The Implementation of Think-Pair-Share Technique in Improving Students' Speaking Skill

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Abstract

This research aims to find out the implementation of Think-Pair-Share technique on speaking skill in improving speaking skill of Physics Students of Tadulako University. The research applied quasy experimental using t-test statistics with non-equivalent control group design. The samples were chosen purposively. The researcher intentionally selected Class B as experimental group and Class D as control group. The instruments of data collection were test to measure students' speaking. Data were analyzed by using t-test. The result of students speaking skill after taugh by Think-Pair-Share Technique has been improved. It was found that the mean score of students' speaking skill in experimental group posttest (70.50) is greater than the control group (67). The comparison result through t-test indicates that tcounted value = 3.255 > ttable value = 2.002. Therefore, the implementation of Think-Pair-Share technique has improved students' speaking skill of Physics Students of Tadulako University.

Keywords: *Speaking Skill, Cooperative Learning, Think-Pair-Share.*

Introduction

Speaking becomes one of the essential skills in learning English because it is one of the abilities to carry out conversation. As Brown (2001: 267) states that when someone can speak the language it means that he can carry on a conversation reasonably competently. Moreover, (Thornbury, 2006: 1) states that speaking is so much part of daily life that is taken from granted; an average person produces of thousands of words a day. The goal of speaking is to share information or say something about feelings, perception and intentions to other people. Therefore, in speaking activities, people change ideas into words to inform to the other people.

In learning speaking, all students particularly students of university students should be able to speak English appropriately in order they capable to build an interactive communication each other in the context of daily life. Most of the students get difficulties to express their thought or feelings because they are rarely to use English as a daily conversation. They practice more activities such as answering the question based on the text given rather than speaking activities. The habit of working on completing the questions based on the text is a problem which makes students unable to speak.

The researcher has conducted an observation to identify problems encountered by the university students particularly Physics students in Tadulako University. In this preliminary observation, the problems found were: firstly, the students' speaking skill is low, they spoke with a lot of pauses, misspronounced the words and ungrammatical sentences occur. From those problems, the researcher assumed that students difficult to use language apprropriately in communication (fluency and accuracy).

Based on the preliminary study, the students' speaking difficulties could be because the teacher gave only the material from the textbook, they practice reading continuously rather than speaking activities. Furthermore, when teaching speaking, the teacher only provides dialogs to the students. Then, the students were asked to perform in pairs in front of the class. This conventional technique causes difficulties to the students to develop their idea independently due to memorizing the dialogue. In order to enable students to express their ideas in speaking, the teacher must apply various techniques in teaching practices. TPS (Think-Pair-Share) is one of the teaching strategy recommended in Cooperative Learning.

Cooperative Learning (CL) is a teaching method, which consist of groups of students working together, as apposed to competitive, manner to complete the task, an activity, or a project. While working together, the students have meaningful interaction with one another in the target language. There are some theorist stated here related to the teaching method. (Slavin 1995:5) provides description about CL. In Cooperative Learning, the main idea is students work together to learn and they must have responsibility for they group to learn as well as their own. One of Cooperative Learning Method is Think-Pair-Share.

TPS techniques aims to enhance students' speaking skill through interpersonal interaction, where students act as partner with the teacher and other students. It encourages individual participation and it is applicable across all grade levels. As research conducted by Yanti (2017) entitled improving students speaking skill through Think-Pair-Share (a classroom action research of the Eleventh-grade students AP1 of SMKN 5 Pontianak. The result of the research showed that there was improvement in each cycle after applying TPS technique in the classroom. The students' achievement in the first cycle was categorized as poor to average and students' achievement in the second and third cycle were categorized as average to good. The improvement also can be seen by the activeness of students' involvement in the speaking activities while teaching learning process.

The second was 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 result of the study showed that Think-Pair-Share in teaching and learning process has many advantages for students. Such as, the students' got better score in speaking, the students' had higher self-confidence and treat the students to work independently and collaborate with others

Another research done by Supraba (2018) "The Application of Think-Pair-Share Strategy in Improving Students Speaking Ability". The research aimed to extent to which TPS Technique improve speaking ability of Cokroaminoto Palopo University and the students' perception on the application of TPS Strategy in Activities. Based on the analysis of questionnaire, the result of the study shows that the students' perceptions on the application of Think-Pair-Share strategy were very positive. It means that the application of Think-Pair-Share strategy could significantly improve the students' speaking ability.

Refering to the result of the previous research, the researcher found the similarities and differences between these researches. These previous studies have the same variables as the research have implemented. Applying Think-Pair-Share technique to affect the students' speaking skills, which is also be the main focus of my research while the difference in the use of research design such as Yanti (2017) adopted a classroom action research in which the researcher and collaborator worked together and conducted the study in two cycles, while this study applies an experimental research to determine the cause and effect relationship between two or more variables.Think-Pair-Share becomes one of recommended technique that used to

affect the students' speaking skill. It was proved from several findings from other researchers related to this research. Therefore, the researcher is interested to implement the same technique for the university students in Tadulako University in order to help the Physics students in improving their speaking skill by sharing idea in pairs or group and to built their self confidence. Thus, the objectives of this research are to explore how the implementation of Think-Pair-Share technique significantly improve speaking skill of Physics students in Tadulako University.

Method

Design Research

This research was designed as Quasi-Experimental Design. Quasi-Experimental design does not randomly assigned subject to be grouped. In this design, the researcher can control the extraneous variable which may have influenced the result of the study (Hatch and Farhadi, 1982). The sample of this research devided into two groups namely experimental group and control group without randomization, that was Nonequivalent control group design (Cohen et al, 2005). In using this design, the researcher attempts to select groups that were as similar as possible. Both groups were distributed pretest and posttest, but treatment was given only to the experimental group. Then control group was taught by using the conventional teaching. The design of Nonequivalent control group was presented as below:

Experimental   O1   X   O2

Control   O3   O4
(Adopted from Cohen et al, 2005)

The design can be explained as follows:
O1: Pre-test of experimental group
O2: Post-test of experimental group
X: treatment
O3: Pre-test of control group
O4: Post-test of control group

Sample

In selecting the sample, the researcher applied one of non probability sampling techniques, which is purposive sampling. The sample was class B of Physics students at the first semester as a treatment group and class D of Physics Students as a control group, precisely 20 students of each classes.

Instruments Procedure of Data Collection

The research instruments used in this research were tests. The test consisted of two kinds of test namely pretest and posttest. The instrumets of test should be tested its validity and reliability. Validity of the test instrument was used SPSS by correlating the scores of the questions with a total score with the significant level 5% (0.05). Moreover, reliability of test is tested by using inter rater reliability. The test was reliable when both raters have the same competence on the topic tested and should score the students based on the same scoring guide and criteria assigned.

Technique of Data Analysis

This research was an experimental in term of Nonequivalent control group design. Instrument of test can provide information about the students competence and distinguish students' ability. The data from pretest and posttest that were analyzed statistically to measure the individual score of the students. The researcher amployed a scale of scoring system that cover fluency and accuracy which is adapted from Heaton (1989) as a reference. Then the researcher adapted based on the students' need and ability. Number of the tests given were 5 items based on two aspects, fluency and accuracy. The scale of scoring system as presented below:

Table 1 The Scale of Scoring System

Level	Fluency	Accuracy	Remark
4	Introduction was told with expression, not flat, good intonation, pattern, and confident in speech.	The errors present in speech are so minor so that the message will be easily comprehended.	Very Good
3	Some expression in speech though mechanical in places: a few pauses but they did not detract from comprehensibility.	The speech is still understood although it consists of many errors.	Good
2	Flat presentation, intonation, many pauses, hesitation and restart that made it difficult to follow.	The errors present in speech would frequently create confusion.	Fair
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.	The serious erroes present in speech make the message difficult to understand.	Poor

Adapted from Heaton 1989:100

The researcher provided scoring rubric to be applied to score the students' based on their needs that cover two aspects. The scoring rubric can be seen in the following table:

Tabel 2 Speaking Scoring Rubric

No.	Aspect	Description	Weigthing
1.	Fluency	Fluent and smooth with speed in speech, and have high confident (8-10)	(4)
		There are 5 pausing time maximum in speech given and good intonation (5-7)	(3)
		More than 5 pausing time in producing sentences given and hesitation (3-5)	(2)
		Too many stop occur in speech given (1-2)	(1)
2.	Accuracy	More accurate in pronounce the words and constructing the sentence grammatically given (8-10)	(4)
		Somewhat accurate in pronounce the words and constructing the sentence given (6-7)	(3)
		Less of accurate in pronounce the words and constructing sentence grammatically given (3-5)	(2)
		Very poor of accurate in pronounce the words and constructing the sentence grammatically given (1-2)	(1)

Results

This research was applied quasy experimental design. It was concerning to improve speaking skill of Physics students of Tadulako University. The pre-test was administered to both experimental and control groups. It was purposed to measure the students' prior knowledge before being treated. The result of pre-tests of both groups presented as follows:

Table 3. Pre-test Score of Experimental and Control Group

	Experimental	Control
Mean Score	49.67	50

Based on the result of pretest for both groups where mean score of experimental group is got 49.67 and the control group is 50. It means the difference between mean score of experimental and control groups only 0.33. The result shows that the students in both groups almost had similar ability in speaking skill. Moreover, the post-test was administered to both groups experimental and control. It intended to measure the students' abilities after the treatment and also used to find out the significant difference between the experimental and control groups. The result of the post-test from both groups can be seen below:

Table 4. Post-test Score of Experimental and Control Group

	Experimental	Control
Mean Score	70.50	67

The finding from the experimental and control group of posttest above provides the data about students' achievement in speaking after the treatment. Based on the post-test score of experimental group, after conducting the treatment by using Think-Pair-Share technique, the students' mean score highly improved. In other words, students' speaking skill were appreciably increased. The result of the post-test score is significantly different with the previous pretest. Meanwhile, the result of control group above (table 1 and table 2) indicates the progress of mean score from 50 in pre-test up to 67 in post-test. The progress of pre-test and post-test of control group also reveals the improvement, but if the result of both groups is compared, it can be concluded that the experimental group' achievement is greater that the control group.

Discussion

The research began with tests tryout to measure its validity and reliability. Test tryout was conducted at Tadulako University. The sample was 25 students of Class A of Physics students. Numbers of tests items tested were 5 items. To find out the validity and reliability of the test, the researcher was used inter rater reliability.The implementation of try-out was done by the researcher her seld as rater 1 and another lecturer as rater 1. Both raters should score the students based on the same scoring guide and criteria assigned. In additional the final score computed by R1 and R2 do not have significantly score differences (Djiwandono,2008). In this case, both raters fulfill the criteria to be scorer because they are the lecturer at English Department of Tadulo University. They used the same scoring guide to score students' speaking test. From all the item tested, the result indicates that there were no significant score differences between rater 1 and rater 2.

During teaching and learning process the researcher refers to the lesson plans that have been made. In the process of implementing TPS technique, the reseacher conducted treatment to the students in seventh meetings by using Think-Pair-Share technique for the experimental group. When applied the technique, the researcher gave different topic for each meeting about

using expressions based on the syllabus. There were several steps in the process of applying this technique. Firstly, Think-Pair-Share began when the teacher poses a thought-provoking question based on topic for the entire class. In this process the teacher limited the time about five minutes for the students to think about their answer. In this process, the researcher also tried to activate their prior knowledge.

Secondly, the teacher asked the student to pair up with a partner about ten minutes to compare or discuss the answer that they think were best, most convincing or most unique. Everyone came up with some reasonable answer to the question. In this process, everyone had the same opportunities to deliver their idea. Lastly, after students discussed their reason in pairs for ten minutes, the teacher called the pair to combine the best answer to discuss and share with a whole class. Individuals could present solutions individually or cooperatively to the class.

Moreover, the control group also got the similar topics as the experimental group but they taught by conventional technique. Both groups indicated different learning condition, situation, and athmospher. The result of the research shows that the implementation of TPS technique improved students' achievement in speaking skill. It was proved: first, by applying TPS techniques, from the first meeting until the seventh meetings, the student's achievement in speaking skills is highly appreciated. The result of pre-test and post-test indicates the progress of mean score from 49.67 to 70.50.

The process of teaching and learning in experimental group at the first meeting was enjoyable. It can be seen from the student's enthusiasm to be involved in the class. This technique made the students actively participate and help each other to speak up. Before they performed their speaking, the researcher gave them topic, they work and discuss with pairs. This activity helps them to build up their idea and solve the problem given. Then, they were asked to deliver the idea based on the topic discussed in front of the class. They were enthusiastic to share their opinions. These steps are repeated every week for seven times. At the end, students become accustomed to work in teams and they were confident to come up with ideas in speaking.

Based on these results, it can be seen that TPS technique gave more opportunities to the students to be more active to participate in the classroom. Indeed, the treatment was very helpful to make them confident to speak in front of their friends. The test result indicates that mean score of post-test in experimental group (70.50) was higher than mean score post-test in control class (67). The result of data analysis also specified that t-counted (3.255) was higher than t-table (2.002). It means that the implementation of Think-Pair-Share technique can improve students' speaking skill.

Conclusion

The result of students speaking skill after taugh by Think-Pair-Share Technique has been improved. It was found that the mean score of students' speaking skill in experimental group posttest (70.50) is greater than the control group (67). The comparison result through t-test indicates that tcounted value = 3.255 > ttable value = 2.002. Therefore, the implementation of Think-Pair-Share technique has improved students' speaking skill of Physics Students of Tadulako University.

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