

TEACHING SPEAKING FOR SENIOR HIGH SCHOOL STUDENTS USING COOPERATIVE LEARNING “THINK PAIR SHARE ‘

Endang Kusrini

ABSTRACT

The objective of the research is to know the effectiveness of Think Pair Share for teaching Speaking. This research was conducted at one of Senior High School in Purwokerto. The Research design used is experimental study. The research findings imply that the use of Think Pair Share can motivate students speaking competen than those taught using discussion. In learning speaking, the common problem faced by the syudents is how to explore their idea. Through this technique students will think first about the topic, then they can explore their ideasby asking some one opinion, and at the end they can share with anothe group confidently since they have already make some discussion with their team. By implementing Think Pair Share, the students will have enough time to speak both in pair and in group. By doing Think Pair Share students will be motivated in learning English especially in speaking activity. It also improves and keeps the cooperation. The used of Think Pair Share is strongly suggested since, the students not only getting a better result of their speaking, but also enlarging students vocabulary. Students are motivated to do the speaking activity through this technique. This method will give the students time to practice the target language and to reflect themselves. The students will be very active, busy, and challenged to deliver their idea and practice comprehensively.

Key words: Think Pair Share, effective, Speaking

About the Author:

Endang Kusrini, SPd. MHum is a lecturer at the Department of English Education, Faculty of Education and Teacher Training UMP (Muhammadiyah University of Purwokerto) Jl. Dukuh Waluh PO Box 202, Purwokerto, Central Java, Indonesia. She can be reached at: endang_kusrini@yahoo.com. This article is as result of Research Hibah Program Studi, Muhammadiyah University of Purwokerto, by number of contract: A.II-III/213/S.Pj/LPPM/2012

I. INTRODUCTION

Speaking is the process of oral communication involving the interactionboth speaker and listener in sharing information. It is also defined as the ability toarticulate sound or some words to express, state, and convey ideas from one

person to the other personthrough the oral form(Tarigan, 2008, pp.16-17). By speaking, students can share and exchange the ideas they got from book or otherinformation media. They can easily express what they feel, what they learnt, and what they want to the others orally. Speaking is

considered the most complex skills to be learnt. Ideally, in learning speaking, the students should be good at some language components like grammar, vocabulary, and pronunciation. It is because the mastery of those three language components will influence the mastery of speaking itself.

In Learning Speaking the students need to recognize that speaking involves three areas of knowledge, those are: 1) the mechanical elements of language there are pronunciation, grammar, and vocabulary which is should be developed by the students in order to speak English fluently, 2) speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed, 3) the socio-cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, to whom he is talking, and what the purpose of speaking is. By understanding these elements, each individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause. Cited

on (<http://www.nclrc.org/essentials/speaking/spindex.htm>).

In learning speaking, the students of Senior High School should be able to speak English

appropriately. The students must capable to build an interactive communication each other to express meaning even formal or informal conversation in the context of daily life. In the real condition, some students of Banyumas Senior High School are not able to speak English well. Based on the pre-observation, the speaking inability of students come from several factors, those are: the lack of vocabulary, the lack of self-confidence and the the lack of ideas to speak. Students are often reluctant to speak because they don't have self-confidence and they are not pushed express themselves in front the other students. Especially, when the teacher asks them to give personal information or opinion; most of them still take a long time to think the ideas on their mind. Based on the real condition, adequate speaking task that enable to encourage students speaking skill must be given. One of the technique that could be carried out by the teacher to teach speaking is Think Pair Share.

II. THEORETICAL FRAME WORK

1.1 Problem in Speaking

There are some common problems appear in speaking: a) *students reluctance to speak and take part in speaking activity*, students are often reluctant to speak because they don't have self-confidence and they are not forced to express themselves

in front the other people. By using Think Pair Share, every students are encouraged to contribute their opinion each other and the students will be easily to express their ideas and they will be more confidence to speak, b) *the Teachers' role in speaking*, the teachers' role in speaking should be the prompter, facilitator, and feedback provider that can make the students have frequent time to practice speaking English. The teacher merely focus on providing adequate speaking task and guiding the students to actively practice speaking English. In the real life, sometimes most teachers still uses the conventional method to teach speaking in the class. The teacher didn't give appropriate activity that support the students practice speaking English widely. It makes the students feel bored and they don't have enough encouragement to practice speaking English (Harmer, 2007, pp.345-346).

1.2 Characteristic of Successful Speaking Activities

Brown (2001:270) says spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

- a. *Students talk a lot when they take part in speaking activity.* They talk as much as possible of the period of time allocated to

the activity of speaking. The students speak a lot in that duration and they comprehend the topic of speaking

- b. *Students have high motivation to join speaking class.* It can be seen from their behavior to have a great desire to accomplish their speaking task and achieve the task objective.
- c. *Language is of an acceptable level.* Learners express themselves in utterance that are relevant, easy comprehensible to teach other and acceptable level of language accuracy. Means that the students are capable to build good interaction each other in sharing their ideas and information.

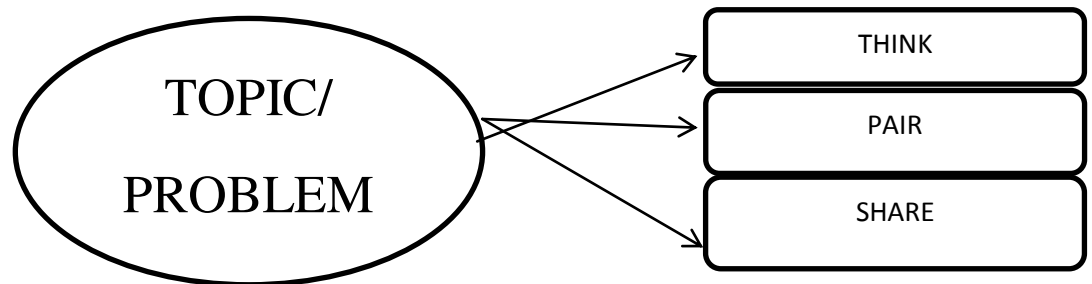
1.3 Cooperative Learning Think Pair Share

Think Pair Share is a technique developed by Liman and Associates (1985) to provide students with "food of thought" on given topic, to formulate an individual opinion and share their ideas with another students. Think pair Share is choosed because it has some advantages for learning speaking, such as : 1) gives time for the students to think about a problem/topic, 2) enhances students oral communication through critical thinking, and meaningful interaction , 3) helps and promotes students become subject of learning, and 4) builds the democratic situation where

the students are free to suggest and give their argumentation. Rejecting and accepting ideas can be done through this method. Therefore, in this case the writer suggests that Think Pair Share will be one of a good teaching Technique.

This Technique can help the students in speaking by sharing ideas in pairs and in a group. There are some several steps in implementing Think Pair Share, as follows:

- a) teacher begins by giving the topic and some general question about the topic;
- b) teacher asks the students to think individually about the problem posed;
- c) the students discuss and share idea, here the students will compare their thought to get the ideal opinion; finally, each pair share their ideas with other groups one by one. In this activity there is no student who dominates in discussing because they will have an opportunity to share their ideas



III. RESEARCH METHODOLOGY

In this research the writer focuses on a teaching technique. There are a lot of teaching technique used in teaching speaking, such as role play, telling story, and presentation. The writer conducts an experimental research to find the effectiveness of Think Pair Share in teaching speaking. Think Pair Share is used as the independent variable, while presentation is in control group.

In this research, the target population or the subject of the research is the eleventh grade students of Banyumas Senior High School in academic year 2012/2013. The numbers of population are 248 students from 9 different classes, which consisted of 32 students in each science class and 22 students in each social class. the writer uses purposives sampling technique for taking the sample of the subject research. It is chosen because purposive sampling is the technique to decide the sample by some

reasons to give data maximally. In this case, class XI.IPS.II and XI.IPS.III are selected to be investigated. The students of class XI. IPS II becomes the experimental class whereas students of class XI. IPS III becomes control class.

IV. THE RESULT AND DISCUSSION

Based on the result of the hypothesis testing, the research findings is Think Pair Share is more effective than Presentation in teaching Speaking for Senior High School Students. Based on the result of *pre_test* and *post_test* from both experimental group and control group it can be seen the result are as follow

1. Experimental Group

Code number of Resp	Pretes (X1)	Postes (X2)
01 E	71	84
02E	73	78
03E	74	80
04E	72	81
05E	68	79
06E	71	75
07E	69	72
08E	75	79
09E	72	79
10E	73	78
11E	72	78
12E	68	70
13E	71	75
14E	65	76
15E	64	65
16E	76	79
17E	77	78
18E	76	77
19E	69	70
20E	76	78
21E	78	78
22E	79	80

2. Control Group

Code number of Resp	Pretes (X1)	Postes (X2)
02C	73	77
03C	74	74
04C	72	73
05C	68	69
06C	71	73
07C	69	75
08C	75	80
09C	72	79
10C	73	78
11C	72	77
12C	68	70
13C	71	71
14C	65	67
15C	64	70
16C	76	76
17C	77	77
18C	76	75
19C	69	70
20C	76	70
21C	78	74
22C	79	78

3. Pengujian Hipotesis

Uji - t

$$M_x = 9.976 \qquad \Sigma X^2 = 370.976$$

$$M_y = 4.146 \qquad \Sigma Y^2 = 603.122$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{9.976 - 4.146}{\sqrt{\left\{\frac{370.976 + 603.122}{22 + 22 - 2}\right\} \left\{\frac{1}{22} + \frac{1}{22}\right\}}}$$

$$\begin{aligned}
 &= \frac{5.829}{\sqrt{\frac{974.096}{42} \times \frac{2}{22}}} \\
 &= \frac{5.829}{\sqrt{0.594}} \\
 &= \frac{5.829}{0.771} \\
 &= 7.564
 \end{aligned}$$

$$t\text{-table } 0.05 = 1.990$$

$$t\text{-table } 0.01 = 2.639$$

$$\begin{aligned}
 d.f &= N_x + N_y - 2 \\
 &= 22 + 22 - 2 \\
 &= 42
 \end{aligned}$$

With $t_0 = 7,564$ and $d.f. = 42$, then the writer tests it by using one tailed test at the level of significance 5% . On the table appendix (V) it is known that the value of t-table at the level of significance 0,05 = 4,10. After getting the t-counted, then the writer consults it to t-table of a certain significant level. If the t-counted is higher than t-table, it means that there is positive effect of Think Pair Share in teaching speaking skills. So the writer hypothesis is accepted. On the other hand, if it is found out than t-counted is lower than t-table, the writer hypothesis is not accepted. In this computation, it could be said that t_{test} is higher than t- table ($7,564 > 4,10$), so the hypotesing saying that Think Pair Share is effective for teaching speaking is accepted.

Through the computation and the research finding, it can declare that Think Pair Share is more

effective than presentation. The used of Think Pair Share is strongly suggested since, the students not only getting a better result of their speaking, but also enlarging students vocabulary. Students are motivated to do the speaking activity through this technique. This method will give the students time to practice the target language and to reflect themselves. The students will be very active, busy, and challenged to deliver their idea and practice comprehensively

On another side, presentation actually is also a good technique in teaching speaking, but there will be only some students who are active and eager to present in front of the class so it makes some students less opportunity to be creative. Presentation is needed for certain practice, for example: when the students have to demonstrate how to do or how to make something. The

main differences between those of two techniques were on the learning activity done.

V. CONCLUSION AND SUGGESTION

The conclusion of this research based on the research findings, can be said that the use of Think Pair Share in teaching speaking is more effective than presentation. It can be proved by the result of t-test is 7,564 and *t-table* at d.f = 42 at level of significant $t_{0.05,4,10}$ so score t-test is higher than *t-table* ($7,567 > 4,10$). The hypothesis saying that Snake and Ladder Board Game effective in teaching vocabulary is accepted.

REFERENCES

- Arikunto, S, 2006. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
-(2005) *Management Penelitian*. Jakarta: Rineka Cipta
- Buharsa Rina (2011) *Improving Students reading Comprehension through Think, Pair Share (TPS)* <http://www.iifodiknas.com/improvingstudents-reading-comprehension-2.html>.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching. Fourth Edition*. New York: Longman
- Brown, H. Douglas. 2001. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. San Francisco: Addison Wesley Longman, Inc
- Darusmin, Deni Kurnianengih, Dkk. 2012. *Using Snowball Throwing Model To Increase Speaking Ability Of The Second Year Students Of Smp N 21 Pekanbaru*.
- Harmer, J (1990) *How to teach English An Introduction to the practice of English Teaching: USA*
- Hornby, As. 2000. *Oxford Advance Learner's Dictionary of Current English*. Oxford : University Press.
- Lie (2010) *Cooperative Learning: Mempraktekkan Kooperatif Learning di Ruang-ruang Kelas*
- Nunan, D. 1991. *Language Teaching Methodology*. New York : Prentice hall International Ltd.