



The Implementation Of Think-Pair-Share Technique To Improve Students' Speaking Ability

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Abstract

The aim of this research was to find out the improvement of students' speaking ability through Think-Pair-Share technique. This research was carried out using Classroom Action Research. This research involved 32 students of class VIII A of SMP Al-Ma'arif Bantul in the academic year of 2022/2023 and the English teacher as the research collaborator. The research were qualitative and quantitative data. Qualitative data were obtained by observing the teaching and learning process and interviewing the teacher and students at SMP Al-Ma'arif Bantul. While quantitative data were acquired conducting through pre-test, progress test (cycle 1), and post-test (cycle 2). The research procedure consists of planning, acting, observing, reflection. According to the findings of this study, there has been a significant improvement in the students' speaking ability since the Think-Pair-Share technique was implemented in the teaching and learning process. The results of the students' speaking scores backed up these findings. The mean improved from 69.5 in Cycle 1 to 78 in Cycle 2. It indicated that they improved significantly in some aspects of their speaking skills, such as pronunciation, intonation and stress, comprehension, grammar, and vocabulary. Aside from improving their speaking score, the Think-Pair-Share technique encouraged students to gain confidence and become excited to speak up in front of the class.

Keyword: Speaking skills, Think-Pair-Share

INTRODUCTION

As a global language, English is essential to learn. Students have to master English skills such as listening, speaking, reading, and writing before they can use English. Although the four skills are equally important, speaking skill is the most important to master. Practicing language by speaking can help students to improve their English skill. In addition, (Richard, 2008) states the mastery of speaking skills in English is priority formally in second language or foreign learners, speaking is an important skill to learn.

In the speaking class, students should be able to speak English appropriately in order to engage in interactive communication with one another in the context of daily life. As a

foreign language, students face many difficulties in learning to speak English because they rarely use English in daily conversation. The majority of students have difficulty expressing their thoughts or feelings. Those kinds of conditions also happened among the 8th grade students at SMP AL-Ma'arif Bantul.

The researcher has conducted a class observation in SMP Al-Ma'arif Bantul to identify problems encountered by observing the teaching and learning process, the results is the speaking skills has become the skill that the students were not interested in. As a result, students' speaking ability was quite low. They are hesitant to express themselves in English. They are hesitant to share their thoughts with others. Furthermore, they still lack vocabulary items. According to the observations, the teacher used fewer diverse techniques in teaching speaking. She simply asked her students to read aloud about the subject. As a result, students were unable to speak. It made the students bored and unmotivated during the teaching and learning process. Most of them were not interested during the learning process. As a result, they were discouraged from practicing public speaking. Teachers must find a way to succeed in the teaching-learning process, according to the statements above. To keep students motivated and improve their speaking abilities, a suitable technique is required.

To be able to overcome the problems, the researcher tried to apply a learning technique that is suitable for use in improving students' speaking ability. Improving their speaking ability is not a simple thing. They will need a lot of practice to master their speaking ability. Meanwhile, the most important aspect of the speaking class is to provide opportunities for them to speak in English. As a result, the technique must be engaging and motivating for them to speak more in the speaking class. One method is to employ the cooperative learning strategy. According to (Macpherson, 2007) cooperative learning gives the students opportunities to interact with each other and work together to maximize their own and each other's learning. Cooperative Learning is a teaching method in which groups of students collaborate. The students have meaningful interaction with one another in the target language while working together. One of the learning techniques recommended in Cooperative Learning is Think-Pair-Share.

The Think-Pair-Share of cooperative learning is a learning technique that gives students more time to think, respond, and help each other or collaborate with other students (Ibrahim, 2000). This certainly gives students more opportunities to speak English, (Kagan, 1994) states Think-Pair-Share is a teaching strategy that makes students get more fun learning experiences that motivate students to learn. As research conducted by (Cahyani, 2018) the use of Think-Pair-Share technique to improve students' speaking performance (an experimental study for English Foreign Language class). The study's findings revealed that incorporating the Think-Pair-Share technique into the teaching and learning process has numerous benefits for students. For example, the students improved their speaking scores and gained more self-confidence. Another research was conducted by (M P Utama, M Putra, A J Nyoman, 2013). The research entitled "The Effect of Think Pair Share Teaching Strategy to Students' Self-Confidence and Speaking Competency of Second Grade Students of SMPN 6 Singaraja". Following the completion of the study, the researcher concluded that Think Pair Share makes a significant difference in students' speaking ability between the experimental and control groups. Significant progress has been made in experimental research. Students in the experimental class had higher self-confidence as a result of the traditional teaching strategy. In addition. (Sanjani, 2015) conducted action research in applying Think Pair Share technique during the teaching and learning process. The findings of this study show that using the Think Pair Share technique improved the students' speaking abilities. According to the qualitative data, using the Think Pair Share technique gave students more opportunities to speak in English. Students gained confidence in speaking English. It means that using the Think-Pair-Share technique could help students improve their public speaking skills.

Realizing these conditions, this study focuses on teaching speaking through the Think-Pair-Share technique. It is hoped that by using this technique, the teacher will be able to motivate the students. As a result, the researcher is encouraged to conduct research on the application of the Think-Pair-Share technique to improve students' speaking ability.

METHOD

This study is an example of action research. Thus, Classroom Action Research can be defined as a type of research that describes both the process and the outcomes, which

conducts Classroom Action Research in its classroom to improve the quality of its learning. The researcher made the decision to conduct action research using the model proposed by (S Kemmis and R. McTaggart, 1988). The Kemmis and McTaggart model divides a research cycle into four broad phases: planning, action, observation, and reflection. The following diagram depicts the research design.

The participants are the researcher, the English teacher as the collaborator and the students of Class VIII A in SMP Al-Maarif Bantul in the academic year of 2022/2023. The class consists of 32 students, all of them are female. The technique that used to collect data is a test and non-test technique to measure the improvement in speaking ability after using the think-pair-share technique. Data in both qualitative and quantitative formats. Qualitative data obtained by describing the situation during the teaching and learning process. Meanwhile, quantitative data is derived from the students' performance scores at the end of the cycle. To collect data, the researcher observed the classroom and interviewed the teacher and students. The researcher then discussed their options with the teacher. The focus of this study was on actions performed in two cycles. The scores from the pre-test and post-test were compared. The students' performances were analyzed using an Excel program to determine the mean of their speaking performance. By comparing the students' means in the first performance and the second performance, the improvement of the students' speaking ability of 8th grade students through Think-Pair-Share will be seen.

The tests used speaking rubric adaption from (Brown, 2004) for speaking tests. The test material refers to the speaking aspect. The test will be conducted twice, namely in cycle I and cycle II. Those tests would result in scores that would be compared later to find the improvement of the students' speaking ability.

Table 1: Scoring Rubric Adaptation

Fluency		Content			Appearance	
Pronunciation	Intonation & Stress	Comprehension	Grammar	Vocabulary	Body Language	Expression
1-4 (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1-4 (Not really paying attention to the stress and intonation)	7-11 (Can understand simple questions and statements if delivered with slowed speech)	7-11 (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)
5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (Can get the gist of most conversations of non-technical subjects)	12-15 (Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	5-7 (Enough body language in particular parts of the dialogue)	5-7 (Already having enough expressions in about 50% of the dialogue)
8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (Comprehension is quite complete at a normal rate of speech)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the dialogue)	8-10 (Good and appropriate expressions in all over the dialogue)

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Comprehension	Grammar	Vocabulary	Body Language	Expression
Max score	10	10	20	20	20	10	10

RESULTS AND DISCUSSION

Result

A. Result on the Cycle 1

The cycle 1 had been conducted on May 19th and 24th 2023 within 2 meetings. The study began with Acting or putting the action into action. At this point, the researcher used the Think-Pair-Share technique to teach speaking. The second meeting was used to assess the students' speaking abilities by administering a speaking test, and the students were also required to respond to the test using the Think-Pair-Share technique. The researcher gave some theme of situation to the students according to the material given, to make a dialogue of conversation, later on they were assigned to work in pairs to discuss their own result. After that, each pair had to share the result of their pair's discussion to the class. At last, the researcher asked them to answer the test individually based on information from their work. The assessment was conducted in the pre-test on first meeting and the second meeting of Cycle I. The tables below describe the score of the students' speaking ability the.

Table 2: The Students' Score at Pre-test

NO	NAME	F		C		A		TOTAL
		P	I & S	C	G	V	B L	
1.	Student 1	3	5	12	11	11	5	52
2.	Student 2	4	5	12	11	12	5	54
3.	Student 3	3	5	12	11	11	5	52
4.	Student 4	4	6	12	11	11	6	55
5.	Student 5	5	6	12	11	11	5	55
6.	Student 6	4	6	12	10	11	5	53
7.	Student 7	5	6	12	11	11	6	57
8.	Student 8	4	6	12	11	10	5	53
9.	Student 9	4	5	12	11	11	5	54
10.	Student 10	7	5	12	13	12	6	61
11.	Student 11	5	5	12	11	11	6	55
12.	Student 12	4	5	12	11	11	6	55
13.	Student 13	5	4	12	11	10	6	53
14.	Student 14	4	5	12	11	10	5	52
15.	Student 15	7	7	14	14	15	7	71
16.	Student 16	5	6	13	11	12	6	59
17.	Student 17	6	6	14	12	11	6	61
18.	Student 18	5	6	12	11	12	6	58
19.	Student 19	6	5	13	12	10	6	58
20.	Student 20	5	5	13	11	11	6	56
21.	Student 21	6	5	13	12	12	6	60
22.	Student 22	5	5	12	11	10	6	54
23.	Student 23	6	5	12	11	12	6	57
24.	Student 24	3	5	12	11	11	5	52
25.	Student 25	5	5	12	12	12	6	58
26.	Student 26	4	5	13	11	11	6	56
27.	Student 27	7	7	13	14	15	7	70

28.	Student 28	6	5	12	11	12	6	6	58
29.	Student 29	6	6	12	11	14	6	5	60
30.	Student 30	5	5	12	11	10	6	6	55
31.	Student 31	5	4	12	11	13	5	5	55
32.	Student 32	4	5	12	11	12	5	5	54
MEAN SCORE									56,1

In the pre-test, some students had difficulty pronouncing English words correctly. Furthermore, they often used flat intonation. There was no emphasis in the sentence. They still paused before speaking and often said 'Eemmmm'. They often misunderstood questions and statements. They lacked vocabularies and often misplaced words. They also found it difficult to generate ideas and could not arrange the sentences well. Based on the test, it was found that only 2 or 6.2% of students met the criteria of success score namely ≥ 70 with the detail as follows: 2 (6.2%) students got ≥ 70 and 30 (93.8%) of students got under 70.

Table 3 : The Students' Score at Cycle 1

NO	NAME	F		C			A		TOTAL
		P	I & S	C	G	V	B L	E	
1.	Student 1	6	7	14	13	13	7	7	67
2.	Student 2	7	6	14	14	14	7	8	70
3.	Student 3	7	8	13	13	14	7	8	70
4.	Student 4	7	8	14	13	13	6	7	68
5.	Student 5	6	7	13	13	14	8	6	67
6.	Student 6	6	7	14	13	13	7	6	66
7.	Student 7	6	7	13	13	12	7	7	65
8.	Student 8	6	8	13	14	13	7	6	67
9.	Student 9	7	7	13	13	14	7	8	69
10.	Student 10	8	7	14	14	13	7	8	71
11.	Student 11	6	6	13	13	13	8	7	66
12.	Student 12	6	7	14	13	14	7	7	68
13.	Student 13	7	6	13	13	13	6	7	65
14.	Student 14	6	7	13	13	13	7	6	65
15.	Student 15	8	7	14	15	15	8	7	74
16.	Student 16	8	7	14	13	13	7	8	70
17.	Student 17	8	7	14	13	14	7	8	71
18.	Student 18	7	8	14	13	14	7	8	71
19.	Student 19	8	7	14	14	13	7	8	71
20.	Student 20	7	7	15	13	13	8	7	70
21.	Student 21	8	7	15	14	13	8	7	72
22.	Student 22	7	7	14	13	13	8	7	69
23.	Student 23	7	7	14	13	14	7	8	70
24.	Student 24	6	6	13	13	13	7	6	64
25.	Student 25	7	8	13	14	13	7	8	70
26.	Student 26	6	8	14	13	14	7	8	70
27.	Student 27	7	8	14	13	15	8	7	72
28.	Student 28	8	7	14	13	13	8	8	71

29.	Student 29	7	8	13	13	15	8	7	71
30.	Student 30	6	8	14	14	14	8	7	71
31.	Student 31	7	6	13	14	15	7	8	70
32.	Student 32	6	7	14	13	13	8	8	69
MEAN SCORE									69,5

The students' speaking abilities improved after the actions were implemented. In the Cycle 1 post-test, it was discovered that 18 (56,3%) of students met the success score criteria of 70. Meanwhile, the remaining students, or 43.7%, failed, with 14 students receiving scores below 70, indicating that the success criteria were not met in cycle 1. Furthermore, the test's mean score was 69.5, which was higher than the pre-test's mean score. There was progress, but this cycle must be continued to the next cycle because only 56.3% or less than 60% of students met the success criteria. Apart from the test, the students seem more interested in learning speaking by using the Think-Pair-Share technique. This is shown by their enthusiasm in conveying ideas and in asking the information given that they have never known.

B. Revision of Cycle 1

After the implementation of the actions, the students' speaking ability were improved. In the post-test of Cycle 1, it was found that 18 (56,3%) of students met the criteria of success score namely ≥ 70 . Meanwhile the rest of them or 43,7% students still failed that consisted of 14 students got score under 70, it means that the criteria of success was not met in the cycle 1. Furthermore, the mean score of the test was 69.5, it was higher than the mean score at the pre-test. There was a progress actually, but this cycle must be continued to the next cycle because only 56.3% or less than 60% students who met the criteria of success. Apart from the test, the students seem more interested in learning speaking by using the Think-Pair-Share technique. This is shown by their enthusiasm in conveying ideas and in asking the information given that they have never known.

C. Result on the Cycle 2

The cycle 2 was also conducted in two meetings on May 26th and 31th 2023, the first meeting for implementing the action and the second meeting for observing the students' ability. In the implementing stage, the researcher applied the Think-Pair-Share technique based on the revision made with the collaborator. Later on the test was given to the students to measure their ability. The result showed that there was a significant progress on the

students' score. 15 of 32 students or (46.9%) got ≥ 80 and 17 students or 53.1% got > 70 . Meanwhile all of the them or 100% students that consisted of 32 students has met the criteria of success score namely ≥ 70 . See the following table for more details.

Table 4: The Students' Score at Cycle 2

NO	NAME	F		C			A		TOTAL
		P	I & S	C	G	V	B L	E	
1.	Student 1	8	7	15	14	15	7	7	73
2.	Student 2	8	8	17	16	16	8	8	81
3.	Student 3	8	8	16	16	17	8	8	81
4.	Student 4	8	8	15	15	15	7	7	75
5.	Student 5	7	7	16	15	15	8	6	74
6.	Student 6	7	7	16	15	15	7	6	73
7.	Student 7	7	7	16	15	15	7	7	74
8.	Student 8	7	8	15	16	15	7	6	74
9.	Student 9	7	7	15	15	15	7	8	74
10.	Student 10	8	7	16	17	16	8	8	80
11.	Student 11	7	7	15	15	15	8	7	74
12.	Student 12	7	7	16	15	16	8	7	76
13.	Student 13	8	7	16	15	15	7	8	76
14.	Student 14	7	8	16	16	15	7	7	76
15.	Student 15	8	8	17	17	17	8	8	83
16.	Student 16	8	7	15	16	17	7	8	78
17.	Student 17	8	8	16	17	16	8	8	81
18.	Student 18	8	8	16	16	17	8	8	81
19.	Student 19	8	8	15	17	16	8	8	80
20.	Student 20	8	7	16	17	16	8	8	80
21.	Student 21	8	8	17	17	16	8	8	82
22.	Student 22	8	8	15	15	15	8	8	77
23.	Student 23	8	8	17	16	15	8	8	80
24.	Student 24	7	8	15	15	15	8	7	75
25.	Student 25	8	8	15	15	15	8	8	77
26.	Student 26	8	7	16	15	17	8	8	80
27.	Student 27	8	8	17	17	16	8	8	82
28.	Student 28	8	8	17	17	16	8	8	82
29.	Student 29	8	8	16	17	16	8	8	81
30.	Student 30	8	8	17	17	16	8	8	82
31.	Student 31	8	7	15	16	16	8	8	78
32.	Student 32	7	8	15	15	15	8	8	76
MEAN SCORE									78

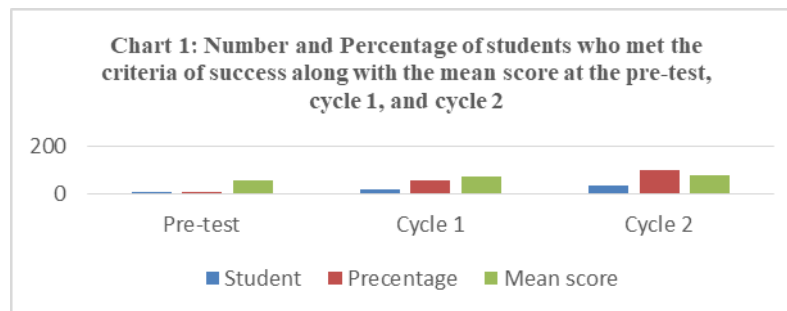
Based on the result of the speaking test above, the researcher and English teacher as collaborator decided that the CAR could be completed since all of the students or 32 (100%) students has met the criteria of success score namely ≥ 70 .

Furthermore, based on the result of interviewing the students' opinion about the Think-Pair-Share technique, most of the students responded that the Think-Pair-Share

technique is really helpful in solving their problem in speaking English. Besides, the Think-Pair-Share technique was able to gain students' self-confidence.

DISCUSSION

After implementing the actions, the researcher found some changes in teaching and learning process. With regard to the result of tests in the pre-test, cycle 1, and the cycle 2; it shown that students' speaking ability was improved. It means that the Think-Pair-Share technique improved the students' ability in working the test of the speaking aspect. In other words, the use of Think-Pair-Share technique could increasingly help and motivate them to learn speaking in English. Thus, most of them gradually gained good scores at the end of each cycle, most significantly in Cycle 2.



In the speaking test, 2 (6.2%) out of 30 students got ≥ 70 and the mean score was 56.1 in the pre-test, 18 students (56.3%) got ≥ 70 in the cycle 1 with the mean score 69,5, and in the cycle 2, 32 students (100%) got ≥ 70 with the mean score 78.

CONCLUSION

After the Think-Pair-Share was implemented through the cycle 1 and the cycle 2, the researcher concluded that the Think-Pair-Share technique is able to improve the speaking ability of the students of Class VIIIA in SMP Al-Maarif Bantul in the academic year of 2022/2023. It was indicated by the improvement of the students' score in speaking test starting from the pre-test, the cycle 1, and the cycle 2. In the pre-test, only 2 students or 6.2% who met the criteria of success namely got the score ≥ 70 and the average score was 56,1. Later on, in the cycle 1 there was an improvement, 18 out of 32 students or 56.3% reached the criteria of success with the average score was 69,5. At last, in the cycle 2, 100% students or 32 students met the criteria of success and the average score was 78.

Beside gaining improvement in the speaking score, the students also seemed enthusiastic in thinking, pairing and sharing ideas. They stated that this technique was able to encourage and motivate them to thinking, exploring and sharing their opinions and ideas. This technique is also good for increasing cooperation with others. Finally, the Think-Pair-Share technique is also able to increase the students' confidence in conveying their ideas in front of many people.

After knowing the usefulness of the Think-Pair-Share technique, the researcher would like to give suggestion to the lecturers, teachers, and the students. First, for the lecturers and teachers are advised to use this technique as an alternative teaching technique to improve student ability, especially in teaching speaking, in addition to other strategies and create the student-centered instruction.

Second, it is suggested to students to apply the Think-Pair-Share technique as a learning strategy to improve their speaking ability both at school and at home.

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