Enhancing The Students' Speaking Skill Through Think-Pair-Share (TPS) at SMAN 4 Jember

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Abstract

This research discussed about using think-pair-share (TPS) at the state senior high school in the online teaching and learning process during the covid-19 pandemic. This research aims To enhance the eleventh-grade students' speaking skill and participation at state senior high school 4 Jember by using Think–Pair-Share (TPS). The design of this research is a Classroom Action Research (CAR) with thirty participants in the classroom to collect the data. The teacher said that the eleventh grade students had difficulties in speaking skill. They felt unconfident to speak. This problem made their speech less fluent. They also often pronounced the English words incorrectly and displayed grammar errors when speaking. Students' participation in the learning process was low because they felt unconfident and afraid of expressing their ideas in oral speech. Kagan (1994) said that TPS is a cooperative learning strategy that can promote higher-level thinking. TPS has useful benefits, not only for the students but also for the teacher. The students are allowed to speak up in the class. They talk a lot in the class, have high motivation in speaking, and enjoy participating in the class is the characteristic of successful speaking activities. The findings of this study, it proved that Think-Pair-Share (TPS) strategy could enhance the students' speaking skill at SMAN 4 Jember. It could be seen from the improvement of the students' speaking test result in the first cycle. It happened because the students were encouraged to speak English by the pair and have a discussion in class. It creates positive atmosphere in sharing ideas about the material and the students can train their vocabularies and pronunciation.

Keywords: *Think-Pair-Share, CAR, Cooperative Learning.*

Introduction

English plays an important role in life because it is the international language. There are four skills in English, namely, listening, speaking, reading, and writing. Most students believe that speaking skill is the most difficult to master because it requires a lot of preparations to produce. To produce the speech, students must first read or listen to some references in understanding a topic. He needs to take notes and select vital information to convey to the audience. After that, students must practice speech messages several times, especially on intonation, pronunciation, gestures before performing on stage. The amount of preparation makes students negligent and not interested in learning speaking. Harmer (2001: 39) stated that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. By the end of the day, success in learning a language means whether you can

communicate in it or not, either in written form or orally. To express their feelings and ideas, learners have to share with others. Here they have to use the language that they learn to convey the message they want to deliver.

In reality, speaking is tough to learn. Not all students can master it. This happens because students are sometimes given chance by the teacher to speak in class, but they are afraid to take it. When the teacher invites students to speak, they feel embarrassed and stutter when speaking. As a result, many of them get low scores when doing tests, especially in speaking test. There are many factors why students do not want to speak in class. Firstly, they find it difficult to deliver words to others. It definitely obstructed the students in expressing the idea. Secondly, most students do not participate actively into learning process. It happens when the class is no longer interesting; teachers have no idea about possible activities to make the class interesting. Thirdly, students have low competence in pronouncing English words appropriately; as a result, students become embarrassed. Fourthly, students problem that often have common vocabulary knowledge; as a result, students being unable to express ideas while talking. Consequently, they are not motivated to speak in class during the teaching and learning process.

During the preliminary study, the English teacher of the eleventh grade students of SMAN 4 Jember informed that she taught English twice a week for each class. She said that the eleventh grade students had difficulties in speaking skill. They felt unconfident to speak. This problem made their speech less fluent. They also often pronounced the English words incorrectly and displayed grammar errors when speaking. She also said that students' participation in the learning process was low because they felt unconfident and afraid of expressing their ideas in oral speech. They were not interested in participating in teaching and learning activities. Based on the problem above, the researcher attempted to enhance the students' speaking skill using cooperative learning; mainly cooperative learning consists of strategies for helping students to work together effectively. By using the cooperative learning, the students were required to work together with other students.

Understanding the condition above, cooperative learning is very appropriate to employ. Cooperative learning helps fellow students when they have difficulty in understanding the material; discussing and sharing ideas, and opinions. Think-Pair-Share (TPS) was chosen because it could encourage the students to speak up in the class. Kagan (1994) said that TPS is a cooperative learning strategy that can promote higher-level thinking. TPS has useful benefits, not only for the students but also for the teacher. The students are allowed to speak up in the class. They talk a lot in the class, have high motivation in speaking, and enjoy participating in the class is the characteristic of successful speaking activities. By Think-Pair-Share, the researcher believed that the students can improve their speaking skill in the right way. The teacher also needed to make an enjoyable atmosphere in the teaching and learning process to motivate their students to be brave in expressing their ideas.

Literature Reviews

Speaking

Speaking refers to conveying ideas/thoughts using oral language and media in which humans can communicate from one to another (Fulcher, 2003:24). Speaking is also a process of transferring ideas between speakers and listeners. This was also stated by Clark and Clark (1977: 272). With speaking, people can express ideas through words, talk about feelings, opinions, and focus. Speaking in English requires important elements in its application. Adam and Frith (1979) initiated five elements. They are accent, grammar, vocabulary, fluency, and comprehension. Jones (1989: 14) expressed that there are some points to consider in speaking.

a) *Clarity*. The word that you say must be clear if you want the listener to understand your intention to make sure clarity is achieved. Frequent practice is the key so that what is said can be easily perceived by the others.

b) *Variety*. Speaking has its rhythm and tone. Emphasis is needed in conveying something as well as asking questions. The speaker needs to emphasize the important words in the sentence, so the listener understands the main command. Another thing in variety is speed, emphasis, pitch, volume in variation, and pauses.

c) *Audience and tone*. The main purpose of speaking is to convey a message to the audience. Speakers also need to convey our important message by using tone, so that the audience can focus and be comfortable with the speaker.

Cooperative Learning

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students utilize their effort to have each other information to enhance learning (Johnson, 1991). Jacobs (2004) explained that cooperative learning consists of principles and strategies for helping students to work together more effectively. Cooperative learning refers to a model of teaching methods in which students work in small groups to help another student to learn academic knowledge (Slavin, 1995: 2).

Kagan & Kagan (2009: 4) pointed out the positive impacts of cooperative learning stands in the four basic principles, it is acronym PIES.

a. *Positive interdependence*. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members.

b. *Individual accountability*. Each individual must think, contribute, and learn within the team. Teachers always ensure individual performance before, during, and after teamwork.

c. *Equal participation*. Activities in the classroom required the contribution of students to participate without looking at each other. Participation is an integral part of the learning process.

d. *Simultaneous interaction*. It is very important for a teacher to divide the interaction from one person to the others. By giving enough time, there will be interaction without focusing only on the one person; other groups can give their opinion on giving the critics or suggestion.

Teaching Speaking using Think-Pair-Share (TPS)

Kagan (1994) explained that Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, pair with other students to discuss their thinking, and share their ideas with them. Besides, Kusrini (2012) said that think pair share is a strategy that gives students opportunities to be active in the classroom through thinking, pairing, and sharing with another student.

Jones (2007) expressed that Think-Pair-Share is one of the cooperative learning strategy that has advantages; it encourages students to learn, increase students' memory, motivate students in learning the material, provide feedback for group or individual, and develop social and group skills necessary for success in real life soon. Students can also enhance students' oral communication through critical thinking and meaningful interaction before being asked to share their ideas publicly. This strategy provides students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

Lie (2008: 46) expressed that there are two problems of working in pairs. Firstly, there are many groups, so the teacher must monitor all groups; secondly, a team consists of two students, and they have fewer ideas. As a result, students feel bored when they have to work together with the team member. This situation makes students unable to develop their speaking skills.

Usman (2015) expressed there are three steps in implementing the Think Pair Share strategy*:*

1) *Think*

The teacher poses a question or issue, and each student is asked to think individually about the answer based on the time given. It encourages students to have their own ideas before pairing with the partner.

2) *Pair*

The students are asked with the partner to discuss or compare what they have gotten in their mind. In this stage, each pair concludes and produces their final answer.

3) *Share*

The teacher asks pairs to share their ideas in the class. In this stage, the students will have a large discussion. Other students can give their different responses or opinions towards the pair's ideas.

Research Method

This research applied action research design with a cycle model to enhance students' speaking skill through Think-Pair-Share (TPS) strategy. According to Hopkins (1993:44), action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals and sometimes in cooperation with 'outsiders'.

By definition, Classroom Action Research (CAR) is action research done by the teacher who seeks a solution in the teaching-learning process to improve the students'

achievement. This CAR was done in four action procedures, i.e. (1) Preliminary study, (2) Planning a change, (3) Acting and observing, and (4) Reflection. This action research is taken from the design proposed by Kemmis and Mc Taggart (1988).

In this research, the subject of the research was the XI Social 2 of Jember Senior High School 4 Jember in academic year 2021/2022. The researcher selected these research participants to do the action research after coordinating with the teacher. The researcher compared all the eleventh by the English scores, especially in their speaking skill and the low students' participation during the teaching and learning process. The teacher and researcher chose one class which really needed to be improved in their speaking skill.

To collect the data the researcher used speaking test, observation in meeting 1 and meeting 2, and documentation (students' name list and recording). The test consisted of a set of oral test. Students were intended to perform in front of class and explain the topic given. The researcher had chosen the material "Opinion and Thought" for students' flexibility in expressing opinions and giving ideas to be active in class.

For scoring the observation, the observation was conducted using the observation guide to make it more focused and manageable. The observation checklist was prepared before the lesson begins (Burns: 2010:62). The observation checklist for the students' participation consisted of five indicators. The students were considered active participants if they fulfill at least three indicators of the four indicators used in both observation checklist during the teaching and learning process. This research was also considered successful if 75% of the students were active during the teaching and learning process. The students who fulfilled only one or two indicators were considered to be passive. The indicators were (1) The student asked question to the teacher. (2) The student answered the teacher's oral question. (3) The students paid attention to the teacher's explanation. (4) The student performed Think-Pair-Share activity in the class. (5) The student paid attention to their friends' presentation. If a student got 4 indicators from 5 indicator, the result showed that the student was active students.

In the scoring students' speaking skill, the researcher used scoring rubric by Adams and Firth (in Hughes, 2003, pp. 131-133). The researcher focused on five aspects, accent, grammar, vocabulary, fluency and comprehension. Each aspect was given 6 scores as the maximum score and 1 score as the minimum score. If a students could get 6 for each aspect (accent, grammar, vocabulary, fluency and comprehension) so the total score she/he got is 30. Then the students' total score 30 divided by 30 (maximum score) and multiplied by 100 became 100. So, that is the students' speaking score in speaking test.

Finding and Discussion

The Implementation of the Action in the First Cycle

The actions were carried out on 9th of November, 11th of November 2021 and 18th of November 2021. Due to the pandemic of Covid-19, the implementation of the action in this research was done via online teaching and learning process as it was the new regulation from government of education. The application that the researcher used in teaching and learning process was Zoom.

In the first virtual meeting schedule was on Tuesday, 9th of November 2021.

Firstly, the students were asked to fill their attendance in the Google classroom, then they had to download the learning material in the Google classroom. The learning material was the second chapter of the eleventh grade book about "asking and giving opinion/thought". The students were given brief explanations about the material and presented the kinds of asking opinion, giving opinion, agreeing opinion, and disagreeing opinion. After explaining the material, the students were also given an example of dialogue, which the students were needed to identify the problem and the kinds of expressions. The researcher introduced Think-Pair-Share (TPS) strategy in the class. After introducing the strategy, the researcher divided the students randomly in pairs. There were 15 pairs in the class. After making pairs, the students were given task 1 to the students. They were asked to make a simple dialogue based the topic given. After they made a simple dialogue, they had to send it through Google form to be assessed. The representative pairs were chosen randomly to present the dialogue.

The second virtual meeting was held on Thursday, 11th of November 2021. The implementation of it was similarly done of the first meeting in teaching and learning process. In the virtual class, the students were asked to learn the material. The researcher also presented the last dialogue in the class to be discussed in class. The students were given time to asking question for concerned pair. So, the discussion in the class happened. After discussion, the researcher asked the students to make a dialogue based the problem given and record the dialogue to be collected in Google Drive.

The last meeting was done on 18th of November 2021 by administering the speaking test. In this case, the students were needed to make a dialogue based on the topic given, then they had to collect the dialogue in Google Drive. The test was done to measure the students' skill of speaking after they were taught speaking by using Think-Pair-Share (TPS) strategy.

The Result of Observation in Cycle I

The observation was done during the implementation of the action. The observation was done on 9th of November, 11th of November 2021 and 18th of November 2021. The observation was conducted in order to observe the students' participation in teaching and learning process by using Think-Pair-Share (TPS). There were five indicators in the observation checklist as follows: (1) Ask questions to the teacher, (2) Answer the teacher's oral question, (3) Pay attention to the teacher's explanation (4) Perform Think-Pair-Share activity in the class, (5) Pay attention to their friends' presentation. The result of the observation in the first meeting was presented as follows.

Table 1: The Result of the Observation in Meeting 1

Category	Number of Students	Percentage
Active	20	68%
Passive	10	32%

From the table above, the result showed that there were 20 students (68%) of 30 students who were categorized as active students and there were 10 students (32%) who were categorized as passive students in the teaching and learning process of speaking by

using TPS. It showed that in Meeting 1, there were 30 students who took part in discussing with their pairs. However, there were 20 students who created the clues by themselves; the rest of them could not create clues by themselves. Then, there were 20 students who submitted the task on time. It means there were 10 students that did not submit the task on time. There were 9 students who asked the questions to the teacher. The second indicator showed that there are 9 students who answer the teacher's question. The fourth indicator also showed that there were 12 students (6 pairs) who bravely performed their result in the class.

In the second meeting, the researcher used the same framework as that of the first meeting. The result of the observation in the second meeting is presented in the table below.

Table 2: The Result of the Observation in Meeting 2

Category	Number of Students	Percentage
Active	24	80%
Passive	6	20%

From the table above, it could be seen that there were 25 students (80%) of 31 students who were categorized as active students in the teaching and learning process of speaking. There were 6 students (20%) of 30 students who were categorized as passive students. The 6 students became passive because they didn't pay attention to the researcher; didn't follow the TPS instruction and disrupted other students. It showed that in the first indicator, 11 students took part in asking the question to the teacher. The second indicator, there was improvement that 12 students answered the teacher's question. However, there were 24 students who submitted the video on time. There were 18 students (9 pairs) who fulfilled the fourth indicator by performing TPS activity in class. The last indicator showed that there were 26 students who paid attention to their friends' presentation.

From the tables above, it could be concluded that the total number of the students who were active in the teaching and learning of speaking enhanced from meeting 1 (68%) to meeting 2 (80%). The average percentage was 74%. Thus, based on the result of the observation in Cycle 1, it indicated the enhancement of the percentage of the number of the students who were active in the speaking teaching and learning process in the first cycle.

The Result of the Students' Speaking Test in Cycle 1

The speaking test was conducted on November 18th, 2021. It was done after the implementation of teaching speaking by using Think-Pair-Share in the first and second meeting. The speaking test was conducted in order to measure the students' speaking achievement after they had learnt speaking by using TPS. It was conducted by online test started from 7 am to 8 am. The researcher provided one topic to their students to make a dialogue for about fifteen minutes. The students can leave the zoom to discuss it with the partner and have a recording. After making the dialogue, the students in pairs showed their recording in Zoom. Other students analyzed the recording to give the question. The activity was continued until the last pair. The recording could be played

several times to give the appropriate scores when the oral test was done and it could economize the students' internet usage. Then, in order to reduce the subjectivity, the test used inter-rater scoring method.

Based on the results of speaking test, there were 24 students who achieved the passing grade score that was 78 and 6 students achieved scores below 78. It means that there were 80.78% of the students who succeeded in achieving score 78 as the passing grade of English. Therefore, it could be concluded this research was successful since it had achieved the criteria of success of the actions. It showed that there was enhancement on the percentage of the students' speaking achievement from their previous score that was 45%. It could be stated that Think-Pair-Share (TPS) can enhance the students' speaking skill.

Table 3: The Enhancement of the Students' Speaking Achievement

Speaking Test	The Percentage of the Students who Met the Passing Grade
Before the action was implemented	45%
After the action was implemented	80.78%

From those result, it could be stated that Think-Pair-Share (TPS) enhanced the students' speaking skill. The students' active participation and their speaking score in Cycle 1 had achieved the criteria of success and the objectives of this research. Therefore, the action was stopped in the first cycle.

Discussion

The research was conducted to enhance the students' speaking skill in the eleventh grade through Think-Pair-Share (TPS). It used a classroom action research as the research design. During the implementation of the action, the researcher explained about the use of TPS strategy in the class. All the students were present in both meetings. Those both actions focused on constructing a dialog and present the recording in Zoom application.

In the preliminary study, the students were asked to read the dialog in the book with their friends. It showed that they were so boring because it had no interaction with each other. The teacher always used discussion in the teaching and learning process. TPS is different from discussion. TPS invited students to speak freely, about their idea based on the problem given. According to Kusrini (2012) expressed "think pair share is a strategy that gives students opportunities to be active in the classroom through thinking, pairing, and sharing with another student". On the other hand, teacher used discussion to find the answer based on the book, like completed the question, correction the answer and not give the topic. So, the answer of discussion was limited. In the discussion, mostly teacher spoke in the class, only few students could speak.

The obstacles found in the teaching learning activities. First, the teacher could not motivate the students to speak in the class. The students were always lack of confidence in speaking and scared of having a mistake in pronunciation. Second, the teacher could not provide the students to have the speaking activity because of the online teaching and learning. This situation had changed after the action was given. The students enjoyed and excited in making the dialog because it trained the students to think creatively based on the topic. Besides, the students could give the opinions and

asking the questions about the students' dialogs. There was enhancement from less confidence to be confidence.

In the meeting one, the students felt embarrassed to speak in online teaching learning process. The researcher encouraged the students to speak freely, by discussing other things like school. The teacher gave the researcher suggestion to make approach with the students, and give other tips to get students' attention. After that, the researcher gave some tips and trick to find their interest in the topic by giving the other examples of dialogue. The progress was seen in meeting two. Some students tried to speak in the class, this situation made other students wanted to share the idea, asked questions to the teacher. Because, they believed they were still learning, mistakes could happen, no doubt to express the idea. Those situations made the researcher believed that the students could enhance the speaking skill and students' active participation. It was evidenced by the results of the students' speaking test that there were 24 students who achieved score more than 78 and 6 students got the score below 78. In each meeting of online learning, the students also had the enhancement of confidence in representing the dialog even though there were some pronunciations of the words that were spoken by using their own mother tongue. It accorded with Cahyani (2018) that the students had higher self-confidence and treated the students to work independently and collaborated with others.

There were 6 passive students in speaking test, which they collected the recording late after the English subject was done. The penalty for 6 students was decreasing the maximum scores in indicator from 6 to 5, the less chance to get good scores. Other problems was 6 students didn't pay attention about the instruction of speaking test, which resulted their dialogue were out of topic.

Conclusion

Think-Pair-Share (TPS) strategy could enhance the students' speaking skill at SMAN 4 Think-Pair-Share (TPS) strategy could enhance the students' speaking skill at SMAN 4 Jember. It could be seen from the improvement of the students' speaking test result in the first cycle. The percentage of the students who got score $\geq$ 78 in the speaking test improved from preliminary study 45% to 80.78% in Cycle 1. It happened because the students were encouraged to speak English in pairs and had a discussion in the class. It created positive atmosphere in sharing ideas about the material and the students could train their vocabularies and pronunciation.

Think-Pair-Share (TPS) strategy could enhance the eleventh grade students' active participation at SMAN 4 Jember. It could be seen from the results of the observation in the first cycle. The percentage improved from preliminary study 42.5% to 80%. This condition happened because the students enjoyed the speaking teaching and learning process. The students became more active to participate in discussion and answered the teacher's oral questions and asked the questions to the teacher.

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