TEACHING VOCABULARY THROUGH THINK PAIR SHARE TO THE SEVENTH GRADE STUDENTS AT SMP NEGERI 3 CIMAHI

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Abstract

There are two objectives of this study. The first is to observe the students' perception on teaching english vocabulary through Cooperative Learning, and the next objective is to know students's ability in mastering vocabularies. The method which used by the researcher is Classroom Action Research with the technique is Think Pair Share (TPS). The objective of this research is also to identify the benefits that the students obtained from that technique. The respondents of the research were seventh grade students of SMP Negeri 3 Cimahi in the school year of 2018/2019. In this research, the researcher implemented the research on two cycles for seven meetings. Each cycle consist four steps. They are planning, acting, observing, and reflecting. In the first cycle, there are four meetings. In first meeting, the researcher gave the pre-test to the students. That is for knowing the student's ability in the first. Next meeting, the researcher do the first treatment, and second treatment was done in third meeting. So, in the last meeting of cycle 1, the researcher gave the post-test to the students. While, those are three meetings in cycle 2. In the first meeting, the researcher gave the third treatment. This is for continuing the treatment in cycle 1. After that, in the second meeting, the researcher gave the fourth treatment. So, in the last meeting of cycle 2, the researcher gave the post test for the students. The results of the study that the teaching english vocabulary through Think Pair Share (TPS) technique could help students' vocabulary in learning english because they can share the knowledge about English, especially in vocabularies with the other friends. And this technique also can make the enjoyable learning in activity learning in the classroom.

Keywords: Vocabulary, Think Pair Share (TPS), Cooperative Learning

INTRODUCTION

Language has become major tools between countries, organization, companies, friends, and many more. Language is not only means to communicate, but also to build relationships, friendships, to learn other cultures around the world. People learn foreign language to be able to communicate with people of different nations. In the learning process, listening, speaking, reading, and writing are the targets to be achieved through the language components such as structure, vocabulary, spelling and pronunciation. They are intended to support the development of that basic competences. Vocabulary is a central to language and it is significant to language learners. Therefore, to develop the students' ability in mastering English, it cannot be separated from the mastery of vocabulary. Because in learning a new language, mastering vocabulary is really important. Without a large number of vocabularies, the learners cannot communicate to others clearly.

Various techniques are provided in cooperative learning to help teachers in teaching process. One of them is Think-Pair-Share. This technique can be one of the solutions not only to solve students" difficulties in reading comprehension but also to help teachers. The other reason of this research is to helps the students to be able to communicate in English and to improve their

ability in English is started from the basic knowledge of learning English. In this case, vocabulary is the very basic knowledge which must be learnt by the students at the beginner level. The second reason is The students are still not good enough in mastering the vocabulary. According to Hiebert (2005) as cited in (Parmawati, 2018), "Vocabulary is generically defined as the knowledge of words and word meanings". Specifically, we use vocabulary to refer the kind of words that students must know how to read increasingly demanding text with comprehension.

On the other hand, Meara (1980) as cited in (AlQahtani, 2015) "Vocabulary has been acknowledged as L2 learners greatest single source of problems". Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Santoso & Andriyadi, 2019). It can be concluded that vocabulary is very important for increasing English skill.

Think-Pair-Share is a strategy designed and developed by Lyman and associates to encourage student classroom participation (Argawati & Suryani, 2017). According to Robertson (2006) This teaching-learning strategy works in three phases: (1) Think. The teacher provokes students thinking with a question, prompt, or observation. The students should take a few minutes just to think about the question; (2) Pair. Using a partner or a desk-mate, students pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique; (3) Share. After students talk in pairs for a few minutes, the teacher calls for pairs to share their thinking with the rest of the class. Benefits of this technique (Think Pair Share) for the students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in learning.
Besides having advantages, applying TPS also has some disadvantages, they are: (1) failure to get along, 2) Noise, and 3) Absences (Robertson, 2006). Here, Think Pair Share can increase students' skill about vocabulary, they can have more vocabulary and then communicate with other in daily activities in classroom.

METHOD

The method used in conducting in this research is Classroom Action Research. Classroom Action Research is an alternative research application that easily conducted during teaching and learning processeses (Purrohman, 2011). This research was conducted in two cycles through four stages : action plan, implement, observe, and reflection. The subjects of this research were students of seventh grade of SMPN 3 Cimahi and the sample is class of 7F. Thus, the researcher used tests, observations, and documentation technique for collecting data.

RESULTS AND DISCUSSION

Results

The research was conducted in odd semester for seven meetings. The eight meetings were categorized into two cycles. The result of each cycle will be organized on four steps of CAR, namely : (1) planning, (2) acting, (observing), and (4) reflecting.

Cycle I. On this section, the researcher prepared the lesson plans before doing the research to make a conditional class. Lesson plans were made to be implemented in treatment 1 and 2 (on

second and third meeting). After the step closed, next to the second step, it is acting. In this step, the researcher comes to the classroom.

The first meeting, the students were given a pre-test around vocabulary, there were 30 questions of multiple choice. The same thing also were given in the fourth meeting. As long as twice meeting there are second and third meeting, the researcher gave a treatment about vocabulary around names of noun of the class. The third step of CAR is observing. The step was done when the researcher do the second step. And as long as do both of the step, the researcher provided some file notes to capture what the students do in learning activity. The step of acting and observing of this research can be followed as below :

Table 1. Meeting in Cycle 1

	Acting	**Observing**
Meeting	Topic	Activity
1	Pre-test	In the first meeting, the researcher gave 30 questions of multiple choice around vocabulary of names of noun in the class to the students.
2	Treatment 1 :	The researcher explained the names of things in the class by picture. The students should to mention the different thing with the other.
3	Treatment 2 :	The students divided into six groups, each group include five to six persons. The researcher gave the instruction to the students for matching the picture with the word. After that, the students should be presented the result of the task in front of the class
4	Post test	In this meeting, the researcher gave the same questions in the first meeting.

The last step of CAR is reflecting. In this step, writer made some conclusion basically on observation during teaching and learning process of cycle I. in the first meeting, especially in the pre-test meeting, the students have difficulties to answer the questions because they do not familiar with the name of noun in English. From 30 questions, there are only 10 questions which can be answered truly by the students. The average pre-test score only 67, is still far from achieve KKM.

During treatment 1 and 2, the researcher can look the different expression from the students. In treatment 1, the students seemed to enjoy the class activity. They can disscuss with the other about different name of noun which explained by teacher. In treatment 2, the students also seemed to enjoy when they learning in group, but they seemed to confuse when the teacher instruction to present the result in the class, but it can be solved by suggess's teacher and then they can present goodly.

In the end of second treatment, the researcher gave the post test to know ability chance from the students. And the result was perfectly. From 30 questions, there are 20 questions which can be answered truly by the students. It means, the average pos test is in 80 scores.

Cycle II. In this cycle, the researcher also give three meetings, it is different with the cycle I. in this cycle, the researcher just give treatment 3 in meeting 5, treatment 4 in meeting 6, and post test in the end of meeting. The activity of each meeting can be follow as below :

Table 2. Meeting in Cycle II

	Acting	Observing
Meeting	Topic	Activity
5	Treatment 3	The students divided into six groups, each group include five to six persons. And the students worked in pair to underline the vocabularies that the teacher gave.
6	Treatment 4 :	The students maked a short paragraph which the vocabularies that the teacher gave.
7	Post Test :	In this meeting, the researcher gave the same questions in the first meeting.

Reflecting of the observation was done it could be discussed that the learning process is made several improvements for the students, the improvement were as follows: (1) their score on post-test 1 was increased. From 45.68 for pre-test, it was improved to 60.12. and for the post-test 2, their score became 73.45, and (2) their quality of learning shown from their attitude and behaviour during joining the lesson. The detail result can be seen in the table below:

Table 3. The Data Result

	Pre-test	Post-test 1	Post-test 2
Minimum score	45	56	68
Maximal score	68	74	92
Mean score	45.68	60.12	73.45

While the improvements in attitude and behaviour can be seen from the enjoyment of the students during the learning process using think pair share. They can understand and remember the vocabulary easily. It was different when the teacher used another method in the learning process. The students became so confident and they have more renspobility in pronounce some vocabularies.

Discussion

In this research, the researchers used Classroom Activity Research, the sample of this research was class 7B who consists of 36 students at seventh-grade in SMP Negeri 3 Cimahi in the academic year of 2018/2019. The instruments of this research used pre-test and post-test which is consists of seven. First of all, the pre-test was given before the researcher gave the treatments to the students. Secondly, the treatment is consists of four meetings. Last but not least, the post-test was given after all the treatments. Thus, the post-test was given twice. Based on the data result, it can be concluded that the Think Pair Share method is way more effective in teaching vocabulary than the other method. The data above shows that the use of think pair share method may have big contributed to the development of students vocabulary.

CONCLUSION

The aim of this research was to know the result of using think pair share in teaching vocabulary is more effective than the other method or not. Thus, based on the data above it can be concluded that the teaching – learning process of using think pair share is way more effective, it can be showed from the score above. At the pre-test, the students score is 45.68, and on the first post-test, the score of the students is 60.12, it means the range between the pre-test and post-test score is 14.44. After doing the first post-test, the researchers gave two treatments to the students, that is because the researchers want to know if there any significance improvements of the students in learning vocabulary. As the data showed above, there is any significance score between the first and second post-test. The score of second post-test is 73.45, it means the score of the second post-test is higher than the first post-test, and the range between the first post-test and the second post-test is 13.33.

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