USING THINK-PAIR-SHARE TO IMPROVE SPEAKING ACHIEVEMENT OF THE SECOND SEMESTER ENGLISH STUDY PROGRAM OF TRIDINANTI UNIVERSITY PALEMBANG

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Abstract

The study aimed at improving the speaking achievement of the second semester students of Tridinanti Palembang by using Think-Pair-Share strategy (TPR). This study was an action research study. The steps in conducting the study were planning, actions and observation of action and reflections. The population of the study was all of the second semester students of Tridinanti University in the academic year 2016/2017. The sample used one class (10students). The data collections used by the researcher were tests and observation. The learning improvement indicators included in two things; (1) learning achievement, (2) teaching and learning process. In the study, the implementation was conducted into two cycles.The results showed that the average score of students' speaking achievement was 66 in cycle I and the observation result was 62.82. The result had not been reached the target yet that was >70. At least more than 85% students could achieve the score above 70. Thus, cycle II was necessary to be implemented. In cycle II, the average score of speaking test was 81and the observation result was 81.06. The students had reached the target and the cycle was stopped. In conclusion, the implementation of TPR had brought significant improvement to the students' speaking achievement.

Keywords: *Think-Pair-Share, speaking achievement.*

Introduction

Reading, one of the skills in learning a language, plays a crucial role to learning success. By reading a lot, students can learn and gain abundant information. Burns,et al (1984,p.11) state that reading is a complex act that must be learned. It is also a means by which further learning takes place. In other words, a person learns to read and reads to learn. Those statements assert that how important reading skill to be mastered by students.

Richard and Rodger (2001,p.101) assumed that many of English learners in the world study it in order to develop proficiency in that skill. Speaking is one of the crucial subjects should be taken and comprehended by students of English Study Program to enable them to communicate with others orally. It is recognized as critical for functioning in an English language context both by teacher and learners. Speaking is one of the important skills that should be mastered by the students all over the world. By having this skill they are able

to perform their competence in English. For example the students can share their knowledge, value, and attitude to the others through oral speaking.

Therefore, those competencies can be applied in the real life of oral communication. Speaking is one of the crucial subjects should be taken and comprehended by students of English Study Program to enable them to communicate with others orally. Grugeon & Dawes (2000,p.87) assumed that many of English learners in the world study it in order to develop proficiency in that skill.

Besides, the students of English Study Program should master speaking in order to transfer their knowledge and information to their students. In addition, the students of second and foreign language are considered successful if they can communicate effectively in the target language (Nunan, 2004,p.102).

As the matter of fact, Indonesian learners commonly had not attained a good level of oral proficiency. Some scholars showed this problem, for example.

Kusmaryanti (2009,p.152) found out that students have a great number of errors in speaking such as in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication. In addition, Tutyandary (2005,p.80) stated that some of the students kept silence in speaking class and it happened because of the pressure of speaking tasks which require them to present individually and spontaneously in limited time. She mentioned that the students kept silent because of lack of self-confidence, motivation, learning interest, prior knowledge, and poor teacher-learner relationship.

In addition, English proficiency index refers to a report of   which attempts to rank countries by the average level of English skills among adults (EF EPI 2015, p. 4). Indonesia was in the rank of 33 with score 52.91 below Japan and Taiwan. In other words, Indonesia was still in the very low proficiency category. In the speaking class, the students should be taught how to speak. However teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. According to Brown (2001, p.270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rythm, intonation of English and interaction.

Many students who learn English think that there are some problems faced when they give it a try to speak in English. The first is that they find difficulty to express their ideas. The second is that their pronunciation and grammar are weak. Then, the other problem deals with the vocabulary items. Those kinds of condition also happened among the second semester students of Tridinanti University Palembang.

Moreover, based on the observation done by a writer, she found that most of the students were passive and shy to open their mouth, transferring their knowledge and idea through oral communication. In one class, about 25% of the students who were active and fluent in speaking, the teaching and learning process was dominated by them. The other students just listened to the lecture's explanation, kept noting some words, tried to speak, but having silence was the most activity done in the classroom. The students were not too serious and in joining the teaching and learning process, as they thought that the subject was not too important because their mindset was only sitting in the class nicely would make the lecturer gave them a good score. They were really unmotivated.

There are many ways to make the speaking class become enjoyable, one of the strategies is using *Think-Pair-Share (TPS)*. The TPS strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response (Barkley, et al., 2012, p. 151-160).

For this reason, based on all descriptions above, the writer had conducted the study to the students of *Tridinanti* University Palembang to find out if using Think-Pair-Share technique could improve students' speaking achivement or not. The study aimed to improve the speaking achievement of the second semester students of Tridinanti Palembang by using Think-Pair-Share strategy.

1. The   Importance   of   Speaking
    Achievement

Speaking is a productive skill (Spratt et al, 2005, p. 34). It involves using speech to express meaning to othe people. The essential component mentioned to exist in speaking are the speakers, the listeners, the message and the response. In the process of speaking, the students have to pronounce words, use intonantion and use stress properly because they are all connected to each other which the listener can get the message of the conversation.

In the same respect, Nunan (2004,p.98) agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning. Moreover, Brown (2000, p. 275-276) states there are

seven principles for designing speaking techniques:

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
b. Provide intrinsically motivating techniques.
c. Encourage the use of authentic language in meaningful contexts.
d. Provide appropriate feedback and correction.
e. Capitalize on the natural link between speaking and listening.
f. Give students opportunities to initiate oral communication.
g. Encourage the development of speaking strategies.

According to Brown (2001, p. 271-274), there are six categories of speaking, namely imitative, responsive, transactional, interpersonal and extensive.

a. Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interaction but focusing on some particular element or language form. The example of imitativespeaking performance is drilling.

b. Intensive

The intensive performance is to include any speaking performance that is designed to prsctice some phonological or grammatical aspect of language. In addition Brown (2004, p. 273) states that an intensive speaking performance is related to the production of short streches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonantion, stress, rythm, juncture).

c. Responsive

Short replies are the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments, etc.

d. Transanctional

The transanctional language is an extended form of responsive langaue. The purpose of transanctional is to convey the exchange specific information. A conversation is an example of transanctional.

e. Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

According to Heaton (1991,p.115) there are some criteria for analyzing oral ability as
follows (see Table 1).

Table 1. The Speaking Rubric (Heaton, 1991)

Range	Pronunciation	Fluency	Comprehensibility
81-90	Pronunciation only very slightly influenced by mother tongue	Speaks without too greats effort with a fairly wide range of expression. Searches for word an occasionally but only one or two unnatural pauses.	Pronunciation only very slightly influenced by mother tongue
71-80	Pronunciation is slightly influenced by the mother tongue. The most utterance are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speakers intention and general meaning are fairly clear, a few instruction by listener for the sake of clarification or necessary
61-70	Pronunciation still moderately influenced by the mother tongue but no serious phonological error.	Although she/he has made an effort and search for words, there are not too meaning unnatural pauses. Fairly smooth delivery mostly.	Most of the speaker say is easy to follow. His attention is always as clear but several interruptions are necessary to have him to convey the message or to see the clarification.

Range	Pronunciation	Fluency	Comprehensibility
51-60	Pronunciation is influenced by the mother tongue but only few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand of the speakers morelonger or complex sentence.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort a times.	Only small bits (usually short and sentence and phrases) can be understood and then with considerable effort by someone used to listening the speaker.

Note: 81-89 : excellent; 71-80 : very good; 61-70 : good; 51-60 : fair; 41-50 : moderate

2. The Use of Think-Pair-Share

According to Barkley, et al (2012: p. 151-160), the Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. According to Dutt (1997,p.115), Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly the students' discussed.

In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class.

3. *The Procedures of Think-Pair-Share*

According to Barkley, et al (2012), the procedures are presented below.

a. *Think:* Teachers began by asking a specific higher-level question about the text or topic students have been discussed. Students "think" about what they know or have learned about the topic for a given amount of time (usually 5-7 minutes).

b. *Pair:* Each student should be paired with another student. Teachers chose whether to assign pairs or let students pick their own partner. Teacher should remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students shared their thinking with their partner, discussed ideas, and asked questions of their partner about their thoughts on the topic (5-10 minutes).

c. *Share:* Once partners had ample time to share their thoughts and had a discussion, teachers expanded the "share" into a whole-class discussion. Teacher allowed each group to choose who would present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," teacher chose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.

Method of Research
The Method and Design the study

The study applied Classroom Action Research (CAR). It is done in order to improve the learning quality in the classroom with teacher as a researcher so that the teaching learning process will be better (Saminanto, 2011). It can be concluded that the action research is done by a person (researcher) to identify a problem, and also to solve it, see how successful the study has been made, and if the result in cycle 1 is not satisfied, the next cycle need to be done. According to Suhery, et al (2010, p. 23), each cycle consists of four phases; planning,

implementation, observation, and reflection. The cycle of classroom action research can be seen in figure below (see figure 1).
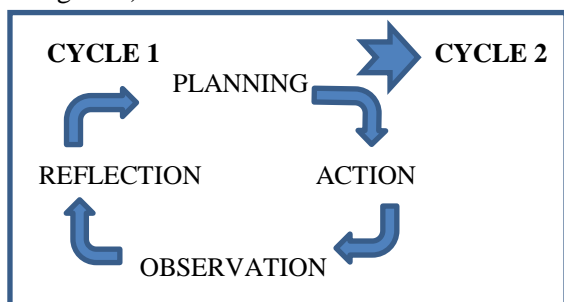

Figure 1. The Research Method Design
(Sources: Suhery, et al, 2010, p. 23)

In the figure we can see there are four processes that had been conducted, they were:

1. Planning
   In this process, teacher should find the problem identification and begin to implement the planning process. However, there were some early approach actions that had been done first. It was about the preparation of learning condition, the lesson plan, and observation sheet.
2. Implementation
   The writer implemented the *Think-Pair-Share* technique to the students in the classrooms. Before conducting research, the writer had prepared many things in order to conduct the research runs well. They were:
   a. In the beginning process, the writers created a researcher group which consists of the writer as lecturers. Then, there were discussion among the writers, and students about many problems faced by them in the classroom, especially when the teaching and learning process was running.
   b. The writer gave some alternatives of solution as preparation. Finally, *Think-Pair-Share* becomes the solution in order to overcome some problems in teaching speaking. Both writers prepare learning instruction by applying *Think-Pair-Share* in syllabus and lesson plan. They also plan teaching media and learning materials.
   c. Both writer and English teacher made instruments and observation sheet in order to observe the students' activities when the teaching and learning process was running.
   d. Both writers decided some tasks during the research.
   e. The writer explained observation procedures and data analysis and determines the indicators of successful actions.

3. Observation
   In the observation stage, the pair students could observe the learning process. The results from observation could be useful for the reflection success in the cycle of learning process.
4. Reflection
   On this stage, teacher can do some evaluation from the students' speaking to measure the reflection success in the cycle learning process.

The Variable of Study
This study comprises some variables: the dependent and independent variable. There were one dependent variable, namely speaking achievement and one independent variable, namely *Think-Pair-Share.*

The Population and Sample of Study
The researchers conducted a research in Tridinanti University Palembang. The population of the research was all of the second semester students of Tridinanti University in the academic year 2016/2017.There was one class which used as the sample of the study. There were 10 students of the second semester English study program of Tridinanti University Palembang. The purposive sampling was the way of choosing the sample as because the sample was taught by the researcher in speaking for daily communication class.

The Technique for Data Analysis
There were two types of data collection used by the researcher. There were tests and observation. Both of data used as the researchers were willing to know the students' speaking achievement

toward *Think-Pair-Share* which was proved by students' grade.

The Data Analysis and Indicator

In order to gain the data of speaking test, the researcher applied statistical analysis by using SPPS for windows independent sample t-test that had been used to calculate the data. Then, the results of observation were calculated in percentage with the following formula:

$$P = \frac{f}{n} \times 100\% \quad \text{(Sudjono, 2009, p. 43)}$$

Note:
P = Percentage
f = the total of observed item score
n = the total of respondent

Besides, the data gained in observation format and lecturer's records were analyzed descriptively. The writers found the percentage from data of every single activity which was observed. The improvement of speaking achievement were shown by the increasing of percentage in every activity, the data gained from the test result and grouped in frequency distribution as stated in table 2 and then converted into percentage.

Learning improvement indicators included in two things; (1) learning achievement, (2) teaching and learning process. Learning achievement in this case is speaking achievement. It was gained by doing test to check the students' comprehension. The standard of learning completeness is if the ≥85 % of students get score ≥ 7,0. The determining process indicator by modifying indicators from Sraiwulan (2004) as cited by Madang, Wahyuni, and Irianti (2010, p. 11) is the action is successful when:
a. ≥ 85% of students in the classroom are able to do exercises on time.
b. ≥ 85% of students in the classroom are able to be active performing their action in front of the class.
c. ≥ 85% of students in the classroom are able to teach their own partners about the materials which has been discussed.

Results and Discussions

a. Result
Identification of the Field Problems and Determining Actions

For the early approach, first, the researcher did an observation on November 9, 2017 to collect any information related to the speaking ability of second semester students of English department at Tridinanti University. In the teaching learning process, the researchers found many students cannot speak English fluently, although they studied at English education department. Most of them were quite difficult in conveying their ideas to talk because they were rarely to use English as daily communication. The students had lack vocabulary that cause them were confused to speak. Their ability in pronunciation was also so low.

Second, the researcher also did interview to the lecturer and he concluded that most of their speaking was not good. The researcher did an observation on November 16, 2017. From the interview, it could be concluded that the lecturer also realized that most of the students had difficulties in vocabulary and pronunciation.. He also said that there were some students who were less motivated since they just chatted by themselves. The overall activity did not encourage the students to involve in the speaking activities. He also rarely used the media to support the teaching and learning process.

Table 2. The Frequency Distribution Plan of Students' Speaking AchievementUsing Think-Pair-Share

No	Score Interval	Percentage	Category
1	a≤ 4, 49	< 44%	Very Poor
2	4,50 - 5,99	45%-59%	Poor
3	6,00 - 8,49	60%-84%	Good
4	≥ 8, 50	>85%	Very Good
	Total		

Second, the researcher also conducted some interviews with some students to know their attitude toward English. In the interviews done with the second semester students of English department at Tridinanti University, it can be concluded that they had difficulties in

learning English, especially in learning speaking. They said that they had difficulties in pronouncing the written words since the words and their pronunciation are different.

In identifying the problems, the researcher carried out two activities, namely observing the English teaching and learning process in the classroom and interviewing the English teacher and students. There were three problems identified. The problems came from the students, the teacher, and the media and technique. Based on the selected problems to be overcome, the English teacher and the researcher agreed to do some following actions to improve the students' speaking skills.

Cycle I

According to data analysis, the average score of students speaking achievement was 66 in cycle I. The result was in enough categories and it has not been reached the target yet that is >70. At least more than 85% students could achieve the score above 70. The result of speaking test (progress test in cycle) I can be seen in the chart 1 as follows.
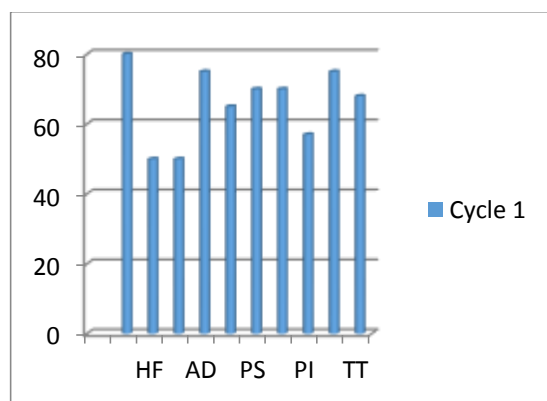

Chart 1. Speaking Test Result in Cycle 1

Furthermore, based on the data analysis of cycle I (students' observation result), it could be concluded that the average score of test in activity in meeting I was 57.50, meeting II was 61.39, meeting III was 64.72 and meeting IV was 67.78. the data showed that the students on each meeting could learn to follow the instruction guidelines. On each meeting the average score increased significantly. The

progress rose quite significant but it have been reached the target yet. The complete data can be seen from the chart below (see chart 2).
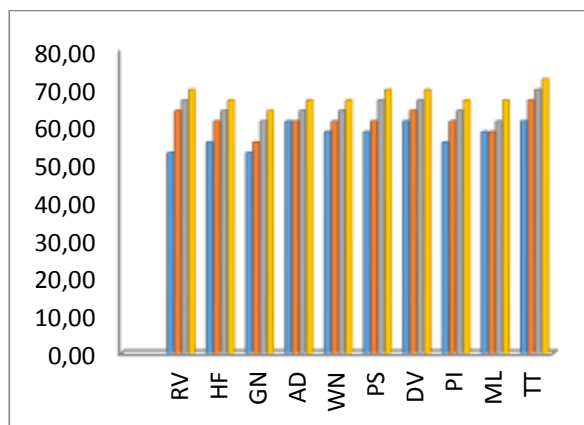

Chart 2. Students' Observation Result In Cycle 1

In other words, the activities which should be improved were the students follow all the guidelines in differianted instruction treatment and the students are having interaction each other when discussison occurs.

There are many things which should be improved in the next cycle in order to enhance studets vocabulary mastery toward differianted instruction, they are:
a. Cycle II is necessary to be implemented in order to explain the necessity of differentiated instruction. The material, media and teaching strategy are needed to be selected and prepared to gain the goals of teaching and learning process.
b. The researchers and teachers could create teaching and learning situation which is much more fun and enjoyable in order to attract the students' interest and participation.
c. The average of the score in test I was 66.0 which is quite far below the standard of the completeness. So the researchers should work harder in order to improve it.

The theme of learning material would be the same, but the difficult vocabulary words were given to be learned by the students. The use of media such as power point would be used to enhance the students' comprehension about the theme and instructions.

Cycle II

In the cycle II, most of students had good comprehension in following the guidelines of instruction. The progress of students' speaking achievement can be seen in the cycle II. The students' speaking achievement rose sharply. The average score gained by the students reached 81. It means all the students passed the speaking test. Their speaking also became fluent. The result of students speaking can be seen in chart 3 below.
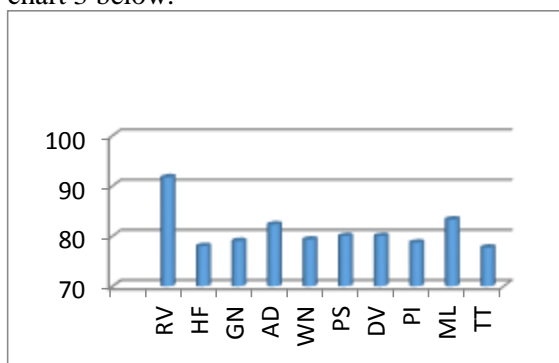

Chart 3. Speaking Test Result in Cycle II

Furthermore, based on the observation result, in cycle II, the average score was 81.06. The data means that the students had followed all the instructions very good. They did all the activities well. The students had no problem in doing the speaking learning activities by using TPS (Think-Pair-Share). The results score proved they could understand and follow those guidelines of instructions.

The data analysis in cycle II in meeting I was 72.78, meeting II was 79.17, meeting III was 84.72 and meeting IV was 88.06 the data showed that the students on each meeting could learn to follow the instruction guidelines. On each meeting the average score increased significantly. The progress rose very significant and had reached the target. The result of observation in cycle II can be seen in this chart as follows.
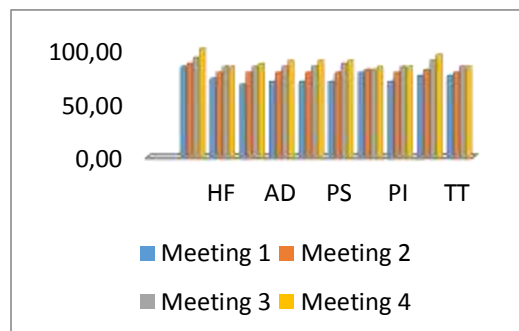

Chart 4. Students' Observation Result in Cycle 2

The students could face the difficulty problems in communicating like managing his fear, embarrassment. Students have begun to have opportunities so they can show how good they are in speaking and sharing ideas. Moreover, they learn to listen to each other point of view and to respect each other ideas and thoughts. Working in pairs also reduces stress and embarrassment. If they gave a wrong answer, for example, they would not feel shy because the embarrassment was shared. In fact, it creates an enjoyable learning environment and increases motivation among learners. Students became more cooperative and able to communicate successfully.

Speaking Test

It is clear; the students had a sharp progress when we compare the previous test (pre-test results). On pre-test the students got the average score 56 and then the score increased in progress test (speaking teat in cycle I) became 66. Furthermore, the students' speaking score increased sharply became 81. We can see the progress of the students in chart 5 below.
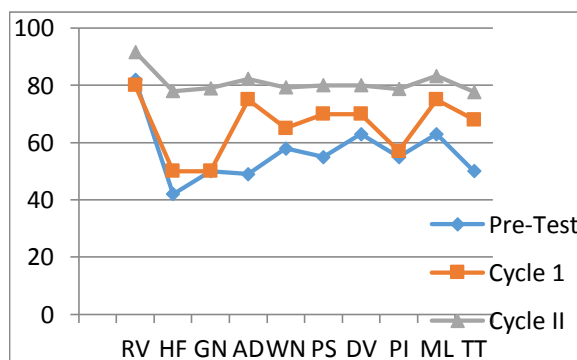

Chart 5. Students' Speaking Achievement

Therefore, based on the chart above, we could conclude that the effectiveness of TPS bring the significant improvement for the students' speaking achievement. The score of the students had increased well.

b. Discussion

Most students find difficulty in communicating adequately and appropriately through speaking. This difficulty is due to lack of self-confidence, fear of making mistakes and fear of embarrassment. Considering those problems, the researcher applied TPS in an attempt to help students minimize those problems and thus had improved oral communication skills (students' speaking achievement).

Think-pair-strategy reinforces students' communication skills. Each student took his chance to speak, discuss and participate which has many positive effects on the whole group where students feel more self-confident and more active in the class. Moreover, they learn to listen to each other point of view and to respect each other ideas and thoughts. These ideas were supported by Dutt (1997,p.121) that working in pairs also reduces stress and embarrassment. If they gave a wrong answer, for example, they would not feel shy because the embarrassment was shared.

One of the positive aspects of TPS is that it gives students time to think about the question or the problem which is important and of a great effect. Students feel more comfortable if they are given enough time to think and organize their thoughts before they start expressing themselves. It is better than responding directly. The more time they think about it, the fewer mistakes they make. In addition to that, it also gives the teacher the opportunity to check students' understanding and comprehension.

The lecturers found out that this strategy is really effective in engaging students. After the application of the strategy in speaking classes, students became more cooperative. They enjoyed working and interacting in few weeks. They started to show progress in speaking. They became more fluent. Moreover, it increases students' self-confidence. Students who were shy in the early stages started to speak and express themselves in later stages.

Conclusions

In conclusion, using Think-pair-share strategy in EFL classrooms has helped both lecturers and learners in many different ways. In fact, it has a positive impact on both of them. The effectiveness of TPS bring the significant improvement for the students' speaking achievement. The score of the students had increased well. Regarding students, TPS application in the classroom has helped them think and organize their thoughts. As a result, they have started to manage their own learning and to gain a sense of responsibility. Moreover, they have shown readiness to speak in the target language with more confidence and fluency. These activities have also motivated learners so they have gained a positive attitude toward speaking in a foreign language. Students have begun to have opportunities so they can show how good they are in speaking and sharing ideas.

Based on the results of speaking test and classroom observation that was done in Cycle 1 and Cycle 2, it could be concluded that the use of Think Pair Share Technique could improve second semester students' speaking ability and the students' active participation at *Tridinanti* University. Considering the results of the research, the researcher proposed some suggestions.

a. It was recommended to the English lecturers, they were suggested to use the Think Pair Share Technique in teaching speaking to students. Think-Pair-Share Technique could improve teaching quality of speaking as the students' speaking ability and the students' active participation during the teaching and learning process of speaking.

b. The students should try to practice speaking using English in the classroom, especially by using Think Pair Share Technique in order to get better scores in speaking ability.

c. The future researchers are suggested to use the research results to conduct a further research by using different research.

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