

Improving the Activity and Learning Achievement Through Rally Robin and Think Pair Share (TPS) Learning Models (A Study on the Tenth Grade Students at SMKN 1 Jombang, Indonesia)

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Abstract

The purpose of this research is to know the implementation of *Rally Robin* and Think Pair Share learning models which are used as an effort to improve the tenth grade students' activity and learning achievement on online business and marketing at SMKN 1 Jombang particularly that taking business communication subject. This is a Classroom Action Research. The data obtained is data from the observation of the implementation of activities conducted by teachers and students, observation and the final test cycle. The results of this research are: 1) the implementation of *Rally Robin* and Think Pair Share learning models can be done well, 2) *Rally Robin* and Think Pair Share learning models can improve students' activity, 3) *Rally Robin* and Think Pair Share Rally learning models can improve student achievement.

Keywords: *Rally Robin*, Think Pair Share, Activity Improvement and Learning Achievement Improvement, Classroom Action Research.

INTRODUCTION

Education plays an important role in improving the quality of human resources of a country. A country will undergo meaningful progress if the system of education is applied in that country is in accordance to the conditions of the development of science. A good education system will be able to create qualified human resources. In line with the previous explanation, it is a fact that the education system in Indonesia is always changing as the curriculum is increasingly improved. In the school year of 2013/2014, the government has implemented a new curriculum called the 2013 curriculum, which has been adapted to the conditions of the development of the era in the field of education. The curriculum demands an active and creative learning process using a fun learning model for learners.

Business communication is one of the subjects given at SMK (Vocational High School) starting from the tenth grade class up to the twelfth class. Business communication is the communication processes used in business activities. Communication is the process of delivering messages that can be in the form of ideas from individuals to other individuals, Feriyanto (2015)

In this business communication learning process, the researchers use cooperative learning model. Cooperative learning is a model of learning involving the formation of small groups of students who are required to work together and improve each other's learning and learning from other students, Huda (2011). There are several benefits that can be taken in the process of cooperative learning. First of all, cooperative learning model provides a new atmosphere in the learning process. Next, can identify the difficulty of students in learning and provide other ways to solve learning problems. Then, it is an appropriate learning to expand student learning skills, and cooperative learning can enhance students' ability to think creatively and reflectively. Dyson (2003) mentioned that cooperative learning is a learning format in which students work together in small, heterogenic group structures that train motor skills, and help others to improve their skills, have a sense of responsibility for their own learning process.

There are several studies that support this present research. First is the results of research of Ying-Chun Shih (2015) stating that the instruction of integrated reading strategy namely *Think, Pair, Share*, was more effective in improving students' motivation. *Think Pair Share* strategy played a positive role in improving communication skills students and created cooperative learning (Ahmed, 2017). In line with this, Adekunle (2015) stated that *Think Pair Share* and *Guided learning* model have great potential to improve the achievement of chemistry and science learning in general. In addition, Abdurrahman (2015) said that *Think Pair Share* effectively improved students' speaking ability. Of the same tone, Ariana (2013) stated that *Think Pair Share* can increase student participation during discussion in class. Last, Putri (2017) also stated that the implementation of *Rally Robin* and *Fan-N-Pick* learning models can improve students' self esteem and learning outcome. In addition, Sumiarsih (2013) stated that students give good attitude and responses in teaching and learning process and *Think Pair Share* has helped them in writing descriptive text and *Think Pair share* can also improve students' achievement. According to Ribhi (2017) *Think Pair Share* helps teachers in teaching in his field. In line with this, Mahmud (2017) also stated that the implementation of *Think Pair Share* learning model can improve the skills in science. Next, Ahmad (2017) stated that the development of learning tool orientation with *Think*

Pair Share learning model of cooperative learning assisted by power point can improve the learning outcomes of the fourth grade students of elementary school in learning social sciences. With regard to this, Hetika (2017) also mentioned that *Think Pair Share (TPS)* can be used as a method to improve students' learning motivation and learning achievement. Lastly, Mahmud (2017) stated that the implementation of *Think Pair Share* learning model can improve students' skills in science.

In this study, the researchers use *Rally Robin* and *Think Pair Share* of cooperative learning models as tools used in giving treatment to students. The steps of *Rally Robin*'s learning model are: 1) students are paired, 2) they are given problems by teachers, 3) students are given time to think and express their opinions in turn. Meanwhile, the steps of the *Think Pair Share* model are: 1) the students are divided into several groups in pairs, 2) the students are given problems, 3) the students are given time to think independently, 4) the students think in group, 5) the teacher divides the work of the group with other groups.

RESEARCH METHOD

This is a Classroom Action Research. According to Arikunto (2010) Classroom action research is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class together. According to Suyadi (2017) there are several steps in implementation of this classroom action research. They are: 1) planning stage, 2) action stage, 3) observation stage and 4) reflection stage.

The data of this classroom action research were collected from observation techniques, interviews, tests, and documentation. The data analysis used is qualitative data analysis. The activity of this data analysis involves the following stages (Moleong, 2012): 1) reducing data, 2) presenting the data, 3) making the inference on the result of analysis. The instrument used in this research is the observation sheet of teacher activity in the implementation of learning model, student activity observation sheet, student activeness sheet, student worksheet, final cycle test sheet, and documentation.

The subjects of this study are the tenth grade students of Online Business Class taking business communication subject at SMKN 1 Jombang with a total of 30 students. The study was conducted on even semester of year 2017/2018. The presence of researchers is very much required in this research activity. The researcher acts as the executor of the research, analyzes the data and makes the data analysis report.

The data needed in this study is data obtained after the class was treated using *Robin Rally* and *Think Pair Share* learning models. The data also concern things related to the liveliness of learning and student achievement. Prior to the execution of the research, the observation sheets used to observe research activities were first validated by a competent expert in this case by the vice principal of the curriculum department. For the success criteria of action can be seen in the following table:

Table 1. Success Criteria of Action

success criteria of action	Success rate
80-100	Very good
66-79	Good
56-65	Medium
40-55	Low
< 40	Very low

The action can be said to succeed if the value indicates the number ≥ 80 . The criterion for student activation is if the activeness value indicates the number of ≥ 80 then the student can be said active. In addition, for the final test value of individual criteria cycle according to the established MMC (Minimum Mastery Criteria) is 70 and the criteria is 85% of the students who get the value ≥ 70 .

RESULTS

Before conducting the research, the researcher first performed the preliminary activity by doing the preliminary observation. The researchers observed the learning process performed by teachers. The results of preliminary observations indicated that teachers were still implementing learning by lecturing method so the learning process is only focused on the teacher (teacher-centered) Teachers have not provided stimulus to students so that students are able to think critically and dare to express their opinions.

In accordance to the initial research planning, this action study was conducted in two cycles. Each cycle is held four times a meeting. Each cycle consists of pre activity, whilst activity, and post activity. The first cycle of materials given to students is 3.6 basic competence of Business Communication material discussing customers' demand.

The learning model that is held for each meeting is made alternately between *Rally Robin* and *Think Pair Share*. For the first meeting in the first cycle there are several steps that must be prepared include: 1) preparing the Lesson Plan, 2) giving Hand out containing the learning materials, 3) preparing observation sheet of the implementation of both *Rally Robin* and *Think Pair share* learning model . 4) Preparing students sheet of observation activity, 5) preparing student worksheets and 6) conducting the final test of the cycle. The

implementation of the lesson is 3 x 45 minutes on Wednesday and 2 x 45 on Thursday. The cooperative learning model used in the first meeting is the *Rally Robin* learning model

The observation activities were carried out by two observers. They are in charge of observing and assessing the learning process. The observer provides an assessment on the implementation of learning model implemented by teachers and the implementation of learning models implemented by students. Next, the observers also make observations on the activity of students through student activation observation sheet. Observation of student activeness is divided into two. The first observer observed students 1 to 15, while for the second observer observed students 16 to 30.

Table 2. The result of observation of the implementation of learning model of *Rally Robin* and Think Pair Share by the teacher

No	Activities	Observer 1				Observer 2			
		P 1	P2	P3	P 4	P1	P2	P3	P 4
1	Pre activity	4	4	5	4	5	4	5	4
2	Whilst activity	10	10	10	10	9	10	11	9
3	Post activity	5	4	4	5	4	4	3	3
Total		19	18	19	19	18	18	19	16
Maximum score		22	22	22	22	22	22	22	22
Percentage		86%	82%	86%	86%	82%	82%	86%	73%
Percentage by 2 observers		85%				81%			
Total percentage		83%							

The result of observation on the implementation of learning model cycle I revealed the fact that the implementation of Robin Rally and Think Pair Share learning models is 83% and they are categorized as very good criteria.

Table 3. The Results Observation of the implementation of *Rally Robin* and Think Pair Share learning models by students

No	Activity	Observer 1				Observer 2			
		P1	P 2	P 3	P 4	P 1	P 2	P 3	P 4
1	Pre activity	4	4	4	3	3	4	3	4
2	Whilst activity	4	5	4	4	4	6	5	5
3	Post activity	2	4	4	3	3	2	3	2
Total		10	13	12	10	10	12	11	11
Maximum score		13	14	13	14	13	14	13	14
Percentage		77%	93%	92%	71%	77%	86%	85%	79%
Percentage of 2 observer		83%				81%			
Total percentage		82%							

It found out that the implementation of learning model implemented by the students obtained the result of 82%. On the other hand, the result of student activity observation get score which is equal to 79, 22% and this has been considered to meet the criterion of active student. Meanwhile, the final test results of the cycle I showed a score of 83%.

After the implementation of learning activities cycle I has been completed, then it was followed by reflection activities. Reflection activity is conducted to know the advantages and disadvantages that occur in the implementation of *Rally Robin* and *Think Pair Share* learning models in cycle I. The results of reflection on the activities of learning model cycle I is there are still a lot of students who feel confused by the steps of learning models, especially *Rally Robin* learning model, there is still lack of time especially in the implementation of Robin Rally learning model. Since the observation on the implementation of the learning model has not been considered to be a maximum it was then preceded into the second cycle.

In the implementation of activity of cycle II, the learning model used was changed in sequence. If in the first cycle *Think Pair Share* learning model was used it was then followed by *Rally Robin* learning model in cycle. Meanwhile, the material used in cycle II was KD (Basic Competence) 3.7 that was about applying the procedure of commercial mail in business. As in the implementation of learning model activity in cycles I, cycle II was also held for 4 meetings. The tools prepared are Learning Implementation Plan, observation sheet of implementation, implementation of Think Pair Share and *Rally Robin* learning models implemented by teacher and student, Students' Worksheet, Student Activity Observation Sheet and final test of cycle II.

Table 4. The result of observation on the implementation of *Rally Robin* and Think Pair Share learning models by the teacher.

No	Activity	Observer 1				Observer 2			
		P1	P2	P3	P4	P1	P2	P3	P4
1	Pre activity	6	5	6	4	6	6	5	6
2	Whilst activity	10	10	10	10	10	11	11	10
3	Post activity	5	4	5	5	4	4	5	5
Total		21	19	21	19	21	21	21	22
Maximum score		22	22	22	22	22	22	22	22
Percentage		95%	86%	95%	86%	95%	95%	95%	100%
Percentage on 2 observer		91%				97%			
Total percentage		94%							

The result of observation in cycle II shows that the observation on the implementation of *Rally Robin* and Think Pair Share learning models implemented by teacher get score of 94% which is considered to have a very good criterion.

Table 5. Observation result on the implementation of *Rally Robin* and Think Pair Share learning models by students

No	activity	Observer 1				Observer 2			
		P1	P2	P3	P4	P1	P2	P3	P4
	Pre activity	4	4	4	3	4	4	4	4
	Whilst activity	4	5	4	4	6	5	6	5
	Post activity	3	4	4	3	4	4	4	4
Total		11	13	12	10	14	13	14	13
Maximum score		13	14	13	14	13	14	13	14
Percentage		85%	93%	92%	71%	108%	93%	93%	93%
Percentage on 2 observers		85%				97%			
Total percentage		91%							

The implementation of *Rally Robin* and Think Pair Share learning models implemented by students obtains the score of 91% which is considered to have very good criteria. The observation of student activeness gets a score for 86, 93% which is classified to have a very active criterion. Last, for the final test of cycle II it yields a classical score of 90%

Reflection on the activity of learning model cycle II is for all indicators of success established in the study showing that all has been achieved well and they are all in accordance with the desired objectives by the researcher.

DISCUSSION

Rally Robin's learning model is a learning model developed by Dr. Spencer Kagan, while the Think Pair Share learning model was developed by Prof. Frank Lyman. The steps for the *Rally Robin* learning model are the students form a paired group, the teacher gives the problem, and then the students take turns to express their opinions to solve the problem. While the steps of Think Pair Share learning model are the students work in pairs forming a group, the teacher gives the problem, the students are given time to think independently first, then the students are given time to discuss with the group, and finally the students are given the opportunity to convey the results to the other group.

In this classroom action research, several observation sheets containing the instruments used to observe each process of learning model activity have been prepared. Before the observation sheet is used for the observation process, the instrument sheet has been validated by the expert. Prepared and validated observation sheet is the observation sheet of the *Rally Robin* and Think Pair Share learning models and student activity sheet. Several tools that are directly relate to the learning materials of the Learning Implementation Plan and Hand out which contains learning materials, Student Worksheet and Problem final test cycle are also prepared. This action research is carried out in two cycles. Each cycle is held 4 times a meeting. Each meeting is 3 x 45 minutes.

The results of the action research have been shown that there are improvements on students' ability, the improvement of students' self-study skills as well as groups, the increased courage to express their opinions. The results of the implementation of learning model *Rally Robin* and Think Pair Share implemented by teachers in the first cycle is of 83% and cycle II is 94%. Meanwhile, the implementation by students in cycle I is 81% and 91%. In terms of students' activeness, it found out that in cycle I is 79, 22% and in cycle II 86, 93%, and for final test of cycle I is 83%. There are 21 students get scores above MMC, 4 students get an equal score to MMC, and 5 students get a score under MMC. While on the second cycle, the observation result showed 90% of classical grade where 25 students got the score above MMC, 2 students have scores in line with MMC, and 3 students get

a score under MMC. Although the increase in end-cycle test results in cycles I and II has not significantly increased but the improvement is in line with the objectives of this action study that is when the criteria have been reached and it is in accordance with the criteria that have been planned.

Table 6. Constraints and implementation solutions for the implementation of *Rally Robin* and Think Pair Share learning models

Obstacles	Solution
Students are still difficult to form groups with friends other than friends of one desk	The teacher gives students an understanding that all friends are the same and they should not discriminate
Students do not understand the procedure of <i>Rally Robin</i> learning model	The teacher gives an understanding on the Robin Rally model again
Case studies are still lacking	The teacher increases the number of case studies
The case study is still understandable	The teacher adds an analytical case study
Time for Robin Rally learning is still lacking	The teacher modifies the schedule of the Robin Rally learning model to the beginning of cycle II

The results of the above study indicate that cooperative learning model is able to improve student learning activity. This activity refers to the activity related to physical activity and psychiatric activities that cannot be separated. This is also supported by research of Ni'mah (2014) which states that the implementation of Think Pair Share model of experimental methods improves student learning outcomes and activities. Besides, the implementation of *Rally Robin* and Think Pair Share learning models can also improve students' learning achievement. This is also supported by research conducted by Adekunle (2015) stating that Think Pair Share and guided learning model can have big potential to improve learning achievement of chemistry and science in general, then, a research conducted by Putri (2017) also stated that the implementation of *Rally Robin* learning model can improve students' self-esteem and learning outcomes.

CONCLUSION AND RECOMMENDATION

Based on the data that has been described in the discussion, after conducting classroom action research, it can be explained that the implementation of *Rally Robin* and Think Pair Share learning models on Business Communication subject of the tenth grade students majoring in online Business and Marketing can work well. There are several improvements in this research, namely: 1) improvements to the implementation of *Rally Robin* and Think Pair Share models implemented by teachers and those implemented by students; 2) there is increasing student activeness in the learning process of *Rally Robin* and Think Pair Share models and 3) there is also an increase on student achievement that is known through the final learning test results of cycles I and II.

Implementation of *Rally Robin* and Think Pair Share learning models is expected to be used by the teacher as well as possible. Some of the drawbacks that occur in the implementation of the learning model can be overcome by 1) providing a more detailed understanding to the students about the procedures of the *Rally Robin* and Think Pair Share learning models; 2) giving students the understanding that all the friends are the same so that students can easily be formed into groups (3) giving motivation to students to encourage their interest and motivation to learn, 4) using *Rally Robin* and Think Pair share learning model for other subjects.

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