

## **COMBINING THINK PAIR SHARE MODEL WITH DIGITAL MEDIA TO ENHANCE STUDENTS' BASIC GRAMMAR MASTERY: IS IT EFFECTIVE?**

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### **Abstract**

Grammar is an important aspect of learning English and any language. However, for some students, mastering English grammar is considered arduous as it requires students to understand plenty of rules, and this makes them desperate to learn. This study aims to find out whether Think Pair Share method combined with digital media may enhance the students' grammar mastery at UPT SMPN 1 Binamu. This study was a pre-experimental study where the data was obtained from a basic grammar test. The population in this study were students of class VIII.I at UPT SMPN 1 Binamu for the academic year of 2022/2023. The results showed that the average score of students' grammar mastery consisting of pre-test and post-test, namely Pre-testing was 18.75 which was categorized as "Very Poor and Poor" while post-test was 87,25 which is categorized as "Excellent and Very Good". This shows that the average value of the pre-test and post-test increased by 68.5 points. The t-test analysis showed that by applying a significant level of 0.05 with a degree of freedom of 23 and a p-value (sig .2-tailed) is 0.000 indicating that there is a significant difference between the pre-test and post-test results of the students. In other words, the result (sig.2-tailed) of the students' post-test is not greater than the significance level ( $0.000 < 0.05$ ).

**Keywords:** Grammar, Past tense, Present tense, Think Pair Share, Digital media

### **INTRODUCTION**

Basic grammar material in the 2013 curriculum syllabus for English subjects is one of the materials that must be mastered in learning English and requires understanding and memorization, analytical skills, and communication. In this material, students need to understand and remember various grammar materials such as Personal Pronouns and to be, Article and Noun, Adjectives and Adverbs, Pronouns and Determiners, Simple Present Tense and Present Progressive, Simple Past Tense and Past Continuous Tense Present Perfect Tense and Past Perfect Tense, Questions, Passive Voice, Modals.

The use of grammar in English is very important, learning grammar can improve our knowledge in writing, speaking and interpreting English properly and correctly even though its use

is not used daily (Azar Betty, 2006). The benefits of using grammar are developing the art of translation, helping to get vocabulary and most of the grammar learning media in the form of books are less attractive. In this case the role of the media is very necessary to attract students' interest in learning grammar.

Based on the results of interviews with English subject teachers in the learning process of class VIII students at UPT SMP Negeri 1 Binamu, it is known that there is still a lack of student interest in learning English, especially grammar material with basic things students still do not master verb, simple tense, adjective, clause. phrases and others and students do not understand the grammar structure when it is used and students are still lacking in memorizing vocabulary and ineffective learning procedures which tend to be boring because currently students are easily bored in learning and do not use technology to learn and there are still many teachers who are less effective in use learning methods and do not understand what students want and need to know by understanding what grammar is. By examining this issue, we can determine the effectiveness of the learning method.

To overcome these problems, we need a model and method that can improve students' activities and learning outcomes in learning basic grammar. Think Pair Share (TPS) is a type of cooperative learning model that can help promote student learning collaboration, interaction between pairs of students, responsibility for assignments, giving and receiving input, and being confident in expressing opinions during learning (Hasibuan, 2019). Think Pair Share (TPS) model is able to design discussion activities that can improve students' thinking skills, communication skills and encourage their participation in class. It's just that by using Think Pair Share (TPS) students cannot see directly visually of the material discussed so that additional media is needed to make it easier to understand the material, not only imagine during the discussion but students can also see directly the pictures of the material.

To strengthen the benefits of the proposed method, digital media can be used as an effective teaching media digital media is visual media that contains videos such as on YouTube with basic grammar materials. The advantage of using digital media is that it plays an important role in supporting the implementation of the learning process, students can increase the absorption of the material being taught, increase active participation of students, improve students' independent

learning abilities and the ability to update information technology tools and develop student creativity (Purwandari, 2019)

Digital media is a technology that is currently used by today people and is very affordable because digital media makes everything easier and accesses what we want and it is very important in the world of education to use digital media so that education is more innovative and creative, digital media in the form of videos and other websites. In the context of communication, digital means "using a system that can be used by computers and other electronic equipment" According to the expert's definition, digital media is media whose content is in the form of a combination of data, text, sound, and various types of images that are stored in digital format and disseminated through networks based on broadband optical cables, satellites and microwave systems (Flew, 2008). Meanwhile, from the teacher's point of view, learning outcomes are when the learning materials are completed. Bundu (2006) suggests that learning outcomes are the level of mastery achieved by students in participating in teaching and learning programs in accordance with the educational goals that have been set which include cognitive, affective and psycho-motor aspects. Digital media is a content format that can be accessed by digital devices. This digital media can be in the form of websites, blogs, social media, digital images and videos, digital audio, and others.

Computer programs and software such as digital images or photos, digital videos; video games; web pages and websites, including social media; data and databases; digital audio, such as mp3, mp4 and electronic books (E-book) are examples of digital media. Examples of other digital media include software and electronic documents. According to the ITE Law, Electronic documents are any Electronic Information created, forwarded, sent, received, or stored in analog, digital, electromagnetic, optical, or similar forms, which can be seen, displayed, and/or heard through a computer or Electronic System. including but not limited to writing, sounds, pictures, maps, designs, photographs or the like, letters, signs, numbers, access codes, symbols or perforations that have meaning or meaning or can be understood by people who are able to understand them.

This study is to determine the differences in social studies learning outcomes taught by the TPS model and the TPS model assisted by video media for students to determine the differences in social studies learning outcomes for students who have high intelligence. And then this is to determine the interaction between learning models and interpersonal intelligence in influencing student learning outcomes. on social studies subjects for students. The experimental class was given

learning treatment with Think-Pair-Share learning model and the control class was given Think-Pair-Share learning model assisted by video learning media. The instrument used consisted of a social Studies learning outcome test. Data analysis was carried out using two directions. The results of the study can be concluded that there is a significant difference in social studies learning outcomes that are taught with the TPS model and the TPS model assisted by video media in class VII students of SMP Negeri 4 Percut Sei Tuan.

There have been several researchers that conducted research on using this technique to teach speaking, and most of them proved that TPS technique is excellent to make the students practice their speaking skills, especially in Junior High School level. The implementation of Think Pair Share gave positive effect to students; it helped them improve their speaking performance (Cahyani, 2018; Maghfira, 2020). TPS also makes the class more interesting and more motivated in learning speaking (Aeni, 2020). However, there's still very few of them that clearly integrate TPS technique with a digital medium to make the technique more effective.

## **METHOD**

This research employed a quantitative approach with a pre-experimental design. In this case, the researcher uses a pre-experimental design because the researcher wants to know whether the think pair share method improves students' basic grammar skills through digital media on YouTube.

The design of this research was described below;

### **Instruments**

The instrument that used in this research is grammar test. There were 2 tests namely, pre-test and post-test. The pretest was used to determine the level of students' ability in basic grammar material being given multiple choice questions for the simple present and simple past tense while the post test was used to find out how students' learning outcomes on basic grammar material using the Think Pair Share (TPS) cooperative learning model with digital media material on YouTube.

### **Data analysis**

The researcher outline the steps involved in data analysis in the following lines. The SPSS ( statistical program for social sciences) analysis approach used to examined the data in this study. The grammar mastery test scores, had a range from 0- 100 when correct answers were taken into account, Sort the students'' pre-test and post-test results. Using SPSS, calculated the avarage value, frequency,and percentage of the students'' pre and post-test results. Using SPSS, calculated the standard deviation and t-test for students' scores. Using SPSS, calculated the test value to determine the significant difference between the mean value of the pre-test and post-test.

## **FINDINGS AND DISCUSSION**

### **Findings**

The research results are presented as a description of the data and a discussion of the findings reveals further arguments and interpretations of the results. This study relates to the classification of students' pre-test and post-test scores in terms of the frequency of students' grammar improvement rates using the think pair share method and also using digital media YouTube the rate frequency and percentage of pre-test and post-test students, the average score, standard deviation, inferential analysis between pre-test and post-test and Hypothesis Testing.

### **Students' Grammar Score Classification in Pre-test and Post-test**

Classification of students' grammar scores in the Pre-test and Post-test based on data analysis, found from the think pair share learning method with digital media YouTube as a teaching medium that affects the improvement of students' grammar mastery. This is indicated by the results of the students' pre-test and post-test scores which are classified as simple past tense and simple present tense:

**Tabel 4.1 Score Classification for Pre-test**

No.	Classification	Range	Score Classification	
			Pre-test	
			Past Tense	Present Tense
1.	Excellent	96-100	0	0
2.	Very good	86-95	0	0
3.	Good	76-85	0	0

4.	Fairly good	66-75	0	0
5.	Fairly	56-65	0	0
6.	Poor	36-55	0	5
7.	Very poor	0-35	20	15
Total			40	

Table 4.1 from the pre-test table above we can see that all students scored "very poor and poor" namely in past tense 20 and present tense 15 out of 20 students in the pre-test, the table shows students do not understand and understand grammar at all before treatment and had a significant effect on all students.

**Tabel 4.2 Score Classification for Post-test**

No.	Classification	Range	Score Classification	
			Post-test	
			Past Tense	Present Tense
1.	Excellent	96-100	10	12
2.	Very good	86-95	1	1
3.	Good	76-85	4	3
4.	Fairly good	66-75	1	3
5.	Fairly	56-65	2	1
6.	Poor	36-55	2	0
7.	Very poor	0-35	0	0
Total			40	

The table 4.2 shows that, there is an increase in grammar mastery after treatment, it can be seen in the post-test table and the highest change in student scores in the post-test grammar mastery, the scores are "Very Good" i.e. 10 and 12. It was explained that most of the students were correct in the post-test after doing the treatment, so it can be concluded that the students' mastery of grammar was greatly improved.

Therefore, it was concluded that students at the pre-test did not understand grammar so they got very bad and bad grades and after treatment the students were better able to understand grammar by

using the think pair share learning method, namely discussing with their classmates with material on Youtube and at the same time. Post-test students increased and got very good score..

### **The Rate Frequency and Percentage of Stufents' Pre-test and Post-test Score**

The level of frequency and percentage of pre-test and post-test based on data analysis, found from the think pair share learning method with digital media YouTube as a teaching medium has an effect on increasing students' mastery of grammar. This is indicated by the results of the students' pre-test and post-test scores which are classified into several criteria. It can be shown in the table below:

**Tabel 4.2 The Frequency and Percentage of Pre-test and Post-test**

No.	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96-100	0	0%	22	55%
2.	Very good	86-95	0	0%	2	5%
3.	Good	76-85	0	0%	7	20%
4.	Fairly good	66-75	0	0%	4	10%
5.	Fairly	56-65	0	0%	2	5%
6.	Poor	36-55	5	25%	2	5%
7.	Very poor	0-35	35	75%	0	0%
Total			40	100%	40	100%

The table above shows the frequency and percentage of pre-test and post-test which is a combination of simple past tense and simple present tense with 20 questions and 20 students respectively. Therefore, before the treatment, the students did not understand grammar, but after the treatment the students could understand grammar and it could be concluded that the use of the Think Pair Share learning method with digital media is very effective in use in the classroom.

**Diagram 4.3 Diagram of Students' Pre-test and Post-test**

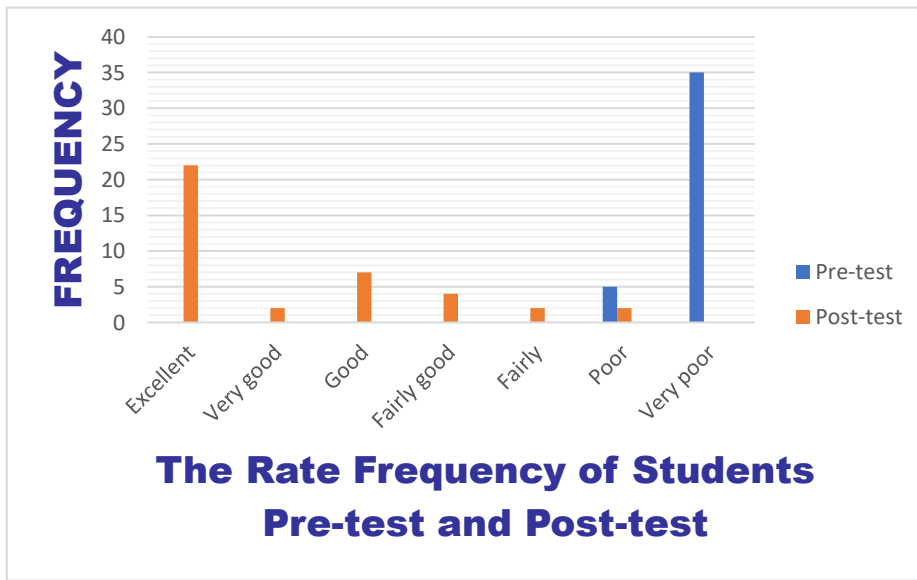


Diagram 4.3 shows that using the Think Pair Share method with digital media as teaching materials on youtube has an effect on increasing students' mastery of grammar. The table explains that in the pre-test all students scored "Very Poor and Poor" there were 5 and 15 students (25% and 75%), there was no improvement at all in the pre-test while in the post-test most of the students' scores who got " Excellent and Good" there are 10 and 12 students each in the Simple Past Tense and Simple Present Tense to (55%) because the researchers combined the pre-test and post-test scores and the "Poor" score was reduced to 0 (0%) students only, and shows that the Think Pair Share method with digital media (youtube) as a learning medium for students' grammar mastery is increasing.

**The Mean Score and Standart Deviation of Students' Pre-test and Post-test**

This research used a pre-experimental method that only required one class as the sample, therefore the data calculation used the paired sample test.



**Table 4.4 The Mean Score of Students' Pre-test and Post-test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	18.7500	20	7.92647	1.77241
	POST-TEST	87.2500	20	13.99953	3.13039

Tabel 4.4 there was an improvement of 68.5 points after treatment. The pre-test was 18.75 while the post-test was 87.25. It was found that the students' grammar after using the Think Pair Share learning method with YouTube digital media when at the time of treatment, the researchers taught and used the think pair share method by making one sentence by discussing with their friends and it can be seen from the table above that they have different average values.

The Inferential Analysis Between Pre-test and Post-test

**Table 4.5 Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-68.50000	15.05254	3.36585	-75.54481	-61.45519	-20.351	19	.000

The data table 4.5 above is analyzed by using SPSS analysis within paired samples test. If the level of significance difference ( $\alpha = 0.05$ ) is greater than value (sig. 2-tailed) means there is no significant difference. Whereas, if the level of significance " $\alpha$ " is lower than p value (sig.2-tailed) means there is significance difference. From the table above, we can see that the P value (sig. 2-tailed) was,000. it is lower than the level of significance  $\alpha$  (0,05). That is, the "Think Pair Share" learning method using digital media YouTube as the teaching material used can improve students' grammar mastery.

## **Discussion**

The researcher conducted this research at UPT SMPN 1 Binamu. It tooks three activities, namely pre-test, treatment and post-test. Then, after getting the data, it is calculated by the above formula. Based on data analysis. It can be concluded that there is an effect of using the Think Pair Share method with Digital media YouTube as a learning medium to improve students ' grammar mastery at UPT SMPN 1 Binamu. The treatment is done by teaching through material on YouTube and students make 1 sentence in each meeting by discussing with their seatmates. on YouTube as a teaching medium. The test results make these sentences the material for making pre-test and post-test. This shows that there is a significant difference between the pre-test and post-test. This can be proven from the mean score of the students' pre-test was 18.75 which was categorized as "Very poor and Poor" while the post-test was 87.25 which was categorized as "Excellent and Very good". This shows that the value of the pre-test and post-test increased by 68.5 points. The data from the instrument also shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. This can be proven from the significance value of this study of 0.000 where the significance level is 0.05, so it can be concluded that there is a significant difference in scores on the pre-test and post-test of class VIII.1 students at UPT SMPN 1 Binamu.

Think Pair Share cooperative learning model assisted by digital media can encourage students to be actively involved in the learning process, by applying their knowledge, solving problems, discussing with each other, having the courage to convey ideas and having a sense of responsibility for the tasks that have been given. Then with the addition of digital media that discusses the subject matter of learning at certain meetings, students understand the grammar of simple past tense and simple present tense, so that they can apply it to post-test questions properly and correctly, because students who initially did not know what grammar was and got very poor and after doing the Think Pair Share learning method with digital media on YouTube the students were more active and got very good. (Dol, 2015) entitled TPS an Active Learning Strategies for teaching computational theory courses, which the result of this study Were to have different scores between pre-test and post-test, in the experimental and control classes. Then, the value of the experimental class is higher than the control class. About animation and digital media supported by Lirong Jurnal Xiao entitled

animation trends in Education. Animated media can stimulate students to enjoy and excite them for the learning process in the classroom.

Munir (2016) revealed that video/film is an efficient way to teach vocabulary and grammar to children. This is a good example of how to use media to teach grammar so that children are interested and motivated. Digital Media provides students with real-life language input that will otherwise, it will be difficult to survive in a non-English speaking environment. Based on the results of the action on the treatment using the Think Pair Share (TPS) Model by using digital media on basic grammar material successfully used in class VIII.1 At UPT SMPN 1 Binamu it was successful. This can be seen from the results of the Post Test.

YouTube is a website portal that provides video sharing services. Users who have registered can upload video service videos to the YouTube server so that they can be viewed by internet audiences around the world (Kindarto, 2008). YouTube has been widely used by entertainment media as a publication media and as a source of impressions for the entertainment presenters. YouTube with its broadcast publication service is also used by teachers and students as a learning medium. YouTube is currently used as a site that is widely used in the learning process as a medium. YouTube is one of the most popular social networks in the global community. YouTube site is no longer just used for personal, commercial videos and so on, in fact the YouTube social page has also been used as a learning medium (Purwandari, 2019). YouTube is a site that provides services in the form of videos, with videos students will be helped during the learning process. (Berk, 2009) in his journal asserts that Mayer's research results show that the presentation of adjacent verbal and visual materials such as videos with integrated dialogue or narration is most effective for beginners and visual learners. That is, the meaningful use of video clips in teaching may be most appropriate for course introductions, introducing complex topics in any course, low achieving students, and visual or spatial learners. Of course, all other topics and students can benefit as well (Berk, 2009).

The use of YouTube as a learning medium and carried out using the Think Pair Share learning method where students can discuss with their classmates in class is very useful especially for developing students' thoughts and opinions, including memory of lessons, developing students' imagination, growing interest and motivation to learn. For example, teaching materials on YouTube serve as teaching media and provide a rich context where students can improve understanding and

practice fun in the classroom, so that the classroom atmosphere is fun and makes them more ready to learn.

The ability of researchers to conduct research is influenced by offline learning methods in post-pandemic classrooms, because students and teachers can meet directly so that teachers can see the condition of students, direct learning can provide more authentic and interesting learning. The energy used in teaching is quite large, because the teacher is expected to offer an interesting and not boring session.

## **CONCLUSION**

The use of the Think Pair Share learning method using digital media on YouTube is very effective in improving the performance of students' grammar skills. This can be seen from the difference in student achievement in the pre-test and post-test. The student's score on the pre-test was 18.75 and the post-test was 87.25. This shows that the average value of the pre-test and post-test increased by 68.5 points. The data from the instrument also shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This finding is expected to be a valuable input for the teachers of English in selecting techniques for teaching grammar in their classrooms. They may combine the use of Think Pair Share method with videos from YouTube to make the class more meaningful and interesting.

techniques in teaching.

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