

The Effectiveness of the Cooperative Think Pair Share Learning Model in Improving Arabic Writing Skills

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Abstract

This study aims to determine the effectiveness of the cooperative think pair share learning model to improve writing skills in grades VIII A and VIII B SMP Muhammadiyah 06 Malang. In this study, researchers used a quantitative approach with a quasi-experimental type and a non-equivalent control group design. This study uses the purposive sampling technique. The population is all students at SMP Muhammadiyah 6 Malang, totaling 105 students. The sample consists of 2 classes, namely class VIII A, which is an experimental class that applies the cooperative think pair share learning model. Class VIII B is a control class using lecture methods. The data source is taken from student tests and interview results. Data collection methods use observations, interviews, tests, and documentation. The data analysis techniques used for this study are independent sample t-test and effectiveness test or N-Gain test. The study results obtained a significant difference between the average grades of students before and after the implementation of the think pair share learning model. This can be seen from the average value of the control class of 65.43 while the average value of the experiment class is 76.86 so it can be known that the average value of the experimental class > the control class. The next result uses the N-Gain formula, obtained by 45 with a moderate category. In this case, it can be concluded that the cooperative think pair share learning model is effective in improving writing skills in class VIII A SMP Muhammadiyah 06 Malang.

Keywords

Cooperative Think Pair Share, Learning Model, Writing Skills



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INTRODUCTION

A learning model is a design or pattern that guides teachers in engaging in good learning activities (Putranta & dkk, 2018). There are several learning techniques in cooperative learning, one of which is cooperative type think pair share. This learning model has the advantage that students are led to think, respond and help each other (Jehian et al., 2023). This is because the teachers are required to have expertise in managing the classroom to overcome problems experienced by students to be more effective learning activities. The Arabic learning model often used at this time is cooperative, or cooperative learning. Cooperative learning is a learning model that uses a small grouping/team system between four to six people who have differences in academic ability, gender, race, and ethnicity (Husein et al., 2023).

The cooperative think pair share learning model, according to Sari and Madio, is personal or individual thinking; the pair is to discuss in groups with teammates or pairs while sharing conveys the answers to the results of discussions (Pradana, 2021). So, Think pair share can be interpreted as cooperative learning with parts of learning that involve thinking personally, pairing or discussing, and then conveying the discussion results (Susanti, 2020). Also, cooperative think pair share learning can facilitate several teachers in learning because the teacher does not need to explain the material in full but only briefly to guide the course of the discussion, then students are instructed to solve problems with their friends (Januartini et al., 2016). This model also gave breadth to students in thinking and responding to knowledge and questions to improve their learning ability (Rubiyati et al., 2018). Think Pair Share learning model consists of three stages: thinking, pairing, and sharing. At the thought level, students should think for themselves about the answers to problems given by the teacher. At the pair stage, students will pair up to discuss their thinking results. At the sharing stage, students will share with all students. Each level contained in the think pair share learning model is a thinking skill, a foundation of critical thinking, and the definition of critical skills (Fahrullisa et al., 2018).

According to Girham, the think pair share strategy is divided into several stages, namely 1) at the think stage students have a period to reflect and formulate their thoughts on the topic or question given 2) at the pair stage, students work in pairs and discuss the results of each other's thoughts and listen to the thoughts of other friends, 3) at the square stage, students work in groups of four to six and respond to each other's thoughts, 4) at the sharing stage, some square appointed to report the deal, then draw up a new deal that reflects all groups (Satria, n.d.).

Think pair share is a cooperative learning procedure developed by Frank Lyman at the University of Maryland in 1981. Many educators support cooperative learning by adopting similar teaching procedures or methods (Marlina, 2020). The Think Pair Share learning process is designed to give students the time and structure to think about a particular topic, then be followed by being paired with a colleague to discuss responses to the topic, and finally, during the third step, they synthesize and share their ideas with a group or class (Shih & Reynolds, 2015).

Think pair share is a cooperative learning strategy that includes three components: time to think, time to share with a partner, and time to share between couples to a larger group. Using this strategy brings together the cognitive and social aspects of learning, promoting the development of thought and knowledge (Wasillah et al., 2016). The think pair share strategy has many advantages over the traditional questioning structure of "thinking time" incorporating the important concept of "waiting time", this allows all children to develop answers, longer and more complicated answers can be given, and answers will have reason and justification because they have been thought through and discussed. Students are more willing to take risks and suggest ideas because they have "tested" with their partners. This strategy differs from guided discovery because it allows interaction between students during the installation and sharing stages (Bamiro, 2015).

To achieve Arabic language, one must be able to master four aspects, including: mahārah kalām, mahārah istimā', mahārah qirāah and mahārah kitābah. Often, students find it difficult to develop writing skills. Students must always express ideas, hopes, hobbies, desires, or ideals in Arabic writing by the rules of Arabic. This, in general, causes students to become bored with learning Arabic. In addition, many students prefer to avoid writing because they think that writing is difficult because they have to pay attention to rules, conjunctions, or when using the imlā' method (Marbiah & Jeni Marbiah SMP Negeri, 2018).

According to Fajriyah, writing (kitābah) is difficult for children and requires skills. But this will lead them to a higher level of writing skills. Writing skills are the highest of the four language skills. Writing is an activity that closely relates to the process of thinking and expression skills in the form of writing (Amalia, 2019). According to Hamid, the purpose of learning writing skills is: 1) So that students are used to writing Arabic properly and correctly. 2) So that students can describe something experienced carefully and correctly. 3) For learners to get used to choosing vocabulary or sentences that fit the context. 4) For learners to quickly get used to thinking and expressing in writing. 5) Train learners to pour ideas or ideas into Arabic phrases that are true and clear.

Writing skills have two types of learning: *imlā'* learning and *ta'bīr* learning. The learning of *imlā'* has several stages, namely: 1) *Imlā' Manqūl* the first level in learning writing skills or commonly used for beginners that aims to improve students' ability to write letters and words, write from right to left, connect between sentences with another, and write the correct sentences in terms of *mufrodāt* and *tarkīb*. 2) *Imlā' Manzūr* this level is a continuation of *imlā'* *manqūl*. For example, students can be asked to write words learned, read, and write in *imlā'* *manqūl* without seeing the book. This is compared to what is in the *imlā'* *mandhūr* book, written in the *Imlā' manqūl*. 3) *Imlā' Ikhtibārī* at this level, requires the ability to hear, memorize what is heard, and write down what is heard at once at the same time (Hastang, 2018).

The second type of learning in the writing skills is called *ta'bīr/ insyā'* which has two levels: 1) *Ta'bīr/Insyā' Muwajjah* at this level begins gradually from simple writing by writing a sentence then develops into a few sentences then into one paragraph then two paragraphs and so on. For example, when describing a picture, the teacher reads a discourse and asks students to write a summary and reply to a letter. 2) *Ta'bīr/ Insyā'* this level is the end of writing learning. At this level, students are given the freedom to choose a theme to develop. At this level the level of creativity in using Arabic although not until such as when using the mother tongue.

Previous research in line with this includes Fathi Hidayah and Riza Faisal, on "Effectiveness of the application of cooperative learning model type think pair share to improve the results of learning Arabic madrasah Ibtidaiyah students". This study discussed the application of the cooperative think pair share learning model can improve students' understanding of Arabic, especially in the material introduction vocabulary (Hidayah, 2019).

Second, research on the "Application of the Think Pair Share Learning Model to Increase the Activeness and Learning Outcomes of Class IV Students" (Zulfa et al., 2022). This research aims to determine whether there is an increase in learning outcomes and student activity in science learning using the think pair share type cooperative learning model in class IV-A MI Nurul Islam. Third, the research is related to "Analysis of the Think Pair Share Type Cooperative Learning Model in Improving Collaboration and Student Learning Outcomes Systematic Literature Review" (Malau et al., 2023). This research describes the application of the Think Pair Share type cooperative learning model to improve cooperation and learning outcomes for teachers in elementary schools to develop and implement the Think Pair Share learning model in their schools. The method used is a systematic literature review.

Fourth, research related to the "Application of the Think Pair Share (TPS) Type Cooperative Learning Model in Science Learning for Class IV Students of Sd Negeri 38 Lubuklinggau" (Larasati et al., 2022). This research aims to determine the results of class IV science learning at SD Negeri 38 Lubuklinggau after implementing the Think Pair Share (TPS) model using quasi-experiments. Fifth, research on "Think Pair Share (TPS) Type Cooperative Learning Model to Improve Science Learning Outcomes for Middle School Students" (Lasari et al., 2021). This research aims to analyze the Think Pair Share (TPS) type cooperative learning model to improve science learning outcomes for junior high school students by using classroom actions.

This research discusses think pair share to improve Arabic writing skills at SMP Muhammadiyah 06 Malang, the newest research carried out by researchers. Writing is a communication activity conducted without being supported by sound pressure, tone, mimicry, gestures, and situations such as those that occur in oral communication activities. Language skills require logical thinking skills, the ability to express thoughts clearly, the use of effective language, and the ability to apply writing rules well (Kuraedah, 2015).

Some schools that have been authors of observations found some problems at SMP Muhammadiyah 06 Malang, as stated in the results of interviews and observations in the school with Arabic teachers, namely, the average students need help to write conjunctions. For example, in the word **مكتب** they still question whether the letter **م** is connected with the letter **ك**. In addition, the background of grade VIII students is not the same as that of all graduates from MI (Madrasah Ibtidaiyah); they are average from elementary school, so they still have difficulty writing. Therefore, it is unsurprising that the students are still learning iqra'. Moreover, in learning Arabic, paying attention to the rules of good and correct writing is required.

The solution that the author will implement in solving the problem of Arabic language learning is to use the cooperative think pair share model, where students must be active in the classroom (Cahyaningrum et al., 2018). Researchers use the cooperative think pair share model to make learning activities more creative by inviting interaction with students, expressing their opinions openly, and then pouring vocabulary in the form of writing from what has been obtained (Malau et al., 2023). Based on the description above, the author is interested in researching Grade VIII students with the title "Effectiveness of Cooperative Think Pair Share Learning Model to Improve Writing Skills at SMP Muhammadiyah 06 Malang". This research is similarly conducted by Alfiatun Ni'mah, on "Application of Think Pair Share Learning Model with Experimental Method

to improve student's learning outcomes and learning activity". In this study, there was an improvement in the application of tps type learning model (Alfiatun Ni'mah, 2021).

METHOD

This research used a quantitative approach (Wijaya et al., 2023). The type of research used is experimental research. Observing the study subjects and assessing or measuring how far the data changes have been observed (Thoyyibah & Rusady, 2022). In this study, researchers used a quantitative approach with a quasi-experimental type and a non-equivalent control group design. This study uses the purposive sampling technique. The population used in this study is all grade VIII students at SMP Muhammadiyah 06 Malang in 2021-2022, which numbered 105 students. The samples used are class VIII A as the experimental class and class VIII B as the control class. The data source is taken from student tests and interview results.

The data collection method in this study is in the form of observations, interviews, tests, and documentation. Instruments used in observation are observation sheets, interview instruments, interview sheets, test instruments, or test sheets consisting of several questions in the form of material-related questions (Larasati et al., 2022). After implementing the cooperative think pair share learning model, the tests used are pre-test and post-test. The data analysis techniques used in this study using independent sample t-test formulas and N-Gain formulas as follows:

$$t = 1. \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$S^2 = \frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2}$$

$$N - Gain : \frac{Skor Posttest - Skor Pretest}{Skor Maksimum - Skor Pretest} \times 100$$

FINDINGS AND DISCUSSION

Findings

The conclusion of interviews with Arabic teachers before applying the cooperative think pair share learning model can be known by the author that: 1) The learning method used in teaching Arabic is the lecture method. 2) Teachers use the imla' method to apply writing skills. 3) students' writing skills could be better because some students dislike Arabic lessons. 4) Students' interest in learning Arabic could be better. 5) Lack of students towards mastery of Arabic vocabulary. Based

on the test results, we know that the average value of student learning outcomes after applying the cooperative think pair share learning model for experimental classes is 76.71, while control classes that apply lecture methods to Arabic language learning get a score of 65.28. We can conclude that the test result value of the experimental class is greater than that of the control class.

This hypothesis test was conducted to compare grade VIII A students' Arabic language writing skills by applying the cooperative think pair share learning model and class VIII B using the lecture method. After that conduct an independent sample t-test and effectiveness test to know the effectiveness or not of a learning model that has been implemented.

Table 1. Statistical Test Results

		Group Statistics				
		Class	N	Mean	Std. Deviation	Std. Error Mean
Arabic Learning Results	Class A		35	76.86	6.540	1.105
	Class B		35	65.43	6.344	1.072

Table 1 explains the statistical tests regarding the Arabic language learning outcomes of students in class A and class B at SMP Muhammadiyah 06 Malang class VIII which have differences between the control class and the experimental class.

Table 2. Independent Sample t Test

		Independent Samples t Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Arabic Learning Results	Equal variances assumed	.024	.876	7.4	68	.000	11.429	1.540	8.355	14.502
	Equal variances not assumed			7.4	67	.000	11.429	1.540	8.355	14.502

Based on the calculation result, the table obtained a significant value of 0.002, smaller than the confidence standard 0.05. Then, there is a difference. This indicates a difference between the experimental and control classes in the Arabic language writing skills after using the cooperative think pair share learning model.

After conducting an independent sample t-test, the next is to test the effectiveness using a normalized gain test (N-Gain Score). The formula is as follows:

$$N \text{ gain} = \frac{\text{posttest value} - \text{pretest value}}{\text{maksimum value} - \text{pretest value}} \times 100$$

Description:

Post-test score = number of post-test scores of 35 students

Pre-test score = total pre-test score of 35 students

Maximum score = maximum score (100) x number of respondents

$$N \text{ Gain} = \frac{2690 - 2022}{3500 - 2022} \times 100$$

$$N \text{ Gain} = \frac{668}{1478} \times 100$$

$$N \text{ Gain} = 0,4519$$

$$N \text{ Gain} = 45,19$$

The calculation result of the N-Gain Test is 45.19. The result was then rounded to 45. After that, to know the effectiveness of the cooperative think pair share learning model to improve writing skills in the Arabic language. N-Gain criteria by Archambault are presented in the following table (Apriyanti & Ayu, 2020):

Table 3. Normalized N-Gain Criteria

Acquisition N-Gain	Criteria
N-Gain > 0,70	High
0,30 < N-Gain < 70	Moderete
N-Gain < 30	Low

In table 3. criteria guidelines or effectiveness levels used to provide interpretation on the test results N-Gain = 45 which is at the percentage of 0.30 < N-Gain < 70, which means to have a moderate level of effectiveness, so that we can conclude that the effectiveness of cooperative think pair share learning model to improve writing skills in grade VIII SMP Muhammadiyah 06 Malang has a moderate effectiveness level.

Discussion

In the learning process, a teacher pays more attention to the problems experienced by students and can make the learning atmosphere look more active and interesting, especially during the covid-19 pandemic. Teachers are required to deliver lessons with the right model or method

online. The author hopes that the atmosphere when learning takes place remains more alive by using the cooperative think pair share learning model because the cooperative think pair share learning model can increase cooperation between students and make students more excited to influence student learning outcomes (Sumarsya & Syafitri, 2020). As Frank Lyman explains, Think Pair Share is an effective way to shape the variety of classroom discussion atmospheres (Meiharty, 2018). Meanwhile, according to Wina Sanjaya, cooperative-based learning can realize the needs of students in thinking, solving problems, and integrating knowledge (Kamil et al., 2021).

The authors conducted the research in class VIII A as an experimental class and class VIII B as a control class using different learning models. The results were obtained by students with average test scores in experimental classes implementing cooperative think pair share learning models to increase writing skills. Meanwhile, the control class that applies Arabic language learning using the lecture method obtained an average test score. It can be distinguished that the average test score of experimental class students is greater than that of the control class, because the experimental class applies a cooperative think pair share learning model where students are required to be more active during learning activities (Wicaksana & Rachman, 2018).

The overview in applying the cooperative think pair share learning model to improve writing skills is done online using zoom meetings that are, first for the stage of thinking or thinking personally, the teacher asks that the students read the textbook first so that the students understand the learning that will be taught in the material *adad*, then the teacher conveys a little material that will be delivered and asks which part the students still do not understand. After that, he discusses it with his friend at the pair stage. In this pair section students are required to be more active, so the teacher divides the group, and each group consists of 5 students with the material to be discussed and write the results of their group discussion. As Enggen and Kauchak state cooperative learning is a group of teaching strategies that involve students working in collaboration for a common purpose (Al-Tabany, 2015).

Then the sharing stage is where the teacher directs the students to convey the results of each group's discussion while the other students write and listen to the other group while delivering the results. After that, the teacher collects the results of the discussion conclusions in writing (Zul & Kemal, 2023). Suprijono also explained that cooperative type think-pair-share allows students to work alone in solving problems provided by teachers and allows them to work together in groups. This model also requires students to be active (Zulfah, 2017). Meanwhile, the learning in the control

class applies lecture methods, and the students only look passive when learning occurs. So the students seem bored and less interested in learning Arabic because they only focus on listening and watching the teacher explain the lesson. Lacking the use of this method of speech as well, a teacher cannot know the extent of the student's understanding in receiving the lesson that has been delivered.

Two learning models that have been done during the learning process can be known that learning using the cooperative think pair share learning model students better understand the material that has been learned on the theme of '*adad*', which means the application of cooperative think pair share learning model has more effect on the ability of students writing skills than the method of lectures conducted in the control class.

CONCLUSION

The conclusion of the research results at SMP Muhammadiyah 06 is the achievement of students' learning by using the cooperative think pair share learning model to increase writing skills greater than applying lecture methods. This can be learned from the results of post-test scores of experimental classes and control classes, which in the experimental class after applying the cooperative think pair share learning model of 76.86. Meanwhile, the control class using the lecture method got an average score of 65.43. The average score of the experiment class and control class that had been analyzed using an independent t-test sample obtained a significant score of 0.002, which is smaller than the confidence standard of 0.05. Therefore, H₀ was rejected while H_A was accepted or the statement "cooperative think pair share learning model is effective to improve writing skills in grade VIII A SMP Muhammadiyah 06 Malang". Applying the cooperative think pair share learning model to improve writing skills from the calculation results using the N-Gain test formula or effective test obtained a value of 45, which means having an effectiveness level in the moderate category when viewed from the normalized N-Gain criteria table.

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