

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
THINK-PAIR-SHARE TECHNIQUE**

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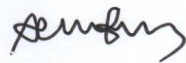
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## IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THINK-PAIR-SHARE TECHNIQUE

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**Abstract:** Think-pair-share technique is a cooperative technique which is used to teach in the classroom with emphasized on activities students done at each of the stages. The purpose of this research was to describe how TPS technique improve students' speaking skill on the Eleventh grade students AP1 (Akomodasi Perhotelan) of SMKN 5 Pontianak. This research used classroom action research as the research design. The sample of this research were 28 students of Eleventh grade, Akomodasi Perhotelan class. 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. TPS technique can be used by the teacher as alternative to improve students' speaking skill.

**Keywords:** *Speaking skill, TPS technique, CAR*

**Abstrak:** Think-pair-share tehnik adalah tehnik kooperatif yang digunakan untuk mengajar dikelas yang menekankan pada aktifitas yang siswa lakukan disetiap langkah-langkahnya. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana tehnik TPS meningkatkan kemampuan berbicara siswa kelas 11 AP1 (Akomodasi Perhotelan) SMKN 5 Pontianak. Penelitian ini menggunakan penelitian tindakan kelas sebagai bentuk penelitian. Sampel dari penelitian ini adalah 28 siswa kelas 11 AP1 (Akomodasi Perhotelan). Terdapat peningkatan pada setiap siklusnya setelah penerapan tehnik TPS dikelas. Pencapaian siswa disiklus pertama dikategorikan "poor to average" dan disiklus kedua dan ketiga dikategorikan "average to good". Peningkatan tersebut juga dapat dilihat melalui keaktifan dari keterlibatan siswa didalam aktifitas berbicara ketika proses belajar mengajar. Tehnik TPS bisa digunakan oleh guru sebagai alternatif untuk meningkatkan kemampuan berbicara siswa.

**Kata kunci:** *Kemampuan berbicara, tehnik TPS, CAR*

Speaking is one of productive skills in English beside writing, listening and reading. It is mentioned as one of the most difficult skill if it is compared with the other skills, because the learners should produce utterances as clear as possible in conveying their ideas to the audience, they also should speak clearly, fluently and accurately to make meaningful speech in communication by using English. As Clark (1997: 223) said that when people speak the words and sentences following by the certain structure, which they produce is expression of their thoughts. By producing words and sentences, both of the speaker and listener can receive and give feedback while speak. The communication could be very meaningful if the listeners can give responses.

In language teaching, speaking skill is the important skill of English language skills. In teaching speaking teachers teach more complicated way how to produce word become a sentence and how to respond another speakers. In Thornbury (2005: 2) speech is produced utterance-by-utterance, in process to word-by-word and utterance-by-utterance productions of the person we are talking to (our interlocutors). The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

The effective technique in teaching speaking will help the students in their speaking activity and solve their problem in speaking. The researcher chose Think-pair-share to help students in their speaking especially in expressing suggestion and opinion. By using this technique, the students use their ability to think a problem, discuss it with their partner who may have different opinion toward the problem. In discussing the problem, the students are helped by other student to confirm their opinion which is unclear and improve their pronunciation. In sharing procedure, the students improve their ability to convey a result of their discussion to the whole class whether it is understandable or not.

The goal of teaching speaking at vocational high school is that the students should be able to communicate equal to elementary level. The students are supposed to be able to compose a simple complete sentence in order to begin a conversation with others. Based on the observation which was done by the writer, the problem faced by the students in speaking were the students were not confident to speak English because of they are afraid of making mistakes in terms of pronunciation for fluency and accuracy, sometimes they were also used such as monotonous intonation to all of expression. Hence, it is needed for the teacher to use such as technique in order to achieve the goal of learning.

One of techniques that can be used to teach speaking is Think-pair-share technique. Think-Pair-Share is one of cooperative language learning (CLL) approach which is used to teach cooperative activities such as pairs and small groups of learners in the classroom. Cooperative learning become a way of promoting communicative student-student, student-teacher interaction. As stated by Wallace,

Stariha and Walberg (2004: 14) that working together in twos, threes or larger groups can facilitate more frequent and insightful communication. In a group of two students, a student might speak for a half time and listen for half of time and both the speaking and listening can be concentrated on what students need to know or desire to investigate, with practice students can correct one another and themselves.

Think-pair-share was developed by Frank Lyman in 1981 (Huda, 2011: 132). It gets its name from the three stages of students' actions, with emphasis on what students should do at each of those stages. Think-pair-share: (1) teacher poses a question (usually a low consensus question). (2) Students think of a response. (3) Students discuss their responses with a partner. (4) Students share their partner's responses with the class. This technique can be applied in teaching speaking to give the time for the students to think about the problem/topic, enhance students' oral communication through critical thinking and meaningful interaction where the students are free to suggest and give their opinion. As stated by Endang Kusri (2012:3) that Think-Pair-Share builds the democratic situation where the students are free to suggest and give their argumentation. By giving discussion section to the students, this technique could get the students actively involved in speaking activities. As stated by Ledlow (2001:1) that this technique encourages a high of pupil response and can help students on task.

Think-Pair-Share is one of the techniques that can be applied in teaching speaking because it has some advantages such as gives the time for the students to think about the problem/topic, enhance students' oral communication through critical thinking and meaningful interaction and build the democratic situation where the students are free to suggest and give their argument. It is also useful to encourage students in interacting with each other orally. Think Pair Share is combination between language and fun. Students can practice and do the activities with their friends.

This research was conducted in order to find out the solution and facilitate the students with an appropriate technique in improving students' speaking ability, especially for Eleventh grade students in Akomodasi Perhotelan class of SMKN 5 Pontianak and to find out the improvement of teacher's teaching in the classroom.

## **METHOD**

This research was intended to improve teaching learning process or to solve the real problems happening in classroom. The problems can be reduced by strategies which has been used in teaching learning process. Besides solving students' problem, it is also used to improve teacher's teaching. Ferrance (2000:4) states that action research is a reflective process done in collaborative activity to find solution to real problems at school and to improve instruction and increase students' achievement. Furthermore, Mettal (2002) states that Classroom action research can improve the teaching for it helps the writer discover what works best in the classroom situation. Classroom action research give the opportunity for the teacher to apply any kind of techniques as long as they are intended to improve and solve the real problem. In

doing this classroom action research the researcher worked with the collaborator to discuss the progress of the teaching. Then, the researcher conducted the research based on the Classroom Action Research stages, as stated by Cohen, Manion and Morrison (2005:226) there are planning, acting, observing and reflecting stage.

The first stage in Classroom action research is planning, which involves identification and formulation of the problems. The researcher identifies the students' low achievement and formulating the problem in the classroom. Then, the researcher prepares a lesson plan that will be implemented in the classroom. Planning of lesson is more than just setting out the lesson of learning. The teacher must take into account not only the information or skill to be learned, but also the characteristics and capabilities of the students in the class (Stringer, Ernest T., Christensen, Lois Mcfadyen, Baldwin, Chelia C. 2010:4).

In this research, the writer had to prepare the important things in order to support the research. In the early step, the writer asked permission to the Headmaster and also the teacher to do the research. After that, the writer asked and explained that the one who will teach in the class is the teacher and the writer as a collaborator. After that, the writer prepared the lesson plan based on the syllabus and decided the teaching learning process. The writer checked the syllabus and made the objectives as what was implied in the standard and basic competence. The writer used expressions of giving, asking, accepting and declining suggestion and opinion as the material and transactional/interpersonal text as kind of the text.

After preparing the requirements, the writer with the teacher continued the implementation in the classroom (acting stage). Where the teacher did the teaching learning process and the collaborator takes notes and observation checklist. In this case, the teacher will teach the students by using think-pair-share technique to improve students' speaking. The implementation were as follow: First, students were given a picture and questions such as "what do you think this picture is?", "have you ever have problems?" and "what do you do?", Then the teacher asked the students to discuss it with their partner. After that, one of students to share it to the whole class. When the students finished, the teacher explained the use of technique and explained the material in detail. In the end of the class the teacher gave some pictures and students picked one of them to be thought, discussed it in pair in order to make it into dialogue then shared it to the whole class.

In observing stage the researcher observed the data which was collected in acting stage to know whether the result is high or low. In the process, the researcher filled the field note and observation checklist to write down anything that occur in the teaching learning process, including the obstacles that are found as well as the probable solution to overcome.

Based on the result of observation in every cycle, the collaborator found that the activities were almost followed by the students. They paid attention to the teacher's explanation and some of them was talking to their friend next to them. Few of students responded actively to teacher's question and gave a good opinion. Before performing, the students have done with their dialogue they made and practice it. But,

some of them were still shy to perform the dialogue with louder voice. They were afraid of making mistake in term of pronunciation and intonation the words that they made. Based on the observation checklist and field note which is described by the collaborator above, can be concluded that the students' speaking skill was low. It also can be seen from the students' performance score. The aspects of the students' score consist of accuracy, fluency and comprehensibility.

The last stage is reflecting. In this stage, the researcher made interpretation from the data. The researcher evaluated the teaching learning process during the action and observation by analyzing the field notes and observation checklist which are made during the action. The result of the reflection was used to determine what should be done in the next cycle. Each cycle would be evaluated to find out whether the process in the classroom runs based on the planning. Then, the next cycle was done based on the result of previous cycle.

The teacher and the collaborator found that the students still have problems in speaking. Most of students understood about the material but it was difficult to them to make direct sentences into English. The students also felt difficult to what sentences should they make even though there were some pictures as a clue for the students to make it into dialogue. Some of them also did not know the meaning of simple word so it took more time to students to compose it into sentences.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Findings**

This research was conducted by using classroom action research as a design which consisted of three cycle. It was concerning on how Think-pair-share technique improve students' speaking skill in Eleventh grade Akomodasi Perhotelan class. Based on the students' achievements result, it was found that there was improvement in every aspect of every cycle, especially after the implementation TPS technique in the teaching learning process. The improvement of students' accuracy result can be seen in the tables below:

**Table 1**  
**Students' score test accuracy aspect**

<b>Accuracy</b>			
<b>Cycle</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Mean Score</b>	<b>2.75</b>	<b>3.31</b>	<b>3.92</b>

The table showed that in the first cycle, the students' accuracy mean score was 2.75. In the second cycle was improved became 3.31. Then, in the last cycle the result of the main score was 3.92. Based on the table above, can be concluded that there was improvement of accuracy aspect in speaking every cycle.

In fluency aspect in the first cycle the students' speech was slow and hesitant. They stopped at time when they make mistake then made "uumm" and "eeee" many

times. In the second cycle, students still made “uumm” and “eeee” but it was not as many as before. In the third cycle, most students showed an effort to repeat the sentence which was interfered by “uumm” or “eeee”.The improvement of students’ fluency result can be seen in the table below:

**Table 2**  
**Students’ score test fluency aspect**

<b>Fluency</b>			
<b>Cycle</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Mean Score</b>	<b>2.75</b>	<b>3.31</b>	<b>3.92</b>

Based on the table above, can be concluded that there was improvement of fluency aspect in speaking every cycle.

In comprehensibility aspect of the first cycle, the students did not make complete sentence when giving suggestion. For example they missed “to” in “would you like to drink coffee?” and missed “would” in the same expression in the term of question form. In the second cycle, some students still made mistake. In the third cycle, the students already know how to make complete sentence. Even when the teacher asked question at the end of share procedure to check their comprehensibility, they answered it well. The improvement of students’ comprehensibility result can be seen in the table below:

**Table 3**  
**Students’ score test comprehensibility aspect**

<b>Comprehensibility</b>			
<b>Cycle</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Mean Score</b>	<b>2.41</b>	<b>2.68</b>	<b>3.28</b>

In the first cycle, students’ comprehensibility score was 2.41. In the second cycle was 2.68 and in the last cycle was 3.28. Based on the result in comprehensibility aspect of speaking, can be concluded that there was improvement in every cycle.

### **Discussion**

In the implementation of the research, the writer made a lesson plan which was used by the teacher to teach the students. The concern of the lesson plan was to teach the students by using Think-pair-share to improve students’ speaking skill. The process of teaching learning in every cycle will be explained as follow:



In the first cycle, the students were not active in the class activities. When the teacher asked a question some of them did not give an answer, some of them gave answers in Bahasa and only one student who responded it with good answer. They looked confused what the teacher's question was and could not express their thoughts in English because of only few word they know. But, when the teacher explained the material the students paid attention and some of them was talking to their friends but did not attract other students' concentration.

The result in the first cycle was low, most of students had problem in pronunciation, lack of vocabulary and were not confident to speak. In the speaking aspects which was used to see students' improvement, all of students got 2 or 3 point in every aspect such as accuracy, fluency and comprehensibility. So, when it's calculated into students' individual score they only got score 40-60. It was low and the students' mean score was 52.2 which was qualified as poor to average.

In the second cycle, the students showed their effort to speak English well. Although, few of them still made mistake in term of pronunciation. The students were more cooperative from the beginning of the class. They tried to give their opinion in English sometimes also in Bahasa. The students more felt free to ask question to the teacher or instruction they do not understand. The result of students' score in the second cycle increased from the first cycle. Students' mean score was 60.82 qualified as average to good.

In the third cycle, the students were more active than the two previous cycle. They were motivated to speak frequently in every chance they have. The questions are being asked by the teacher had been answered by them well. The students were not hesitate to ask many questions related to the material, instructions and also some words they do not know how to pronounce it. The result of the third cycle show good progress. The mean score of the students' performance was 73.76 which qualified as average to good. The students' individual score was better too, they got 4-5 point in accuracy, fluency and comprehensibility.

After the entire cycles done, the writer computed students' individual score and mean score. The research findings showed that students' mean score in the first cycle was 52.27 rose to 60.82 in the second cycle and rose again to 73.76 in the third cycle. It was qualified as average to good. These data was supported by students' individual score. In the last cycle showed that from 29 students about 34% (whose scores were 80-100) were qualified as good to excellent and the rest of them was about 66% (whose scores 60-79) was qualified as average to good.

Furthermore, what was written in the field notes were supported by the numerical data. The field notes recorded the students' behavior during the teaching learning process. The students were able to respond to the teacher's questions, get involved in brainstorming activity and actively participated to the whole activities in the class. At the end of the class, they were able to make dialogue and share it in front of the class. In conclusion, from the result of analysis, the research findings of this classroom action research was satisfactory. The students' speaking skill had improved by using Think-pair-share technique.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

After conducting the whole steps of this classroom action research, the writer analyzed data and got the result. Based on the result of the research the writer drew a conclusion.

Teaching students using Think-pair-share technique had improve students' speaking skill. It is showed by the students' involvement in speaking activity which was observed by observation checklist and field note. Furthermore, the students' achievement score also showed that there was improvement in every cycle after implementing Think-pair-share technique in the classroom. This technique could make the students actively involved in speaking activity by sharing it to the whole class.

### **Suggestion**

The writer suggests that teacher use Think-pair-share technique as the alternative in teaching speaking. In implementing the technique teacher should pay attention to the management of the class in order to make the activity more effective. Teacher needs to explain the technique clearly so that the students can use it efficiently. The concern of this technique is to help students to involve in the speaking activity by composing a simple sentence to begin the conversation with appropriate pronunciation. The teacher should teach the students more about pronunciation as efficient as possible with the limitation of time and the amount of the students, so that all of stages of Think-pair-share technique can be applied in teaching learning process.

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