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The Influence of Learning Models Think Pair Share on the Arabic Listening Skills of Class VII Students of SMP Muhammadiyah 2 Tangerang

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Abstract

Arabic is a language that has been applied in various educational units, but many students still experience difficulties in learning Arabic. Arabic also has several language skills, one of which is listening skills (istima'). As with the students' difficulties, this is compounded by the lack of teachers in using appropriate methods in teaching Arabic. This research aims to find out whether there is an influence of the think pair share learning model on Arabic listening skills in class VII of SMP Muhammadiyah 2 Tangerang. This research is a quantitative research that uses Pretest and Posttest Control Group Design with data collection techniques in the form of observation, tests and documentation. Meanwhile, the data analysis technique used is validity test data analysis, reliability test and hypothesis submission such as normality test, homogeneity test, t test and N-Gain Score test. The results of this study show that the effect of this student test can be seen from the increase in the average average student. The average student learning outcomes before receiving treatment was 59.48 and after receiving treatment was 80.52. Then it is shown that this is shown by the results of the t-test calculation which has a calculated $p < 0.05$ ($p = 0.000 < 0.05$). Meanwhile, the use of the think pair share learning model influences the Arabic listening skills of class VII students at SMP Muhammadiyah 2 Tangerang.

Keywords: Think Pair Share, Listening Skills, Arabic Language

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INTRODUCTION

Language is a means of communication that allows individuals to convey their intentions or goals to other people through language (Mahlani & Kasmawati, 2021). In his point of view, language itself is something that must be learned and practiced through interactions with other humans. Apart from that, language is also considered a symbol of a country's identity (Aini, 2019). Among so many languages, Arabic plays an important role as a foreign language which is the key to mastering science, especially in the context of Islamic sciences (Anshori, 2014).

Arabic is also a necessity that we must introduce to students from an early age, because apart from functioning as a communication tool in the international world, Arabic is also used as a tool to understand Islamic treasures. However, there are still many students who are less interested in learning Arabic so teachers have difficulty improving

student learning outcomes (Muhammad et al., 2023). Ideally, all students must master Arabic so that students have the provisions to understand the Koran and Hadith properly and correctly, which are the basis of the Islamic religion (Aziz Muzayin & Meitia Faramida Sugiharyati, 2023). A contextual understanding of the basics of the Islamic religion will result in free interpretation which will mislead Muslims because wrong interpretations are caused by shallow knowledge of Arabic (Solahudin, 2016).

Arabic language learning at an educational institution has been implemented in various types of educational units, namely from elementary to tertiary level (Rachmawati, 2021). And at each level students are taught Arabic language skills. However, on the other hand, many people think that Arabic is difficult. Many students at the educational level are found to be bored with Arabic because they find it difficult, boring, thus affecting student learning outcomes and there are many other underlying problems (Falah, 2013). However, there are those who think that Arabic is easy and close because they use Arabic every time when performing prayers or other forms of worship.

Learning Arabic is different from learning other foreign languages. This is because Arabic has unique characteristics that other foreign languages do not have. Arabic is a language that is rich in variations of words, sentences and meanings (Akla, 2017). And mastering Arabic has several skills to master Arabic itself (Taubah, 2019). Arabic has four language skills, one of which is listening skills

Listening skills (maharatul istima') have an important role in language skills because istima' is the first means of further language acquisition. From istima' we can express what we have heard by talking, reading and writing. From istima' we can get to know mufrodat, and tarkib to support further language skills (Fathoni, 2018). As it is known that listening skills is seeing a person's ability to understand a word or sentence spoken by a conversation partner or a certain media (Hamidah & Marsiah, 2020). This ability can actually be achieved with continuous training to listen to the differences in the sound of the word elements (phonemes) with other elements according to the correct pronunciation of the letters both directly from the original speaker and through recordings (Sari & Muassomah, 2020)

At Muhammadiyah 2 Tangerang Middle School, especially class VII, the students still lack understanding of Arabic language learning because they are general elementary school graduates who have not previously learned Arabic. And the lack of Arabic language learning hours at each meeting. The students themselves still don't pay attention to the vocabulary in Arabic, therefore in this research cooperative learning or learning together will be held so that the students themselves will learn and work together with other friends.

Bearing in mind the problems mentioned above and so that it is easier for children to absorb, understand, master listening skills in Arabic, as well as to foster students' thinking power, imagination and creativity, these students must be directly involved in discovering their own knowledge and creativity (Inayati et al., n.d.) So in overcoming this problem a learning model with concepts was created*think pair share* with the target being junior high school students.

One of the Arabic language learning models that is now often used is the cooperative learning model. Why is cooperative learning important in learning Arabic? This has been mentioned by Rusman in his book, that in learning situations students' individuality often occurs. Students tend to compete individually, act closed to friends, pay less attention to classmates, hang out with certain people, want to win alone and so on. If this situation is left unchecked, it is impossible to produce citizens who are selfish, inclusive, introverted, and don't mix well with indifferent society. indifferent to neighbors and the environment, lacks respect for other people and does not want to accept other people's strengths and weaknesses (Chasanah & Hasibuan, 2014). By method*think pair share* students can work together with other people, optimize student participation and

provide opportunities for students to show their participation to others (Rosita & Leonard, 2015).

The formulation in this research is "What is the learning model*Think Pair Share* Can it influence the Arabic listening skills of class VII students at SMP Muhammadiyah 2 Tangerang?' The aim of this research is to determine the influence on students' listening skills using the learning model.*Think Pair Share*.

Previously, there was research that discussed improving Arabic language skills using the Think Pair Share model, including research conducted by Ayu Fitri Lestari, namely "Application of the Think Pair Share (TPS) Learning Method to improve the Arabic writing skills of One Roof MTs students. Al – Hidayah Batu". This research has the result that the application of the think pair share method can improve students' Arabic guided writing skills. Before implementing the action the average score obtained was 49.08%, then in the first cycle the average score increased to 71.12%, and in the second cycle it increased to 77.29%. This means that at the end of cycle II, learning has been completed. The results of this research can be concluded that using the think pair share method can improve students' writing skills (Lestari, 2019). The similarity with this research is that they both use the think pair share method in learning Arabic and the difference in this research is that the research method used uses qualitative and this research is quantitative and the application of Arabic language skills is also different

Another research conducted by Latifah was "The Influence of the Think Pair Share (TPS) Type Cooperative Learning Model on Student Learning Outcomes in Arabic Language Lessons at MI". The results of this research show that students' responses to the use of the think pair share cooperative learning model were very positive, namely 80.4%. Meanwhile, the learning outcomes of experimental class students experienced a significant increase, namely 0.588 (in the medium category), where the average pre-test score was 46 and the average post-test score was 78. Meanwhile, the use of the think pair share cooperative learning model had an effect on the results. student learning in the Arabic language subject qiroh'ah material in class V MI Negeri Cirebon City (La tifah & Aviya, 2018). The similarity of this research is that it uses a think pair share type cooperative model in learning Arabic too, and both are quantitative research and the difference is that the objects used are different, and the variable Y used is also different.

From several previous research results which show that the Think Pair Share learning model is effectively used in improving students' Arabic language skills and based on the background of the problem that has been presented, researchers are interested in conducting a study entitled "The Effect of the Think Pair Share Learning Model on Language Listening Skills Arabic students of class VII SMP Muhammadiyah 2 Tangerang" which aims to determine the influence of the think pair share learning model on Arabic language skills.

Next is the understanding of the think pair share learning model. The think pair share model was first developed by Fank Lyman and his colleagues from the University of Maryland in 1981 (Syamsil Kamal, 2016). Learning model*Think Pair Share* is a cooperative learning model. This model prioritizes students to play an active role together with their group friends by discussing to solve a problem (Setiyarini & Sujarwanta, 2012). According to (Yanti, 2017)*Think Pair Share* is a cooperative learning model that gives students time to think and respond and help each other. This method introduces the idea of "thinking time or waiting time" which is a strong factor in improving students' ability to respond to questions. Cooperative learning model*Think Pair Share* This is relatively simpler because it doesn't take a long time to arrange seats or group students (Hasri, 2021).

Understanding*Think Pair Share* according to (Rukmini, 2020) are:"*Think Pair Share* (TPS) or thinking in pairs and sharing is a type of cooperative learning designed to influence student interaction. Meanwhile, according to (Sugiharyanti, 2020) said that: "Think Pair Share is a cooperative learning model that has explicitly defined procedures

giving students more time to think deeply about what is being explained or experienced (thinking, answering, and helping each other other)"

Learning model*Think Pair Share* It is hoped that it will be an alternative for training and increasing student cooperation in the teaching and learning process (Suarta, 2017). Students are expected to learn not only because they are looking for good grades and are selfish, but so that they do not have difficulty socializing and get used to working together with other people or the community until adulthood (Leonardo, 2013). In its implementation there are three procedures, including think (thinking), pairing (pairing), sharing (sharing). Learning model*Think Pair Share* used for elementary, middle and high school students. The objectives of the learning model are:*Think Pair Share* is (Rismapramanta, 2019):

1. Teaches social skills and group work
2. Helping students to develop the ability to think critically
3. Help students understand difficult concepts

To find out the characteristics of the learning model*Think Pair Share* we also need to know its characteristics. Characteristics of learning models*Think Pair Share* There are 3 main steps carried out in the learning process, namely the Think step (thinking individually), pair (in pairs) and share (share answers with other pairs or with the whole class). In detail it can be described as follows (Setiyarini & Sujarwanta, 2012):

1) *Think* (Think)

At the think stage, the teacher proposes a statement or problem that is related to learning. Students are tasked with thinking independently about the question or problem posed. In determining the time limit at this stage the teacher must consider the students' basic knowledge to answer the questions given. The advantage of this stage is that there is a "time" method or thinking time which gives students the opportunity to think about their own answers before the questions are answered by other students. In addition, teachers can reduce the problem of students talking, because each student has a task to do alone.

2) *Pair* (Pair)

In this second step, the teacher assigns students to pair up and discuss what they have thought. Interactions during this process can produce shared answers. Each pair of students discusses the results of their previous answers with each other so that the results obtained are better because students get additional information and other problem solutions.

3) *Share* (Share)

In this final step the teacher assigns the pairs to share the results of their thoughts with other pairs or with the whole class. This step will be more effective if the teacher goes around from one pair to another. The share step is a refinement of the previous steps, in the sense that this step helps all groups to better understand the solution to the problem given based on the explanations of other groups.

According to Lie in (Rosita & Leonard, 2015), the characteristics and steps in Think-Pair-Share learning are also explained, namely: 1) the teacher divides students into groups of four and gives assignments to all groups, 2) each student thinks about and does the assignment. alone, 3) students pair up with one of their colleagues in the group and discuss with their partner, 4) both pairs meet again in groups of four and students have the opportunity to share the results of their work with the group of four.

This think pair share learning model has several advantages. According to Kunandar (Adiyanti, 2014), states that "the think pair share type has the advantage of being "able to change the assumption that recitation and discussion methods need to be held in a whole class group setting".

And according to Buchari in (Tafsirudin, 2016) states that "the procedures used in think pair share can give students more time to think, to respond and help each other. The

teacher estimates only completing a short presentation or students reading the assignment.

So from the opinion above it can be concluded that Think Pair Share is a simple method that has the advantage of optimizing student participation in expressing opinions and increasing knowledge. Students improve their thinking skills first, before entering into paired groups, then divided into sharing groups (Dewi Hastuti et al., 2020). On type *Think Pair Share* each student shares ideas, thoughts or information that they know about the problem given by the teacher, and together looks for a solution (Swandewi et al., 2019). This can make students review and solve problems from different angles, but leading to the same answer. Furthermore, this research wants to find out the effect of the think pair share learning model on listening skills. Listening can be defined as an activity that includes listening and language sounds, identifying, observing and reacting to the meaning contained in listening material (Bambang, 2008).

The listening process requires serious attention from students. It is different from hearing or hearing. According to Tarigan's opinion in (Sugiarto, 2016), in listening activities the listener may not understand what is heard and in listening activities there is an element of intention, but the element of understanding is not yet followed because that is not yet the goal. Listening activities include hearing, hearing, and accompanied by efforts to understand the material listened to (Rosdia, 2014). Therefore, in listening activities there are elements of deliberateness, attention and understanding, which are the main elements in every listening event. The assessment is always present in listening events, even beyond the element of attention (Purbawanti, 2012).

The listening process usually occurs in stages, namely four levels, namely (Fathoni, 2018):

a. Listen to a series of language sounds. Individuals hear sounds from external elements that are deliberately produced with a specific purpose.
b. Understand the sounds of the language. A sound that is heard is associated with a certain meaning.
c. Evaluate the sounds heard. At this stage, listeners master the meaning of several sequences of sounds, can understand the similarities and differences in meaning between one sequence of sounds with another sequence of sounds, between one sequence of words with another sequence of words in the same language.
d. Respond to those sounds. This stage will only be implemented after the listener has gone through the three stages earlier.

Objectives of listening skills Hamadah Ibrahim in (Taqdim, n.d.) said that there are ten objectives for learning listening skills, namely 1) Getting the ears used to new sounds 2) Getting students used to speaking a new language. 3) Understand the question so you can answer it. 4) Solve listening practice questions in the form of perfecting expressions, changing sentences or something else. 5) Understand the text being heard in detail and then answer questions about the text.

METHOD

This research uses quantitative research and the method used by researchers is the experimental method.). The design carried out in this experiment was carried out using a design *"pretest posttest one group design".* The population in this study were all VII students of SMP Muhammadiyah 2 Tanggerang, totaling 29 students. Meanwhile, the researcher used a sampling technique.*nonprobability sampling*. The type of sampling used is saturated sampling. According to Sugiyono (2014) stated that in (Amin et al., 2023) "Saturated sampling is a sample determination technique when all members of the population are used as samples." The sample studied was class VII students of SMP Muhammadiyah 2 Tanggerang, totaling 29 students. . Data collection techniques are (1)

Observation. (2) Test. This test is in the form of a written test which is carried out during the pretest and posttest, carried out to measure how far students understand the Arabic listening skills material in Arabic lessons before and after the lesson. (3) Documentation. Before the instrument is used, criteria validity is first carried out by conducting field trials and then analysis is carried out with the help of the SPSS application*21.00*, where a validity test was carried out with*pearson product pearson* and test reliability with*conbarch alpha* The learning outcomes data analysis technique includes descriptive data analysis which produces a distribution table of max, min, mean and standard deviation values, while inferential data analysis produces paired sample t test data for normally distributed data and Wilcoxon test data for abnormally distributed data. Before the data is analyzed, the analysis prerequisite tests are first carried out including the normality test using the Kolmogorov-Smirnov test and the homogeneity test using the*lives*. The data was analyzed by researchers with the help of an application*SPSS 21.00*. Meanwhile, assessing the average student with the Normalized Gain score (N-Gain score) can be compared with the interpretation category of N-Gain effectiveness.

RESULTS AND DISCUSSION

Description of Pretest and Posttest Results Data

In this research, data obtained from the pretest and posttest provide an overview of the influence of the learning model*Think Pair Share* on learning Arabic vocabulary. Based on the pretest and posttest data, data on the increase (gain) of students' abilities was obtained. Description of pretest, posttest and gain data is carried out using a computer program*SPSS 21,00.*

Data Pretest dan Posttest

Pretest and posttest data provide an overview of students' initial and final abilities before and after receiving treatment. This pretest and posttest data was obtained from a written test with the same type of test and number of questions. Data on children's pretest and posttest results can be seen in the following table:

Table 1.*Student pretest and posttest results*

No. Student Absence	Pretest Value	Nilai Posttest
1	70	90
2	40	55
3	60	75
4	35	55
5	70	100
6	65	95
7	60	90
8	75	95
9	70	100
10	60	65
11	55	90
12	40	65
13	50	95
14	70	100
15	70	85
16	50	55
17	75	70
18	50	75
19	65	95
20	60	75

21	70	95
22	70	95
23	55	75
24	60	70
25	70	95
26	65	95
27	70	95
28	40	45
29	35	45

From the student pretest and posttest results data presented in the table above. A description of the data related to the data can be made which is presented in the following table:

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Results	29	35	75	1725	59.48	12.273
Posttest Results	29	45	100	2335	80.52	17.543
Valid N (listwise)	29					

Source: Processing results*SPSS 21,00.*

From the sources above, it can be explained that descriptive pretest data, with a sample size of 29, obtained the lowest score of 35 and the highest score of 75 and obtained an average of 59.48 with a standard deviation of 12.273. Then descriptive posttest data, with a sample size of 29 obtained the lowest score of 45 and the highest score of 100 and obtained an average of 80.52 with a standard deviation of 17.543.

Data analysis

Research data analysis is intended to determine the quantitative data that has been obtained during the research. The data analysis steps in this research are as follows:

Validity test

Validity is a measure that shows the level of validity or authenticity of an instrument (Ono, 2020). In this research, to determine the validity of data using software*SPSS 21.00*

Table 3. Validity Test

Item	r table	r count	information
1	0.355	0.384	Valid
2	0.355	0.503	Valid
3	0.355	0.447	Valid
4	0.355	0.389	Valid
5	0.355	0.561	Valid
6	0.355	0.505	Valid
7	0.355	0.505	Valid
8	0.355	0.503	Valid
9	0.355	0.482	Valid
10	0.355	0.477	Valid
11	0.355	0.477	Valid
12	0.355	0.435	Valid
13	0.355	0.611	Valid
14	0.355	0.517	Valid
15	0.355	0.488	Valid
16	0.355	0.391	Valid

17	0.355	0.482	Valid
18	0.355	0.366	Valid
19	0.355	0.415	Valid
20	0.355	0.472	Valid

Source:Results of data processing with SPSS 21.00. Based on table 3, it can be seen that all 20 pretest and posttest question items were declared valid.

To determine whether an instrument is valid or not, use the following conditions: If rcount > rtable and the significance level is 0.05, then the instrument is said to be valid. Based on the table above, it shows that 20 (100%) of the pretest and posttest questions were declared valid.

Reliability Test

Table 4.*Reliability Statistics*

Cronbach's Alpha	N of Items
.798	**20**

Source: Processing results*SPSS 21,00.*

According to Nunally, if the Cronbach's Alpha value is smaller than 0.60, it is considered a poor level of reliability, above 0.7 to 0.8 is an acceptable level of reliability, while above 0.8 is good (Budiastuti & Bandur, 2014). Based on the calculation results, the r alpha value is 0.798, which means r alpha is more than 0.7. From these results it can be concluded that the research instrument is declared reliable. Based on the quality criteria of the questions, the questions have good reliability and are a trustworthy instrument.

Difficulty Level

Analyzing the difficulty level of question details means studying the question details in terms of their difficulty so that question details can be obtained that include easy, medium and difficult categories (Batan, 2017). The following are the results of the level of difficulty of the questions for each item in the question type of the Arabic listening test and the criteria of the level of difficulty of the questions:

Table 5. Difficulty Level

Question No	Index of Difficulty	Category
1	0,83	Easy
2	0,90	Easy
3	0,86	Easy
4	0,97	Easy
5	0,93	Easy
6	0,86	Easy
7	0,86	Easy
8	0,90	Easy
9	0.93	Easy
10	0,62	Currently
11	0,86	Easy
12	0,79	Easy
13	0,66	Currently
14	0,83	Easy
15	0,72	Easy
16	0,76	Easy
17	0,93	Easy
18	0,69	Currently

19	0,62	Currently
20	0,59	Currently

Source: Processing results*SPSS 21,00*

Based on the results of the level of difficulty that has been tested, the researcher can conclude that, there are 75% of questions with an interpretation of an easy level of difficulty, 25% of questions with an interpretation of a medium level of difficulty and none with an interpretation of a difficult level of difficulty.

Differentiating Power

The differentiating power of a question item is the ability of a question item to differentiate between groups in the aspects measured according to the differences that exist within that group (Goleman et al., 2019). One of the objectives of analyzing the discriminating power of test items is to determine whether or not an item is able to differentiate between high-ability training participants and low-ability training participants (Amalia & Widayati, 2012). The following are the results of testing the distinguishing power index for each question item in the Arabic listening skills test question type and categorizing the distinguishing power index:

Table 6. Differentiating Power

Question No	Corrected Item Total correlation	Index
1	0,285	Enough
2	0,432	Good
3	0,362	Enough
4	0,343	Enough
5	0,507	Good
6	0,425	Good
7	0,425	Good
8	0,432	Good
9	0.422	Good
10	0,357	Enough
11	0,362	Enough
12	0,333	Enough
13	0,513	Good
14	0,430	Good
15	0,380	Enough
16	0,278	Enough
17	0,422	Good
18	0,242	Enough
19	0,289	Enough
20	0,350	Enough

Source: Processing results*SPSS 21,00*

Based on the results of the differentiating power that have been tested, researchers can conclude that there are 55% of questions with a sufficient index, 45% of questions with a good index. Based on this, it can be said that the Arabic listening test questions differentiate between students who are clever and students who are less clever.

Hypothesis test

After carrying out the reliability test, the next step is hypothesis testing. Testing this hypothesis begins with testing the prerequisites for data analysis. Data analysis prerequisite tests include normality and homogeneity level tests. The results of the normality and homogeneity tests are presented below:

Normality test

The normality test is used to test the level of normality of the data. If the significance is >0.05 then the data is declared normal. Vice versa. The following are the results of the normality test on the pretest and posttest data on the influence of the think pair share model on Arabic listening skills.

Table 7. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.67897073
Most Extreme Differences	Absolute	.135
	Positive	.133
	Negative	.135
Kolmogorov-Smirnov Z		.728
Asymp. Sig. (2-tailed)		.665

a. Test distribution is Normal.
b. Calculated from data.

Source: Processing results*SPSS 21,00.*

Based on the table above, a significance of 0.665 is obtained, which means that the normality test is greater than 0.05 or 0.665>0.05. Thus it can be concluded that the data is normally distributed and can be used for further data testing

Homogeneity Test

Apart from the data normality test, there is also a variance homogeneity test with the help of the SPSS 21.00 program so that it can be seen that the data shows a homogeneous variance. The homogeneity test is a test carried out to determine that two or more groups of sample data come from the same population (homogeneous). This test is a requirement before carrying out other tests, for example the T test and Anova. The condition for a variance to be said to be homogeneous is if the significance is >0.05. The following are the results of the homogeneity test on the pretest and posttest data on the influence of the think pair share model on Arabic listening skills.

Tabel 8. Test of Homogeneity of Variances

pretest results

Levene Statistic	df1	df2	Say.
1.768	7	20	.150

Source: Processing results*SPSS 21,00.*

Based on the homogeneity test table above, the significance data obtained is 0.150, which means the significance is greater than 0.05 or 0.150 > 0.05. This shows that the data is homogeneous.

Uji T-Test

After the normality test and homogeneity test are carried out, the next step is to calculate the T-test. The T-test is used to see whether or not there is an influence of the think pair share learning model on Arabic listening skills. An influence is indicated if the significance is <0.05. Meanwhile, if the significance is >0.05 then this means that no effect is produced. The hypothesis in this research is "there is an influence of the think pair share model on students' Arabic listening skills". The statistical formula used to test this hypothesis is the t-test using the SPSS 21.00 computer program. The complete calculation results regarding testing the hypothesis using the t-test t can be seen in the attachment. The summary of the t-test calculation results is presented in the following table:

Tabel 9. Paired Samples Test

		Paired Differences					t	df	Say. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest results - posttest results	-21.034	10.805	2.006	-25.144	-16.924	-10.483	28	.000

Source: Processing results*SPSS 21,00.*

Based on the table above, a significance of 0.000 is obtained which is smaller than 0.05 or a significance of 0.000<0.05. This means that there is an influence of the think pair share learning model on Arabic listening skills.

Uji N-Gain

Next, a Normalized Gain (N-Gain) test was carried out aimed at determining the effectiveness of the influence of the think pair share learning model on junior high school students' listening skills. Following are the results of the N-Gain test using the help of the application*SPSS 21.00.*

Tabel 10. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	29	-.20	1.00	.5683	.33523
NGain_Percent	29	-20.00	100.00	.56.8282	33.52316
Valid N (listwise)	29				

Source: Processing results*SPSS 21,00.*

Based on the data output in Table 6. Descriptive N-Gain Score above, it shows that the average N-Gain score for students is 56.8282 or in percent, 56% is included in the "quite effective" category.

This research is experimental research which aims to find out the influence of the think pair share learning model on students' Arabic listening skills. To find out the effect of the think pair share model by comparing the results of the pretest and posttest carried out before and after receiving treatment. Before being given treatment, the experimental class was given a pre-test with the aim of finding out the initial abilities of each student in each class. The results of the research that has been carried out show that the average initial ability of students for the experimental class is 59.48. This shows that the ability of the experimental class in Arabic subjects, especially Arabic listening skills, is relatively low. After being given a pre-test, the class was then given treatment or treatment, namely the application of the think pair share learning model carried out by the researcher.

After being given treatment, students are given a post-test aimed at finding out the students' final abilities after being given a treatment. To find out the effect of treatment, apply the think pair share model using the t test. Before conducting the t test, the researcher conducted a normality test in order to test the level of normality of the questions given to the sample. Obtained significance data of 0.665, which means that the normality test is greater than 0.05 or 0.665 > 0.05. Thus it can be concluded that the data used is classified as normal. The next step, a data homogeneity test was carried out, the data obtained was significant, namely 0.150, which means the significance was greater

than 0.05 or 0.150>0.05. This shows that the data is homogeneous.

After the normality and homogeneity tests were carried out, the final step was to test with a t-test which was carried out to see whether or not there were differences which meant there was an influence of the application of concrete media in the mathematics subject matter of addition. The t-test produces data that is a significance of 0.000 which is less than 0.05 or a significance of 0.000<0.05 Thus, this shows that there is an influence of the think pair share learning model on students' Arabic listening skills. Which means Ha is accepted and Ho is rejected. Furthermore, the N-Gain test to assess the effectiveness of the think pair share learning model shows that the average N-Gain score for students under the influence of the think pair share learning model is 56. 8282 or a percentage of 56%, which is included in the "quite effective" category. .

CONCLUSION

From the results of the research above, it shows that the average student score increased after receiving treatment in the form of implementing the think pair share model in Arabic language subjects. Before using the think pair share model in Arabic language subjects, the average student learning outcomes were relatively low, namely 59.48. This can be seen from the learning results obtained through the distribution of pretest questions to students which was carried out before the students were given treatment in the form of the influence of the think pair share learning model. After being given treatment by researchers, it was seen that the average student learning outcomes increased, namely 80.52. The think pair share learning model used by teachers can help students complete assignments or answer exam questions. Thus, it can be concluded that the Think Pair Share learning model is quite effective in Arabic listening skills, especially in the introduction to mufrodat material.

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