STUDENT PARTICIPATION IN LEARNING SPEAKING SKILLS WITH THE THINK PAIR SHARE MODEL

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Abstract

The factor that encourages students to learn a foreign language is to be able to communicate with speakers of the language they learn, including oral communication, because successful language learning requires active student participation to practice the language in context. Participation is essential in the learning process because, fundamentally, learning involves activities that change behavior. Therefore, students must actively engage in the learning process. The purpose of this study is to analyze and describe student participation in learning speaking skills using the think pair share model. This research uses a qualitative design of case study type. The subject of this research in PKPBA UIN Malang, Faculty of Medicine and Health Sciences, pharmacy study program class A. The data collection techniques used are observation and interviews. Based on the results of the research analysis, it can be concluded that the Think Pair Share learning model can create a learning environment that encourages student participation and involvement including giving opinions, providing responses, working on tasks, concluding, and presenting. This will help students reach their full potential, gain better understanding, develop relevant skills, and prepare themselves to face challenges in the real world.

Keywords: Participation; Speaking skills; Think pair share

Abstrak

Faktor yang mendorong siswa untuk mempelajari bahasa Asing adalah agar bisa berkomunikasi dengan penutur bahasa yang dipelajarinya, termasuk komunikasi lisan, karena kesuksesan berbahasa sangat memerlukan partisipasi aktif siswa untuk dapat mempraktekkan bahasa tersebut sesuai konteks. Partisipasi sangat penting dalam proses pembelajaran karena pada dasarnya pembelajaran melibatkan kegiatan yang mengubah perilaku. Oleh karena itu, siswa harus terlibat aktif dalam proses pembelajaran. Tujuan penelitian ini adalah untuk menanalisis dan mendeskripsikan partisipasi mahasiswa dalam pembelajaran speaking skills menggunakan model think pair share. Penelitian ini menggunakan desain kualitatif jenis studi kasus. Subjek penelitian ini di PKPBA UIN Malang Fakultas Kedokteran dan Ilmu Kesehatan prodi farmasi kelas A. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Berdasarkan hasil analisis penelitian, dapat disimpulkan bahwa, model pembelajaran Think Pair Share dapat menciptakan lingkungan pembelajaran yang mendorong partisipasi dan keterlibatan siswa di antaranya memberikan Pendapat, memberikan tanggapan, mengerjakan tugas, menyimpulkan, dan mempresentasikan. Hal ini akan membantu siswa mencapai potensi penuh mereka, memperoleh pemahaman yang lebih baik, mengembangkan keterampilan yang relevan, dan mempersiapkan diri untuk menghadapi tantangan di dunia nyata.

Kata kunci: Partisipasi; Maharah kalam; Model think pair share

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INTRODUCTION

Effective teaching is teaching that provides opportunities for self-learning or self-activity. This means that effective learning requires student involvement in it. Students are placed as learning subjects, and as learning subjects, students must be actively involved in the learning process. Students are not only tasked with receiving all kinds of information, but students must also try to get and obtain information with their own efforts. Students who try to experience and do during learning can form a pattern of knowledge that is more meaningful to them.[1]

By actively involving students, the learning process has been designed to develop students' cognitive, affective, and psychomotor aspects. In addition, without the participation of students, the learning process is unlikely to take place properly because the learning process involves interaction between students and educators. In other words, student learning participation is one of the principles that teachers need to pay attention to in the learning process.[2]

Student participation means the participation of students in an activity, which is shown by their physical and psychological behavior. Optimal learning will occur when students participate responsibly in the learning process. Student activeness is shown by their participation. It can be seen in several behaviours, such as listening, discussing, making things, writing reports, and so on. Student participation is needed in setting goals and in learning and teaching activities.[3] Participation is needed in the learning process because, in principle, learning is doing to change behaviour, so doing activities means that students must be active in participating in the learning process.[4] There is no learning

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[1] Ina Magdalena, Ayu Wahyuni, and Davina Dewi Hartana, "Pengelolaan Pembelajaran Daring Yang Efektif Selama Pandemi Di Sdn 1 Tanah Tinggi," *EDISI : Jurnal Edukasi Dan Sains* 2, no. 2 (2020): 366–77, https://ejournal.stitpn.ac.id/index.php/edisi.

[2] Fitri Barokah and Dewi Mulyani, "Analisis Terhadap Partisipasi Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam Di MTsN 2 Garut," *Riset Pendidikan Agama Islam* 1, no. 1 (2021): 15–20.

[3] Dwinda Nur Khodijah, Menza Hendri, and Darmaji, "Upaya Meningkatkan Partisipasi Dan Hasil Belajar Dengan Menggunakan Model Pembelajaran Kooperatif Tipe Think Pair Share Di Kelas Xi Mia7 Sman 1 Muaro Jambi," *Jurnal EduFisika* 01, no. 02 (2016): 46–54.

[4] M. Syihabul Ihsan Al Haqiqy et al., "Listening Learning Design by Using Gagne ' s Nine Instructional Events to Trigger Student Learning Communication," *Asalibuna* 07 (2024): 1–15, https://doi.org/10.30762/asalibuna.v8i01.2682.

if there is no activity. That is why activity is a very important principle in the learning process.[5]

Bobbie DePorter and Mark Reardon state in their famous publication entitled Quantum Learning that learning can occur from 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say, and 90% of what we say and do.[6]

The above opinion shows that student participation such as opinion and discussion is one of the effective ways to learn, because students can learn more from what students say.

This requires teachers to be creative in their teaching methods to engage students in the learning process. The use of appropriate strategy models and methods will determine the success of teaching and learning activities. The teacher's implementation of the participatory learning model can foster a more conducive environment for students, as they become more involved, open, and sensitive during teaching and learning activities, thereby fostering a lively classroom atmosphere that fosters interaction between teachers and students.

The Think-Pair-Share model is one of the learning models that encourages student participation. Think-Pair-Share is a cooperative learning model that aims to shape students' interaction patterns. The TPS model provides students with ample time to contemplate the solutions to the questions or problems the teacher will pose. Students help each other solve the problem with their own abilities. After that, it is explained in the classroom.[7]

Think, pair, and share consist of three words: think means to think, pair means pair, and share means to share. Thus, it can be said that think-pair-share is sharing thoughts in pairs or thinking in pairs. The benefits of this learning model, according to Krismanto[8]. Among others: 1) allows students to work alone and cooperate with others; 2) optimises learner participation; and 3) provides opportunities for learners to

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[5] Resa Betari and Junaidi Junaidi, "Upaya Meningkatkan Partisipasi Siswa Dalam Pembelajaran Sosiologi Melalui Model Prediction Guide Dengan Media Gambar Kelas X IPS 3 SMAN12 Padang," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 1 (2020): 19–26, https://doi.org/10.24036/sikola.v2i1.62.

[6] Imam Syafi'i and Muchlis, "Penerapan Model Pembelajaran Kuantum Pada Materi Rekasi Reduksi-Oksidasi Untuk Melatihkan Keterampilan Bekerja Sama Siswa Kelas X MAN Mojosari," *UNESA Journal Of Chemical Education* 3, no. 3 (2014): 50–58.

[7] Amin and Linda Yurike Sumendap, *Model Pembelajaran Kontemporer*, *Pusat Penerbitan LPPM Universitas Islam* (Pusat Penerbitan LPPM Universitas Islam, 2022).

[8] Joko Krismanto Harianja, Hani Subakti, and Akbar Avicenna, *Tipe-Tipe Model Pembelajaran Kooperatif*, *Yayasan Kita Menulis*, 2022.

demonstrate their participation with others. The skills generally required in this strategy are sharing information, asking questions, summarising other people's ideas, and elaborating on other people's ideas in their own words.

Speaking skills are one of the four language skills that are very important to learn and master, given that the most important function of language is as a means of communication. Among the factors that encourage students to learn foreign languages is being able to communicate with speakers of the language they learn.[9] Because, language success requires active participation of students to be able to practice the language according to the context.[10] Therefore, to facilitate the learning process, active participation is needed so that what is conveyed by the teacher can be directly accepted and applied.[11]

Based on the results of interviews and initial observations conducted by researchers that students lack participation during maharah kalam learning, it was found that not a few of the students when appointed to answer and ask rarely took the initiative to ask or answer, only some students asked or expressed ideas even though the lecturer had often asked or asked students to ask or express ideas if there were things that had not been understood. The lack of student participation is also seen when the lecturer gives the opportunity to ask, but students choose to be silent, even though there is material that the student has not understood, causing there to be material that is not understood.

From the opinions of Jonassen and Hung, Hake (1998) and Prince (2004), it can be seen that active learning involves active participation of students in the learning process.[12] Students play an active role in constructing understanding, thinking critically, discussing, collaborating, and applying knowledge in real situations. Active learning also encourages students to be active subjects in learning, not just passive recipients of information.[13]

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[9] Zuliatin Nafisah, "Peningkatan Keterampilan Berbicara (Maharah Kalam) Bahasa Arab Melalui Media Gambar," *Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 2, no. 4 (2022): 319–27.

[10] Bani Amin, "Konsep Pengajaran Maharah Kalam Pada Tingkat Pemula," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 35–48, https://doi.org/10.23971/altarib.v9i1.2585.

[11] Nafisah, "Peningkatan Keterampilan Berbicara (Maharah Kalam) Bahasa Arab Melalui Media Gambar."

[12] Betari and Junaidi, "Upaya Meningkatkan Partisipasi Siswa Dalam Pembelajaran Sosiologi Melalui Model Prediction Guide Dengan Media Gambar Kelas X IPS 3 SMAN12 Padang."

[13] Barokah and Mulyani, "Analisis Terhadap Partisipasi Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam Di MTsN 2 Garut."

Based on the facts and some theories about the importance of participation in language learning, it is very interesting for researchers to analyze and describe student participation in learning maharah kalam using the think pair share model.

The previous studies that became the basis for researchers in developing their research were 1) Muhammad Ardan et al. 2024. The Use Of Think-Pair-Share (TPS) Strategy To Enhance Speaking Skill Of The Students Of The Pesantren Ddi Baruga, Majene. The findings of this study were that there was a significant increase in students' speaking skills after students were given treatment. This can be seen from the average value between the pre-test (60.70) and post-test (68.76).[14] Based on the students' average score, it can be seen that the Think-Pair-Share strategy is able to improve students' speaking skills. This strategy can demand and force students to be active in the learning process, especially in speaking skills. 2) Rismayanti, et al. 2024. Application of Cooperative Learning Approach Type Think Pair Share (TPS) Assisted by Interactive Learning Media Using Educandy Application to Improve the Concept Understanding Ability of 3rd Grade Students in Mathematics. The results of this study are learning with the TPS type cooperative learning approach assisted by interactive learning media using the educandy application can improve students' concept understanding abilities and can have an influence on students' concept understanding abilities. [15] 3) Vienna Yohana Butar-Butar & Oce Datu Appulembang. 2023. Analysis of the Use of Think Pair Share Model to Build Student Participation in Online Mathematics Learning. The results of this study indicate that the TPS model makes students participate more in learning activities. The obstacle faced during online learning is that teachers find it difficult to monitor all students in the appropriate corridor.[16]

The novelty of this research is that it focuses on the variable of the importance of participation in learning maharah kalam at the student level, in previous studies there has been no integration between participation in learning maharah kalam through the think pair share model, with the presence of participation in the classroom it is proven that

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[14] Muhammad Ardan, Ahmad Thalib, and Fitri Radhiyani, "The Use Of Think Pair Share Strategi To Enhance Speaking Skill Of The Students Of The Pesantren DDI Baruga, Majene," *IJoBEC* 2, no. 1 (2024): 37–42.

[15] Hafidziani Eka Rismayanti, Puji Rahayu, "Penerapan Pendekatan Cooperative Learning Tipe Think Pair Share (TPS) Berbantuan Media Pembelajaran Interaktif Menggunakan Aplikasi," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 2 (2024): 795–803.

[16] Wina Yohana Butar-Butar and Oce Datu Appulembang, "Analisis Penggunaan Model Think Pair Share Untuk Membangun Partisipasi Siswa Dalam Pembelajaran Matematika Secara Daring," *ELIPS: Jurnal Pendidikan Matematika* 4, no. 1 (2023): 81–92.

kalam learning can be said to be more effective to receive. The implication of this research is that it can provide interactive learning options to be applied in Arabic language learning in evoking student participation effectively.

RESEARCH METHODS

This research is qualitative research with a case study approach.[17] This study aims to analyze and describe the participation of students in learning maharah kalam with Thnik Pair Shere model. Data collection techniques use, observation, interviews and documentation.[18] The data sources in this study are students of Pharmacy study program class A Islamic State University Maulana Malik Ibrahim Malang. As for the data analysis technique in this study, the authors follow the Miles and Huberman triangulation concept, where the data obtained will go through three stages, namely data condensation, data presentation, and conclusion drawing.

FINDINGS AND DISCUSSION

Based on the results of the researcher's observations so far the activeness and participation of students in Arabic intensive classes have criteria as the ideal learning standard is active learning, can trigger student enthusiasm that can make the class alive and dare to express opinions. As the opinion of Kostelnik, Soederman and Whiren A learning is said to be good if it allows all learners without exception to participate in it.[19]

One of the factors of learning participation in intensive Arabic classes can be active, one of which is the standard learner who is a student, in other words, his level is far above students. That way to trigger participation in the classroom is relatively easier than in schools where the object is the students themselves.

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[17] sugiyono, *Metode Penelitian Kualitatif Untuk Penelitian Yang Bersifat: Eksploratif, Enterpretif, Interaktif, Dan Konstruktif*, ke-3 cet. (Bandung: Alfabeta, 2023).

[18] Moh. Ainin, *Metodologi Penelitian Peningkatan Kualiatas Pembelajaran Bahasa Arab (Teori Dan Praktik)* (Malang: Bintang Sejahtera, 2024).

[19] Herwina Dewi Librianty and Muhammad Syarif, "Peningkatan Partisispasi Belajar Melalui Metode Bercakap-Cakap Pada Pembelajaran Bahasa Inggris," *Jurnal Pendidikan Anak Usia Dini* Volume 8 E (2014): 1–8.

If participation is linked to the learning process. Participation includes various forms of activities such as speaking, listening, reading, writing and body language or body movement. Since oral participation is the behavior that can and is most researched, studies in language learning focus more on the significance of child-centered student participation according to Sujiono in Lukas Mundelse.[20] as a learning activity in which there is dynamic interaction between teachers and children or between children and other children.

Basically, a learner is an active human being who, with or without being asked, will instinctively participate or involve himself in an activity that arouses his curiosity.[21] This has been realized through the application of the Think Pair Share model in the Arabic intensive class at Islamic State University Maulana Malik Ibrahim Malang. The activities carried out by the author when applying the think pair share model in learning are described in the following description.

The first step, conveying goals and providing motivation, the teacher conveys what will be achieved in learning and motivates students with persuasive sentences or invitations to learn mufradat used in maharah kalam with the theme Al Fushul fii Urubba. As the researcher applied.

Step two, review. Reviewing previous learning about mufradat which is used as capital to construct conversational sentences.[22] Step three, Think. Give some questions about al fushul and students think and find out the answers.

The fourth step is pair. Students form groups and then discuss the results of their thoughts with their respective partners and write them down in the form of assignments and facilitate students who want to ask questions.

The paired discussion stage directs students to search, match or reconstruct their understanding with their partner. The paired discussion stage requires students to ask,

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[20] Lukas Mundelsee and Susanne Jurkowski, "Think and Pair before Share: Effects of Collaboration on Students' in-Class Participation," *Learning and Individual Differences* 88, no. May (2021): 102015, https://doi.org/10.1016/j.lindif.2021.102015.

[21] Ahmadi dan Aulia Mustika Ilmiani, *Metodologi Pembelajaran Bahasa Arab Konvensional Hingga Era Digital* (Yogyakarta: Ruas Media, 2020).

[22] Rahmah Fadhilah Agustina, Destia Harsita, and Ully Shifa Chairani, "The Implications of the Instagram Platform for Arabic Vocabulary Acquisition," *Asalibuna* 07 (2024): 34–49, https://doi.org/10.30762/asalibuna.v7i02.2144.

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answer and express their opinions with the thoughts of each member so as to produce the right answer or solution.

The fifth step is Share. Students are asked to share the results of group discussions in pairs. By applying this paired learning model, it creates learning that involves students. This learning directs students to be active in reconstructing knowledge from various sources. This model is underpinned by the school of progressivism which considers that knowledge will always develop continuously so that teachers cannot be a full field of information.[23]

The sharing stage provides space for each group to express their opinions and also listen to the opinions of others and draw conclusions. Finally, the practitioner will evaluate the results of the discussion together. These steps will make students more eager to participate in class, in line with what Widoyoko (in Mulyoto, 2017) stated that student participation is a form of effort to understand and remember the material being studied. Student participation is a form of students participating or being involved in learning activities in the classroom as a response to student responsibility to achieve the goals of learning (Nurhayati, 2016).

After the author applied the think pair share model in a meeting with class A in the Arabic intensive class. it was found that this model could build student participation. This is shown from the behavior of students, among others (1) students have begun to ask questions, (2) students conduct discussions well, (3) students who are able to answer questions asked by the teacher, (4) students have dared to express their opinions in front of all class members.
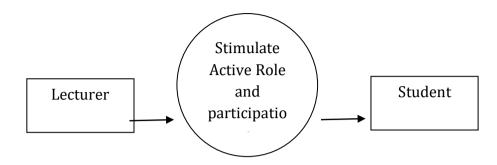
This student behavior is described by the author in the appendix of the previous documentation. The think pair share model which is designed by doing thinking activities, pair discussions, and sharing can help students in building their participation. [24] Thinking stages will keep students engaged and on task.[25] The kalam learning process must be

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[23] Amin and Sumendap, *Model Pembelajaran Kontemporer*.

[24] Nofmiyati Nofmiyati, Miftahuddin Miftahuddin, and M. Fahli Zatrahadi, "Analisis Partisipasi Siswa Dalam Pembelajaran Agama Islam: Analisis Studi Literatur," *Jurnal Administrasi Pendidikan & Konseling Pendidikan* 4, no. 1 (2023): 7, https://doi.org/10.24014/japkp.v4i1.24983.

[25] dkk Hengki Wijaya, *Pembelajaran Think Pair Share Berbasis Pendidikan Karakter* (Makassar, 2021), https://doi.org/10.31219/osf.io/xn4dw.

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based on student participation, so that students take full part in the learning activities carried out.

Schematic 1. of the relationship between student and lecturer participation.

As Ningsih said, active learning is about encouraging students' active participation in the learning process. Students are not only passive listeners, but also directly involved in activities such as discussing, conducting research, collaborating in groups, or conducting experiments. With active participation, students have the opportunity to think, ask questions, and create their own understanding. In learning maharah kalam with Think pair Share model in Arabic intensive class, students are indicated to fulfill the principles, among others:

The principle of constructivism, this principle relates to the view that students actively construct new knowledge and understanding through interaction with the environment and experience. [26] In line with Trianto's opinion in active learning, students are encouraged to build their own concepts and knowledge through reflection, exploration, and discussion. the lecturer acts as a facilitator and guide in this process.

The principle of collaboration emphasizes the importance of cooperation and social interaction between students in learning. Through collaboration, students can share ideas, opinions and knowledge, and learn from the perspectives and experiences of peers. Activities such as group discussions, group projects or role simulations can be used to encourage collaboration in active learning. Problem solving principle, active learning encourages students to become problem solvers. Students are given tasks or problems that

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[26] Trianto, *Model- Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, Cet pertam (Jakarta: Prestasi Pustaka, 2007).

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encourage them to think critically, analyze situations, and seek creative solutions. In this process, students learn how to identify problems, gather information, plan strategies, and evaluate results.

The principle of relevance and real context, this principle refers to the importance of connecting learning with real life and student experiences. As the data obtained by students can relate the material of al Fushul fii Urubba to the seasons in Indonesia, in this case students are more engaged and motivated when they see the relevance and practical application of what they are learning in everyday life. Therefore, active learning often involves case studies, simulations, or problem-based projects related to real-world situations. The application of the basic principles of active learning allows students to be actively involved in learning, build deep understanding, develop social and cognitive skills, and prepare them to face the demands of the real world.

Seeing from the results of observations of intensive Arabic language students in the pharmacy study program, it is indicated that they have achieved the achievement of a goal, namely the achievement of satisfactory learning outcomes. There are several indicators in participation that will further clarify the activities carried out by students in responding to information from lecturers. According to Khadijah et al, there are several indicators in student learning participation including: Giving opinions, giving responses, doing tasks, concluding, presenting.

From these indicators with the help of the Think Pair Share model, in the learning process students have fulfilled the achievement of activeness indicators, as the data obtained, namely, at the think stage students give opinions and responses individually related to the annual season. At the Pair stage students can work on tasks together, and at the Share stage students can conclude and present the results of group work in front of other students.

Benefits of Participation Implications in Kalam Learning

The first benefit is increased understanding for students. When students are actively involved in learning, they have the opportunity to build deeper understanding. By participating in discussions, sharing ideas, and doing other interactive activities, students

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can engage in critical thinking and reflection processes that strengthen their understanding of learning concepts and materials.

Second, the development of students' cognitive skills, students' participation and involvement in learning involve them in the process of thinking, analyzing, synthesizing, and evaluating.[27] This helps them develop important cognitive skills, such as problem solving, logical reasoning, and good decision-making. students also learn to connect new information with prior knowledge such as students can relate the seasons in Europe with the seasons in Indonesia. As well as being able to expand their understanding, and make stronger connections in learning.

Third, it increases students' motivation to learn, when students are actively involved in learning, they feel more involved and have control over the learning process. This can increase their intrinsic motivation to learn. As according to Shidik, active participation provides a sense of ownership of learning and creates an environment that supports the exploration and fulfillment of students' individual needs, thus increasing their enthusiasm and interest in the subject matter.[28]

Fourth, the development of students' social skills, participation in learning activities that involve collaboration, such as group discussions or group projects, helps students develop social and collaborative skills. According to Kasi & Rades, students can learn to communicate, listen, cooperate, and appreciate others' perspectives. These social skills are important in everyday life and prepare students to interact in society.

CONCLUSION

Based on the results of the analysis above, it can be concluded that the Think Pair Share learning model can create a learning environment that encourages student participation and involvement in learning speaking skills, including students being able to give opinions, provide responses, do tasks, conclude, and present material about "al fushul". Students' participation and involvement in learning speaking skills have an

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[27] Rifqiyyatush Sholihah Al-Mahiroh and Suyadi Suyadi, "Kontribusi Teori Kognitif Robert M. Gagne Dalam Pembelajaran Pendidikan Agama Islam," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 12, no. 2 (2020): 117–26, https://doi.org/10.37680/qalamuna.v12i2.353.

[28] Zafar Sidik and A Sobandi, "Upaya Meningkatkan Motivasi Belajar Siswa Melalui Kemampuan Komunikasi Interpersonal Guru," *Jurnal Pendidikan Manajemen Perkantoran* 3, no. 2 (2018): 50, https://doi.org/10.17509/jpm.v3i2.11764.

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important role in improving understanding in communicating actively, improving cognitive skills, and improving social skills. Students' active involvement in the learning process helps them build a deep understanding and increases their motivation to learn.

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