The Impact of Using Think Pair Share Technique on the Students’ Speaking Skill

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Abstract

This study aims to find out whether the use of Think Pair Share technique can improve students’ speaking skill. This research was conducted at the second grade students of SMA Negeri 1 Simpang Ulim, Aceh Timur, Indonesia. The method of this study was quantitative research (experimental study) with one group pre-test and post test design. The sample of this research was one class at XI MIPA 1 which consists of 20 students. The researcher used an oral test about giving opinion (analytical exposition text) as an instrument in collecting the data. In analyzing the data, the researcher used statistical formula. The calculation result showed that the mean score of students pre-test was 33.75 and the mean score of post-test was 55. Furthermore, the t-score was 8.23 and t-table was 2.093. Thus, the t-score was higher than t-table. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. In this case, applying Think Pair Share technique in learning English Foreign Language had a positive impact for the students to improve speaking skill.

Keywords: Speaking, Think Pair Share Technique, Analytical Exposition

1. INTRODUCTION

Speaking is one of the most important skills which must be learned by students in order to master English well. It is in line with Ur’s opinion (1996) which says that students who master a language should be able to speak in that language. It means that it is very important for language learners to have good ability in speaking since they will be considered as successful students in learning foreign language if they are able to communicate well in the target language.

Additionally, critical thinking is another ability that students need to possess to learn English subject, including in speaking skill. By applying critical thinking, the students can develop their ability to communicate in English well and can think critically when they express and share their ideas with others. Critical thinking can
provide students with a more insightful understanding of their self and help them become more creative, more open-minded and self-confident.

However, having critical thinking is not an easy way for students since they may have difficulty to express their opinions at the same time. Furthermore, there are many texts required student to use critical thinking, for instance hortatory exposition, analytical exposition, cause and effect, etc. It challenges teachers to use certain techniques to activate students’ critical thinking. One of appropriate techniques that teacher can use to boost critical thinking of students in learning speaking skill is Think Pair Share Technique.

Based on the researcher’s interview result with some of the second grade students at SMAN 1 Simpang Ulim on 08th-17th January 2018, she found that many students still faced difficulties in learning speaking skill and did not active in engaging in English conversation. They said that there were some reasons why speaking was difficult for them; first, lack of vocabulary that hampered them to ask and to answer questions. Second, the students found hard to get idea. Third, they have lack of motivation to practice speaking. As a result, the students were reluctant to speak in the classroom and the situation of teaching and learning seemed passive. This condition led to the majority of the students could not achieve passing score which was 70.

Regarding the problem above, the researcher choose Think Pair Share technique to increase students’ interest and an effective way to improve students’ speaking skill. According to Kusrini (2012), Think Pair Share (TPS) technique is a technique which give chance for the students to think about the topic using oral communication through critical thinking. Critical thinking can develop students’ cognitive ability by identifying issues and argument in a reading, in a theory, etc.

Moreover, Svinicki and James (2011) argue that in TPS technique students feel more free to participate in general discussion. The students can share their opinions that appear in their mind as the responses to the teacher’s question during teaching and learning process. It encourages students to participate in a classroom, improve their self-esteem and give a chance for student to show their participation and work cooperatively with their friends. Through this technique the students also learn how to listen and respect to the other’s voice. Based on the background above, the researcher formulated the research question as follow: “What is the impact on the students’ speaking skill after learning with Think Pair Share technique?”.

2. REVIEW OF LITERATURE

1.1 Definition of Speaking

Speaking is an activity of two or more people in sending and receiving the information or the message in oral communication. It is an activity that students need to acquire to express their ideas and opinions. Bryne (1998, p.8) defines that speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. Brown (1994, p. 103) further explains that speaking is skill which not only to produce spoken language, learners have to master the elements of communication. For example, the elements of communication are intonation, body language, facial expression, etc. Raba (2017, p 1) adds that speaking is a channel for people to interact and communicate with one another to achieve a purpose and discuss or share thoughts about surrounding. In other words, speaking is an activity which involves two or
more people in oral communication. By communication, people are able to share the idea, give information, transfer knowledge, and also create social relationship.

1.2 Sub Skills of Speaking

Brown (2004, p 127), there are five elements of speaking to be assessed. They are grammar, vocabulary, comprehension, fluency, and pronunciation.

a. Grammar

According to Brown (2000, p, 362), grammar is a system of conventional rules governing arrangement and a relation of words in a sentence. It is a crucial part in grading the students’ speaking skill since he students need to arrange a correct sentence in conversation.

b. Vocabulary

Vocabulary is one of the language aspects which is very important in any language learning including speaking. Bauer (1998, p, 2) said that vocabulary is about a new word, where they come from, how they change, how they relate to each other and how to use them to view the world.

c. Comprehension

Comprehension is the understanding between speaker and listener that communicate in the same language as the best of communication. With a good communication, speaker and listener can clearly understand each other.

d. Fluency

Fluency is the ability to talk freely without too much stopping or hesitating, because the main goal of teaching speaking is oral fluency.

e. Pronunciation

Pronunciation is the way how to pronounce the word or syllable. The correct pronunciation is the key in speaking because it determines the speaking. Wrong pronunciation might cause misunderstanding between the speaker and listener. It is in line with Nunan (2005, p, 112) who says that pronunciation is the sounds we make while speaking.

2.3 A Review of Teaching Speaking

Teaching is not only of transferring knowledge undertaken by teacher and student, it is also to improve student’s knowledge and achievement. Brown (2007, p, 8) defines that teaching is guiding and facilitating the teaching and learning process, allowing the learner to learn and setting the circumstance area condition for learning. Raji (2011) said that teaching is a process to improve the student's seeking level more easily and it might be cope in any situation as an easy way. The success of teaching speaking depends on the person who leads the class, namely the teacher.

2.4 Think Pair Share

2.4.1 Definition of Think Pair Share

Think Pair Share is a cooperative learning technique that was first proposed by Frank Lyman (1981). Think Pair Share is a cooperative learning model which shortened as TPS. Pimm (1987) confirmed that TPS was proved to help learners in organizing the ideas they have when working in a cooperative environment. It also helped them to retain these ideas when sharing with their classmate.

2.4.2 The Procedure of Think Pair Share

Think Pair Share is a technique that gives opportunity for students to think, discuss, and share the answer of the question that has been posed by teacher. According to Lyman (1987), the procedure of Think Pair Share includes the following steps:
1. Think. The teacher poses a question or issue relating to the lesson to the whole class and allows them a short time to “think” about the response.

2. Pair. Designate partners to pair up to discuss their thoughts. This step allows the students to convey their idea and take consideration to others opinion. Share. Student pairs share their ideas with classmate. Responses can be recorded on the chalkboard.

3. RESEARCH DESIGN

The researcher used experimental research as the method. It was chosen because she wanted to prove whether the implementation of TPS get positive impact on students’ in speaking ability. This method is also effective to get the final result in this research, because the success of the treatment is determined by comparing pre-test and post-test.

The population of this research is the entire students at SMAN 1 Simpang Ulim in Pucok Alue Barat, kecamatan Simpang Ulim, Aceh Timur, Indonesia. To select the sample of this study, the researcher used random sampling by drawing lottery number because each class in population has the same chance to be the sample. After the procedure was done, it was decided that the sample of this research was the students of class XI MIPA 1.

Research instrument that the researcher used in this research was an oral test. Test is used to know the students’ achievement in speaking ability and to measure students’ competence. There were two kinds of tests undertaken; pre-test and post-test. Firstly, the researcher gave the pre-test for the students before implementing the experiment, in order to know the students’ initial ability. Secondly, the researcher gave the post-test for students’ after the treatment was accomplished. The purpose was to measure the students’ speaking ability after treated with TPS. In the scoring test, there are four aspects that were assessed by the researcher, namely; grammar, pronunciation, vocabulary and fluency. To input the data, the researcher used a tape recorder via mobile phone. To analyze the data, the researcher used some statistical formulas in order to proven the hypothesis. The components of the formula namely; the range(R), amount of interval class(K), length of interval class(P), table of score distribution frequency, mean score, standard deviation, and hypothesis testing.

4. FINDING AND DISCUSSIONS

This experimental research was conducted for 20 students in the class XI MIPA 1 at SMA Negeri 1 Simpang Ulim, from February 19th, 2019 to March 04th, 2019. There were four meetings conducted in this experimental class (including pretest, posttest and two times of treatment). The data was collected by giving oral tests to the students, and by using the procedures of TPS. The researcher used a mobile phone to record the data for pretest and posttest. In analyzing the students’ speaking skill, there are four aspects of speaking to be assessed. The aspects were classified into grammar, vocabulary, fluency and pronunciation as proposed by Brown (2004).

The Result of Pre Test

The researcher gave pre-test for the student in the first meeting on February 19th, 2019 before implemented Think Pair Share Technique to measure the students’ ability in speaking skill. In the table below, the researcher presented the frequency distribution of pre-test score:
Table 4.1 Frequency Distribution of Students’ Pre Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency (fi)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-28</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>29-37</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>38-46</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>47-55</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>56-64</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the frequency distribution of pre-test above, the researcher shows the result of the students’ pre-test score in the figure as follow:

![Pre Test Chart](chart.png)

**Figure 4.1 Students’ Pre Test Score**

The figure above describes that the highest score in interval 56-64 was obtained only by two students, and the lowest score in interval 20-28 was obtained by nine students. The rest students obtained the range score from 29 to 55. It is obvious that none of students could achieve the passing score (70) and that means that the students actually had speaking difficulty.

**The Result of Post Test**

The researcher administered post-test to the students in the last meeting on February 26th, 2019 after implemented TPS Technique. The procedure of post-test was the same as in the pre-test. The researcher presents the frequency distribution of post test score in the table on the next page.

Table 4.2 Frequency Distribution of Students’ Post Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency (fi)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-48</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>49-57</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>58-66</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>67-75</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>76-84</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the frequency distribution of post-test above, the researcher shows the result of the students’ post test score in the following chart.
Figure 4.2 Students’ Post Test Score

The chart shows the highest score in interval 76-84 was reached by one student, and the lowest score in interval 40-48 was gotten by six students. There were eight students obtained the scores in interval 49-57. The remaining students got the scores from the interval of 58 to 75. It means that the students have made little improvement after practicing their speaking with Think Pair Share technique since there were 3 students could who reach the scores above 70.

The Comparison between Pre Test and Post Test Result

The following part deals with the comparison of students’ pre-test and post-test scores. The figure is presented as follows:

Figure 4.3 Students’ Pre test and Post Test

The figure above showed there is difference of students’ pre-test and post-test scores. Regardless only three students could achieve the passing score, each student in fact made progress in his/her speaking ability. It can be seen from their score of post-test that was obviously higher than pre-test.

In detail, the lowest score of pre-test was 20 and the highest score was 60. Meanwhile, the lowest score of post-test was 40 and the highest score was 80. The most frequent score in pre-test was 25 which were achieved by 7 students. While, the most frequent score of post-test was 45 which were achieved by 5 students.

Mean Score of Pre Test and Post Test

Mean is very important part to measure the students’ pre-test and post-test score. In this research, the mean of pre-test was 33.75. Meanwhile, the mean of post-test was 55. The result of analysis showed that there is a significant difference in the students’ pre-test and post-test score. The tabulation of data is given in appendix 9.
The figure explains that the mean score of pre-test was 33.75 and the mean score of post-test was 55. The difference between the mean was 21.1. From the result, it can be concluded that the students’ score of pre-test increased significantly after the researcher implemented Think Pair Share technique in teaching speaking ability.

Hypothesis Testing

In analyzing the hypothesis, the researcher used t-score formula. After getting t-score, the researcher checked the critical value to find out whether the hypothesis is accepted or rejected. The t-table at significant standard is 5\% (\(\alpha=0.05\)) set in this research. The number of sample of this experimental was 20 students. The degree of freedom (df) was N-1 = 20-1 = 19, where the t-table is 2.093. The obtained t-score was 8.23. So, the t-score was higher than t-table (t_{score}= 8.23 > t_{table} = 2.093). It can be concluded that alternative hypothesis (Ha) is accepted (the use of Think Pair Share technique helps the students in improving speaking ability), and null hypothesis (Ho) is rejected (the use of Think Pair Share technique does not help the students in improving speaking ability). In other words, Think Pair Share technique gives positive impact for student in improving their speaking ability.

4.2 Discussion

In a nutshell, this research has successfully helped students solving their speaking difficulties. As it was explained in the research background that there were many students could not express ideas and speak fluently, they had lack of vocabulary as well as lack of motivation to practice speaking. However, after doing two days of treatments using Think Pair Share technique, it showed that this technique could help them building their confidence and encouraging mutual cooperation with pairs and the whole class. All of students started to speak, and that was proven that all of their scores in the pre-test were enhanced in the post-test. Before the treatments, none of students could reach the passing score, but after they learnt with Think Pair Share technique three of them could exceed the passing score.

During the implementation of Think Pair Share technique in teaching analytical exposition text, the researcher found some strengths of this technique. Firstly, after the researcher showed a controversial picture then posed a question related to the picture, the researcher let the students thought about it critically and independently. In this case, everyone could have self-opinion freely. Secondly, the students had to share what inside their mind with their pairs using English when analysing both the picture and the text. This face to face interaction unwittingly
gave chances for students to use the target language and at the same time to correct themselves. Finally, this technique also allowed all of the students to share their thought to the entire class. In this session, the students who were usually silent, they had their moment to voice in the class.

However, the writer's expectation was to make all or at least more than half students exceed the passing scores. In fact, the teaching treatment was limited for two days since the writer was only permitted by the school's principal to take over the class for 4 meetings including the days for the pre-test, 2 days of teaching treatment and the post-test. If the writer had more time in teaching, she believes that not only three students would be able to get the speaking score more than 70, but it will be more students. Nevertheless, it is undeniable that this research had proven that Think Pair Share technique had improved the students' speaking ability.

5. CONCLUSION AND SUGGESTION

To conclude, the researcher draws some conclusions and suggestions in terms of the impact of using Think Pair Share technique in teaching speaking. Based on the research results and discussion, the researcher found that teaching speaking by using Think Pair share technique can cope students' problem in speaking skill. It was proven that the students' post test score after treatment was better than pre test score. It indicated that there was significant difference between pre test and post test. In other words, there is a positive impact on the students’ speaking ability after learning with Think Pair Share technique.

In addition, there is significant difference between the students’ score in pre-test and post-test. It can be seen that the result of t-score was 8.23, it was higher than critical score at the standard of significant $\alpha = 0.05$ that is 2.093. The result proved that the alternative hypothesis (H1) of this research was accepted and null hypothesis (H0) was rejected. Finally, the researcher concluded that Think Pair Share technique has given positive impact for the students’ in learning speaking skill. This technique can increase students’ participation actively during teaching and learning process.

6. REFERENCES


