Improving student's speaking skill by using think-pair-share method with flashcard at grade VIIIB MTSN 6 Ngawi

Arumsyah Erlinda Retnowati

alfamomma@gmail.com

Universitas Negeri Sebelas Maret Solo

Abstract: Speaking has become an important skill in learning English as foreign language. The importance of speaking is shown by its function in the communication. By speaking English, we can communicate fluently with other people in the whole world. There are many factors which have influenced the students' speaking skill. One of them is teaching method or strategy as external factor. Think-Pair-Share (TPS) or thinking in pairs is one type of cooperative learning method designed to influence the pattern of students' interaction. This research has given evidence that TPS method is more effective than Direct Instruction method to teach speaking skill. This research is a classroom action research which consists of four steps to do: planning, action, observation and reflection. To collect the data of speaking skill, the researcher needs the instrument which is called a test. Besides speaking test instrument, researcher also used observation sheet to collect activities and development data. There is significant improvement on students speaking skill who taught by Think Pair Share method with flashcard media. It proved by the enhancement of average speaking score from 63.2 at the pretest result, become 73.2 at the first cycle and still increase to be 83 at the second cycle. The flashcard media were useful and effective to improve students' speaking skill as described in finding and result of this study, as it improves class mastery achievement from 17.5% on the pretest, become 60% on the first cycle, and become 87.5% on the second cycle.

Keywords: Speaking, Think-Pair-Share, Flashcard

Speaking has become an important skill in learning English as foreign language. The importance of speaking is shown by the function in the communication. By speaking an international language like English, we can communicate fluently with other people in the whole world. We can know and understand what the foreign people say. We need speaking skill to express our feeling, idea, describing something to others, and even we can use speaking skills to have a special relationship with others.

Speaking has the most important role in the success of communication. Among the four skills, speaking seems to be an important skill that a learner should acquires since one of the responsibilities of any teachers working with English language learners is to enable students to communicate effectively through oral language (O'Malley and Pierce, 996:57). But unfortunately, speaking among the students become a "devil" and "horrible" things to be learnt, even for the students in university.

Generally, there are internal and external factors. The students' mastery of linguistics features, students' willingness to speak, students' level of risk taking, students' motivation, students' self-esteem, students' self-actualization, students' confidence, etc. belong to internal factors. Meanwhile, there are also external factors influencing the students' speaking skill, those are learning process, and also teaching strategy. Suitable strategy, methods, or approach to teach speaking is needed. And there are many famous strategies, methods, or approaches which can be used by the teachers in the classroom activities.

One of the method that can be applied in teaching speaking is Think-Pair-Share. It is a part of cooperative learning. In Think Pair Share method, the students are given opportunity to solve the problem in pair or within group. It will increase the students' speaking skill. Trianto (2007:61-62) states that TPS or thinking in pairs is one type of cooperative learning designed to influence the pattern of students' interaction. It is an effective way of varying the flow of classroom discussion. There are three steps in TPS methods, those are: Think, Pair, and Share. When the student works in pairs or within group, each step of TPS will increase the students' speaking skill.

Besides the suitable method, the role of teaching media is also very important in the success of the teaching and learning process in the classroom. As a teaching media, flashcards has many advantages for using in language teaching. Besides Flashcards were easy to be applied and teacher can make them by himself, can be used for practicing various activities and games. It also effective and applicable for any level of students. According to Wozniak (1990:56), flashcards were sets of cards bearing information as word, words, or numbers, on either or both sides. Haycraft (1978:40) also states that there are some types of flashcard. Words flashcards were cards which contained of a word or some words that form a sentence, command, or instruction, where the picture flashcards were a card with printed picture. The picture with word flashcards were a flashcard with printed picture and words on it.

According to the background above, the writer was done a study about the effects of teaching methods, in this case is Think-Pair-Share method with using flashcard media, to the students' speaking skills. This research entitled: "Improving Students' Speaking Skill

by Using Think-Pair-Share Method with Flashcard at the Eight Grade Students of MTs Negeri 6 Ngawi in the Academic Year of 2017/2018."

REVIEW OF THE RELATED LITERATURE

Teaching Speaking

The ability to speak foreign language is crucial part to the learners. Luoma (2004:1) states that speaking skill is required for the curriculum in language teaching and learning. Speaking should be taught effectively in order that students can express themselves and learn how they communicate not only inside the classroom but also outside the classroom.

According to Kayi (2006:1) the meaning of teaching speaking to ESL learners is to produce the English speech sounds and sounds patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences, and to organize their thoughts in a meaningful and logical sequence. Speaking also means to use language as a means of expressing values and judgments, and to use the language quickly and confidently with few unnatural pauses which is called as fluency (Nunan,2003:1)

Think-Pair-Share Method

Think-Pair-Share is a cooperative discussion method that has 3 parts of the process: students think about a question or an issue, they talk with a partner about their thoughts, then some children share their discussion and think with the class (McCandlish, 2012).

This method has been developed by Frank Lyman from the University of Maryland. It provides the students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with other students. It is a learning strategy developed to encourage the students' participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages high degree of pupil response and can help keep students on task (Richards and Rodgers, 2001:198). Lyman (1987:1-2) states that TPS is a "multi-mode" strategy developed to encourage students' participation in the classroom activities.

The procedures of Think Pair Share based on Barkley, et al. (2005:104) are as follows:
a. Step 1 Think (3-5 minutes)
    Individually think about the following:

    -   What information do you need to solve the problems?

- What information do you already know?
- What tools and strategies could you use?
- What questions do you need to ask your group?

b. Step 2 Pair (2-3 minutes)

With a partner, jot down ideas to help you get started with the problem. You may use any of tools provided in the classroom, including dictionary etc.

c. Step 3 Share (3-4 minutes)

Take turns sharing ideas in larger group

Flashcard Media

Flashcards were sets of cards bearing information as word, words, or numbers, on either or both sides (Wozniak, 1990:56). Haycraft (1978:40) says that there are three types of flashcard. Words flashcards were cards which contained of a word or some words that form a sentence, command, or instruction, when the picture flashcards were a card with printed picture. The picture with word flashcards were a flashcard with printed picture and words on it.

RESEARCH METHOD

In this research, the writer used a classroom action research. Classroom action research was a form of a research in which researcher reflect systematically on their practice, implementing informed action to bring about improvement in practice. This classroom action research has four steps that we have to do: planning, action, observation and reflection (Sanjaya: 2013). This research was conducted at MTsN 6 Ngawi. It is held on VIII B class in the academic year of 2017/2018 which consists of 40 students.

To collect the data of speaking skill, the researcher needs the instrument which is called a test. Test means measuring the knowledge or skill of an individual or group. The researcher used test to know the students' speaking skill. The objective of this test is to know the result or score of the students speaking skill after they are taught by using Think-Pair-Share method by using flashcards. The instruction in the speaking test is written in a piece of paper.

Before administering a test to the students, the researcher should firstly check the readability of the instruction. The instruction which will be made must be readable because it can influence the students' understanding. According to Richards, Platt, and Platt (1992: 306) "readability is how easily written materials can be read and understood." Meanwhile, Pikulski (2002: 1) states that the level of ease or difficulty with which text

material can be understood by a particular reader who is reading that text for a specific purpose. Here, the students must understand the instruction in order that they can do the instruction correctly based on the competence that the researcher wants to assess.

In scoring students' speaking test the researcher used two persons to get objective result of the score. The researcher scores students' speaking test in five major elements of speaking; pronunciation, vocabulary, grammar, fluency and content. The scoring rubric can be seen in table 3.6.

Table 1 Scoring Guide for Assessing Speaking

Indicators of Speaking	Scores	Criterion
Pronunciation	4	Have few traces of foreign accent.
	3	Always intelligible, through one is define of accent.
	2	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	1	Very hard to understand because of pronunciation problems. Must be frequently asked to repeat.
	0	Pronunciation problems so severe as to make speech virtually unintelligible.
Vocabulary	4	Use vocabulary and idioms is virtually that of a native speaker.
	3	Sometimes use inappropriate terms and/or must rephrase ideas of inadequate vocabularies.
	2	Frequently use of the wrong words; conversation somewhat limited because of inadequate vocabularies.
	1	Misuse of words and very limited vocabulary make comprehension so quite difficult.
	0	Vocabulary limitations so extreme as to make conversation virtually impossible.
Grammar	4	Make few noticeable errors of grammar or word order.
	3	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	2	Some grammatical inaccuracies, occasional imperfect control

		of few patterns.
	1	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic pattern.
	0	Errors in grammar band word order so severe as to make speech virtually unintelligible.
Fluency	4	Speech as fluent and effortless as that of a native speaker.
	3	Speed of speech seems to be slightly by language problems.
	2	Speech and fluency are rather strongly affected by language problems.
	1	Usually hesitant, often forced silence by language limitations.
	0	Speech is so halting and fragmentally as to make conversation virtually impossible.
Comprehensio n	4	Understands everyday Conversation and normal classroom discussions.
	3	Understands nearly everything at normal speech. Although occasion-al repetition may be necessary.
	2	Understands most of what is said at slower-than-normal speed with repetitions.
	1	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.
	0	Cannot be said to understand even simple conversation

(Weir, 1998: 147-148)

Beside speaking test instrument, researcher also used observation sheet to collect activities and development data carried out by teachers and students during the learning process. The collaborator observed both the teacher and the students during teaching learning process by feeling the observation sheet.

Procedure

Classroom action research using cycles in doing the research and this research was held in two cycles. Both of that cycles consist of four steps of research procedure.

Planning

Researcher made plan on implementation process of the research. It consists of arranging the lesson plan which include the activities of using flashcard as a media, preparing and choosing flashcards as a lesson material, and preparing observation checklist for both teacher and students.

Action

In this step, researcher implementing the lesson plan to teach student using flashcards media listed. The mayor steps on applying flashcard media with Think-Pair-Share method are as follows:

- The teacher showed a flashcard to students
- The teacher asked them to think about the flashcard contents.
- The students tried to explain that showed on flashcard media with their pairs and hear their friend's explanation.
- The teacher pointed some students to explain about the flashcard in front of the class.
- The teacher and students discussed about the flashcards.
- The teacher gave an exercise to the students

Observation

Observation was held to identify and record all activities through its indicator of teaching and learning process. The researcher was helped by the collaborator to observe the learning activity. The collaborator used observation sheet to checked all the student and teacher interaction activity that listed on the checklist.

Reflection

Here, the researcher analyzed, reviewed and responded to the previous learning process in the first cycle, then created the next plan for the second cycle until the expected condition reached.
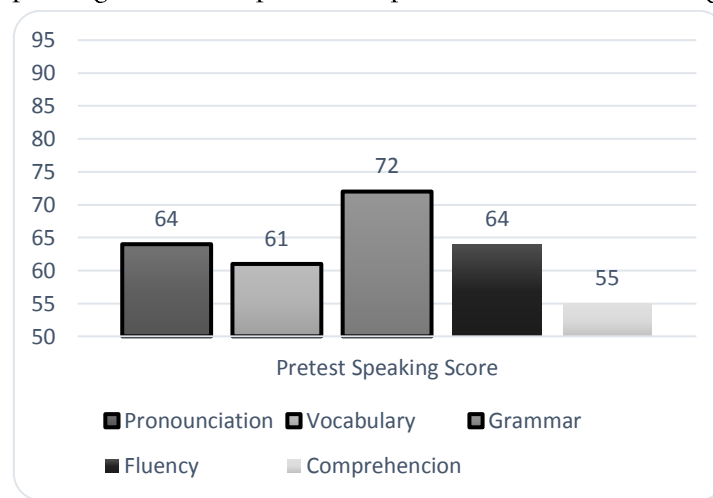
FINDINGS AND DISCUSSIONS

Findings

The research data were gained from the students' speaking scores which were taken from the class taught by using Think-Pair-Share method with flashcard media. The speaking scores that obtained on first cycle then compared with its score on pretest, and so the second cycle data.

Table 2 Summary of student speaking pretest result

No	Description	Pretest result
1.	Average score	63.2
2.	Students who passed minimum standard score	7 students
3.	Percentage	17.5%

From the table above, the researcher analyzed the result of students' speaking skill mastery before using flashcard media shows that the average score of the class are 63.2. Only 8 of 40 students who passed the minimum standard score (75). It just about 17.5% of the class mastery achievement reached.

Students' speaking score from pretest are presented on the following table:

Picture 1 pretest speaking score chart

The first data from the table showed that classically the average of students' mastery in grammar is good (72) since the pretest. In other side, the vocabulary mastery, fluency, and pronunciation is only reached the score 61, 64, and 64. The students' comprehension reached the lower score, that is 55.

It caused by the daily teaching and learning process is only emphasized to the grammar, tenses, and theory. But in pronunciation and fluency is not really emphasized. The students' mastery in vocabulary is not really be emphasized. So, the students' comprehension of the text is low.
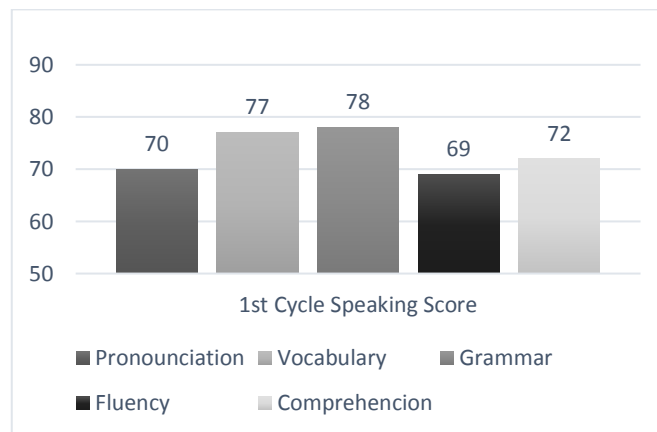
Those aspects will be improved by the use of Think Pair Share method with flash cards. Hopefully, it can have enriched the students' vocabulary mastery and next by using Think Pair Share, the students' comprehension in English will be increased.

Table 3 Summary of student speaking test result at first cycle

No	Description	1st cycle test result
1.	Average score	73.2
2.	Students who passed minimum standard score	24 students
3.	Percentage	60%

From the table above it can be concluded that by using flashcard media to teach speaking, the experimental class gained average speaking score 73.2 at the first cycle. From total of 40 students, there are 24 students who passed the minimum standard score (75). It is about 60% of the class mastery achievement reached. It's still below the class mastery achievement target in which sets on 80%.

Students' speaking score from the cycle 1 with the aspects are presented on the following table:

Picture 2 1st cycle speaking score chart

From the table it can be seen that there is an increase from some aspects in speaking. The increase including fluency and pronunciation. And for the students' vocabulary mastery there is a significant increase. Students' mastery in grammar is also better. And the last, the students' comprehension is getting the significant increase.

It showed that the use of Think Pair Share with flashcard give positive effect to the students since the cycle 1. But classically it cannot be said success because the average of the students' score is still lower than the standard score, and there is only 60% of the students who get the mastery achievement. Only some of the students with high academic ability.

Based on the reflection and evaluation of cycle 1, so the researcher was done some improvement to the method and the subject in order to reach the low level of students'
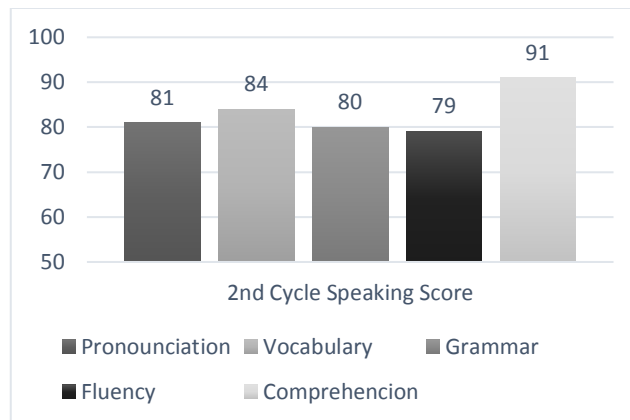
ability. On the next cycle, the researcher will also give attention to the certain student to increase the average and the mastery achievement can be reached.

Table 4 Summary of student speaking test result at second cycle

No	Description	2nd cycle test result
1.	Average score	83
2.	Students who passed minimum standard score	35 students
3.	Percentage	87.5%

From the table above it can be concluded that by using flashcard media to teach speaking in second cycle, the class gained average speaking score 83. From total of 40 students, there are 35 students that gain score over the minimum standard score (75). It is about 87.5% of the class mastery achievement reached, so it has reached the class mastery achievement target in which sets on 80%.

The students' speaking score of the cycle 2 with some aspects are presented on the following table:
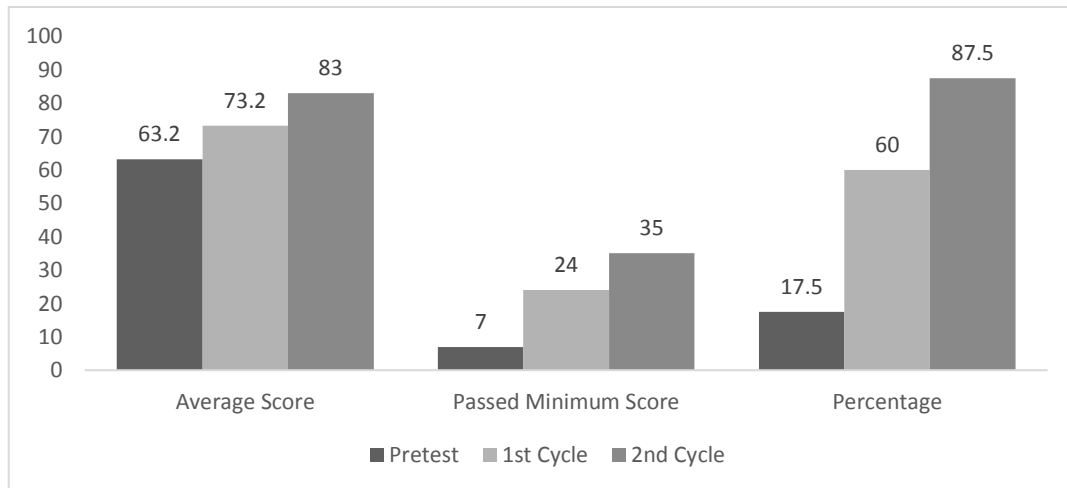

Picture 3 2nd cycle speaking score chart

The data from the table above showed that the progress of teaching and learning process in cycle 2 is significant. The students' fluency and pronunciation are increase. The students' vocabulary mastery has got a good increase. It also followed by the significant increase of the students' comprehension.

Commonly, it also influences the students' achievement, so the totally average is overstepping the minimum standard score, and the class mastery achievement which has been determined were also overstep.
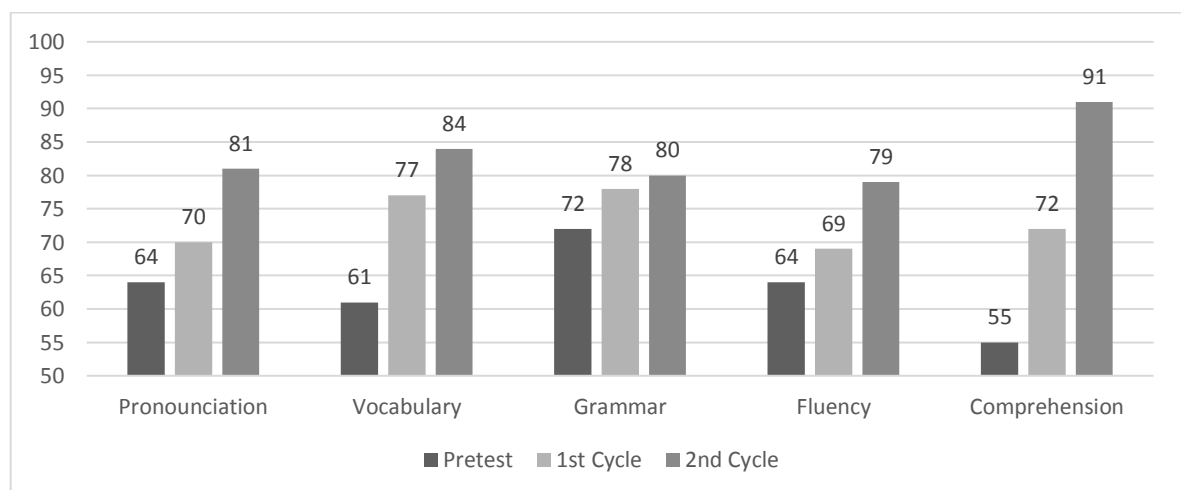
Discussion

Totally, the result of students' speaking score is on the following table:

Picture 4 summary of student speaking test result from all cycle

The data of the average showed that there is a significant increase which overstep the determined standard. The amount of the students who overstep the minimum standard is also increase from 7 become 24 in cycle 1, and become 35 in cycle 2. It means that the percentage of the students who overstep the minimum standard score is also increase from the previous 17.5% become 87.5%.

Here are the summaries of the data of the students' speaking score based on the aspects which has got from the pretest, cycle 1, and cycle 2:

Picture 5 summary of student speaking test result from all cycle based on speaking aspect

From the aspect of pronunciation, it can be seen that the students' development is increase. The students' duty to share their understanding or answer in front of the class or in group, forced them to improve their accent and pronunciation, so that their ability is increase.

The students' vocabulary mastery is also increase significantly. It showed that the use of flashcard media helps them to remember and add the new words and enrich their vocabulary. As we know that the use of visual media can help them to remember the words and give them more impression.

Although it is not the main focus, the students' mastery of grammar is also increase. The students' ability is good from the starting, and it can be increased more and more by the use of Think Pair Share.

As the same as students' pronunciation, the level of students' fluency to deliver sentences in front of the class is also increase. It is supported by the use of Think Pair Share method in which the students have to communicate well both in pairs and in front of the audiences.

The most significant of the students' achievement is in pronunciation. It caused by the flashcard media increase the students' ability to master the new vocabulary. It is also supported by the use of Think Pair Share method that enhancing the students' comprehension with the context of sentences, both in the pair's discussion and classroom sharing.

This class action research was conducted in 2 cycles to study and prove that using flashcard as media with Think-Pair-Share method can improve the students' speaking skill at 8th grade students. After finalizing this research and found the improvement of the students' speaking skill, the researcher found some factors that influence the improvement of students' speaking skill. Some of those factors are:

Material

The teacher has to be creative for selecting appropriate design and contents of the flashcard media, because it will influence in increasing of students' interest on the lesson. If the teacher is more creative in using flashcard, the students will be more interested and active in learning process, so it will improve their understanding on the lessons.

Implementation of Media

The process of applying the flashcard also has it effect in increasing students' speaking skill. How interesting the teacher in presenting their media in front of class will increase students' interest on the lesson.

Teacher Support

A teacher will be a facilitator and motivator to their students in the class. A teacher should involve students in learning activities in the class, either in the form of presentations, question and answer, discussion, or other activities. And as a motivator, teacher gives motivation and spirit to the students which can build up the confidence from the students.

CONCLUSION AND SUGGESTION

Based on the result of the activities of improving students' speaking mastery by using Think-Pair-Share method with flashcard media, the researcher made some conclusion as follows:

There is a significant improvement on the students' speaking skill who were taught by using Think-Pair-Share method with flashcard media. It proved by the enhancement of average speaking score from 63.2 at the pretest result become 73.2 at the first cycle and still increase to be 83 at the second cycle. The flashcard media were useful and effective to improve the students' speaking skill as described in finding and result of this study, as it improves class mastery achievement from 17.5% on the pretest, become 60% on the first cycle, and become 87.5% on the second cycle. It is suggested for the English teachers to implement Think-Pair-Share method by using flashcard media to teach students' speaking skill because it has been proven to be a good method.

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