

Improving Understanding of Compound Sentences Through Think Pair Share and Make a Match

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Article History

Received : 11 June 2025;

Revised : 13 July 2025;

Accepted: 17 August 2025.

Keywords

Think Pair and Share;

Make A Match;

Cognitive.



Abstract

This study aims to examine the effect of applying the Think Pair and Share learning model combined with the Make a Match educational media on improving students' cognitive learning outcomes in multi-tiered compound sentence material in Grade V at Tanjungrejo 1 Public Elementary School. The research was motivated by the low achievement of students' cognitive outcomes in understanding and constructing multi-layered sentences. The novelty of this study lies in the integration of the Think Pair and Share cooperative learning model with the Make a Match educational game in Indonesian language learning at the elementary school level. The research design employed classroom action research conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The intervention involved pair discussions through the Think Pair and Share model during the comprehension stage, followed by activities of matching parent and child sentence cards using the Make a Match method to reinforce understanding. Data were collected through observation, interviews, tests, and documentation. The findings revealed an increase in the completeness of cognitive learning outcomes from 71 percent in the first cycle to 82 percent in the second cycle. These results indicate that combining the Think Pair and Share model with the Make a Match media effectively enhances students' learning engagement and cognitive abilities, and it is recommended as an alternative strategy for implementing cooperative and game-based learning in primary schools.

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How to Cite : Susanti, R. H., Lasvenia, A., & Nurmawati, L. (2025). Improving Understanding of Compound Sentences Through Think Pair Share and Make a Match. *Pelita : Jurnal Kajian Pendidikan Dan Pembelajaran Indonesia*, 5(1), 44-50.
<https://doi.org/10.56393/pelita.v5i1.3313>



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Introduction

Basic education holds a strategic role in developing the foundation of literacy, numeracy, and critical thinking skills, which serve as the basis for students' learning success at higher levels of education (Rahmawati & Astuti, 2023). Among the various subjects taught, the Indonesian language occupies a central position in fostering literacy competence, logical reasoning, and mastery of linguistic structures. However, one of the learning materials that often poses challenges for students at the elementary school level is multi-layered compound sentences. This topic requires learners to comprehend the relationships between clauses while constructing sentences that demonstrate both syntactic accuracy and logical coherence (Setyaningsih et al., 2023). Strengthening the ability to understand and construct such sentences is therefore essential in supporting overall language proficiency and academic development.

Based on the results of initial observations in Grade V at Tanjungrejo 1 Public Elementary School in Malang City in January 2024, out of 28 students, only 12 students or 42 percent met the Minimum Completeness Criteria in multi-layered compound sentence material. Most students experienced difficulties in distinguishing between parent and child sentences as well as in selecting appropriate conjunctions. In addition, their interest in learning appeared to be low, as indicated by limited active participation in discussions and weak responses when working on practice exercises. These findings highlight the necessity of implementing learning strategies that are more varied, interactive, and contextual to support students in understanding abstract concepts and improving their overall language proficiency.

Until now, conventional learning methods in the form of lectures and written practice exercises still dominate the process of Indonesian language learning in elementary schools (Rosnaeni, 2021). In reality, effective learning requires the active engagement of students in discovering, discussing, and applying concepts through meaningful activities (Astuti & Ramadhani, 2022). One learning model that can foster such active engagement is Think Pair and Share, which provides opportunities for students to think independently, collaborate with a partner, and share the results with the class (Khoiriyah & Fatonah, 2024). This model has been proven to enhance student participation, deepen conceptual understanding, and strengthen communication skills (Damayanti et al., 2022). Furthermore, it aligns with the principles of cooperative learning, which emphasize collaboration and shared responsibility for learning success.

In addition to the selection of learning models, the use of educational media plays an equally important role in fostering an engaging and enjoyable learning environment. One example is the Make a Match method, which utilizes sets of question-and-answer cards designed to enhance direct student interaction through card-pairing activities (Kusumawati & Mahfud, 2023). This medium has been shown to increase the learning motivation of elementary school students because it combines elements of competition, enjoyment, and immediate feedback (Sunzuma et al., 2021). The interactive nature of this activity encourages students to participate actively, collaborate with peers, and reinforce their understanding of the concepts being studied.

The integration of the Think Pair and Share model with the Make a Match medium presents unique potential for application in teaching multi-layered sentence material. Previous studies have predominantly examined the effectiveness of these two approaches separately, while this research seeks to combine them within the context of syntactic learning in elementary

schools, an area that has not yet been extensively explored. The combination of paired discussions aimed at understanding sentence structures, followed by interactive activities of matching parent sentences with subsentences, is expected to help students comprehend clause relationships in an enjoyable manner. At the same time, this integration is designed to encourage active student participation and strengthen both collaboration and conceptual mastery (Anggraini et al., 2023; Wahyuni, 2022).

However, the implementation of a combination of these two strategies requires effective time management and classroom organization, particularly during the transition from discussion activities to interactive games, as well as in managing the dynamics of a heterogeneous classroom (Makruf et al., 2021). Therefore, teachers are expected to design lesson plans carefully and demonstrate the ability to manage cooperative and competitive activities in a balanced way (Pratama & Anwar, 2023). Such management ensures that the learning process runs smoothly, students remain actively engaged, and the intended learning objectives can be achieved effectively.

Based on this background, the present study aims to investigate the effect of applying the Think Pair and Share learning model combined with the Make a Match medium on improving the cognitive learning outcomes of Grade V students at Tanjungrejo 1 Public Elementary School, particularly in multi-layered compound sentence material. The findings of this research are expected to contribute to the enrichment of Indonesian language learning strategies that integrate collaborative discussions and educational games. In doing so, this study seeks to provide practical insights for teachers in developing innovative approaches that enhance students' engagement, strengthen their comprehension of sentence structures, and ultimately improve their overall learning outcomes at the elementary school level.

Method

This study employed a qualitative approach with a classroom action research design based on the Kemmis and McTaggart spiral model, which consists of planning, implementation, observation, and reflection carried out in two cycles (Arikunto, 2010). The research subjects were 26 Grade V students at Tanjungrejo 1 Public Elementary School in Malang City during the odd semester of the 2024/2025 academic year, consisting of 13 male students and 13 female students aged 10 to 11 years. Initial assessment results indicated that 61.5 percent of students had not yet met the Minimum Completeness Criteria in multi-layered compound sentence material. Data were collected through observations of student and teacher activities using structured observation sheets, interviews with the classroom teacher, documentation of learning activities, and written tests to assess cognitive learning outcomes. The research instruments included observation sheets, interview guidelines, documentation, and evaluation questions, all of which had been validated through expert judgment by two elementary education lecturers and one senior teacher, resulting in validity values above 0.80 and reliability indicated by a Cronbach's Alpha score of 0.84. Qualitative data were analyzed through reduction, presentation, and conclusion drawing, for instance by categorizing observation results into "active," "moderately active," and "less active," as well as coding interview data into themes such as [T1] difficulty in understanding clause relationships and [T2] increased enthusiasm during the Make a Match activity. Quantitative data were analyzed by calculating average scores, determining the

percentage of completeness between cycles, and converting the results into five-scale Benchmark Reference Assessment categories to measure student achievement.

Results and Discussion

Results

This study was conducted in two cycles with the primary objective of improving the cognitive learning outcomes of Grade V students at Tanjungrejo 1 Public Elementary School in learning multi-layered compound sentences through the implementation of the Think Pair and Share model combined with the Make a Match medium. Each cycle consisted of four stages, namely planning, implementation, observation, and reflection. Prior to the intervention, a preliminary test was administered to determine the students' initial level of understanding. The results of this assessment showed that the classical completeness of student learning outcomes reached only 65 percent, with 17 out of 26 students achieving the Minimum Completeness Criteria. These findings indicated that a considerable proportion of students still experienced difficulties in understanding multi-layered compound sentences, which confirmed the urgency of implementing innovative strategies to improve their learning achievement.

In the first cycle, the learning process was carried out through the application of the Think Pair and Share model in combination with the Make a Match activity. The evaluation results indicated that the classical completeness of student learning outcomes reached 71 percent, representing an increase of 6 percent compared to the preliminary test. Despite this improvement, several students had not yet achieved the expected level of mastery. Observations revealed that some students were still less active in participating in discussions and in engaging with the card-matching activity, while the allocation of learning time was not utilized optimally. Reflections from the first cycle highlighted the need to provide clearer instructions regarding the procedures of the Make a Match activity as well as to strengthen the quality of student discussions to ensure deeper comprehension of sentence structures.

In the second cycle, the learning process was improved based on the reflections from the previous cycle. Students demonstrated greater activeness in discussions and showed higher enthusiasm during the card-matching activities. The evaluation results indicated an increase in classical completeness to 82 percent, with 22 out of 26 students achieving the Minimum Completeness Criteria. The average cognitive learning outcomes also showed consistent progress, with an increase of 6 percent from the preliminary stage to the first cycle, and a further increase of 11 percent from the first to the second cycle. This steady improvement in learning outcomes reflects the effectiveness of the implemented actions, particularly the integration of the Think Pair and Share model with the Make a Match medium in enhancing students' comprehension and mastery of multi-layered compound sentences.

Table 1. Cognitive Learning Outcomes of Cycles I and II Students

No	Aspects Assessed	Cycle I	Cycle II	Increased
1	Evaluation Results	71%	82%	11 %

Discussion

The improvement in student achievement from the pre-cycle to cycle II demonstrates that the Think Pair Share model combined with the Make a Match learning media is effective

in enhancing students' cognitive learning outcomes in the topic of multi-level compound sentences. This improvement was strongly supported by the increase in students' active participation during paired discussions, their growing confidence in expressing opinions, and their direct involvement in matching question and answer cards. The Think Pair Share model allows students to engage in independent thinking, collaboration, and the exchange of ideas, while the Make a Match activity creates an enjoyable and competitive learning environment. This combination not only increases student focus and motivation but also reinforces understanding through interactive and meaningful learning experiences.

These findings are consistent with the research of Wahyuni (2022) and Anggraini et al. (2023), who emphasized that the integration of cooperative learning models with educational game-based media can significantly enhance students' cognitive learning outcomes. The results of this study reveal that students demonstrate higher engagement during card-matching activities, driven by their desire to earn points and actively participate in small group discussions. Moreover, the combination of the Think Pair and Share model with Make a Match media not only fosters collaboration but also provides an enjoyable and interactive learning experience. This approach supports students in comprehending complex multi-level compound sentence material more effectively, as they are guided to learn through both structured discussion and playful competition.

Obstacles encountered in the first cycle, such as students' limited understanding of the make-a-match mechanism and the lack of active participation in discussions, were successfully addressed in the second cycle through re-briefing, intensive guidance, and improved time management. The increase in student engagement had a direct impact on their cognitive learning outcomes. Therefore, the implementation of Think-Pair-Share combined with Make a Match has been proven effective and feasible for teaching syntactic Indonesian material in elementary schools.

Conclusion

The findings of this study demonstrate that integrating the Think-Pair-Share model with the Make-a-Match technique can effectively enhance student engagement and cognitive learning outcomes in syntactic Indonesian lessons at the elementary school level. Initial obstacles, including limited student understanding of the learning mechanism and low participation in discussions, were successfully resolved through re-briefing, intensive guidance, and improved time management in the second cycle. This indicates that the combined implementation of these strategies is not only effective but also practical and applicable as an alternative approach to improving the quality of Indonesian language learning in elementary education.

Acknowledgments

The author expresses his gratitude to the Principal of Public Elementary School Tanjungrejo 1 Malang City, the teacher council, and all grade V students for the opportunity, support, and participation given during the implementation of this research. Gratitude is also extended to the University of PGRI Kanjuruhan Malang and the supervisors who have provided academic guidance and direction during the article preparation process. Appreciation is

likewise conveyed to all parties who have contributed to and supported the smooth implementation of this research.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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