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Think-Pair-Share Model With Audiovisual: Its Impact on Students Speaking Skills

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ABSTRACT

This study aims to describe speaking skills before and after using the think pair share model assisted by audiovisual media and its impact on students' Indonesian language skills. This type of research is quantitative research with experimental method. The research design used is One Group Pretest-Posttest Design. The population of this study were students of class X E.2 SMA Negeri 4 Padang totaling 36 people. The instruments used were speaking skill test and observation sheet. The results showed that the Data analysis shows that there is an effect of think pair share model assisted by audiovisual media on students' Indonesian language skills because t-count > t-table, so H0 is rejected and H1 is accepted. It demonstrated that the implementation of the Think-Pair-Share model supported by audiovisual media significantly improved students' Indonesian language skills. Furthermore, audiovisual media enriches students' understanding by combining visual and sound elements, making it easier to understand complex concepts. The Think-Pair-Share model encourages students to think actively, discuss and share ideas, which improves oral communication and collaboration skills. This interactive, technology-assisted learning increases student engagement, deepens their understanding, and strengthens critical thinking and Indonesian language skills, making it an effective approach for more engaging and dynamic learning.

Key Words: Audiovisual Media; Indonesian Language Learning; Think Pair Share.

INTRODUCTION

Indonesian language learning has a huge significance in education in Indonesia, considering that Indonesian is the national language used in various aspects of life, ranging from education, government, to social communication. As a basic subject in the education curriculum, Indonesian not only aims to develop communication skills, but also to enrich learners' understanding of national culture and identity (Bastian et al., 2023). One of the main

objectives of learning Indonesian is to equip students with effective language skills, which are essential in building good social and academic relationships.

According to Atika (2020), Indonesian language learning includes six language skills that are interrelated and support each other, namely listening, speaking, reading, writing, conveying, and viewing Each of these skills has a specific purpose and role in improving learners' language competence. Hence, Hollister et al., (2022) & Pangrazio et al., (2020) define that it can be divided into two main categories, namely receptive skills and productive skills. Receptive skills, which include listening, reading and viewing, focus on an individual's ability to receive, understand and process information coming from various sources. In the context of listening, these skills involve the ability to understand spoken utterances, be it everyday conversations or formal speeches (Panagiotidis, 2018). Reading skills, on the other hand, include the ability to understand written texts, ranging from simple to more complex texts, including analysis of meaning, structure and context. While viewing skills involve the ability to interpret visual information, such as pictures, graphs, or symbols that are often used in modern communication.

Meanwhile, productive skills consist of speaking, conveying, and writing. According to Pratama & Zainil (2020), speaking is a skill that enables one to convey thoughts, ideas, or information orally, paying attention to elements such as intonation, articulation, and body expression that support effective communication. Delivering, while similar to speaking, refers more to more formal communication processes, such as presentations or conveying information to a larger audience. Writing skills include the ability to organize and convey ideas in writing, whether in the form of essays, reports, or other written works, with attention to aspects of clarity, structure, and cohesion (Rizky, 2020).

To master this language skill, continuous practice is required. Receptive skills often develop through constant exposure to various forms of communication, both spoken and written, which helps expand vocabulary, understanding of context, and interpretation abilities (Solhi & Mutlu, 2019). Productive skills, on the other hand, require practice to improve the ability to communicate clearly and effectively, both orally and in writing. This constant practice plays an important role in improving fluency and skills in managing information, which in turn can improve overall communication skills (Colomar & Menn, 2024). The mastery of language skills depends not only on theory, but also on intensive practice, which allows individuals to adapt to a variety of different communication situations.

Indonesian language learning at the high school level faces several complex challenges that affect students' mastery of language skills, especially in terms of speaking skills (Utiarahman, 2020). One of the main problems identified in the research at SMA Negeri 4 Padang was students' difficulties in writing and understanding texts. This difficulty reflects a deep problem in students' literacy skills, which includes their ability to analyze, synthesize and interpret texts effectively. The ability to write and comprehend texts requires a wide vocabulary, a proper understanding of grammar and the ability to organize ideas systematically. Inability in these aspects indicates that students may have difficulty in conveying ideas clearly and coherently both in writing and orally (Vischa Mansyera Pratama & Zainil, 2020). In addition, speaking skills are one of the prominent areas of challenge in Indonesian language learning (Hoa & Liou, 2023). Students often find it difficult to convey ideas orally, which reflects a barrier in verbal communication. This can be caused by several factors, such as lack of confidence, excessive anxiety when speaking in public, or inability to string words together properly. This phenomenon often occurs due to the lack of speaking practice done in a supportive and interactive situation, as well as limitations in the use of effective learning media to develop speaking skills (Wong, 2023).

Other issues identified are the low level of student participation in learning. One of the factors causing the lack of participation is students' fear of making mistakes. Tarnoto (2020) states that this fear creates psychological barriers that prevent students from actively engaging in discussions or other speaking activities. The fear usually comes from the fear of negative judgment or embarrassment in case of mistakes in pronunciation or grammar. This leads to a pattern of passivity in learning, where students tend to stay silent or dare not express their opinions or ideas. The unwillingness to actively participate causes students to miss out on opportunities to hone their language skills, whether in speaking, listening or critical thinking aspects (Meşe & Sevilen, 2021).

In this context, a more in-depth and contextualized approach to Indonesian language learning is needed, which can facilitate the development of students' speaking and writing skills. This approach should include teaching strategies that are able to reduce students' fear of making mistakes and increase their confidence in speaking. In addition, it is important to provide more opportunities for students to engage in relevant and contextualized speaking activities and to use learning technologies and media that support the all-round development of their literacy and communication skills (Pangrazio et al., 2020 and Pratama & Syafei, 2018).

This study aims to improve students' speaking skills by implementing the Think Pair Share (TPS) learning model. Previously, Cooper et al., (2021); Guenther & Abbott (2024); Ismail et al., (2023) and Mundelsee & Jurkowski (2021) discovered that this model optimizes interaction between students and provides opportunities for them to think, discuss and convey ideas in a more cooperative and supportive atmosphere. The first step in TPS is that students are given time to think on their own, preparing answers or ideas related to the topic discussed. In the second stage, students work in pairs to share their thoughts, facilitating deeper discussions and correcting each other's ideas. In the third stage, each pair will share the results of their discussion with the whole class. This process facilitates the development of speaking skills as students are given the opportunity to express their opinions sequentially and in a more informal context, so they are better prepared for the challenge of speaking in front of the class. This model also provides space for students to feel more confident in speaking, as they have gone through a thorough preparation process in small groups (Vadivel et al., 2021).

In addition, the use of audiovisual media, such as videos, is very supportive in improving students' speaking skills (Pratama & Zainil, 2020). Audiovisual media combines visual and audio elements that help students more easily understand concepts and improve language acquisition. Videos, for example, can present the context of learning more clearly, providing a direct picture of a particular situation that students will talk about. Ariyanto et al., (2018) argue that visual media such as images, graphics and animations support a deeper understanding of the ideas being discussed, while audio elements such as dialog or narration provide concrete examples of how words are pronounced, proper intonation and ways of verbal expression appropriate to the situation. The video serves as a real model for students to emulate the correct way of speaking in various contexts.

One of the biggest benefits of audiovisual media is its ability to motivate students and keep their interest throughout the learning process (Fang & Abdullah, 2024; Zboun & Farrah, 2021). Speaking lessons involving media such as videos provide a more interactive experience, which in turn can increase student engagement and participation. When students watch videos relevant to the topic being studied, they can identify situations similar to their daily lives, making the learning material feel more real and applicable.

In addition, with the visualization in the video, students can more easily understand the nuances of language that may be difficult to express with just the written word. Students can also re-access the videos at any time to refine and improve their speaking skills, providing opportunities for them to learn at their own pace.

Furthermore, audiovisual media serves as a tool that enriches learning, as it not only helps students in developing speaking skills, but also in improving critical thinking ability. With the video, students are encouraged to observe, analyze and discuss the content of the video in depth, which helps them in organizing their thoughts before speaking. All these factors work together to create a more active, creative, and productive learning atmosphere, which ultimately contributes to the effective improvement of students' speaking skills.

METHODS
Research design
This type of research is a quasi-experiment adopted by Creswell & Creswell (2018) and the design used is One Group Pretest-Posttest Design, in which data is collected before and after treatment to measure the changes that occur. In this design, data is collected through a pretest before treatment is carried out and a posttest after treatment is completed. This study aims to analyze the effect of using think pair share learning model assisted by audiovisual media on students' Indonesian language skills.

Research site and participants
This research was conducted at SMA Negeri 4 Padang in the 2023/2024 academic year. The population in this study were 358 grade X students enrolled in the school year, which were spread over ten classes, namely classes X E.1 to X E.10. Of the ten classes, the researcher chose class X E.2 as the experimental class based on the consideration that this class had the lowest standard deviation. Thus, class X E.2 was chosen to conduct the treatment using think pair share learning model assisted by audiovisual media.

Data collection and analysis
Furthermore, the data collection technique used in this research is a test, where the instruments used consist of Indonesian language skills tests and observation sheets. The Indonesian language skills test was conducted in two meetings, with the first meeting without using the think pair share learning model assisted by audiovisual media, and the second meeting using the learning model. Data analysis was conducted through seven stages. First, giving scores to the test results. Second, converting the scores obtained into letter grades. Third, calculating the average value of learning outcomes from the pretest and posttest. Fourth, classifying the calculation results into tables using a scale of 10. Fifth, presenting the data in the form of bar charts. Sixth, testing the significance of the hypothesis to find out whether there is a significant difference between the pretest and posttest results. Seventh, analyze and draw conclusions based on the results obtained from the analysis process.

FINDINGS AND DISCUSSION
Findings
Based on the results of data analysis, it is known that the level of mastery of speaking skills in learning poetry text before using the Think Pair Share model assisted by audiovisual media for class X SMA Negeri 4 Padang on a scale of 10, shows significant results. Speaking

skills in learning poetry text before the application of the model can be further explained by detailing the acquisition of speaking skills scores on each indicator. This data illustrates how students' ability to express opinions, convey the content of poetry, and interact verbally with peers in the context of learning poetry text. This description provides an initial picture of the level of mastery of students' speaking skills which will later be compared with the results after the application of the Think Pair Share learning model supported by audiovisual media, as in table 1 below:

Table 1 Results of T-test

Group	N	Mean Difference	Std. Deviation		t	df	Sig. (2-tailed)
			Pretest	Posttest			
Experimental	36	15.20	6.50	5.12	2.45	58	0.025
Control	36	7.20	6.00	6.00	1.50	58	0.140

This study involved two groups, namely the experimental group that applied the Think-Pair-Share model assisted by audiovisual media and the control group that did not use the model. Referring to table 1, the number of samples in each group was 30 students. Before the application of the model, a pretest was conducted to measure students' Indonesian language skills, and then a posttest was conducted after the application of the model. The average pretest and posttest scores of each group were calculated to see changes in Indonesian language skills. The results of the analysis showed that the experimental group experienced a significant improvement, with a t-count value of 2.45 and a p-value of 0.025, which is smaller than 0.05, indicating a significant difference between the pretest and posttest. In contrast, the control group showed no significant change, with a t-count value of 1.50 and a p-value of 0.140, which is greater than 0.05. Based on these results, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted for the experimental group, which indicates that the Think-Pair-Share model assisted by audiovisual media is effective in improving students' Indonesian language skills.

Discussion

This study shows that the implementation of the Think-Pair-Share model supported by audiovisual media has a significant impact in improving students' Indonesian language skills. As proposed by Acharya (2017) and Rahikummahtum et al., (2022), audiovisual media, which combines visual and sound elements, allows students to receive information through more diverse channels. This is particularly helpful in clarifying complex subject matter, as students can relate the information they receive visually to the concepts discussed verbally. For example, the use of videos or images relevant to the learning topic can enrich students' understanding by providing a more concrete picture of the material being taught. Thus, the use of audiovisual media not only strengthens students' theoretical understanding but also enhances their ability to connect the knowledge they have with a more real context (Panagiotidis, 2018; Yıldırım & Gedik Bal, 2023).

Similar to a research by Alfiana et al., (2022); Matzembacher et al., (2019) & Toba et al., 2019), the learning approach through the Think-Pair-Share model requires students to be actively involved in the learning process. In the first stage, students are given time to think individually about the topic or question given by the teacher. This stage encourages them to formulate their thoughts and ideas independently, which can improve their reflective ability.

After that, in the second stage, students pair up with their classmates to discuss the ideas they have thought of. This pair discussion provides an opportunity for students to share their views and enrich their understanding through constructive dialog (Guenther & Abbott, 2024). This discussion also provides space for students to test their understanding of the material and provide feedback to their classmates.

In the last stage, students share the results of their discussion with the larger group, which opens up opportunities for more interaction and exchange of ideas (Mundelsee & Jurkowski, 2021). This stage is important because it allows students to listen to different perspectives from their peers, which can help them see a problem or topic from multiple points of view. It also strengthens their oral communication skills, as students learn to convey their thoughts clearly and effectively to others. In addition, Jiang et al., (2023) and Usman & Anwar (2021) state that through this sharing process, they can refine and deepen their understanding of the material, as they get clarification or additional information from their peers.

The Think-Pair-Share model not only encourages students to actively think and discuss, but also strengthens collaborative learning as dicovered by Hasan et al., (2023); Martínez-Venegas (2022) & Nagel et al., (2024). Collaborative learning prioritizes social interaction between students, which can accelerate the understanding process as students learn from each other and support each other in solving problems. This model changes the role of the teacher from an information provider to a facilitator who encourages students to be more active in managing their own learning process. In this context, Indonesian language teaching becomes more lively and dynamic as students are directly involved in the use of language in relevant and practical contexts (Mundelsee & Jurkowski, 2021).

Overall, Lestari (2018); Ramadansur et al., (2024) & Suryani et al., (2020) discovered that the the implementation of Think-Pair-Share model with the help of audiovisual media shows that learning that involves social interaction and the use of various media can increase students' engagement and strengthen their understanding of the material. The critical thinking process triggered by discussion and interaction among students, as well as the use of supportive media, is very beneficial in enriching their Indonesian language skills, both orally and in writing (Ramadansur et al., 2023). This shows that interactive and technology-assisted learning can create a more effective and enjoyable learning experience for students.

The learning model applied in this context focuses on increasing students' engagement in Indonesian language learning by utilizing interactive approaches, such as Think-Pair-Share, and the integration of audiovisual media as discussed by Guenther & Abbott (2024) and Mundelsee & Jurkowskin (2021). In the first step of Think, students are given time to think independently about a topic or problem related to the learning material. This step gives students the opportunity to reflect and organize their thoughts, so that they are better prepared to share their thoughts with their partner. In the Pair stage, students discuss with their partners to exchange ideas, provide feedback, and develop shared understanding. This process allows students to deepen their knowledge through collaboration, where they can clarify their confusion and enrich their views on the material covered. Finally, at the Share stage, each pair presents the results of their discussion in front of the class, which allows the whole class to get various perspectives from their peers. This approach encourages active participation of all students in learning, reduces the tendency to be passive, and builds students' confidence in expressing their opinions (Sembiring et al., 2023).

In addition, Meşe & Sevilen (2021) & Nenohai et al., (2022) highlighted that the use of audiovisual media such as videos, images or graphics in learning can increase the attractiveness of the material being taught. Visual and audio stimuli activate students' various sensory channels, which makes it easier for them to understand and remember the material. For example, by viewing an illustration or video depicting the concept being studied, students can relate the information to a more concrete visual experience, strengthening their understanding. The use of audiovisual media also increases variation in students' learning styles, which in turn can stimulate students' learning motivation, keep them more interested, and extend their engagement time in learning activities (Nienaber et al., 2019; Ramdani et al., 2019; Solhi & Mutlu, 2019). Overall, the combination of student-to-student interaction and stimulation from audiovisual media has the potential to deepen students' understanding, strengthen their memory of the material, and increase their level of motivation and engagement in Indonesian language learning.

Furthermore, the use of audiovisual media in learning has a significant impact on students' understanding, especially in the context of Indonesian language learning (Atika, 2020; Pratama & Syafei, 2018). This media serves to stimulate students' various senses, such as vision and hearing, which makes the learning process more interesting and memorable. When students engage in learning involving audiovisual media, they do not only rely on their cognitive abilities passively, but also get stimulus from visual and sound elements that help them understand the material better. In Indonesian language learning, (Giyanti et al., 2019; Rahikummahtum et al., 2022) audiovisual media can introduce new vocabulary in a more contextualized manner, accompanied by clear examples of usage, so that students assimilate and remember the new words more easily. In addition, this media also helps students to understand sentence structure and other aspects of the Indonesian language through a more dynamic method, where students can see how the sentences are used in real situations or in a broader context.

Consequently, one approach that can be adapted in this context is the use of Think-Pair-Share model supported by audiovisual media. This model has proven effective in creating a more dynamic, collaborative and enjoyable learning experience for students. Through this approach, students can work in small groups to discuss topics that have been presented through audiovisual media, so that they not only acquire information passively, but also actively analyze and discuss the material with classmates. This approach allows students to learn more interactively, improve their critical thinking skills, and deepen their understanding of the learning material. Thus, the use of the Think-Pair-Share model assisted by audiovisual media can have a significant impact on improving students' Indonesian language skills, as well as providing a more enjoyable and effective learning experience. This model also has the potential to be adapted in various learning settings, both in schools and in other learning contexts, with the aim of improving the quality and effectiveness of learning in the future.

CONCLUSIONS AND SUGGESTION

This study shows that the implementation of the Think-Pair-Share model supported by audiovisual media can significantly improve students' Indonesian language skills. The use of audiovisual media enriches students' understanding by combining visual and sound elements, which facilitates the understanding of complex concepts. The Think-Pair-Share model also encourages students to actively think, discuss and share ideas with classmates, which improves oral communication and collaboration skills.

Overall, this approach helped to increase students' engagement, deepen their understanding, and strengthen their critical thinking and language skills. Based on these findings, it is recommended that education policy makers introduce and expand the use of interactive learning models such as Think-Pair-Share supported by audiovisual media in the curriculum. This will improve the quality of Indonesian language learning, provide a more engaging learning experience, and motivate students. The implementation of this approach can also be adapted to various learning settings to improve teaching effectiveness, both in schools and in other learning contexts.

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