A Virtual Think-Pair-Share Strategy for Teaching Arabic Language During Covid-19 Pandemic

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Abstract

One of the factors that influence the success of learning is the strategy used. The COVID-19 pandemic requires teachers to innovate strategies that can be used in online learning. The purpose of this study is to explain the think-pair-share (TPS) strategy and its implementation in online Arabic learning. This research is a qualitative descriptive research with library research method. Sources of data in this study are various literature books, journals, scientific works, as well as other documents in both physical and digital form that examine the TPS strategy. Data analysis technique used in this research is data analysis technique, according to Matthew B. Miles and A. Michael Huberman which consists of 4 stages, namely data collection, data reduction, data display, and conclusion. The results of this study are various forms of TPS strategies that can be used in learning Arabic and the implementation steps according to the objectives of each form of TPS strategy activities.

Keywords: *Arabic language, covid 19 pandemic, think-pair-share*

Introduction

The COVID-19 pandemic has been more than 1 (one) year into a global epidemic starting in March 2020 (Rashid & Yadav, 2020); (Bhavya Bhasin et al., 2021). This outbreak emerged in the city of Wuhan and affected several countries in the world (Aristovnik et al., 2020); (Chick et al., 2020). This phenomenon significantly affects the growth of countries with increasing virus cases, such as China, the Philippines, India and even Indonesia. Educational institutions are temporarily closed by most countries around the world. UNESCO reports that more than 90 per cent of the world's student population is affected by the effects of this lockdown (Ali, 2020); (Toquero, 2020).

The COVID-19 pandemic is a major challenge for the education system in Indonesia (Daniel, 2020). To control the spread during the COVID-19 pandemic, the Government is reducing crowds with new policies, locking schools. Schools stopped holding face-to-face activities and switched to online learning. This new adjustment leads teachers to change strategies and learning models that were originally face-to-face to online.

One of the weaknesses teachers face is the selection of learning strategies that are suitable for adopting this new habit. They still find it difficult to determine the appropriate strategy for online learning. A cooperative learning strategy is an instructional strategy in which teachers organize students into small groups to work together to learn learning materials (Tran et al., 2019). This cooperative learning is considered an effective strategy in learning. Chen (2018) proves that the cooperative learning strategy increases student involvement in the classroom by being active in small group discussions. Many strategies can be used in cooperative learning, one of which is Think-Pair-Share (TPS). This TPS model's application helps students be active in class by forming small groups that lead to the active participation of students in the learning process.

In online learning, this strategy is still relevant to use by making modifications in the steps of its application. Therefore, this study will discuss using the TPS strategy in online Arabic learning. Learning Arabic itself consists of four skills learned, namely *istima'* (listening), *kalam* (speaking), *qiro'ah* (reading), and *kitabah* (writing) (Awang et al., 2013). This study will explore in-depth the theory of cooperative learning strategies of the TPS type and the implementation steps in learning Arabic.

Think-Pair-Share Strategy

Cooperative learning is a learning strategy carried out in groups by helping and supporting each other in completing group tasks. This strategy is a solution to the classical learning system. Students learn more than using the classical system (Effendy, 2017). Cooperative learning has many types. One of these types is the TPS strategy.

1. Definition

Think-Pair-Share (TPS) is one type of cooperative learning strategy. TPS language consists of 3 steps: Think, which means thinking; Pair, which means a pair; and Share, which means to share. TPS was first coined and introduced by Frank Lyman, a professor from the University of Maryland of the USA and his team in 1981, then developed by many scientists in recent years (Ardhy, 2018). TPS is designed to encourage student participation individually or in pairs in the learning process to create a vibrant learning atmosphere in the classroom (Syafii, 2018).

The assumption is that all class discussions require management to control the entire class and the procedures used allow students more opportunities to think, respond and help each other. Its objectives include providing 'thinking time' to improve the quality of student responses. They become actively involved in thinking about the concepts presented in the lesson. They become more critical and willing to participate because they do not feel the pressure of peers to respond in front of the whole class.

TPS cooperative learning strategy is designed to influence student interaction styles where learning is student-centred, very effective, and widely used (Bamiro, 2015); (Sharma & Priyamvada, 2018). TPS also trains students' thinking skills on the material. Using this technique, students will think about the material and share it in their own words. The basic foundation of this teaching strategy is to make students more active in the teaching and learning process by discussing with their classmates so that the teaching and learning process is more interesting and fun.

TPS is an effective way to create a variety of atmospheres in class discussions. These various atmospheres can be seen from the multi-mode discussion cycle applied in the TPS method (Sutrisno et al., 2019). The discussion begins with questions posed by the teacher. Students are given time to think individually, discuss the material in pairs, and finally share their responses with the larger group.

In conclusion, TPS is a cooperative learning strategy that can promote and support higher-order thinking by asking students to think about certain topics or questions raised and then pair up with other students to discuss their thoughts, and after that share their ideas with other pairs or other groups or with the class.

2. Purpose

The purpose of TPS is not much different from the objectives of the cooperative learning strategy, namely to increase the power of academic children and teach social skills. Furthermore, according to Trianto (2009) argues that the objectives of TPS type cooperative learning are:

a. Can improve student performance in academic tasks,

b. Excellent in helping students understand difficult concepts,

c. Helping students to develop critical thinking skills.

Based on the opinion above, it can be concluded that the purpose of the TPS-type cooperative strategy is to increase the mastery of academic children, teach social skills and help students in developing critical thinking skills, and increase students' understanding to understand difficult concepts.

3. Characteristics

The main characteristic of this TPS type cooperative learning strategy consists of three main phases that are applied in the learning process. The three phases are the Think phase (think individually), Pair (pairs), and Share (Share) answers with other pairs or the whole class. The explanation of the three phases is as follows:

a. Think (think)

In this phase, the teacher asks an open question or a challenging problem related to the material. Then, students are given "think time" to think about possible answers or solutions individually in a few minutes. This allows all students to develop answers. This is important because this "think time" provides an opportunity for students to begin formulating answers by taking information from their memory. This becomes a strong factor in increasing their response to questions or problems. By having this phase, students are triggered to develop their thinking or critical thinking skills. The benefits of developing the ability to think are manifold. Developing one's thinking ability; can achieve, be successful, shine in social life, and achieve emotional, social and economic maturity.

b. Pair (Pair)

This phase is the next action after the thinking activity. In this phase, students are asked to pair up with cooperative group members or neighbours who sit close together to discuss their thoughts. This is important because students begin to construct their knowledge in this discussion and know what they do and don't know. This activity can force students to use their metacognition to test their thinking, analyze their position, and explain their point of view to their classmates.

In this paired interaction, each student reveals his answer or solution to be combined with his partner. Usually, the time allocation is about four or five minutes to do this phase. The benefit of this phase is to provide opportunities for students to help each other by solving problems considering that their social intelligence increases in the end. In addition, this phase can also be a solution to overcome students who are reluctant because they have the opportunity to practice their responses in small groups or pairs before being asked to speak in front of the whole class.

c. Share (Share)

In this phase, the teacher asks pairs to share answers or solutions with the whole class. Other couples can provide additional comments or input to the other. By asking them to share information with the whole class, students will evaluate themselves while gathering information from other classmates. The teacher will also have the opportunity to evaluate students' understanding based on the content of the discussion. In this case, students are more willing to respond after they have had the opportunity to discuss their ideas with classmates because if the answer is wrong, the shame is shared. Also, the responses received are often more intellectually concise because students can reflect on their ideas. In the end, this can increase students' confidence to speak in public.

4. Principle

Effendy (2017) states that cooperative learning is based on several principles, namely 1) Positive interdependence, which means positive interdependence; 2) Face to face interaction, namely interactions that face each other; 3) Individual accountability or students are responsible for expressing ideas for the success of the group; 4) Use of

Picture 1.
Principles of Cooperative Learning According to Effendy (2017).
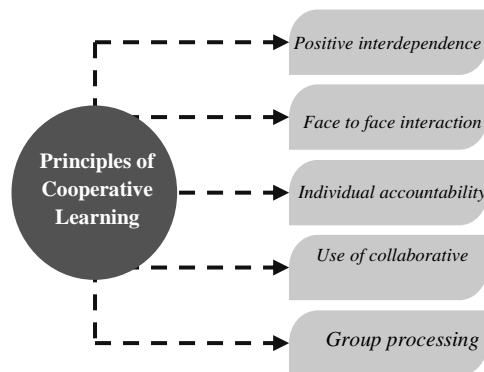
collaborative or social skills, requires collaboration and social skills; and 5) Group processing, namely how students can process in teams. The five principles are illustrated below

Method

This study is a qualitative descriptive approach to examine cooperative learning strategies, namely TPS and their implementation in the Arabic language. The method used in this research is library research, known as bibliographic research. Sources of data in this study are various kinds of literature, books, journals, scientific works, and other documents in both physical and digital form that examine the TPS strategy in terms of understanding, implementation steps in teaching Arabic language and the modification in virtual learning.

The data analysis technique used in this study is the data analysis technique according to Matthew B. Miles and A. Michael Huberman, which consists of 4 stages, namely data collection, data reduction, data display, and conclusions. The data analysis technique begins with data collection (Ainin, 2015). Researchers collected data related to TPS and NHT cooperative learning strategies from various literary sources. The second stage is data reduction. The researcher selects and reviews the relevant literature for the research discussion. Next is the display or presentation of data. Researchers present data by identifying, classifying, and categorizing data according to the subject systematically and comprehensively. The last stage is data inference by verify the data that has been processed based on the specified categorization. The flow of data analysis techniques can be seen in the image below:

Picture 2.
Miles & Huberman Data Analysis Techniques
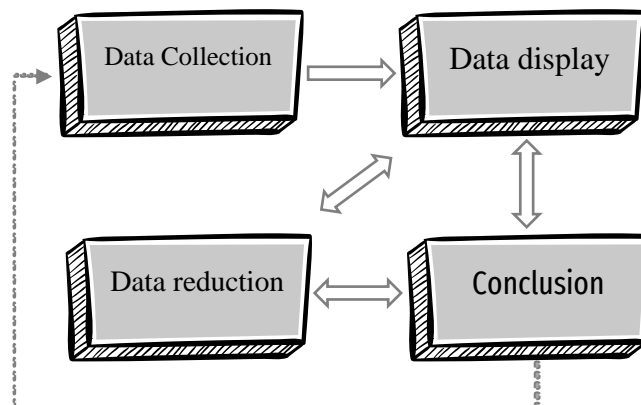
Results and Discussion

TPS is a collaborative learning strategy that makes students more active. The students work on a problem posed by the instructor and Think first individually, then in pairs (Pair) or groups, and finally together with the entire class (Share). So this TPS consists of three-phase. This strategy can modify virtual learning using zoom clouds meeting in COVID 19 pandemic. After conducting research based on the literature that is under discussion, the researcher formulates the steps for implementing the cooperative learning strategy of TPS type by enumerating an example:

Class: X MA

Subject: Arabic Language

Topic: "المهنة"

Step 1: Formation of Groups

In this step, the teacher organizes the students into pairs. Students were divided into pairs at random (groups of two students). The purpose of choosing randomly is to avoid the gap between high and low students. As a result, they will have a higher chance of getting to know each other closely, increasing a student's respect for others (Radhakrishna & Chikthimmah, 2012). For example, making four groups were formed of eight students based on their previous assessment. Look at this table below:

Table 1.
List Group of Class X

Groups	Students 1	Student 2
First group	Fifi	Syaif
Second group	Diandra	Rozy
Third group	Ilham	Ain
Fourth group	Zakiya	Firman

Step 2: Open-ended question to the students on the topic "المهنة" to solve

The teacher poses an open-ended question to all the four groups by sharing a screen towards the zoom clouds meeting. The teacher asks a topic or question. The question should be general and have a variety of opinions and explanations to explore and express (AGBEDE & BA'ABA, 2019). For example, below is a PowerPoint that the teacher must prepare.

Picture 3.
Question of the topic "المهنة"

Step 3: Analysis of the question by the students (Think)

The teacher gave 1-5 minutes to THINK individually and formulate their questions. Students started analyzing the question and tried to answer their opinions and explanations about the topics or questions given previously.

Step 4: Discussion among peers

Assign pairs by announcing which student numbers will be partners. The teacher can breakout rooms in zoom clouds meeting based on the partners and assign them. The teacher asks students to discuss with their partners and express their thoughts. As a pair, students summarize their discussion. In this section, each student will convey their respective opinions and opinions. Explain to their partner in pairs. They will share their thoughts and discuss the best arguments and explanations expressed later. Thus, this activity helps students develop their knowledge, communicative skills, and self-confidence (Mohamad et al., 2019).

Picture 4.
Pair students
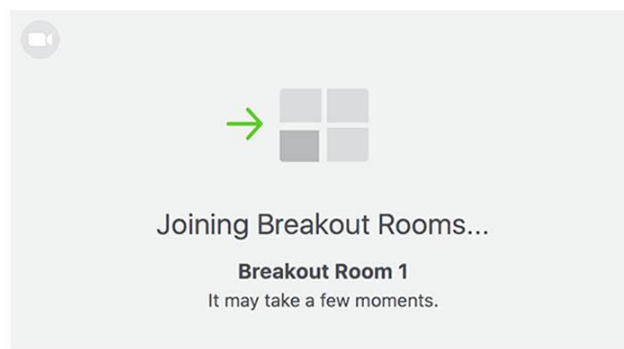
Step 5: Sharing of the answer with the whole class

In this step, the teacher invites students to share ideas. Students share their pair discussion summaries with the entire class online. In this case, some students provide opinions and explanations, and others can offer arguments and explanations. So, it increases their confidence and also their speaking ability.

Step 6: Feedback by the teacher

This is the last step in implementing the think pair share strategy. After all, pairs share their opinion about the questions. The teacher can give his feedback to the whole class online. This feedback and conclusion for the teacher can make students more understand about the topic of discussion. Researchers resume the activity that mentions above in the picture below. It consists of an activity performed by the teacher as an instructor and performed by students.

Picture 5.
TPS Activity
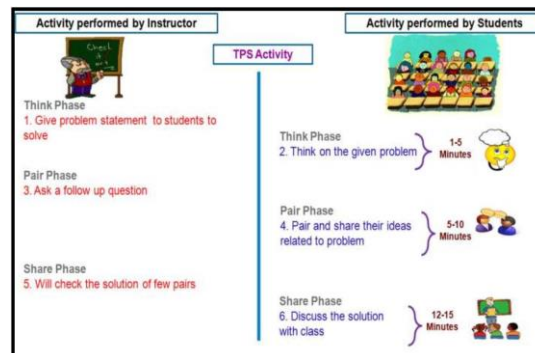
From the steps above, we know that this TPS strategy starts from Thinking about a problem or question individually; Pair with another student to orally discuss their ideas; then Share their results with others. In this manner, the student generates an idea and then can extend that idea by collaborating with a peer (Hamdan, 2017). The learning is enhanced via the dialogue between individuals (Ariana et al., 2013). Sharing the student's answers in a public venue forces them to organize the new information gleaned from the dialogue with their peer in an understandable manner. This further instils new learning in the individual's mind. The process in virtual learning is similar. The teacher also can modify the activity for listening, speaking, reading, and writing.

TPS three-step strategy has many advantages according to Lyman (1981) and other researchers (Dol, 2015); (Sharma & Priyamvada, 2018); (Kaddoura, 2013); (Zohrabi & Jafari, 2020); (LeSage-Clements & Barnhill, 2012). They are as follows: 1) Think-Pair-Share strategy is quick and doesn't need much preparation time. 2) Think-Pair-Share strategy makes classroom discussions more productive. Students have already had an opportunity to think before sharing with the whole class online. 3) Students can increase communication and higher-level thinking skills from partners and gain confidence when reporting ideas to the whole class. 4) The pair step ensures that no student is left out of the discussion. 5) Students could respond mentally and verbally and be able to talk. 6) students and teachers can think and become involved in group discussions. 7) Think-Pair-Share strategy is applicable across all grade levels and class sizes.8) it stimulate students critical thinking after a lesson in which students have had an opportunity to discuss and reflect on the topic.

Conclusion

In the implementation of this TPS type of cooperative learning strategy, there are three main phases, namely the Think phase (thinking), Pair (pairing) and Share (sharing). These three phases are essential points in implementing this TPS type strategy. During COVID 19 Pandemic, teachers can use this formula of TPS strategy designed for virtual learning through zoom clouds meeting with modify in break out room to make a pair. The researcher hopes that this research will develop the best practice teaching and learning using this strategy in the online class.

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