

INCREASING STUDENTS' GRAMMAR MASTERY USING THINK PAIR SHARE STRATEGY AND VIDEO

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan tata bahasa atau grammar murid. Subjek dari penelitian ini adalah kelas dua belas Sekolah Menengah Kejuruan Negeri 1 Sayung tahun akademik 2014/2015. Penelitian ini adalah penelitian tindakan kelas. Peneliti menggunakan tiga siklus yang mana dalam setiap siklus terdapat empat tahap yaitu perencanaan (planning), tindakan (action), pengamatan (observing), dan refleksi/pemikiran (reflecting). Dalam tahap perencanaan (planning), peneliti menyiapkan rencana pembelajaran dan bahan untuk mengajar tata bahasa (grammar) dan juga media yang akan digunakan dalam tahap tindakan (action).

Di dalam tahap perencanaan (observing), peneliti mengidentifikasi dan mencatat reaksi atau tanggapan selama proses belajar dan pembelajaran, dan tahap refleksi/pemikiran (reflecting) dilakukan untuk merefleksikan hasil dari tindakan yang diperoleh dari siklus-siklus tersebut. Sementara itu, observasi, kuesioner diberikan dua kali, sebelum dan sesudah penelitian. Para murid merasa bahwa strategi Think Pair Share menggunakan video sangat bagus, menyenangkan dan membantu mereka menguasai tata bahasa (grammar). Hasil dari penelitian ini menunjukkan bahwa di pre-test nilai rata-rata adalah 17.01.

Nilai rata-rata di siklus 1 post-test adalah 55.10, dan untuk post-test 2, nilai rata-ratanya adalah 69,72. Untuk post-test 3, nilai rata-rata dalam pembelajaran pada umumnya positif, ditandai dengan persentase jawaban positif dalam rata-rata 88%. Jadi bisa disimpulkan bahwa strategi Think Pair Share menggunakan video dapat meningkatkan kemampuan tata bahasa para murid dan guru bisa menggunakan strategi dan media ini untuk meningkatkan kemampuan para murid dan membuat suasana positif dikelas.

Kata kunci : *think pair and share, video, grammar.*

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INTRODUCTION

A. Background of the Study

In Indonesia, English is as a foreign language, in order to make Indonesian students able to master English, now English is taught from elementary level up to university. Based on the pre-observation in the school most of the students have difficulties to master grammar, especially conditional sentences. They find that it is hard to distinguish the right type of conditional sentences. And the teacher must be creative not only in explaining material but also in making positive atmosphere.

Cooperative learning is believed can increase the student's ability in understanding the material and help the students to build positive relationship with their classmates and "Think Pair and Share" is the strategy that has some advantages, they are; the students can learn the concept of material while they are thinking a question posed by the teacher and then they make a pair; and this strategy can help the students get along with their classmates.

After considering the advantages of "Think, Pair and Share" strategy, the researchers decided to use strategy to increase grammar mastery for the twelfth grade students of State Vocational High School 1 Sayung.

B. Statements of the Problem

This research has three statements of problems as follow:

1. How is the realization of 'Think Pair and Share' strategy and video to increase grammar mastery?
2. What are the problems faced by the twelfth grade students of State Vocational High School 1 Sayung in using 'Think, Pair and Share' strategy and video in understanding grammar?
3. In what way 'Think Pair and Share' strategy using video can help students' grammar mastery?

REVIEW OF THE RELATED LITERATURE

1. Conditional Sentences

According to Kardimin (2004: 392) conditional sentence is used to express something that could be happened even in the fact, it is be happened as the wish of the speaker. Conditional sentences consist of two clauses, that are main clause and if clause.

Conditional sentence is divided into three types as the following:

a. Type 1

This type is commonly known as probable condition use to express something that may be happen in the future. Type 1 has if clause using simple present tense and main clause which using simple future tense. When the 'if clause' done or predicate so the main clause will be happen.

For example:

- a). If I have money, I will buy a new house.
- b). If Anita finds his address, She will send him an invitation.
- c). If you go to the office, please mail this letter.

b. Type 2

This type is used to assume some contrary meanings with the fact that happen in the present time so it is impossible to happen or has a little chance to happen in the present time.

For example:

- 1) If I were a violist I would give a charity concert.

The fact : I am not a violist.

- 2) If my car broke down I would ask the mechanic to fix it.

The fact: I don't expect that my car will break down.

In this type 2, we never use 'was' as the simple past form, but we use 'were' to all the subjects whether it is singular or plural. The fact that the condition should be written in present

Tense form. As we know that type 2 is unreal condition and contrary with the fact, so the conditional sentences should in the positive form, the fact should be in negative form or the otherwise.

c. Type 3

Type 3 is used to express unreal condition that happened in the past. Furthermore, it can be said that entire of the sentences in type 3 refers to the past time. For example:

1) If I had taken up Spain when I was in Senior High School, I would have studied Spain at the university.

The fact: I didn't take Spain when I was in Senior High School, so I didn't study Spain at the university.

2) I would have graduated in October this year, if I had been diligent.

The fact: I didn't graduate in October because I was too lazy.

2. 'Think Pair and Share' Strategy

'Think Pair and Share' is one of strategy in cooperative learning, that is said to have some advantages in the teaching and learning process and this strategy can be used in all subjects and all education level. First advantages of this strategy is the students will be able to learn the concept of the topic or the material posed by the teacher then pair up during the second step and share the idea to the others.

Cooperative learning can help teacher to make the teaching and learning activities become more enjoyable, so they are expected to understand the material easily, and this strategy can help the students get along with their classmates.

3. Video as a Media

Video is a kind of visual communication which use moving pictures and sound to tell about something. Video is not only give pleasure but also can be used as a media in teaching and learning process. It can help students understand easily, promote motivation and stimulate the students in learning English.

RESEARCH METHODOLOGY

1. Research Design

The researchers used classroom action research (CAR) based on Arikunto with four stages, they are planning, acting, observing and reflecting. (2008:16).

2. Subject of the Research

a. Population

The population in this research is twelfth grade students of State Vocational High School 1 Sayung. They are 115 students which is divided into 4 classes.

b. Sample

The sample is the twelfth grade of Motorcycle Technique Class

c. Sampling

The researcher used purposive sampling or non-random sampling and took one class because in every program just one class in the twelfth grade.

3. Instrument of the Research

Three kinds of instruments were used in this research, they are:

a. Observation Sheet

This research used non participant observation, the researchers were not going to involve in the classroom activity.

b. Test

There are two kinds of test in this research they are pre-test and post-test, the tests given to the students as the research subject after they had learnt the material. The researchers used test to collect the numerical data for this research.

c. Questionnaire

Questionnaire is a tool to collect information by providing a set of written questions that must be responded by answers. In this research, the questionnaire was used to know the students' response about the learning media that had been used in teaching and to find out the difficulties faced by respondents during the research provided.

4. Method of Collecting Data.

In collecting the data, the researchers did some steps, those are; observing, holding test and giving questionnaire.

5. Method of Data Analysis

After collecting Data, the data then analyzed by using the formula to measure the percentage of the result as follows:

$$M = \frac{\sum X}{N}$$

M = The Mean

$\sum X$ = The amount of students' score

N = Number of students

Percentage formula :

$$P = \frac{f}{N} \times 100 \%$$

P = The class percentage

f = Frequency are being found

N = Number of students

The research is success if it can reach Criterion of Minimum Achievement (KKM) and it is fail if it can't reach the KKM. In this case, the research is success if 75% of total students could achieve the score that has been determined from pre-test and post-test.

The percentage score to know the students' achievement was categorized based on the table below:

Table 3.1: The category of class percentage

The Percentages	Categories
$81\% \leq P < 100\%$	Very good
$61\% \leq P < 80\%$	Good
$41\% \leq P < 60\%$	Fair
$21\% \leq P < 40\%$	Less
$0\% \leq S < 20\%$	Poor

(Arikunto, 2010:44)

6. Research Procedure

In this classroom action research, there were three cycles that were managed through using 'Think Pair and Share' strategy and video to increase students' grammar mastery, which is in each cycle consists of four components namely plan, action, observation, and reflection.

FINDINGS AND DISCUSSION

1. The Students' Initial Condition before Classroom Action Research (CAR).

The researchers observed the teaching learning process in the classroom before implementing the CAR. While the researchers were observing the teaching and learning process, the teacher was explaining about conditional sentences type 1. After that, the teacher gave an evaluation question about the material. The next instruction is the teacher asked the students to answer the questions. When the students were doing the task, there were several students who didn't understand to answer the question, they asked the teacher about the difficult part of the material, and find several students ignored the instruction.

2. The Result of Pre-test.

The researchers gave pre-test before CAR. The test consisted of 10 questions, they were based on indicator in learning conditional sentence, they must identifying conditional sentence that been used in every sentence, and completing the sentence by using type I, II, or III. The highest score was 70 and the lowest score was 0, the mean was 17.05. From this result, it could be seen that all of the students' grammar comprehension was very low.

3. The Students Condition after CAR.

a. Cycle 1

The researchers arranged the lesson plan then conducted action research by giving the students treatment through 'Think Pair and Share' strategy and video. Then the researchers observed all activities that happened in the classroom. The activities included the teacher performance, students' activities, and class condition during teaching and learning process. The observation result of teaching and learning process in the first cycled showed that the students' contribution was still low

because there were some students who didn't pay attention to the teachers' description.

b. Cycle II

The result in this cycle was pleased because the researcher's effort to use 'Think Pair and Share' strategy and video to increase student's grammar comprehension in this case is conditional sentences showed a progress.

c. Cycle III

There were some progresses after applying the third cycle of class action research. There was a progress of students' score from post-test II to post test III. On post-test III, it showed that the average score was 79,54, and the percentage was 79,54%. It means that the researchers were successful, so the researchers decided to end the research and didn't rearrange for next cycle.

4. The Discussion Result after CAR

a. **The Result of Questionnaire**

The result showed that the students' responses in learning were generally positive by percentage average of 88%.

b. **The Result of Post-test**

From the first until third cycle showed increasing result.

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

- a. There were some problems met by the researchers in teaching conditional sentences. The students still confused with the conditional sentences types. When they found a question to be completed by using conditional type I, II, III, the result was low. From pre-test, the researcher found that 97% students were unable to answer the questions.
- b. The result of the achievement test showed that the class average was 79.54, and the percentage of the test was 79.54% which was categorized as a good result.
- c. The application of 'Think Pair and Share' strategy and video give chances to the students to communicate and collaborate with

their classmates, so they can get and share information. This learning model and media can increase the students' capability in grammar comprehension especially in conditional sentences.

2. Suggestions

- a. The material must be well organized before teaching, and it will be more effective to accomplish time and strategy in teaching process.
- b. The material must be presented systematically.
- c. Explain the material briefly and clearly to the students.
- d. It will be helpful to use cooperative learning strategy to make the students more interactive and create enjoyable learning activity.
- e. It will be interesting if the teaching and learning use media such as video, songs and film to make students more passionate in learning material the classroom.

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