

ARTICLE

**THE INFLUENCE OF THINK PAIR SHARE (TPS) TO THE
STUDENTS' SPEAKING ABILITY AT TENTH GRADE STUDENTS OF
SMAN 4 KEDIRI**



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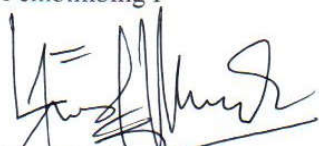


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THE INFLUENCE OF THINK PAIR SHARE (TPS) TO THE STUDENTS' SPEAKING ABILITY AT TENTH GRADE STUDENTS OF SMAN 4 KEDIRI

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ABSTRAK

Speaking by using appropriate vocabulary and grammar, and conveying the message to the students using English make them inactive in the classroom become the problem of the high school student. Think Pair Share could be used to overcome student's problem in speaking. Thus, the students are able to be more involved inside the activity, in order to deliver their opinion based on the topic which has been given to them. Therefore, the aim of this research is to find out the Influence of Think Pair Share to the Students' Speaking Ability at Tenth grade Students of SMAN 4 Kediri in the academic year 2018/2019. This research was quantitative research used one-group pretest-posttest pre-experimental design. The population of this research was 338 of the tenth grade students while the sample of this research 27 students IIS 3 class. The research data was analyzed by using paired-sample T-test. The result of data analysis shows that the mean score of post-test (70.37) is higher than pre-test (40.7407) and t-test (-3.911) >t-table (2.052). Thus, the H_a is accepted while H_o is rejected. Moreover, it shows that the significant value (0,00) <5% significant degree (0,05). Therefore, it can be concluded that using Think Pair Share gives significant influence towards the students' speaking ability. It enhances the students' ability in the aspect of pronunciation, vocabulary, fluency, and comprehension significantly. The aspect of grammar also increased but it is lower than the other aspects

KEYWORDS: *Speaking, Teaching Speaking, Think Pair Share*

I. BACKGROUND

Speaking is the way students deliver message through oral communication. According to Bailey (2003: 48), "Speaking is a process of producing verbal utterance which is done to deliver meaning". Furthermore, Nunan (2003) defines speaking is a process of communication to extend the meaning verbally. This statement means that it is about the way

how to deliver the message to people by doing oral interaction. This definition is supported by Roswati&Zain (2014), who asserted that speaking is an interaction both speaker and listener to convey information or idea by oral communication. Furthermore, Aminuddin says (2006: 1-3), that speaking is stated as an interactive process confining meaning that involves producing, receiving, and

processing information orally using organ of speech. Ideas are someone's messages would like to be transferred to another. It means that another person should understand the messages well. In order to understand the messages well, one's speaking should provide natural interaction which has certain features. Speaking is words or utterances with the purpose of having intention to be known by speaker and the receiver processes the statements in order to recognize their intentions.

Based on some experts' statement, it can be concluded that speaking is a skill that involves people to express their feelings, ideas, and arguments orally. It is how the way students can interact each other in every situation. and speaking is one of the important skill that students have to learn. When the students have a good speaking skill, thus the communication will be running smoothly in every conversation.

Teaching is guiding facilitating learning, enable students to learn, setting the condition for student to be able to speak up. Thus, teaching speaking has to give students' experience in doing oral communication weather monolog or in pairs by exploring the ideas. The aim of studying speaking in SMA based on standard content No. 21 Year 2016, is students are able to, "*Komunikasi*

interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, orang lain, dan objek kongkrit dan imajinatif, yang terdekatan dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain". It means in mastering speaking students must be able to communicate in some ways such interpersonal, transactional, concrete object, and imaginative.

Although speaking is important to be applied but it's not easy for students to understand because they have to master some aspects of speaking those are pronunciation, grammar, vocabulary, and fluency. In line with above statement, Brown (2004), speaking has five aspects includes pronunciation, grammar, vocabulary, fluency, and comprehension. If the aspects of speaking work together in context, it would be a perfect speaking in communicative activity. In other words, to increase the ability of speaking skill, students need to understand all of the aspects of it.

Many students assume that speaking is a difficult skill to be mastered. Dakowska (2005: 231) claimed that speaking is now the most emphasized skill in the field of foreign language teaching, but it is also recognized as the most



difficult one to develop in classroom conditions. Brown (2001: 270) says there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Based on the researcher's observation during teaching and learning process in SMAN 4 Kediri, he found there were some problems that faced by the students. Mostly the students often used pauses when they spoke because they were lack of vocabularies, besides the students didn't know how to express their ideas in appropriate grammar, they prefer to use mother tongue rather than they speak English, they were lack of confidence and afraid of making mistake when the teacher told the students to speak up in front of the class, and also the teacher used the monotonous technique in teaching.

To solve this problem the researcher, tries to find out the effective teaching technique. Technique is something that actually takes place in language teaching or learning in the classroom. According to Brown (2001: 14), "Technique were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Think Pair Share

is one of the recommended technique and the researcher use in this research. It was introduced by Lyman in 1981 as an effective skill in learning language.

Think Pair Share technique is cooperative learning techniques which the students work together with their friend to overcome a problem or answering a question. According to Kusri (2012), Think Pair Share is a technique which gives chance for the students to think about the topic using oral communication through critical thinking. Usman (2015), defines that Think Pair Share is a technique to make students more active in thinking, formulating and sharing their ideas by giving a time with the other students. This technique guides the students to be more involved inside the activity. To deliver their opinion based on the topic which has given to them. Jones (2006), says the students can share their ideas that appear in their minds as the responses to the lecturer questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. The caliber discussion is enhanced by this technique,



and all students have an opportunity to learn by reflection and by verbalization.

Think Pair Share has some advantages. First, Kenny, Joan, Euthecia, Heuer (2005) state, "Think Pair Share helps students develop conceptual understanding of a topic". In ESA website (6&7; 2006: 12), it is written that Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students. From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

Based on explanation above, the researcher conducted the research entitled, the influence of Think Pair Share (TPS) to the students' speaking ability at tenth grade students of SMAN 4 Kediri. This research conducted to find out the students' speaking ability before and after being

taught using Think Pair Share and to describe The effect of Think Pair Share towards the tenth grade students' speaking ability. The researcher believes that the use Think Pair Share in teaching speaking are able to enhance the students' ability in speaking.

II. METHOD

The approach of this research is quantitative research. Quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypotheses (Ary, 2010:22).

According to Singh (2006: 63), the quantitative approach well known and often used in education research. philosophical nineteenth century in Europe stated quantitative research is based on positivism. Positivists believe that common law or principles affect the social world as they do in the physical world and that through objective procedures, researchers can find these Basics and apply them to understand human behavior. Positivists emphasize observation as the primary source of reliable knowledge. Positivism is often seen as a traditional scientific method, which involves testing hypotheses and collecting objective data to achieve systematic, generalizable, and

open findings for replication by other researchers.

In quantitative study, it usually measures the subsequent attendance, the frequency of code violations, and / or the number of suspended schools for not complying. We can manage surveys that assess students' attitudes toward new policies or ask teachers about the policy's impact on the incidence of discipline problems at school. Numerical data will be collected and analyzed. Meanwhile, this research used pre-experimental research design where the research was conducted without control variables. It is followed from Ary, Jacobs, and Sorensen (2009: 303) pre-experimental design is research where the experiment use little or without control variables. It means in this case the researcher only used one group of samples or one class to apply Think Pair Share and collected the data.

The research design in this research used one-group pretest-posttest design where compared scores in pretest and posttest from one group. Pretest and posttest was conducted to know the students' Speaking ability before and after being taught using Think Pair Share. In other words, the test compared the scores and identified the effect of Think Pair Share to the students' speaking ability.

This research carried out at SMAN 4 Kediri on September 2018. the population of this research is tenth grade students' consisting of 338 students and the sample of this research is IIS 3 which consist of 36 students. however, 9 students did not join the test.

To find out the students' speaking ability before and after given treatments, the researcher gave pretest and posttest in the form of speaking test, especially descriptive text. the researcher played a recording related to descriptive text about tourist attraction and asking to students' opinion about the video. Next, the students in pairs arranged tourist attraction orally and written about the location and facilities. This activity they thought about the topic deeply before sharing to their partner. After that they associated by practicing about what they had arranged with their partner in their seat.

Then the students exchanged partner one another to practice descriptive text activities and the impression of tourist attractions. This activity they shared about the topic in pair with his friend which is sitting next to him. At last, the students in groups present descriptive texts of tourist attractions they had made in front of the class.

To know whether Think Pair Share gives significant effect towards students'

speaking ability at the tenth grade students' at SMAN 4 Kediri or not, the data of this research was analyzed by using paired sample t test on the application of SPSS version 23.

III. RESULT AND DISCUSSION

Based on the result of pretest, most of the students was failed to pass the test in pre- test. The result of pre-test pointed out that the students, main score of pre-test is 40.74. The lowest score is 36 and the highest score is 44. Meanwhile, the mean score of all speaking aspect is low in which vocabulary (2), grammar (2), pronunciation (2), fluency (1), comprehension (2). the result of pre-test indicates that the students' speaking ability before being taught using Think Pair Share technique is low.

Instead, the students' mean score in post- test is 46.62. furthermore, mean score of all aspect increased; vocabulary (3), grammar (4), pronunciation (2), fluency (4), comprehension (5). However most of all the students did the test well. Thus, most of all the students passed the test although there are three students who didn't pass the test in the post test in the post test. It means that the students' speaking ability score in post-test is higher than in pre-test. Thus, indicates that the students speaking ability after being taught

using Think Pair Share technique increased.

Furthermore, the data of the research was analyzed by using paired sample t test, it shows that t test (-3.911) is higher than t table (2.052). It also shows that the significant value (0.000) is lower than significant degree 0.05. In other words, it indicates that Think Pair Share gives significant effects to the students' speaking ability.

Beside that, the mean score of vocabulary, grammar, pronunciation, fluency, comprehension aspect increased. The mean score of vocabulary showed high improvement which is from 2 (pre-test) to 3 (post-test). The mean score of grammar use enhanced which is from 2 to 4 in post-test. The mean score of pronunciation also showed improvement which is from 2 to 2 in post-test. The mean score of fluency shows improvement which is from 2 to 4 in post-test. The mean of comprehension shows improvement which is from 2 to 5 in post-test. Indeed, it indicates that after getting the treatment, all of the speaking aspect is improved. however, the improvement of pronunciation was still low.

Later, the result of post-test also shows the increasing score of grammar and fluency aspect. The mean score of grammar aspect is from 2 to the 4 while

the increasing mean of fluency aspect is from 1 to the 4. It is because at the second step of Think Pair Share the student have to work in pair with their friend, in which they have to discuss and prepare everything including how to produce the word well and correctly and arrange some of the sentences. Thus, the use of Think Pair Share in teaching speaking gives the positive effect on the aspect of grammar and fluency. It is in line with the research findings by Desta (2017) conducted the research in the university Syiah Kuala said that the aspect of grammar and fluency in teaching using Think Pair Share technique were increasing.

Nevertheless, not all of speaking aspect got strong improvement. According to the result of post-test, it can also be seen that the improvement of vocabulary and pronunciation aspect are the lowest one. It is in line with the research finding by Zaim (2014) and Desta (2017) and who said that the lowest one is pronunciation. The score of Pronunciation and vocabulary aspects in this research got the lowest improvement because the researcher had not enough time to conduct the research also when he taught, his attention in the aspect of pronunciation was less. However, some of the students' score in vocabulary and pronunciation were increased.

The discussion above concludes that Think Pair Share technique gives significant effect to the speaking ability of the tenth grade students at SMAN 4 Kediri. This technique enhances the students' speaking skill in all of aspects of speaking. Although, the lowest improvement is in pronunciation aspect, however the highest improvement is in the aspect of comprehension.

Yet, the researcher found some strengths of teaching speaking using Think pair Share. He found out that this technique is really effective for the students. After the application of Think Pair Share in speaking class, the students became more cooperative. They enjoyed working and interacting one another. They became more fluent. Moreover, it increases students' self-confidence. Students who were shy in the first stage started to speak and express themselves in next stage. In addition, the students consumed less time in thinking afterwards because they started to learn how to organize their ideas. The learning process enhanced because the students became more active and more enthusiastic and they started to interact through speaking. In fact, speaking achievements improved. Shy students became sociable while working in pairs. It supported by Kinzie and Parker (2009) they found out that Think Pair Share increases

communication among students. It has a social dimension since it enhances cooperation and communication among them. Moreover, the results support by Brady (2010) the technique improved students' achievements in speaking. As well, the study emphasizes what Pressley (1992) stated about the enhancement of learning process. It also agrees with what Pimm (1987) said about the effectiveness of ThinkPairShare in helping students organizing their ideas before discussing them.

To sum up, the result of this research supports the previous researchers that concluded Think Pair Share technique could enhance the students' speaking ability. In this research, the researcher finds that Think Pair Share gives significant effects to the speaking ability of the tenth-grade students at SMAN 4 Kediri. The most significant effect is in the aspect of comprehension while the lowest one is Grammar. This Technique helps the students to improve speaking ability easily.

IV. CONCLUSION

After analyzing the data of the research, the researcher concludes some findings. Firstly, the students speaking ability was very low before being taught using Think Pair Share technique in which nobody of the students are able to pass the pre-test and all of them got score under 60.

Secondly, the students' ability of speaking enhanced in which the students' mean score of post-test is higher than pre-test. Moreover, all of the students' speaking aspect improved. thirdly, the use of Think Pair Share in teaching Speaking gave significant influence to the students' speaking ability. The most effect aspects are vocabulary, pronunciation, fluency, pronunciation, and comprehension. the grammar also increased however, not as significant as the others.

From the research finding above, the researcher gives some suggestions to the students, the teacher, and other researcher. He suggests the students should try to practice speaking using English in the classroom especially by using Think Pair Share technique not only to improve their English but to get better score as well. The students should pay attention to the teacher during explanation time to have better understanding of the subject. Next he suggests to the teacher to implemented Think Pair Share in teaching speaking. It improves the quality of students speaking ability and encourage the students to be active in speaking activity. Meanwhile, for other researchers, the researcher suggests to give the students enough guidance and be a good model to influence them to speak English oftenly. It is expected that further researcher may conduct research at



different skill and the level of the students also different places and situation in implementing Think Pair Share

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