
The Influence of Think Pair Share on Self-Efficacy and Oral English Commitment in the Grow Bareng Community

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Abstract

English is very important as it is used globally for communication and opens up career opportunities. In the Grow Bareng Community, speaking in English is still low, so the "think pair share" method is used to improve this ability. This study aims to examine the effect of this method on self-efficacy and oral English commitment. This study uses a quantitative approach with a Quasi-Experimental design and Pretest-Posttest Group Design. From a population of 60 students, 30 samples were selected using Cluster Sampling, divided into experimental and control groups with 15 participants each. The instruments used were Likert Scales, and data were analyzed using the Wilcoxon Signed Ranks Test and Kolmogorov-Smirnov with SPSS version 24.00. The results of the study show: (1) There was a significant increase in oral English self-efficacy in the experimental group after using the "think pair share" method ($p < 0.05$). (2) Oral English commitment also increased significantly in the experimental group ($p < 0.05$). (3) Overall, there was a significant increase in self-efficacy and oral English commitment in the experimental group compared to the control group ($p < 0.05$). In conclusion, the "think pair share" method is more effective in increasing self-efficacy and oral English commitment in the Grow Bareng Community.

Keywords – Think Pair Share; Self-Efficacy, Commitment; Oral English; Grow Bareng Community



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1. Introduction

English is not just a communication tool but a key to accessing knowledge and information, meaning that someone proficient in English will find it easier to expand connections to obtain various information (Nur et al. 2024, 45). Additionally, English is an international language (Sukmawati et al. 2023, 313) used in almost all countries and is important to be taught in many elementary schools and is mandatory to be studied until higher education (Fachriyah and Perwitasari 2023, 139; Siregar et al. 2023, 999).

On the other hand, English is considered the most widely used tool for oral and written communication worldwide (Perangin-Angin et al. 2023, 37). Mastery of English becomes an adaptive asset for graduates to face a highly competitive job market (Fatoni and Kadarisman 2023, 34). Other opinions state that English plays an important role in opening doors of opportunity in professional careers (Khoiruman, Sutajaya, and Suja 2023, 54). Therefore, it can be concluded that English is crucial to learn as it is used by people worldwide for speaking and writing, and it can also be utilized to secure good and successful jobs, opening many career opportunities in the future.

To succeed in the working world, it is not only important to be skilled in work but also to communicate well in English, which means being able to write and speak in English (Jamba, Arianto, and Afriana 2023, 26). Research by Aeni et al. (2017, 158) shows that speaking and understanding English are very important for students learning the language. Oral English includes listening and speaking (Vera and Vera 2018, 35–37; Chauvina, Fenouilleta, and Brewer 2022, 2). Some people even believe that speaking and listening in English are the best ways to communicate effectively (Batubara, Marta, and Agussamad 2023, 17).

A study found that only a small number of young people in a village in Bali are fluent in English, despite the many tourists who visit (Warmadewi, Suarjaya, and Putra 2023, 326). Additionally, the research by Perangin-Angin et al. (2023, 40) revealed that the difficulty level for Indonesian Migrant Workers in speaking English orally is 93.2%, while the difficulty level in written English communication

is 88.1%. Another study found that Indonesian students struggle with pronouncing words correctly and lack the motivation to speak English (Nashruddin, Ningtyas, and Ekamurti 2018, 23). In general, young people have difficulty communicating in English, especially in speaking, which highlights the need for mentoring institutions and training.

Currently, there are various mentoring institutions, training centers, and English language courses, one of which is the Grow Bareng Community. The Grow Bareng Community is a community primarily consisting of final-year students and recent graduates who are in the process of job hunting. The purpose of this community, which has members aged 18-24 years, is to create a social media environment that helps young adults focus and start paying attention to their personal development. Some of the programs conducted by the community include: 30-day challenge, volunteering program, daily articles, platform community, and English community (<https://www.instagram.com/grow.bareng/>). The vision and mission of this institution are to ensure that its participants have English proficiency that supports career success.

Various factors can influence oral communication in English, one of which is self-efficacy (Cavanagh, Leeds, and Peters 2019, 2; Zaki and Lintang Sari 2023, 20). Self-efficacy is an individual's ability to perform, control, and successfully execute tasks (Tan et al. 2020, 1). Another factor that can influence communication is commitment (Yamao and Sekiguchi 2015, 3). In this study, commitment refers to the willingness of Grow Bareng Community participants to continuously train themselves to speak English orally.

Based on encountered cases, there are several educational models that are more suitable and engaging for improving oral English skills (Nashruddin 2019, 185), specifically targeting participants in the Grow Bareng Community. One educational model that can be applied to enhance communication is Think Pair Share (Fahrullisa, Putra, and Supriadi 2018, 145; Bella Putri Zain and Ahmad 2021, 3668). Think Pair Share is a cooperative educational model that provides

opportunities for students to think, collaborate, and share, fostering mutual help among them (Irianto 2016, 202). Additionally, Think Pair Share is known as an educational model designed to influence interactions between students (Aqib 2013, 24).

The Think Pair Share educational model has been widely implemented. The essence of this educational model lies in its ability to create opportunities for thinking, collaborating in mentorship, and sharing knowledge within social student groups in the classroom. Based on the above description, the researcher will conduct a study titled "The Influence of Think Pair Share on Self-Efficacy and Oral English Commitment in the Grow Bareng Community".

2. Method

This research is a quantitative study using an experimental research design. The experimental design used is the intact-group comparison model, where one group is used as the research subject, with half of the group as the experimental group and the other half as the control group.

The implementation of this research consists of five learning sessions in the experimental and control classes. The learning process is divided into three stages as follows:

Pre-test

Before starting the treatment, the Grow Bareng Community group is given *pre-test consisting of a self-efficacy and commitment questionnaire using a Likert scale in the form of descriptive responses.*

Application of the Think Pair Share Learning Model in the Experimental Group.

The activities to be carried out are as follows:

- (a) The tutor presents the material content and the competencies to be achieved. Meanwhile, the control group remains in the main room, continues reading the available material, and is given the freedom to

discuss if they wish. The experimental group enters the first breakout room.

- (b) Upon entering the first breakout room, the Grow Bareng Community participants in the experimental group are asked to think about the problems they face in speaking English orally.
- (c) The Grow Bareng Community participants in the experimental group are then asked to enter breakout rooms in pairs to discuss their thoughts with their partners.
- (d) The tutor alternates between each breakout room and the main room to assist with the discussions. Each group presents the results of their discussions.
- (e) All participants return to the main room for a joint discussion, where the tutor directs the conversation to the main issues and adds material that has not been addressed by the participants.
- (f) The tutor provides a summary.
- (g) Conclusion and closing.

Post-test

The final activity is the post-test. The post-test is conducted to determine the effect of the Think Pair Share method on improving the self-efficacy and commitment of the Grow Bareng Community in speaking English orally.

3. Result and Discussion

The findings of this study indicate a significant difference in the self-efficacy and oral English commitment of the Grow Bareng Community in the experimental group before and after using the Think Pair Share learning model. To better understand the conceptual results of the study, the discussion of the research findings is as follows:

- a. Difference in Oral English Self-Efficacy of the Grow Bareng Community in the Experimental Group Before and After Using the Think Pair Share Learning Model

The application of the Think Pair Share learning model showed a significant improvement in the self-efficacy of participants in speaking English orally. Before the intervention, participants exhibited lower confidence and proficiency in their ability to communicate in English. The structured and collaborative nature of the Think Pair Share model provided participants with the opportunity to think independently about the problems they faced in speaking English, discuss these issues in pairs, and share their findings with the group. This process not only enhanced their understanding and problem-solving skills but also boosted their confidence in their ability to communicate in English. The consistent support and feedback from the tutor further reinforced their self-efficacy, leading to a measurable improvement in their oral English skills post-intervention.

The first hypothesis showed a significant difference in the self-efficacy of oral English communication in the Grow Bareng Community in the experimental group before and after using the Think Pair Share learning model. Based on the research results, the self-efficacy scores of the experimental group participants differed before and after the intervention. The average pre-test self-efficacy score of the participants before the Think Pair Share learning method was applied was 102.87, categorized as low. After the Think Pair Share method was implemented, the participants' self-efficacy increased with an average post-test score of 130.67, categorized as high. This indicates that the Think Pair Share learning method can improve students' self-efficacy.

In the initial test (pre-test), the average self-efficacy score of the participants was in the low category. This low self-efficacy contributed to the low proficiency in oral English among the participants in the Grow Bareng Community. English is not just a communication tool but a key to accessing knowledge and information, meaning that someone proficient in English will find it easier to expand their connections to obtain various information (Nur et al. 2024, 45). Additionally, English is an international language (Sukmawati et al. 2023, 313)

used in almost all countries and is important to be taught in many elementary schools and is mandatory to be studied until higher education (Fachriyah and Perwitasari 2023, 139; Siregar et al. 2023, 999).

Furthermore, English is considered the most widely used tool for oral and written communication worldwide (Perangin-Angin et al. 2023, 37). Mastery of English becomes an adaptive asset for graduates to face a highly competitive job market (Fatoni and Kadarisman 2023, 34). Other opinions state that English plays an important role in opening doors of opportunity in professional careers (Khoiruman, Sutajaya, and Suja 2023, 54). Therefore, it can be concluded that English is crucial to learn as it is used by people worldwide for speaking and writing, and it can also be utilized to secure good and successful jobs, opening many career opportunities in the future.

The use of the Think Pair Share (TPS) learning method aims to facilitate students in clearly understanding the content and improving their oral English skills. Think Pair Share is a cooperative learning method that provides opportunities for students to think, collaborate, and share, fostering mutual help among them (Irianto 2016, 202). Additionally, Think Pair Share is known as an educational model designed to influence student interactions (Aqib 2013, 24).

Therefore, based on the explanation above, it can be understood that the research results indicate an increase in the average self-efficacy score of students in oral English communication in the experimental group before and after the Think Pair Share (TPS) method was implemented. This improvement occurred because the students were active and felt challenged by the Think Pair Share (TPS) learning method, which shows that the Think Pair Share (TPS) method is effective in improving the self-efficacy of participants in the Grow Bareng Community.

b. Difference in Oral English Commitment of the Grow Bareng Community in the Experimental Group Before and After Using the Think Pair Share Learning Model

Based on the second hypothesis test, there is a significant difference in the oral English commitment of the Grow Bareng Community in the experimental

group before and after using the Think Pair Share learning model. The research results indicate that the commitment of the participants to speaking English orally differed after the Think Pair Share learning method was applied.

The average pre-test commitment score of the participants in oral English was 24.67, categorized as very low. After the Think Pair Share learning method was implemented, the participants' commitment increased with an average post-test score of 37, categorized as high. This shows a significant improvement in the participants' commitment to speaking English orally.

The commitment of the participants in the control group was almost similar to that of the experimental group. However, in the control group, the lack of commitment among participants was not as pronounced as in the experimental group. In the initial test (pre-test), the average commitment score of the participants in oral English was categorized as very low.

During the implementation, the participants were very enthusiastic, actively listening, responding, and asking questions about the presentations from their peers and the educator's explanations. The participants took the Think Pair Share learning method seriously because the topics presented by the educator were interesting and suitable for group discussion. This enthusiasm was further supported by the educator's effective communication and classroom management, making the participants consistently engaged in the learning process.

Therefore, based on the explanation above, it can be understood that the research results show a significant increase in the average commitment score of the participants in oral English in the experimental group before and after the Think Pair Share learning method was implemented. The participants' commitment improved from the pre-test to the post-test after the Think Pair Share learning method was applied. This achievement was supported by the educator's effective communication and classroom management, demonstrating

that the Think Pair Share learning method is effective in enhancing the participants' commitment to speaking English orally.

In conclusion, the implementation of the Think Pair Share learning method led to an increase in the participants' commitment to speaking English orally. The participants were very enthusiastic, actively listening, and responding, as well as asking questions about their peers' presentations and the educator's explanations.

a. Differences in Self-Efficacy and Commitment in Oral English of Grow Bareng Community Participants in the Experimental Group Before and After Using the Think Pair Share Learning Model

Based on the results of the third hypothesis test, there is a significant difference in the self-efficacy and commitment to oral English of the Grow Bareng Community participants in the experimental group before and after using the Think Pair Share learning model. This study revealed that the Think Pair Share learning model can improve the self-efficacy and commitment of participants in speaking English orally.

The research results show that the probability value Sig. 2-tailed for self-efficacy and commitment of the participants is 0.000, which is below 0.05 ($0.000 < 0.05$). This indicates a significant difference in the self-efficacy and commitment of the participants before and after using the Think Pair Share learning method.

The findings indicate that there is a difference in the self-efficacy and commitment of the participants in oral English in the Grow Bareng Community in the experimental group before and after using the Think Pair Share learning model. This can be seen from the average post-test score of the experimental group, which is 130.67, compared to the average pre-test score of 102.87. This clearly shows the difference between the pre-test and post-test results.

Based on observed cases, there are several educational models that are more appropriate and interesting to implement for improving oral English skills (Nashruddin 2019, 185). In this study, the focus is on the oral English skills of the Grow Bareng Community participants. One educational model that can be applied

to enhance communication is Think Pair Share (Fahrullisa, Putra, and Supriadi 2018, 145; Bella Putri Zain and Ahmad 2021, 3668). Think Pair Share is a cooperative learning method that provides opportunities for participants to think, collaborate, and share in helping each other (Irianto 2016, 202). Additionally, Think Pair Share is known as an educational model designed to influence participant interactions (Aqib 2013, 24).

A comparison of the research data obtained from the experimental and control groups is based on the instruments provided to 15 participants in each group before (pre-test) and after (post-test) the treatment. Below is a comparison of the scores of oral English skills of the experimental and control groups before and after the treatment.

Table 1. Comparison of Oral English Skills of Experimental and Control Group Participants Pre-test and Post-test

| No | Experiment | | | | control | | | |
|----------------|------------|---------|----------|------|---------|---------|----------|------|
| | Inisial | Pretest | Posttest | Gain | Inisial | Pretest | Posttest | Gain |
| 1 | AT | 93 | 140 | 47 | IT | 107 | 111 | 4 |
| 2 | ER | 93 | 130 | 37 | AS | 120 | 121 | 1 |
| 3 | LP | 102 | 136 | 34 | SR | 123 | 123 | 0 |
| 4 | RI | 98 | 128 | 30 | MLP | 100 | 105 | 5 |
| 5 | SR | 93 | 106 | 13 | GAL | 101 | 107 | 6 |
| 6 | NK | 91 | 133 | 42 | RO | 101 | 103 | 2 |
| 7 | IN | 99 | 133 | 34 | MIP | 113 | 113 | 0 |
| 8 | AFZ | 96 | 130 | 34 | PAT | 123 | 123 | 0 |
| 9 | IP | 100 | 125 | 25 | HEN | 119 | 125 | 6 |
| 10 | VAS | 99 | 131 | 32 | HHR | 124 | 128 | 4 |
| 11 | PA | 125 | 135 | 10 | DF | 121 | 121 | 0 |
| 12 | HF | 104 | 128 | 24 | AZ | 120 | 120 | 0 |
| 13 | WA | 106 | 136 | 30 | NA | 118 | 118 | 0 |
| 14 | LP | 120 | 134 | 14 | IS | 113 | 123 | 10 |
| 15 | EP | 124 | 135 | 11 | LM | 102 | 104 | 2 |
| Average | | 102.87 | 130.67 | 27.8 | | 113.67 | 116.33 | 2.66 |

Table 1 shows that the oral English skills of students in both the experimental and control groups experienced an increase in scores, indicating an improvement in their oral English skills. Significant changes occurred in the experimental group after the implementation of the Think Pair Share (TPS)

learning method. Before the implementation of the Think Pair Share (TPS) method, the average pre-test score was 102.87, categorized as low, and after the implementation of the Think Pair Share (TPS) method, the score increased to 130.67, categorized as high, with a gain of 27.8. In the control group, the pre-test score was 113.67, categorized as moderate, and the post-test score increased to 116.33, still categorized as moderate, with a gain of 2.66. Therefore, the use of the Think Pair Share (TPS) learning method can effectively increase the self-efficacy and commitment to oral English among students in the Grow Bareng community.

4. Conclusion

Based on statistical analysis and hypothesis testing in this study, it can be concluded that the implementation of the Think Pair Share (TPS) learning model in the Grow Bareng community demonstrates that with proper guidance and a supportive environment, students can develop their self-efficacy and commitment to speaking English. Observations from meeting to meeting showed a significant increase in students' commitment and self-efficacy, including a commitment to being punctual without reminders and increased courage in speaking English among the students.

There is a significant difference in the self-efficacy of oral English in the Grow Bareng community among the experimental group before and after using the Think Pair Share learning model, and there is a significant impact of the Think Pair Share learning model on the level of self-efficacy in oral English of the students in the Grow Bareng community.

There is a significant difference in the commitment to speaking English in the Grow Bareng community among the experimental group before and after using the Think Pair Share learning model, and there is a significant impact of the Think Pair Share learning model on the level of commitment to speaking English of the students in the Grow Bareng community.

Based on this, it can be concluded that the Think Pair Share (TPS) learning method is effective in increasing self-efficacy and commitment to speaking English among students in the Grow Bareng community.

The Think Pair Share (TPS) method is a type of cooperative learning designed to influence students' interaction styles in learning. The Think Pair Share (TPS) method is an effective way to find variations in active, innovative, creative, and enjoyable class discussions. The Think Pair Share (TPS) method organizes and controls the class, and the procedures used in the Think Pair Share (TPS) method can give students more thinking time to solve problems, respond, and help each other.

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