THE IMPLEMENTATION OF THINK-PAIR-SHARE AS COOPERATIVE LEARNING INSTRUCTIONAL STRATEGY IN FUNCTIONAL GRAMMAR CLASS

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Abstract
English as a Foreign Language is needed for higher education student teachers. As future teachers, they need the ability to communicate with their students. Communication needs to transfer meaning from the speakers to the listeners, that's why the speakers' skill to transfer the meaning needs to be taught and practiced. In Functional Grammar Class, student teachers are taught how to transfer meaning so they can create good communication. Based on the observation, they are still confused in grasping the materials, even applying them to convey their meaning as a teacher. For that reason, the implementation of Think-Pair-Share (TPS) as a Cooperative Learning Instructional strategy can be an effective way to encourage students to think critically and share their ideas with others. Photovoice is used to capture the implementation of TPS. Summative tests, questionnaires, and interview results are added as the data triangulation. This study enlightens student teachers.

Keywords: cooperative learning, functional grammar, think-pair-share strategy

Introduction
Language is seen as the source of meaning in functional grammar. Halliday (2004) in Jones and Quinn (2014) says that functional English grammar emphasizes how grammatical structures help convey different types of meaning in various communication contexts. This differs from the traditional grammar approach, which focuses more on normative grammar rules. These grammars emphasize the text and its context and aim to explain language as it is used. They are interested in structure and how structure creates meaning (Anon, 2013). In terms of language use, functional grammar is a tool for explaining language use in various real-life contexts, understanding the creation of a text, and why it is the way it is. It respects the rights of speakers to decide how they choose to speak and makes speakers explicitly aware of the choices available (Panggabean, 2011). In functional grammar, material discusses clauses and representations, namely Transitivity. The ability of a verb to take a direct object and describe an entire phrase is referred to as Transitivity. It consists of three parts: process, participant, and condition. Verbs

realize processes, including various processes (Marbun, 2016). According to Bartley (2018), part of the experiential metafunction, the transitivity system of language, investigates how language changes our view of the world, concentrating on processes, participants, and conditions such as time, location, manner, and causation.

Transitivity in Functional Grammar is an essential topic in linguistics introduced by Hopper and Thompson (1980). It helps in better understanding and communication in English. However, the fifth-semester English education study program students at Tidar University, with a total of 35 people, needed help understanding and applying this concept, making it challenging to produce grammatically correct and meaningful sentences. During the learning process, it was found that the lecturer used a lecture learning strategy in the Functional English Grammar class, and the result was found to be less effective. McKeachie, Svinicki, and Hofer (2006) stated that the excessive use of a lecture learning strategy can make students bored and less interested in learning due to the lack of variety in that teaching strategy. Ellis (2016) outlines in his book that teaching grammar effectively and engagingly focuses on the use of explicit instruction, examples, and practice activities. Therefore, the researcher tried to find a way out by applying other teaching strategies in the Functional English Grammar class in the context of Transitivity learning. Finally, the researcher found an interactive teaching strategy such as the Think-Pair-Share (TPS) strategy because Hake (1998) mentioned that using an interactive teaching strategy can improve students' understanding of learning materials compared to traditional methods such as lecture teaching strategies. TPS tries to make students think critically and communicate ideas with others, which is useful for improving knowledge and application of Functional English Grammar, according to Kagan (1994). In addition, this research also provides insight to students to improve their understanding and application of Functional English Grammar. Therefore, the researcher chose the TPS teaching strategy for this study.

Lyman (1998) developed the TPS learning model from the University of Maryland. This model is a simple form of cooperative learning where students implement it together. The advantages of this technique are related to optimizing student participation (McTighe & Lyman, 1998). TPS is a simple technique but has many benefits. Based on research by Kurjum, Muhid, and Thohir (2020), this technique can develop students' ability to think critically and socialize with each other. It increases students' self-confidence because they are given equal opportunities to participate in class. TPS is a learning method that consists of three stages: thinking, pairing, and sharing. In this model, the role focuses on something other than the teacher (teacher-oriented), as students must discover and understand new concepts (student-oriented). Brinton et al. (2003) highlighted that using TPS as one of the cooperative learning strategies in the context of second or foreign language (L2/FL) learning is rarely used. This strategy has been widely used in first language (L1) teaching. In their study of Taiwanese adult EFL students, Shih & Reynolds then tried to apply this technique in, as they call it, "traditional English as a Foreign Language (EFL)" (p. 221). The results showed that integrating reading and think-pair-share strategies can increase students' motivation more effectively. There is collaboration in instructor-directed learning activities during the implementation process, as well as a desire to achieve common goals. Learning

objectives are future conditions intended to demonstrate competence or mastery in the subject matter being learned (Johnson & Johnson, 1989), in applying the TPS strategy in learning, the researcher used the reference of previous articles with similar topics as a guide in applying TPS in learning.

There has been some recent previous research regarding TPS. For instance, research conducted by Al-Khaidi et al. (2022) in his research entitled "Think, Pair, and Share while Using Plotagon: A Digital App for Replacing the Classroom Boredom and Demotivation with Engagement and Motivation" focuses on the use of Plotagon technology to implement TPS. The difference between the article and this research is in technology and data collection methods. Previous researchers used a quantitative approach, while this study used qualitative data. The following research was conducted by Kurjum, Muhid, and Thohir (2020) in his research entitled "Think-Pair-Share Model As Solution to Develop Students' Critical Thinking in Islamic Studies: Is it Effective?" using a quasi-experimental method where they conducted the study to determine students' critical thinking between TPS (Experimental) and conventional (Control) classes. The previous research was conducted by Dwigustini and Widiya (2020) in their research entitled "Think Pair Share Technique to Promote Students' Reading Comprehension." the research focused on reading skills; the difference from this research is in skill and subject. Previous researchers used seventh-grade students at Aqidah Islamic Junior High School Cikarang. Therefore, previous research has yet to investigate more deeply how TPS is implemented in EFL. The EFL higher education environment mainly focuses on functional grammar classes. To fill this gap, this study will research the use of TPS in the EFL classroom. This study will comprehensively understand how TPS can be implemented in EFL higher education environments, exceptionally functional grammar classes.

Method

In this study, the researchers used a qualitative research approach. Therefore, qualitative data was used to collect data and gain a deeper understanding of the usefulness of the Think-Pair-Share technique. Kagan (1992) underlined that think-pair-share is a collaborative learning technique that stimulates creative thinking and encourages knowledge sharing. The technique involves pairs of participants and encourages them to independently think about a question, share their ideas, and then share their combined ideas with the group as a whole. This approach allows for new ideas, exploring multiple perspectives, and stimulating critical thinking.

In this qualitative research, we used the primary data collection method of using photo voice to record the implementation of polling stations. Wang and Burris (1997) used it to encourage engagement and participation among research participants. Then, to support the primary data, we used three other data collection methods, such as data triangulation, to support the primary data and prove its success.

The first is the summative test; Black and Wiliam (1998) explain that it measures students' knowledge and understanding of a subject or course at the end of a unit or semester. Therefore, the researcher used the final grade to determine the result of the TPS implementation in the classroom. After the grades were obtained, data was collected through questionnaires. Fowler (2009) describes its function as collecting information such as subjects' opinions, attitudes, beliefs, experiences,

and behavior. The researcher used it to collect feedback from the participants regarding the effectiveness of specific teaching techniques, such as the Think-Pair-Share technique in teaching Transitivity in the classroom. However, this study adapted the questionnaire from Aeni's (2020). After all, interviews will be conducted with subjects who have carried out some of the previous data collection methods. The researcher did this because, based on Hennink et al. (2020), the benefit of interviews is that they provide a rich data source that can help researchers gain a deeper understanding of participants' experiences and perspectives. The analysis consisted of three questions with three subjects and was conducted online using the WhatsApp application.

Findings and Discussion

This study aims to determine the use of TPS in teaching Functional Grammar to 3rd-semester students majoring in English Education at Tidar University. The researcher obtained the data through photo voice, questionnaire, summative test, and interview. The results showed that it can increase students' learning participation and help them think critically and share ideas with their peers.

Photovoice

The researcher used photovoice as primary data to show the researcher's activities when obtaining data by implementing Think-Pair-Share. Photovoice can allow students to record and reflect on transitivity material with their group. Students share critical dialogue and knowledge about transitivity material through small group discussions (Budig et al., 2018). Photovoice can be used to gather new insights and perspectives and increase knowledge. In this section, the researcher obtained data by asking questions provided on the whiteboard after dividing one class into small groups. The groups were instructed to work in pairs by discussing among group members. Once they found the answers, they presented or shared them with the class.

Questionnaire

In this questionnaire, the researcher adapted from Aeni's (2020) previous research, where the researcher asked the research subjects to fill out a questionnaire regarding the learning process by using TPS to improve Transitivity learning in Functional English Grammar class.

The results of the questionnaire collected from 35 students are shown in the table below:

Response scale:
1 = strongly agree
2 = agree
3 = disagree
4 = strongly disagree

Tabel 1. Questioners

Statement	1	2	3	4
The learning that has been implemented made me have a high willingness to follow the lesson.	5.7%	88.6%	5.7%	0%

Statement	1	2	3	4
The learning that has been implemented can eliminate the concept of mistake in myself	14.3%	83.3%	2.8%	0%
The learning that has been implemented gives meaning and makes it easier to understand the material.	5.6%	86.1%	8.3%	0%
The learning makes me easy to understand the material being taught.	0%	94.4%	5.6%	0%
The learning is interesting, fun, and not boring.	16.7%	55.6%	22.2%	5.6%
I feel the time spent in understanding the concept is getting shorter.	0%	69.4%	25%	5.6%
I feel motivated to get good achievement	16.7	75%	8.3%	16.7%
The learning can improve my individual critical thinking.	22.2%	72.2%	5.6%	0%
I feel more valued in expressing opinions when learning	8.3%	80.6%	11.1%	0%
I feel braver in delivering my opinion in learning process.	8.3%	63.9%	27.8%	0%

The questionnaire used in this study showed that the use of TPS in classroom learning had a positive impact on the subjects' willingness to follow the lesson. The highest percentage of agreement was recorded on the statement, "The lesson that has been implemented makes me have a high willingness to follow the lesson," which was agreed by 97.2% of the subjects. This indicates that the implemented learning effectively motivated the subjects to actively participate in the lesson. Chapman (2018) noted that questionnaires can be a valuable tool for collecting data on a variety of topics, including the effectiveness of teaching techniques in increasing student engagement. Creswell (2018) and Kvale and Brinkmann (2009) discuss the importance of analyzing data collected through questionnaires to draw meaningful conclusions about the effectiveness of teaching techniques. The high percentage of agreement recorded by the subjects in the aforementioned statements indicates that the applied lesson effectively motivated students to actively participate in the lesson. The use of TPS influenced the effectiveness of teaching Transitivity in the grammar class by increasing students' engagement and participation in the class.

Summative test

In this study, researchers used summative tests as secondary data. According to Ismail et al. (2022), summative tests are evaluations of student learning at the end of a course or instructional unit, known as a summative assessment. These assessments are usually formal and graded, intended to measure students' learning. Formative assessment, which emphasizes providing feedback to improve learning, differs from summative evaluation. Summative test results can be used to measure students' understanding of transitivity material. This is proven by comparing the test results on the applied transitivity material with the test results of other subjects that have not implemented this Think-Pair-Share strategy. These assessments are usually formal and graded, intended to measure student learning. Formative assessment, which emphasizes providing feedback to improve learning, differs from summative evaluation.

Summative test results can be used to measure students' understanding of transitivity material.The way is by proving the comparison of test results on the application of transitivity material to the Functional English Grammar class with the test results of other subjects that have not implemented the use of TPS strategies in their teaching. In this study, the researcher found the test results of the third class of PBI fifth semester at Tidar University. The total test scores of 36 students were 2763, with an average score of 74.2. After collecting the summative test data obtained from the third class of fifth-semester PBI students at Tidar University, it can be concluded that the average test score of students taught by using Transitivity material in the Functional Grammar course is higher than the expected average score of 70. This shows that this teaching strategy effectively improves students' understanding of transitivity material. However, to draw more conclusive results about the effectiveness of the teaching strategy, it is necessary to compare the results of this summative test with other data collection methods, i.e., data triangulation. This will help to determine whether the higher test scores are due to the teaching strategy or other factors, such as individual differences among students or external factors. In addition to using summative assessment tests to measure student learning outcomes, it is also essential to consider other factors affecting student test scores.

Interview

After all that, interviews will be conducted with subjects who have conducted several previous data collection methods. The researcher did this because, according to Hennink et al. (2020), the benefit of interviews is that they provide a rich data source that can help researchers gain a deeper understanding of participants' experiences and perspectives. The researcher conducted interviews via Whatsapp group chat with three fifth-semester English language education students from one of the prestigious educational universities in Indonesia. Before conducting the interviews, the researcher summarised the questionnaire results to create questions to better understand the participants' perspectives and experiences in using the TPS strategy in a Functional English grammar class. We attach the questions and answers below.

Table 2. Interview result

No.	Question	Answer
1.	Has the use of TPS on transitivity in FEG been effective? Give your reasons!	Yes, the application of TPS in transitivity material at FEG has been effective because the TPS gives students time to learn alone with their friends. This is great because it can encourage collaboration between students through sharing thoughts and views from others. This not only improves the understanding of transitivity concepts, but also strengthens student engagement through discussion and exchange of ideas, creating a collaborative and immersive learning environment.

2.	Previously, you attended a Functional Grammar class on transitivity, where we used the Think-pair-share strategy. Do you think Think-pair-share strategy is a better strategy than Lecturing teaching strategy or other strategies?	Yes, I think the use of the think-pair-share strategy makes it easier for me to understand the material explained. Because I can exchange opinions with my friends and avoid miss-information when I am not concentrating.
3.	Do you think TPS strategy is the best strategy that can be used in learning transitivity material? Give your reasons	In my opinion, it is a good strategy to be employed within the learning process of transitivity because it allows students to be more active and learn together with other students.

Conclusion

On the whole, this study has generated knowledge on how the think-pair-share strategy implemented by the researcher in a functional English grammar class on transitivity course impacted the understanding and mastery of the material of English 3 students of Tidar University. The findings showed that the strategy positively impacted various aspects, including discussion skills, motivation levels, overall learning experience, and engagement in class.

The participants responded positively to this strategy and considered it an effective way to improve their understanding. They felt that discussing and sharing arguments with others positively impacted their difficulties in understanding the material. In addition, they also reported that having time to discuss was very effective for them, indicating that a comfortable discussion environment contributed to reducing misinformation.

This study may pave the way for future research in different materials and courses. Future scholars could explore the effectiveness of using the think-pair-share strategy in courses other than the four basics of English language teaching: listening, speaking, reading, and writing. Studying the comparative application of this strategy in different courses is expected to increase students' level of understanding so that students can be more motivated to continue learning in the intended course. Exploring lecturers' perceptions and experiences in discussions and sharing opinions can provide a comprehensive understanding of the dynamics between students in a campus learning environment.

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