

THE IMPACT OF THE THINK PAIR SHARE LEARNING MODEL ASSISTED BY AUDIOVISUAL MEDIA ON HIGH SCHOOL LEARNERS' INDONESIAN SPEAKING SKILLS

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Article Info	Abstract
Article History Received: July 2024 Revised: September 2024 Published: October 2024	<i>Think-pair-share is a collaborative learning strategy where students think individually about a topic, pair up to discuss their thoughts, and then share their ideas with the larger group. This model encourages active participation, critical thinking, and effective communication. One effective medium is audiovisual media, which combines both visual and auditory elements to create a more engaging learning experience. Therefore, this study aims to investigate the impact of think-pair-share (TPS) learning model assisted by audiovisual media on speaking skills. To attain the research purposes, the study is designed in experimental study with using one group pretest-posttest design. The population of this research is class The sample in this research was class X E.2 students, totaling 35 people. The instruments of this research were speaking skills tests. To analyze this data, the researchers utilized SPSS software. To ascertain the significant impact of the learning model assisted by audiovisual media, the researchers employed the t-test analysis. Based on the data analysis, the mean score of students' indonesian speaking skills assisted by audiovisual in pretest is 68.97 and in posttest is 84.16. The TPS learning model has demonstrated remarkable effectiveness in enhancing students' speaking skills and overall language proficiency. The stages create a dynamic and supportive learning environment that fosters individual cognitive development and promotes active communication. By encouraging students to first reflect on their ideas, then discuss them with a peer, and finally articulate them in front of the larger group, TPS not only builds confidence in verbal expression but also reinforces essential language competencies such as fluency, active listening, and critical thinking.</i>
Keywords Learning model; Think pair share; Speaking skills; Teaching media; Audiovisual media;	
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INTRODUCTION

Learning Indonesian language is one of the essential lessons at the educational level, especially in Indonesia, because learning the Indonesian language is a fundamental subject and plays a crucial role in achieving overall educational goals. Indonesian language learning emphasizes mastering language skills, which include listening, speaking, reading, writing, presenting, and viewing skills (Insani, 2024). These six aspects of language skills are essential for students' success in learning. This aligns with Mulyadi & Wikanengsih's (2022) opinion that language or communication skills continue to improve with technological developments. Receptive skills include listening, reading, and viewing (visual), while productive skills encompass speaking, presenting (visual), and writing.

Language skills do not emerge independently but require continuous coaching and practice. The more one practices, the more fluent and proficient one's communication becomes. Thus, efforts to develop language skills include incorporating Indonesian into formal education (Karuniawidi et al., 2019). At the Senior High School level, students are required to master at least four language skills: listening, speaking, reading, and writing. However, students often struggle to master these skills. Observations at Senior High Schools reveal several issues. For instance, students have difficulty expressing their ideas in written form, understanding the content of texts, conveying their thoughts during discussions, and participating in the learning process due to fear of making mistakes. Furthermore, students often lack the vocabulary needed to express their ideas effectively. Given these challenges, researchers have chosen to focus on speaking skills, as difficulties in this area are most prevalent.

To address these issues, the think-pair-share (TPS) learning model can be implemented. TPS is a collaborative learning strategy where students think individually about a topic, pair up to discuss their thoughts, and then share their ideas with the larger group. This model encourages active participation, critical thinking, and effective communication. However, for the TPS model to be effective, suitable learning media are required. Fauzia & Afrita (2020) noted that interesting and relevant learning media could enhance student learning outcomes. One effective medium is audiovisual media, which combines both visual and auditory elements to create a more engaging learning experience. In this research, audiovisual media in the form of video footage was chosen to support the TPS model. The use of video in teaching aims to capture students' attention, make learning more interesting, and facilitate better understanding and retention of information.

The implementation of audiovisual media in teaching speaking skills involves several steps. First, teachers select appropriate video content that aligns with the lesson's objectives. The video is then displayed using a projector, and students are asked to pay close attention. After watching the video, students engage in the TPS model. They think individually about the video's content, pair up to discuss their thoughts, and finally share their insights with the class. This process helps students to articulate their ideas more clearly, boosts their confidence in speaking, and fosters collaborative learning. Audiovisual media is particularly beneficial in language learning as it provides a multi-sensory experience. Visuals help students understand the context and meaning of spoken words, while audio aids in improving pronunciation and listening skills. Pratama (2020) defines audiovisual media as tools consisting of visual media synchronized with audio media. This combination enhances students' ability to comprehend and retain information, making learning more effective.

Moreover, the use of audiovisual media addresses several challenges identified in students' speaking skills. For instance, students who struggle to express their ideas verbally can benefit from visual cues provided by videos. This can help them organize their thoughts and articulate their ideas more effectively. Additionally, audiovisual media can serve as a motivational tool, making lessons more enjoyable and engaging for students. By presenting information in a dynamic and interactive manner, audiovisual media can reduce the anxiety associated with speaking in front of peers, thereby encouraging greater participation. Therefore, learning Indonesian is a critical component of the educational curriculum in Indonesia, emphasizing the mastery of various language skills. However, students often face challenges in developing these skills, particularly in speaking. The think-pair-share model, supported by audiovisual media, offers a promising approach to address these challenges. By incorporating video content into lessons, teachers can create a more engaging and supportive learning

environment that enhances students' speaking skills and overall language proficiency. The combination of TPS and audiovisual media not only makes learning more interesting but also helps students overcome their fears and express their ideas more confidently and effectively.

Given the efficacy of the think-pair-share learning model, this study aims to investigate the impact of the learning model assisted by audiovisual on students' Indonesian speaking skills. The research question of the study is what is the impact of think-pair-share learning model assisted by audiovisual on students' Indonesian speaking skills. The novelty of this study lies in its exploration of the integration of audiovisual media with the think-pair-share learning model to enhance speaking skills in Indonesian language learning at the Senior High School level. While the model has been widely recognized for promoting active participation and collaborative learning, its effectiveness in language education, particularly in addressing the specific challenges students face in mastering speaking skills, has not been extensively studied. This research breaks new ground by combining the strengths of TPS with audiovisual media, which offers a multi-sensory learning experience that can engage students more deeply and help them overcome common obstacles such as anxiety, limited vocabulary, and difficulty in organizing and expressing ideas. The use of video content as a supportive tool in sessions is particularly innovative, providing visual and auditory stimuli that can improve pronunciation, listening skills, and overall communication effectiveness. This study contributes to the field of language education by demonstrating how modern teaching strategies and media can be effectively integrated to address persistent challenges in language acquisition, thereby enhancing students' language proficiency and confidence in speaking.

RESEARCH METHOD

Research Design

The present study employs an experimental research design, specifically using a one-group pretest-posttest design, to investigate the impact of the think-pair-share learning model on students' speaking skills. In this design, a single group of students is assessed on their speaking abilities before and after the intervention to determine any changes attributable to the learning model. Initially, students undergo a pretest, which serves as a baseline measurement of their speaking skills. Following this, the think-pair-share learning model is implemented in the classroom setting. This model encourages students to individually think about a given topic, discuss their thoughts in pairs, and then share their ideas with the entire class, fostering active participation and collaborative learning. To enhance the effectiveness of this model, the researchers integrate audiovisual media, such as video footage, into the lessons. The use of audiovisual media aims to make the learning process more engaging and to provide students with visual and auditory stimuli that can aid in their understanding and retention of the material, ultimately improving their speaking skills.

After the intervention, a posttest is administered to assess any improvements in the students' speaking abilities. By comparing the pretest and posttest results, the researchers can determine the impact of the think-pair-share learning model and the use of audiovisual media on students' speaking skills. This design is particularly effective for identifying changes in performance within the same group of students, allowing for a clear evaluation of the intervention's effectiveness. Additionally, the use of both pretest and posttest assessments provides a comprehensive understanding of the students' progress, highlighting any significant gains in their speaking abilities as a result of the instructional strategies employed. Through this systematic approach, the study aims to provide empirical evidence on the benefits of integrating

the think-pair-share model and audiovisual media in language learning, thereby offering valuable insights for educators seeking to enhance their teaching methods and improve student outcomes in speaking skills.

Research Population and Sample

The study involved a total of 358 students from SMA Negeri 4 Padang, all of whom were registered for the 2023/2024 academic year. These students were distributed across ten different classes. For the purpose of this study, the researchers specifically selected the X E.2 class to serve as the experimental group. This selection process was carried out using a random sampling technique to ensure that each student had an equal chance of being chosen, thereby maintaining the representativeness of the sample. The researchers considered it important to ensure that the population from which the sample was drawn had comparable speaking skills to those of the research sample. The selected sample comprised 35 students, including 20 females and 15 males, with ages ranging from 15 to 18 years. This demographic information was taken into account to understand the diversity within the sample and to ensure that the findings could be generalized to the broader student population.

Ethical considerations were a crucial part of the study's design and implementation. Prior to commencing the research, the researchers obtained all necessary permissions to conduct the study from the relevant authorities at SMA Negeri 4 Padang. Additionally, informed consent was sought from all participants, ensuring that they were fully aware of the study's objectives, procedures, and any potential risks involved. The students agreed to participate voluntarily, which underscores the importance of respect for participants' autonomy and the ethical principle of informed consent. Throughout the research process, the researchers maintained a high level of transparency and communicated openly with the participants about the progress and purpose of the study. This ethical approach not only safeguarded the rights and well-being of the students but also enhanced the credibility and integrity of the research findings. By adhering to these ethical standards, the researchers ensured that the study was conducted in a responsible and respectful manner, fostering an environment of trust and cooperation among all parties involved.

Research Instruments

In the study conducted at SMA Negeri 4 Padang, involving 358 students, the researchers paid close attention to the development and adaptation of the instruments used to measure the impact of the think-pair-share learning model on students' speaking skills. The researchers selected the X E.2 class as the experimental group through a random sampling technique to ensure equal opportunity and representativeness of the sample. This group consisted of 35 students, including 20 females and 15 males, aged between 15 to 18 years. The selection of the experimental class was guided by the principle that the population had similar speaking skills as the research sample. To ensure the validity and reliability of the instruments, the researchers followed a systematic process. The instruments were developed based on existing literature and were adapted to fit the specific context of the study. This involved a thorough review of relevant scales and instruments previously established in similar research. For instance, standardized speaking skill assessments were adapted to suit the Indonesian language learning context. Content validity was ensured by consulting experts in language education who reviewed the instruments and provided feedback on their relevance and comprehensiveness. Additionally, a pilot study was conducted to test the instruments' clarity and appropriateness, allowing for further refinement based on the results.

The variables examined in the study included the students' speaking skills, which were operationalized through pretest and posttest assessments. These assessments were designed to

measure various aspects of speaking skills, such as fluency, coherence, pronunciation, and the ability to convey ideas effectively. The reliability of the measures was tested using statistical methods, including Cronbach's alpha, to ensure consistency and stability over time. The validity of the measures was further established through construct validity, where the assessment scores were correlated with other established measures of speaking skills to confirm that they accurately reflected the intended constructs. Moreover, established scales and instruments were employed wherever possible to enhance the robustness of the study. For example, standardized language proficiency tests were adapted to include specific criteria relevant to the think-pair-share model and audiovisual media integration. These adaptations were carefully documented, and the instruments were subjected to rigorous testing to confirm their reliability and validity in the new context. In summary, the study at SMA Negeri 4 Padang involved meticulous development and adaptation of instruments to measure the impact of the think-pair-share learning model on students' speaking skills. The researchers ensured the validity and reliability of these instruments through expert consultations, pilot testing, and statistical validation. By employing established scales and adapting them to the specific research context, the study aimed to provide accurate and reliable measurements of the variables under investigation.

Data Analysis

The data for this study were meticulously collected from the speaking achievement scores of students, derived from both pre-test and post-test assessments. These scores provided a quantitative measure of the students' speaking skills before and after the intervention with the think-pair-share learning model, supported by audiovisual media. To analyze this data, the researchers utilized SPSS software, a powerful tool for statistical analysis in social sciences. Initially, descriptive statistical analysis was conducted to determine the average scores of students' speaking performance. This involved calculating the mean, standard deviation, and other relevant descriptive statistics to summarize the central tendency and variability of the speaking scores. The descriptive statistics provided an overview of the students' speaking abilities and highlighted any notable patterns or trends in the data.

To ascertain the significant impact of the think-pair-share learning model assisted by audiovisual media on the learners' speaking skills, the researchers employed the t-test analysis, a robust inferential statistical test. The t-test was chosen because it is well-suited for comparing the means of two related groups, in this case, the pre-test and post-test scores of the same group of students. By using the paired sample t-test, the researchers were able to determine whether there was a statistically significant difference in the students' speaking scores before and after the intervention. The critical value for the t-test, known as the t-value, was compared to the t-table value at a predetermined significance level, typically 0.05. If the computed t-value exceeded the critical t-table value, it indicated that the difference in scores was not due to chance, thus confirming a significant effect of the think-pair-share learning model assisted by audiovisual media on students' speaking skills. This rigorous statistical procedure ensured the reliability and validity of the findings, providing compelling evidence of the effectiveness of the instructional intervention.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study investigate the impact of the think-pair-share learning model assisted by audiovisual media on high school learners' indonesian speaking skills. The data are obtained through speaking tests in two sessions, pretest and posttest. Based on the data analysis, the mean

score of students' Indonesian speaking skills assisted by audiovisual in pretest is 68.97 and in posttest is 84.16. The students' speaking achievement is presented in Figure 1.

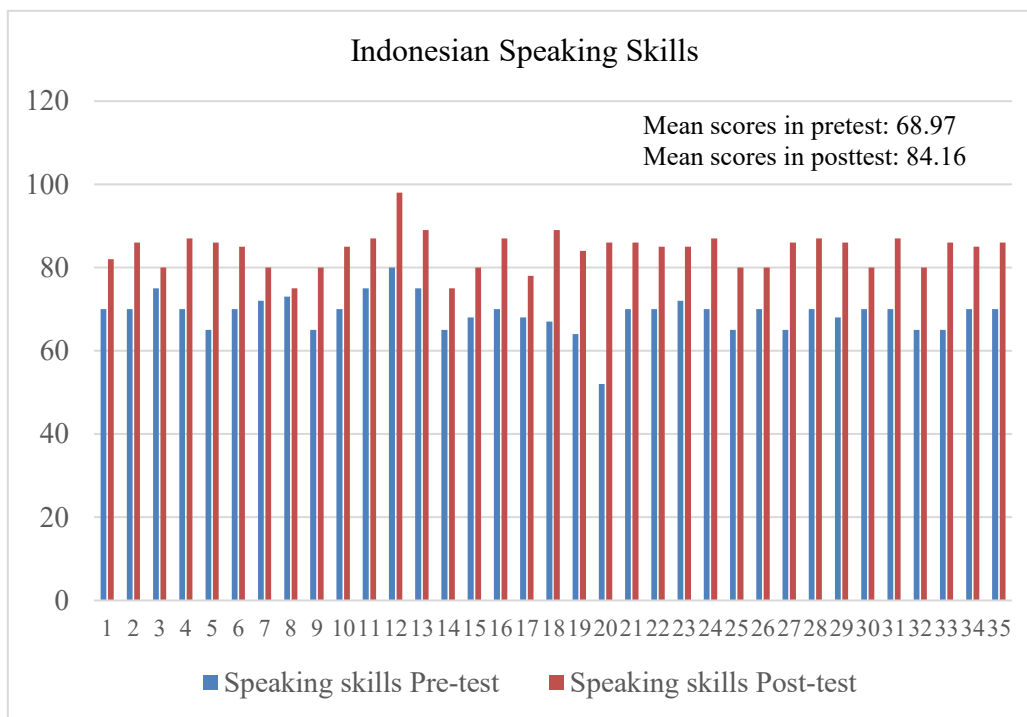


Figure 1. Students' Speaking Skills Achievement

The study results indicate a significant improvement in Indonesian speaking skills among the participants, as evidenced by the mean scores from the pretest and posttest. Initially, the mean score in the pretest was 68.97, which suggests that students had a moderate level of proficiency in speaking Indonesian. However, after the intervention, the mean score in the posttest rose to 84.16, indicating a marked enhancement in their speaking abilities. The individual scores also reflect this upward trend. For instance, pretest scores ranged from 52 to 80, with most students scoring around 65 to 70. In contrast, posttest scores showed a substantial increase, with most students achieving scores between 80 and 89, and the highest score reaching 98. This improvement suggests that the strategies or interventions applied during the study were highly effective in boosting the students' speaking skills. These results underscore the efficacy of the methods used in the study to improve language proficiency, particularly in speaking skills. The significant increase in posttest scores highlights the potential of these educational strategies to make a meaningful impact on students' ability to communicate effectively in Indonesian. Meanwhile, the significant effect of the learning model assisted by audiovisual is showed in Table 1.

Table 1
Independent Sample T-test of Students' Speaking Achievement

Independent Samples Test									
	F		t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
								Lower	Upper
Speaking Achievement	0,169	0,682	-14,102	68	0,000	-15,171	1,076	-17,318	-13,025
			-14,102	67,928	0,000	-15,171	1,076	-17,318	-13,025

The independent sample t-test analysis presented in Table 1 provides a statistical evaluation of the students' speaking achievement, revealing significant findings. The results show that there is a highly significant difference in speaking achievement between the groups, as indicated by a p-value of 0.0000 (Sig. 2-tailed). This p-value is well below the conventional threshold of 0.05, which suggests that the observed difference in speaking performance between the groups is not due to random chance but likely due to the intervention or treatment applied. The t-value of -14.102 further supports the presence of a significant difference in speaking achievement, with the mean difference being -15.171. This negative mean difference indicates that the group under one condition (likely the control group) performed worse compared to the group under the other condition (likely the experimental group) by an average of 15.171 points. Moreover, the confidence interval for the mean difference, ranging from -17.318 to -13.025, does not cross zero, further affirming the statistical significance of the results. This range provides additional evidence that the difference in speaking achievement between the groups is both statistically significant and practically meaningful. These findings suggest that the intervention employed in the study had a substantial positive impact on students' speaking abilities, leading to significantly higher achievement in the experimental group compared to the control group. This result underscores the effectiveness of the educational approach or tool used to enhance students' speaking skills, providing a strong case for its continued use and further exploration in educational settings.

Discussion

The Think-Pair-Share (TPS) learning model has emerged as a highly effective pedagogical approach for enhancing students' speaking skills and overall language proficiency. This strategy, grounded in collaborative learning principles, is designed to facilitate active student engagement in the learning process, promoting not only individual cognitive development but also enhancing communication abilities within a group context (Putri et al., 2020; Elismawati et al., 2021). The effectiveness of TPS in improving language skills, particularly speaking, is well-documented across various educational settings, with numerous studies highlighting its positive impact. The TPS model operates through three sequential stages—Think, Pair, and Share—each of which contributes to the development of speaking skills in unique ways (Raba, 2017; Warliati et al., 2019; Maghfira, 2020). In the "Think" stage, students are provided with time to independently contemplate a specific topic or question. This stage is critical as it allows students to mentally organize their thoughts and rehearse language structures, thus building confidence before engaging in verbal communication. The individual reflection encouraged during this stage is

particularly beneficial for language learners, as it provides a safe space to mentally prepare and reduces anxiety associated with spontaneous speaking.

Following the individual reflection, students enter the "Pair" stage, where they engage in dialogue with a peer. This stage is pivotal in developing fluency and conversational skills. It is in line with Rohim and Umam (2019) who inform that students in pair activities can improve better communication skills and problem solving skills because pairing students allows for the practice of language in a low-pressure environment, where they can receive immediate feedback and learn from each other's perspectives. The interaction in this stage fosters active listening and reciprocal communication, both of which are essential for mastering a new language (Aisy & Jupri, 2019). The dynamic exchange of ideas during the Pair stage not only enhances students' speaking skills but also improves their ability to listen and respond appropriately, which are key components of effective communication. The final "Share" stage requires students to present their ideas to the larger group, thereby consolidating their learning. This public speaking practice is instrumental in helping students overcome the anxiety of speaking in front of others, a common barrier in language learning. By sharing their ideas with the entire class, students gain confidence in using the language in more formal and public contexts. Additionally, this stage allows students to refine their ideas through the feedback and reactions of their peers, which further reinforces their language learning.

Research consistently supports the effectiveness of TPS in enhancing speaking skills. Studies have shown that students who engage in TPS are more likely to participate actively in discussions, exhibit increased confidence in speaking, and achieve higher scores in speaking assessments. For instance, studies by Putri et al. (2020) and Elismawati et al. (2021) demonstrate that TPS significantly improves students' ability to deliver short monologues, a key aspect of speaking proficiency. The collaborative nature of TPS encourages students to articulate their thoughts more clearly and confidently, leading to better communication skills and higher overall language proficiency. In addition to its impact on speaking skills, TPS has also been shown to enhance other language-related competencies, such as problem-solving and critical thinking. The model's emphasis on collaboration and communication helps students develop a more nuanced understanding of language use in different contexts. This is particularly important in real-world communication, where language is often used to solve problems or negotiate meaning. By practicing these skills in a supportive classroom environment, students are better prepared to use language effectively in a variety of situations outside the classroom.

The integration of audiovisual media with TPS further amplifies its effectiveness in language learning. Audiovisual aids, such as videos, films, and wordless comics, provide a multi-sensory learning experience that enhances students' engagement and comprehension (Salamea-Avila, 2023; Intan et al., 2022; Dinh, 2023). These media serve as powerful tools for reinforcing language acquisition, as they allow students to associate vocabulary with visual and auditory stimuli. This association not only aids in vocabulary retention but also enhances students' ability to understand and produce language in context. Studies have shown that the use of audiovisual media in conjunction with TPS can lead to significant improvements in students' speaking skills. For example, Aisy and Jupri (2022) found that audiovisual aids, when used in language teaching, increased students' interest in learning, improved their pronunciation, and helped them better understand the nuances of intonation. Moreover, audiovisual media have been linked to improved listening skills and greater classroom interaction, both of which are crucial for developing speaking proficiency.

The combination of TPS and audiovisual media creates a comprehensive approach to language learning that addresses multiple aspects of language use. While TPS focuses on developing the communicative and collaborative aspects of language, audiovisual media provide the visual and auditory reinforcement needed to solidify language concepts (Heikkila et al., 2018; Kusumaswati & Usman, 2023). This dual approach not only makes learning more engaging but also more effective, as it caters to different learning styles and preferences. The effectiveness of this combined approach is evident in empirical data. For instance, the pretest and posttest scores from a study on Indonesian speaking skills showed a marked improvement after the implementation of TPS and audiovisual media. The mean score in the pretest was 68.97, which increased to 84.16 in the posttest, indicating a significant enhancement in students' speaking abilities. The independent sample t-test results further corroborate these findings, with a highly significant difference in speaking achievement between the groups, as reflected by a p-value of 0.0000. This statistical significance underscores the positive impact of the TPS model and audiovisual media on language learning outcomes. The success of TPS in improving speaking skills can also be attributed to its ability to create a supportive and collaborative learning environment (Putri et al., 2020). The model fosters a sense of community among students, encouraging them to learn from and with each other. This collaborative spirit not only enhances language learning but also promotes social interaction and the development of interpersonal skills, which are equally important in language use.

Moreover, the interactive nature of TPS, combined with the engaging elements of audiovisual media, helps to reduce the anxiety that many students feel when speaking in a second language. By providing multiple opportunities for practice in a supportive setting, students are more likely to overcome their fears and become more confident speakers (Hanan & Budiarti, 2019; Darmawan & Lestariningsoh, 2023). This confidence is crucial for language learners, as it enables them to take risks and experiment with language, both of which are essential for developing fluency. The Think-Pair-Share learning model, particularly when combined with audiovisual media, represents a highly effective approach to improving speaking skills and overall language proficiency. The model's emphasis on individual reflection, peer interaction, and public speaking provides a comprehensive framework for language development, while audiovisual aids enhance engagement and comprehension. Together, these strategies offer a powerful tool for educators seeking to improve students' language abilities, preparing them for effective communication in both academic and real-world settings. The empirical evidence supporting the effectiveness of TPS and audiovisual media further highlights their value in language education, making them indispensable components of modern language teaching practices.

CONCLUSION

The Think-Pair-Share (TPS) learning model has demonstrated remarkable effectiveness in enhancing students' speaking skills and overall language proficiency. The structured stages of TPS—think, pair, and share—create a dynamic and supportive learning environment that fosters individual cognitive development and promotes active communication. By encouraging students to first reflect on their ideas, then discuss them with a peer, and finally articulate them in front of the larger group, TPS not only builds confidence in verbal expression but also reinforces essential language competencies such as fluency, active listening, and critical thinking. This model's ability to engage students in meaningful dialogue and collaborative learning makes it particularly effective in improving speaking skills, as evidenced by numerous studies and practical applications in educational settings.

Moreover, the integration of audiovisual media with the TPS model significantly amplifies its impact on language learning. Audiovisual aids provide a multi-sensory learning experience that enhances students' engagement and understanding, thereby facilitating better retention and application of language skills. The combination of TPS and audiovisual media creates a comprehensive approach that addresses various aspects of language use, making learning more interactive, engaging, and effective. Empirical data, such as the significant improvement in speaking skills observed in studies involving TPS and audiovisual media, further underscores the value of this combined approach. Together, these strategies not only prepare students for academic success but also equip them with the communication skills necessary for real-world interactions, highlighting the indispensable role of TPS and audiovisual media in modern language education.

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