

The Effectiveness of Think Pair Share Cooperative Learning with the Assistance of Audiovisual Media for Chairil Anwar's Poem "Ibu" Listening to Poetry in Grade VIII at SMP Negeri 2 Sawangan

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Abstract

This research is a quantitative experimental study with the research topic on Indonesian language at SMP Negeri 2 Sawangan, namely poetry texts. This literary material is quite important for students to master because it is basic material in literature. The research design is a pretest-posttest group design in accordance with the objectives to be achieved. In this design, there are two classes, namely the experimental class and the control class. The objectives of this study are (1) to show that students taught using the think pair share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional model have different learning outcomes in listening to poetry texts and (2) to show that eighth-grade students at SMP Negeri 2 Sawangan are more effective at learning poetry texts in the listening element with the think-pair-share (TPS) cooperative learning model assisted by audiovisual media. The results of the study indicate that applying the think-pair-share (TPS) cooperative learning model assisted by audiovisual media for Chairil Anwar's poem "Ibu" is more effective in improving the learning outcomes of eighth-grade students at SMP Negeri 2 Sawangan than applying conventional learning.

Keywords: *cooperative learning, effectiveness, media*



INTRODUCTION

Language skills in the Merdeka Curriculum are divided into four categories, namely listening, reading and viewing, speaking and presenting, and finally writing. Listening skills are skills that focus on listening activities. Listening activities can take the form of listening to an object with full attention and then understanding the information that has been obtained. According to Tarigan (2015), listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through speech or verbal language.

Learning is an activity that involves educators and learners in an educational context. Learning must be able to provide benefits for learners, because one of the objectives of learning is to achieve the expected behavior or certain abilities that can be achieved by learners under certain conditions and levels of ability (Sanjaya, 2020). Before starting learning, educators must be able to equip themselves with knowledge that will later be imparted to learners.

The learning system at SMP Negeri 2 Sawangan tends to be dominated by educators in every learning activity, especially since educators only use conventional learning models, namely listening and taking notes, and only use textbooks when teaching. This condition was observed during a preliminary study at SMP Negeri 2 Sawangan. As a result, in the classroom learning process, students are only passive and do not actively engage in exploring the subject matter. In addition, according to several students who were interviewed, teachers never use learning media in the classroom. It can be concluded that the learning model that can be used is the TPS type of cooperative learning model.

One model of cooperative learning is the think pair share (TPS) type, which emphasizes cooperation in small groups to maximize learning in achieving learning objectives. In line with Octavia's (2020) opinion, cooperative learning is the practice of working together or providing mutual support to fellow friends in a structured group, where the success or failure of the group is determined by its members.

Audiovisual media is a medium that can be used for learning by listening through the sense of sight and hearing through the sense of hearing. Audiovisual media poetry is used in conjunction with TPS Type Cooperative Learning to improve learning, especially in junior high schools. This can encourage students to think critically by understanding difficult concepts.

The research topic in Indonesian language classes at SMP Negeri 2 Sawangan is poetry, which is an important subject for students to master as it is a basic subject in literature. SMP



Negeri 2 Sawangan is a culture-based junior high school in Magelang Regency. This study found problems in the eighth grade based on initial observations, including a lack of interest or poor listening skills when the teacher delivered Indonesian language learning material. This is because teachers still use the lecture and note-taking models in presenting learning topics. The purpose of this study is to determine the effectiveness of the think-pair-share (TPS) cooperative learning model assisted by audiovisual media of the poem "Ibu" by Chairil Anwar in listening to poetry in class VIII at SMP Negeri 2 Sawangan.

METHOD

This research applies a quantitative experimental method. The purpose of this approach is to determine the extent to which a research action has an impact on the object being studied. Through the application of certain actions, the research object can show the effects or responses caused. According to Samsuddin (2007), experimental research is defined as impartial, methodical, and controlled research that aims to predict problems. The research design used in this study is the Pre-test Post-test Group design, which is tailored to the objectives to be achieved. In this design, there are two classes, namely the experimental class phase and the control class phase.

The first hypothesis in this study is that there is a difference in the results of learning to listen to poetry texts between students taught using the think-pair-share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional learning model (H_a). A null hypothesis (H_o) is needed to prove this hypothesis. H_o in this study is that there is no difference in the results of learning to listen to poetry texts between students taught using the think-pair-share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional learning model.

The second hypothesis in this study is that the think-pair-share (TPS) cooperative learning model assisted by audiovisual media is effective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts (H_a). H_o in this study is that the think-pair-share (TPS) cooperative learning model assisted by audiovisual media is not effective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts.

DISCUSSION OF FINDINGS

The class that used the TPS (Think Pair Share) Cooperative Learning model with audiovisual media was the experimental class (VIII B). Before the treatment or pretest, students were asked



to complete a multiple-choice test consisting of 20 questions about listening to poetry texts. There were 28 students in the experimental class, and the highest score was 75 and the lowest score was 30. The average pretest score was 57, the median score was 60, the most common score was 70, and the standard deviation was 13. After the students received the treatment, they were asked to complete a multiple-choice test consisting of 20 questions on the material of listening to the poem "Ibu" by Chairil Anwar. There were 28 students in the experimental class, with the highest score being 80 and the lowest score being 45. The average score of the post-test was 70, the median score was 72.5, the most common score obtained by students was 60, and the standard deviation was 9.7.

The control class (VIII A) did not use the TPS (Think Pair Share) Cooperative Learning model assisted by audiovisual media. A pretest was conducted before the students were given the treatment by asking them to answer 20 multiple-choice questions on listening to poetry texts. The control class consisted of 28 students with the highest score of 75 and the lowest score of 40. The average pretest score was 60, the median score was 60, the most common score was 60, and the standard deviation was 9.8. The posttest was conducted after the students were given the treatment by asking them to answer 20 multiple-choice questions on the material of listening to the poetry text "Ibu" by Chairil Anwar. The control class consisted of 28 students with the highest score of 80 and the lowest score of 60. The average score of the post-test was 72, the median score was 72.5, the most common score obtained by students was 80, and the standard deviation was 6.6.

This research applied a data collection technique in the form of multiple choice tests. This study used tests as an assessment tool to evaluate the abilities, skills, and insights of students. In this study, construct validation was carried out using expert judgment, so the validity was carried out by Dra. Endang Sugiyarti (Indonesian language teacher for class VIII at SMP Negeri 2 Sawangan). The results of this validation can be used for research with minor revisions. Content validity in this study was carried out using pre-tests and post-tests in the form of 30 multiple-choice questions. The questions were administered to participants outside the research sample (VIII D). This experiment was conducted before the implementation of the research in the experimental and control classes. The results of the experiment were tested for validity using SPSS version 20. The validity of the questions was considered fulfilled or valid if the significance value was <0.05 . After validation, the questions were used as pretest and posttest assessment instruments in the experimental and control classes. The following are the results of the research question validity test.



Table 1. Results of the Item Validity Test

No.	Value Sign.	Conclusion
1.	0,01	Proven/Valid
2.	0,023	Proven/Valid
3.	0,978	Unproven/Invalid
4.	0,042	Proven/Valid
5.	0,475	Unproven/Invalid
6.	0,913	Unproven/Invalid
7.	0,024	Proven/Valid
8.	0,028	Proven/Valid
9.	0,101	Unproven/Invalid
10.	0,561	Unproven/Invalid
11.	0,015	Proven/Valid
12.	0,137	Unproven/Invalid
13.	0,004	Proven/Valid
14.	0,035	Proven/Valid
15.	0,035	Proven/Valid
16.	0,015	Proven/Valid
17.	0,038	Proven/Valid
18.	0,006	Proven/Valid
19.	0,015	Proven/Valid
20.	0,015	Proven/Valid
21.	0,405	Unproven/Invalid
22.	0,029	Proven/Valid
23.	0,012	Proven/Valid
24.	0,026	Proven/Valid
25.	0,005	Proven/Valid
26.	0,273	Unproven/Invalid
27.	0,272	Unproven/Invalid
28.	0,884	Unproven/Invalid
29.	0,018	Proven/Valid
30.	0,032	Proven/Valid



In this research, the process of finding the Cronbach's alpha value was carried out using SPSS version 20. If the reliability coefficient value is less than 0.6, the instrument is considered unreliable. However, if the reliability coefficient value exceeds 0.6, the instrument is considered reliable.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.815	20

A Cronbach's alpha value of $0.815 > 0.6$ means that the instrument is reliable.

Prerequisite Tests for Analysis

The prerequisite tests used in analyzing data are obtained from normality and homogeneity tests. Samples to be analyzed must first be tested for normality, and tests must be conducted to determine whether the population from which the samples were taken has the same variance. The results of these tests are as follows.

Normality Test Results

Data can be said to be normally distributed if p obtained through data calculation is > 0.05 (5% error rate). Data from the experimental class and control class through pre-tests and post-tests were tested for normality using SPSS version 20. The following are the normality test results.

Table 3. Normality Test Results

No.	Data	Shapiro-Wilk	Description
1.	Prates Experimental Class	0,124	$P > 0,05 = \text{normal}$
2.	Pascates Experimental Class	0,092	$P > 0,05 = \text{normal}$
3.	Prates Control Class	0,134	$P > 0,05 = \text{normal}$
4.	Pascates Control Class	0,059	$P > 0,05 = \text{normal}$

Based on Table 3, it can be seen that the pre-tests and post-tests in the experimental class and control class are normally distributed. These results are obtained based on the significance value. If the significance is high > 0.05 (sig. > 0.05), then the data is normal.



Homogeneity Test Results

Samples from the population to be tested must have the same variance or show no significant differences. The homogeneity test in this study was conducted using pretest data taken from the experimental class and the control class using SPSS version 20. If the significance is > 0.05 , then it can be said that the data is homogeneous. The following are the pretest homogeneity test results from both classes.

Table 4. Homogeneity Test Results

No.	Data	Levene Statistic	Df1	Df2	Sig.
1.	Prates A	0,615	1	54	0,436
2.	Prates B	2,419	1	54	0,126

Table 4 shows the pretest data of students from both classes obtained a Levene statistic A of 0.615, $df1 = 1$, $df2 = 54$, sig. 0.126 and a Levene statistic B of 2.419, $df1 = 1$, $df2 = 54$, and sig. 0.126. The data is declared homogeneous because the significance value is > 0.05 (5%).

Data Analysis Results

The t-test was used as a technique to analyze the data obtained in this study, which aimed to show whether there were differences between the two classes. H_0 will be accepted if there is no difference in the mean pretest and posttest scores of the experimental class and the control class, and if the increase in the mean score of the experimental class compared to the control class is significant. The t-test was performed using SPSS version 20 with a p-value lower than the error rate of 0.05 (5%) as the criterion for the data to be considered significant.

Pre-test t-test of Poetry Reading Comprehension Scores in the Experimental Class and Control Class

The independent sample t-test using SPSS version 20 was used in this study. The following are the results of the pre-test t-test of poetry reading comprehension scores in both classes

Table 5. Prates' t-test

Data	t calculate	Df	P	Description
Prates KE-KK	2,198	55	0,32	Sig $> 0,05$ = insignificant

Based on Table 5, it can be seen that the calculated t-value is 2.198 with $df = 55$, and $p = 0.32$ with an error rate of 0.05 (5%). The p-value is > 0.05 (5% error rate), meaning that before the different treatments were applied, there was no significant difference between the experimental class and the control class.

Post-test t-test Scores for Poetry Text Listening in the Experimental Class and Control Class

The independent sample t-test using SPSS version 20 was used in this study. The following are the post-test t-test results for poetry text listening in both classes.

Table 6. Post-test t-test

Data	t calculate	Df	P	Description
Pascates KE-KK	4,862	27	0,000	Sig < 0,05 = significant

Based on Table 6, it can be seen that the calculated t-value is 4.862 with $df = 27$, and $p = 0.000$ with an error rate of 0.05 (5%). A p-value < 0.05 means that there is a significant difference between the experimental class and the control class before treatment.

T-test of Pre-test and Post-test Data on Listening to Poetry Texts in the Experimental Class and Control Class

The purpose of the t-test on the increase in data obtained when conducting pre-tests and post-tests in the experimental class and control class was to prove the effectiveness of the think-pair-share (TPS) cooperative learning model assisted by audiovisual media of the poem "Ibu" by Chairil Anwar for grade VIII students at SMP Negeri 2 Sawangan. The t-test analysis used is a sample analysis that relates the pre-test and post-test in the experimental class and control class. The paired sample t-test is a t-test technique using SPSS 20. The following are the results of the t-test for the pre-test and post-test of poetry reading comprehension in both classes.

Table 7. Pre-test and Post-test t-tests

Data	Increase in Average Score	t calculate	t table	Df	P	Description
Eksperimental Class	9,46	3,791	2,931	54	002	Sig < 0,05 = significant



Control Class	9,10	3,229	2,402	54	0,000	Sig < 0,05 = significant
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The results of the t-test analysis of pre-test and post-test data in Table 7 for the experimental class show a t-value of 3.791 with df=54, while the control class shows a t-value of 3.229 with df=54. The experimental class had a p-value of 0.002 and the control class had a p-value of 0.000, meaning that the p-value was < 0.05 (5% error rate). It can be concluded that there was a difference between the experimental class and the control class before and after the treatment was given.

Hypothesis Test Results 1

The first hypothesis in this study was that there was a difference in the results of learning to listen to poetry texts between students taught using the think-pair-share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional learning model (H_a). A null hypothesis (H_o) was needed to prove this hypothesis. H_o in this study is that there is no difference in the results of learning to read poetry between students taught using the think-pair-share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional learning model.

The difference in listening skills between the experimental class and the control class was obtained from the post-test t-test. The comparison of the post-test t-test scores for learning to listen to poetry between the control class had a t-value of 4.862 with df = 27, and $p = 0.000$ with an error rate of 0.05 (5%). From these results, it is known that the p-value is smaller than the error rate of 0.05 ($0.000 < 0.05$), so it can be concluded as follows.

H_o1 : There is no difference in the results of learning to listen to poetry texts between students taught using the think-pair-share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional learning model.

H_a1 : There is a difference in the results of learning to listen to poetry texts between students taught using the think-pair-share (TPS) cooperative learning model assisted by audiovisual media and students taught using the conventional learning model.

Based on the results obtained, it can be concluded that the think-pair-share (TPS) cooperative learning model assisted by audiovisual media of Chairil Anwar's poem "Ibu" has a significant impact on learning to listen to poetry texts.



Hypothesis Test Results 2

The second hypothesis in this study is that the think-pair-share (TPS) cooperative learning model assisted by audiovisual media is effective in teaching eighth-grade students at SMP Negeri 2 Sawangan (Ha) to listen to poetry texts. Ho in this study is that the think-pair-share (TPS) cooperative learning model assisted by audiovisual media is not effective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts.

The effectiveness of the think-pair-share (TPS) cooperative learning model assisted by audiovisual media using Chairil Anwar's poem "Ibu" based on pre-test and post-test t-tests. The t-test results for the experimental class obtained a t-value of 3.791 with df=54 and a p-value of 0.002. The p-value shows a result lower than the error level used, which is 0.05 ($0.002 < 0.005$), so it can be concluded as follows.

Ho2: The think-pair-share (TPS) cooperative learning model assisted by audiovisual media is ineffective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts. Rejected.

Ha2: The think-pair-share (TPS) cooperative learning model assisted by audiovisual media is effective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts. Based on these results, it can be concluded that the think-pair-share (TPS) cooperative learning model assisted by audiovisual media for Chairil Anwar's poem "Ibu" is effective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts.

CONCLUSION

The results of the study indicate that applying the think-pair-share (TPS) cooperative learning model assisted by audiovisual media of Chairil Anwar's poem "Ibu" is more effective in improving the learning outcomes of eighth-grade students at SMP Negeri 2 Sawangan than applying conventional learning. A t-test analysis of the post-test scores between the experimental class and the control class confirmed this, with a t-value of 4.862 with df = 27, and $p = 0.000$ with an error rate of 0.05 (5%). The $p\text{-value} < 0.05$, it can be concluded that there is a significant difference between the experimental class and the control class.

The use of the think pair share (TPS) cooperative learning model assisted by audiovisual media of Chairil Anwar's poem "Ibu" was effective in teaching eighth-grade students at SMP Negeri 2 Sawangan to listen to poetry texts. This can be seen from the t-test results on the pre-test and post-test scores, where the experimental class achieved a t-value of 3.791 with df=54, while the control class obtained a t-value of 3.229 with df=54. The experimental class had a p-



value of 0.002 and the control class had a p-value of 0.000, meaning that the p-value was < 0.05 (5% error rate). Therefore, it can be concluded that there was a significant difference between the two groups with a p-value below the applied error rate of 0.05 or 5%.

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