology by removing learning barriers through the use of appropriate methods and tools, so that students can learn easily and naturally.
- c) Integrated learning model
Integrated learning model is learning that allows students both individually and in groups to actively seek, explore, and discover concepts and principles holistically.
- d) Problem-based learning model
Problem-based learning model is a model that presents contextual problems so as to stimulate students to learn.
- e) Cooperative learning model
Cooperative learning model is a learning model that refers to a variety of learning methods where students work in small groups to help each other in learning the subject matter. The following are various types of cooperative learning models.
 1. Jigsaw Model
 2. Think Pair Share Model
 3. Model Group Investigation
 4. Debate Model
 5. Mind Mapping Model

Think Pair Share learning model is a simple cooperative learning model which means thinking in pairs and sharing (Warsono, 2012:202) The think pair share type of cooperative learning model which means thinking in pairs sharing was originally developed by Frank Lyman, also by Spencer Kagan with Jack Hassard this model by Johnson called turn your partner. Isjoni (2010:78) states that this technique gives students the opportunity to work alone and collaborate with others. According to Huda (2013: 206) states that the think pair share strategy introduces the idea of waiting time or thinking in cooperative learning elements which are currently one of the most powerful factors in increasing student responses to questions.

Based on the opinions of the experts above, the researcher thinks that think pair share type learning is learning that provides opportunities for students to work and think for themselves about the problems given by the teacher and provide opportunities for students to work together with friends in pairs, then share with others, other groups to give each other feedback.

In the cooperative learning model, think pair share type has advantages and disadvantages that must be considered. Lie (2008:86) states the advantages and disadvantages of the Think Pair Share (TPS) method are as follows:

1. Advantages
 - a. Increase student participation in learning
 - b. Suitable for simple tasks

- c. Provide more opportunities for each group member's contribution
- d. Interaction between couples is easier
- e. It's easier and faster to form a group
- 2. Disadvantages
 - a. More groups will report and need to be monitored.
 - b. Fewer ideas popping up
 - c. If there is a problem there is no middleman

Based on the expert opinion above, the writer must be more optimal in carrying out learning activities using the Think Pair Share type so as to minimize the occurrence of deficiencies that occur in the learning process. In this case the author argues that what is meant by the type of think pair share in this study is learning that provides opportunities for students to work alone and work together with friends.

Hypothesis is a provosional answer of formulqtion of the problem of research question (Nursalam, 2017). Besides that, the others expert Nanang Martono(2010: 57) states that hypothesis can be defined as a provosional answer whose truth must be tested or theoretical conclusions obtained through the literature. Sugiyono (2018:96) also states that the hypothesis is a temporary answer to the formulation of research problems, where the formulation of the research problem has been stated in the form of a question sentence. So that researchers can assume that the hypothesis is a provisional guess related to the results that will be obtained after the research.

Based on the explanation about hypothesis above, the hypothesis formulated in this study as follow:

- Ho : There is no significant effect of think pair share learning models on students' grammar mastery.
- Ha : There is significant effect of think pair share learning models on students' grammar mastery.

METHOD

Research is an important way to get new facts or additional information. In this study, the researcher uses experimental study design. Roestiyah, (2012:80) said that experimental method is one of many teaching methods in which students carry out an experiment on something, see the process and write down the results of the experiment, then the results of these observations are conveyed in class and evaluated by educators. Based on the opinion above the researcher consider that experimental method is a way of teaching carried out by educators where students carry out an experiment, so that students directly prove what they have learned.

In this research, the researcher also uses quantitatives research. According to V. Wiratnasujarweni (2014:39), quantitative research is a type of research that produces findings that can be achieved (obtained) using statistical procedures or other menas of quantification (measurement). Cresswel (2014:27) states that quantitative research identifies a research proble based on trends in the fields or on the need to explain why something occurs. Thus, the researcher thinks that quantitative research is the process of finding knowledge using data in the form of numbers as a means of analyzing what you want to know. The quantitative research design is used in this study because it is interested to know students' grammar mastery through the think pair share learning model. In this research, the researcher will teach in class VIII-3 to be used as a sample. The pre-test will be implemented to find out the student's grammar mastery before applying the treatment. The post-test will be conducted to find out the students achievement after having the treatment. The following is an explanation in table 1.

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
VIII-3 Experimental Group	✓	Think Pair Share Learning Models	✓
VIII-2 Control Group	✓	Conventional Method	✓

McMillan and Schumacher (2010) defined the population as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. Based on the opinion above the researcher thinks that population is the entire group of attention which the scholar desires to examine or study. The population in this research are class VIII-1, VIII-2, VIII-3, and VIII-4 of Mts Darul Ulum Budi Agung. The population of this research is the eighth grade students academic of Mts Darul Ulum Budi Agung. The total population in this research is 120 students.

Table 2. Population

No	Class	Total of Students
1	VIII-1	30
2	VIII-2	30
3	VIII-3	30
4	VIII-4	30
	Total	120

Brink (2001:133) defines a sample as “part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research project. A sample consists of a selected group of the elements or units from a defined population”. The sample will be taken by using total sampling. From opinion above the researcher thinks that sample is a small collection of units or cases from a much larger collection or population.

There are about 30 Students from the total number of sample, and the sample will divided into two parts: VIII-2 as the control group and VIII-3 as the experimental group. The design of the sample can be seen in table 3.

Table 3. Sample

No	Class	Sample
1	VIII-2	30
2	VIII-3	30
	Total	60

3. RESULT AND DISCUSSION

According Arikunto (2006: 118) Data is the result of recording, either in the form of facts or figures. In this research, the data were collected from the score of pre-test and post-test by experimental class and control class. There were VIII-3 as experimental group and VIII as control group. Each class consisted of 30 students. In experimental group, the researcher used Think Pair Share (TPS) learning model, while in control group used Conventional Method. After that the researcher gave the test to obtain the data. Below was the result of pre-test and post-test from experimental class and control class. The score were presented in the following tables:

Table 4. The Scores of Pre-test and Post-test of Experimental Class

Experimental Class				
No	Initial	Pre test	Post test	gained
1	AD	24	81	57
2	AL	31	91	60
3	AF	35	78	43
4	AA	39	84	45
5	AR	46	85	39
6	ANF	49	95	46
7	AD	40	87	47
8	BA	42	75	33
9	BE	37	89	52
10	DA	34	90	56
11	DF	54	90	36
12	DW	48	82	34
13	DR	55	92	37
14	FA	39	93	54
15	FN	41	94	53
16	FD	39	86	47
17	GS	35	96	61
18	HA	35	88	53
19	IS	56	76	20
20	LD	49	77	28
21	MF	62	83	21
22	MAL	48	79	31
23	MAN	42	80	38
24	NA	33	97	64
25	NK	35	73	38
26	PA	43	72	29
27	RI	47	100	53
28	SR	40	98	58
29	SP	63	74	11
30	TI	56	96	40
Total		1297	2581	1284
Mean Score		43.23	86.03	42.8

It showed that the total score of pre-test was 1297 with the lowest 24 and the highest one was 63. Meanwhile, the total score of post-test was 2581 with the lowest 72 and the highest score was 100.

Table 5. The Scores of Pre-test and Post-test
of Control Class

	Control Class			
No	Initial	Pre test	Post test	Gained
1	AM	31	76	45
2	AP	52	74	22
3	BG	35	75	40
4	CL	37	73	36
5	DM	49	80	31
6	DR	48	78	30
7	DP	26	80	54
8	EL	35	77	42
9	FR	29	49	20
10	IM	28	50	22
11	KP	41	55	14
12	LN	58	52	-6
13	MY	44	53	9
14	MB	35	54	19
15	MF	25	51	26
16	MR	31	56	25
17	MRA	26	57	31
18	MRE	45	61	16
19	MZ	45	59	14
20	NA	45	60	15
21	NH	48	58	10
22	PS	38	62	24
23	RE	58	65	7
24	RS	39	66	27
25	RP	26	67	41

26	RSA	35	72	37
27	SW	42	69	27
28	SR	38	70	32
29	TR	43	71	28
30	YP	36	68	32
Total		1168	1938	770
Mean Score		38.93	64.60	25.67

It showed that the total score of pre-test was 1168 with the lowest 25 and the highest one was 58. Meanwhile, the total score of post-test 1938 with the lowest 49 and the highest score was 80. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in grammar after receiving the treatment.

Reliability test was carried out on question items that declared valid. Something the variable is said to be reliable if the answer to the question is always consistent.

Table 6. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.865	25

Based on the SPSS Version 26 output table, there are N of items, which means the number of items are 25 question with a Cronbach's Alpha value of 0.865, then according to the reliability criteria of the measuring instrument it is reliable.

Normality was conducted to determine whether the data obtained is normal distribution or not. The researcher used SPSS Version 26 Kolmogrov-Sminov and Shapiro-Wilk by the value of significance is 0.0.

Table 7. Normality Testing

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
hasilbelajar	pretest experimental	.119	30	.200*	.967	30	.303
	post test experimental	.085	30	.200*	.960	30	.458
	pre test control	.071	31	.200*	.970	31	.530
	post test control	.084	30	.200*	.946	30	.131

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not.

Table 8. Homogeneity Testing
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasilbelajar	Based on Mean	2.898	1	57	.094
	Based on Median	2.911	1	57	.093
	Based on Median and with adjusted df	2.911	1	50.196	.094
	Based on trimmed mean	2.908	1	57	.094

4. CONCLUSIONS

After analyzing the data, it was found that there was a significant effect of Think Pair Share learning model on Student' Grammar Mastery, which proved from the total scores of pre-test before giving treatment is 1297 and after giving treatment is 2581. Based on the result of data analysis, it showed that the value of $R_{table} < T_{table}$. Where, R_{table} with $DF=N-2$ and a significance level of 0.05. The value of DF in this study is $30-2=28$. R_{table} on DF 28 is 0,374. It was found R_{table} was higher than T_{table} . It means that the findings showed that the hypothesis of the study H_o was rejected and H_a was accepted. The results of this research concluded that there was a significant effect of Think Pair Share learning model on Students' Grammar Mastery.

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