

ENHANCING STUDENTS' SPEAKING ABILITY BY APPLYING THINK-PAIR SHARE TECHNIQUE FOR THE STUDENTS OF XII IPS 4 MA NEGERI I BOJONEGORO IN THE ACADEMIC YEAR OF 2016/2017

Nadif Ulfia

MA Negeri I Bojonegoro
Email: momnadif@gmail.com

Abstract: Enhancing Students' Speaking Ability by Applying Think-Pair Share Technique for the Students of XII IPS 4 MA Negeri I Bojonegoro in the Academic Year of 2016/2017. In fact, many students have difficulties in communicating in English. The writer proposes using Think-Pair-Share (TPS) learning technique which can be considered as an alternative. The result of the preliminary study shows that the students speaking ability was very low, the average score was only 6.3 which was much lower than stated passing grade score, that is 7.5. There were only 9 out of 32 students who were actively involved in the speaking activity. This research is conducted in order to find out whether using Think-Pair-Share technique enables the students to participate actively in speaking class. The study carried out by applying Classroom Action Research. The selecting subjects were the XII IPS 4 students in the academic year 2016/2017. The data collection involves a number of instruments are: a preliminary study, a questionnaire and an observation sheets. The result shows that there were some improvement of active students (6.87). The result of cycle 2 shows that there were 28 out of 32 students who actively participated in the speaking activity. The mean score of the students speaking ability could reach 7.56. Based on the data it can be said that the action in cycle 2 brought a success that TPS technique is effective to enhance the students' speaking ability.

Keywords: *Teaching Technique, Think-Pair Share, Speaking,*

Abstrak: Meningkatkan Kemampuan Berbicara dengan Penerapan Teknik *Think-Pair Share* pada Siswa Kelas XII IPS 4 MA Negeri 1 Bojonegoro pada Tahun Pelajaran 2016/2017. Pada kenyatannya, banyak siswa mengalami kesulitan dalam berkomunikasi dalam Bahasa Inggris. Penulis menyarankan untuk menggunakan teknik mengajar *Think-Pair Share* (TPS) yang dapat dijadikan sebagai alternatif. Hasil studi pendahuluan menunjukkan bahwa kemampuan para siswa dalam berbicara menggunakan Bahasa Inggris sangatlah rendah. Nilai rata-rata siswa hanya pada level 6.3 dibawah kkm yang ditetapkan, yaitu 7.5. Hanya terdapat 9 dari 32 siswa yang secara aktif terlibat dalam berkomunikasi dalam Bahasa Inggris. penelitian ini dilakukan untuk mengetahui apakah dengan menggunakan teknik TPS mampu membuat para siswa berpartisipasi secara aktif di kelas. Penelitian ini adalah Penelitian Tindakan Kelas. Subyek penelitian ini adalah parasiswa kelas XII IPS 4 pada tahun akademik 2016/2017. Pengumpulan data dilakukan melalui pre-tes, kuesioner, dan lembar observasi. Hasil penelitian menunjukkan bahwa terdapat beberapa peningkatan jumlah siswa yang aktif berpartisipasi dikelas (6.87%) pada siklus 1 ang masih harus ditingkatkan pada siklus 2. Hasil peneitian pada siklus 2 menunjukkan bahwa terdapat 28 dari 32 siswa yang turut aktif baerpartisipasi dikelas (7.56). Berdasarkan hasil penelitian dapatdisimpulkan bahwa aktivitas pada siklus 2 berhasil membawa kesuksesan untuk meningkatkan kemampuan siswa berbicara.

Kata kunci: teknik mengajara, Think-pair Share, berbicara.

Speaking is one of the language ability that a learner should a matter. Speaking is the most important skill

since the goal of using a language is to communicate. Speaking in conjunction with listening is very important area of

activity for learners if they will be using the language for interpersonal purposes, whether these are primarily social or instrumental. There is need for speaking in virtually all situations where learners participate in the speech community stated of Savills – Troika (2006:164).

Most students consider that English is a difficult subject, moreover if they have to speak English, they are unable to express their ideas orally. They appear to keep silent and follows' the teacher's instructions. Students prefer to keep silent because they avoid making mistake. Speaking activity within the classroom actually can give the students enormous confidence and satisfaction as long as the researcher is able to facilitate activities. The activities provide the students an opportunity to talk to someone in the target language, they can express themselves with limited vocabulary and they attempt to get their message errors.

According to Brown (2007:328), the role of teachers in teaching speaking in Senior High School level is to give practice to students to build their background knowledge of the speaking text; give some issues in teaching oral communication which help the students practically in a conversation dialogue, knowing the pronunciation, how prioritized the two clearly important goals of accurate (clear, articulate, grammatically and phonological correct) language and fluent (flowing natural language) and what method which is done in that class.

Students of XII IPS 4 MA Negeri I Bojonegoro have a problem to express their idea critically by speaking. It is the fact that speaking ability of the students are low and they are unable to reach the high score. The students do not interest with the speaking activities although the teacher gives many materials and support them try to speak with another friends. The speaking achievement was poor and less 6.5. The percentage on the first observation test only nine students got the high score. Based on the background above, the writer has to set up interactive learning strategy of teaching speaking ability. Think Pair Share technique promotes higher intellectual achievement compared with individual learning. Think Pair Share (TPS) is one of strategies which used the teacher who wants their students to compare what they get from the teacher about material the lessons. The step of Think Pair Share (TPS) techniques are thinking, pairing and sharing.

The purpose of this study directed to enhance the students' speaking ability by applying TPS technique at XII IPS 4 class of MA Negeri I Bojonegoro in the academic year of 2016/ 2017. More specifically, this study is intended to find out any teaching and learning solution how to enhance students' speaking ability. The writer focuses the research on TPS technique, and the research is stressed on the analytical exposition text which be taught at that grade. This research is expected to give both theoretical and practical contributions to the teaching

and learning English, especially the teaching and learning of speaking. Theoretically is principle of language learning which promotes communicative competence. Practically, it is expected to give a way out or an alternative technique to English learners and teachers to solve their problem on teaching and learning English.

METHOD

The type of this study is Classroom Action Research (CAR). Classroom Action Research is a research that focuses much on the problem faced by a teacher in the classroom every day. Class Action Research is done in two cycles. Each cycle begins with planning, implementation the plan, observing the implementation, reflecting or evaluating the process and the results of the implementation. Considering the aim of the CAR, that is, enhancing teaching learning quality, the writer wants to apply this design to improve the speaking ability. This research conducted for two months through the beginning of March up to May 2017. The subject of this research is the students of XII IPS 4 MAN I Bojonegoro in 2016/2017 academic year. The writer chooses XII IPs 4 class which is very low motivation in speaking activities. The class consist of 15 boys and 17 girls. There are many cooperative techniques uses the Think Pair Share technique to improve the speaking ability of the students.

RESULT AND DISCUSSION

Result

As a background states that many students have difficulties in communicating in English orally. They are passive and reluctant to speak English because they have neither idea to express nor confidence for the target topics. Another reason that they are afraid of making mistakes in both grammar and pronunciation so that their friends are laughing them that then makes them ashamed. The speaking achievement was spoor and less than 6.5. The percentage of the first observation test only nine students passed. It means only 59% of all the students. This score did not achieve the passing grade level. The four main steps were preceded by preface of the study and analysis of the data. The cycles of this research adapted from Kemmis & Traggart (1992). The action was administered for two cycles. Each cycle consisted of three meetings. After observing and reflecting the action, the researcher evaluate whether or not the action had fulfilled the criteria of success. If the action did not meet the criteria of success, the action would be continued to the next cycle. Observation is done directly to the students during the learning process, is meant to get the data of the students' activities such as their participation, activeness and eagerness when they are taught by using Pair Share Technique. The data taken from this observation is in the form of qualitative data. In order to get the accurate and reliable data, the researcher made use of some

instruments such as observation format; questionnaire and test.

1. Observation format : observations check list was used when both the writer as a researcher and the collaborator were doing the observation. observation check list is used to know the activities of the teacher during teach using the think pair share technique.
2. Questionnaire : The models or contains of questionnaire are about the work in pair, speaking skill, understanding of teacher explanation, situation and condition of pairing and sharing.
3. Test : the test is giving after the lessons has finished. The questions are about the topics. The goal was that the students did not find come trouble in speaking and practice it orally. It was used to gain the score of students speaking ability. The test activity was intended to know the achievement of the students speaking. It means that the students have the opportunities to do all of the stages the Think Pair Share technique.

As the last session of this action research is reflection. It became a vital activity to analyze, to synthesize, to interpret and to explain the collected information gathered made a conclusion on the obtained data. It was done after finishing each cycle.

Cycle 1

In the first cycle, the first step that we need to do is *planning*, mainly are designing a lesson plan and deciding the

criteria of success. Lesson plan, the researcher used the original lesson plan of her in taught the English speaking in her classroom. Lesson plan consist of the (1) subject, (2) class/semester/year, (3) main material, (4) meeting, (5) time allocation. (6) competence, (7) basic competence, (8) learning indicators, (9) essential material/learning objective, (10) learning method, (11) learning steps/the details skills and the last, assessment of learning teaching. The criteria of success were based on the results of the observation after the action. The action would be considered successful if the mean score is increase in the number of the students who are actively in the speaking pair work about 75% and the students feel some confident to use the English orally. There were three meeting in the first cycle. The first meeting was done on March 4th, 2017, the second meeting was done on March 13th 2017, while the third meeting was done on March 19th 2017. In cycle I the improvement of the student's speaking ability is still low. In first and second meetings, the average of score is 6.43, it is about 64% and the last meeting is about 6.87 (68%). In cycle 1, the average of the score is improved, but the students who fulfill the criteria of success are only 57% (16 of 28 students) Based on the observation done, the researcher got some result dealing with implementation of pair work in cycle 1. In this stage the researcher found that only 16 of 28 students who fulfilled and could reach the passing grade of success. It is about 68% in cycle 1. So,

the researcher changed the pair of their in a cycle 1. They are free to choose their pair. Therefore, the researcher hoped to second cycle will provided the students. It was expected that the students would be more enthusiastic and interested in the lesson.

Cycle 2

The researcher decided to conduct the cycle 2 since the goal of the research has not already enough yet. Cycle 2, there were three meetings. The first meeting conducted on April 2nd, 2017, second meeting conducted on April 10th, 2017 and the last meeting or the third meeting was April 17th, 2017. In the beginning of the second cycle, the students had been more cooperative and high innovation to follow the teaching and learning process.

In the second cycle, the students look more enthusiastic to join with her/his pair in class. They become creative to use the English oral communication in produce the spoken language. In cycle 2, the researcher was very satisfied, because there are many students who got the high score and it was so significant on grammar, vocabulary, fluency, pronunciation and comprehensibility. The score was about 75.6% and it was about 28 of 32 students who fulfill the success's criteria. 78% students who fulfilled the indication of the improvements was first obviously seen in pair work score average achievement after the treatment in the three meeting of the first cycle. The average score of the first cycle is 68.7%, and the second cycle is 75.6%.

It was fulfill the criteria of success which has scored 75% or the students score 7.5. The researcher concluded that the implementation of think pair share technique in cycle 2 brought a success. Two indicators of success criteria were fulfilled: there was an increase in number of the students who were actively in speaking activity. The number of the active students exceeds to the passing grade, from 57% in cycle 1 to 78% in cycle 2 or there were 28 of 32 students who actively participated in the speaking activity.

Discussion

Firstly, the facts showed that before this technique was implemented, the result of the preliminary study on students' speaking ability was low. After the action in cycle 1 was revised, the action in cycle 2 was applied, the data showed a successful result. The mean score of the students' speaking ability could reach the passing grade or score, which are 7.8. The result proves that think pair share technique could improve the students' speaking ability.

Secondly, through the think pair share technique the teacher is able to create a good of learning. Pair work strongly effected students' interest to learn for within it they were widely and equally, provided opportunities to involve in the learning process. They were provided with the class atmosphere which they responsible for their own learning. As a part of cooperative learning strategy, the *think-pair-share* strategy is also stated as an effective teaching strategy. The

effectiveness of this strategy indicated by the procedures of the implementation that mostly focusses on the students to perform their ability and togetherness in doing all the classroom activities in order to improve their competence in language skills. This strategy enables students to improve their competence fast because it gives students time to think, to ask and answering questions, to share ideas, and to help each other in doing academic tasks to be successful together (Arends, 1997:35). The *think-pair-share* strategy increases the kinds of personal communication that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Lyman, 1987:26). Based on the findings and the analysis of the data collected, Pattiha concluded that the *think-pair-share* strategy could significantly improve the students' reading skill through the planning, implementation, and evaluation steps of this strategy. The implementation of the *think-pair-share* strategy that produced the findings above also employed the classroom action research that covered the four steps, namely planning, implementing, observing, and reflection the action of each cycle. The procedures of the implementation of the *think-pair-share* strategy were also applied during the teaching and learning process which consist of three main activities, namely thinking, pairing, and sharing ideas in the group of two. The data in the

observation step were contributed by a collaborator.

CONCLUSION

Dealing with the results of the actions in two, cycle 1 and cycle 2, It was proved by the result of speaking test through TPS technique. The result of the first cycle was not satisfactory yet. At the beginning of the second cycle, the students had already been more cooperative and high innovation to follow the teaching and learning process. They did not make difficult to share with their pair during the learning process using by think pair share technique. In cycle 2, the researcher was very satisfied, because there are many students who got the high score and it was so significant on grammar, vocabulary, fluency, pronunciation and comprehensibility. The action in cycle 2 showed a satisfying result. The mean score of the students speaking ability could reach 7.56. It means that the score could fulfill the passing score, which is 7.5, where there were 28 students who actively participated in the speaking activity that is in speaking activity. So it can be concluded that the implementation of think pair share technique brought a success. Two indicators of success criteria were fulfilled: there was an increase in number of the students who were actively in speaking activity and the number of the active students exceeds to the passing grade.

REFERENCES

- Arends, 1997. *Modern language classroom techniques, a handbook*. New York: Harcourt Brace Jovanovich, Inc.
- Brown, Douglas. H. 2007. *Teaching by principle*. third edition. Mass : San Francisco State University.
- Kemmis & McTaggart (1992). *Teaching By Principle, Language Pedagogy*, Fourth Edition, New York : Pearson Education, Inc.
- Lyman, 1987. *Research in the language classroom*. ELT Documents, The British Council.
- Savills & Troika (2006 "Data Type: A Comparison of Cognitive and Observational Measures," *Journal of Quantitative Anthropology*, 4, 313-328.

