

## HOW EFFECTIVE IS THE USE OF THINK PAIR SHARE STRATEGY IN IMPROVING SECONDARY HIGH SCHOOL STUDENTS SPEAKING PERFORMANCE?

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### ABSTRACT

The objective of this study is to determine whether the Think-Pair-Share (TPS) technique can significantly improve students' speaking abilities. The researcher employed a quasi-experimental study design with a pre- and post-testing control group. This study included participation from forty students. Twenty students were assigned to the experimental group, while the remaining 20 were assigned to the control group. The result of the pair sample t-test indicates that there was a statistically significant improvement in the speaking performance of students before and after the adoption of the Think-Pair-Share approach ( $M = 11.98$ ,  $T = -8.839$ ),  $P 0.05$ . The overall findings of the study indicate that the Think-Pair-Share technique can improve the performance of the students. In addition, Think-Pair-Share provided the students with extra opportunities to communicate English. The students' English speaking confidence increased. They also contributed actively to the teaching and learning process.

*Keywords:* Speaking performance, Think-pair-share strategy, Quasi experimental study

### A. INTRODUCTION

English plays a major role as an international language which used by many communities. According to Richard, (2008) English is the most important language used in many countries as a means of communication in a variety of important meetings at the international level. English has a very important role in entering the era of globalization. Its function is not only as a means or medium for communication between nations but increasingly broad and important namely as the language of science technology, socio-economic, cultural, and even art. As a global language English holds functions and a very large role. This means that the English language has an international role in this era of globalization Harmer, (2009). Therefore, mastery of the English language is needed in order to communicate orally and in writing. According to Durand, (2006) mastery of English is very important because almost all global resources in various aspects of life use English.

There are four skills to master in learning English namely listening, speaking, reading and writing. The four skills are classified into two categories there are receptive skills and productive skills. Receptive language skill is a skill that involves the student's ability to receive messages either in the form of spoken language or written language. Therefore, listening and reading can be classified as receptive skills. Listening is the receptive use of language and since the goal is to make sense of the speech. The focus is on meaning rather than language (Cameron, 2001). Reading is also a receptive skill. Reading is a skill that develops through understanding the meaning provided in writing (Tarigan, 2015). On the other hand, productive skills involve the students in the production of messages. Speaking and writing are both categorized as productive skills. Thus, speaking is a productive skill which means it involves producing language rather than receiving it (Spratt et al, 2005). Speaking is delivering a message through spoken language. This, process can occur through transactional or interactional process. According to Tarigan (2008, p.15) speaking is the ability to pronounce articulation of sounds or words for expressing stating and conveying thought, ideas and feeling. Whereas, writing is an activity that focuses on word choice use proper grammar, syntax, mechanics, organization of ideas into a form that is coherent and cohesive, readers, and objectives as well as an ongoing process to understand the meaning (Gebhard, 2006). Therefore speaking and writing are classified as productive skills.

Among the four skills, speaking is a skill that is important and widely used by people. Thornbury (2005) expressed the importance of speaking in everyday life so he suggested to learn if you want to master a language. In this case, Thornbury says speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day although some people - like auctioneers and Politicians - may produce even more than that. Speaking is needed so that it is suggested to learn, especially in speaking English. In global era speaking ability in English is useful in many situations and places such as in the school, at job, or when someone goes to the other country because English is an international language. That fact requires people to master English actively in order to make verbal interaction with people around the world. Therefore, it is very important.

Speaking as a skill is so complex because it includes many aspects. First, grammar and vocabulary take important role. Pora, (2003) argued that grammar and vocabulary constitute two components of language that cannot be separated. Both aspects are very influential in speaking. According to Richards (2005) vocabulary is the main component in mastering the language because it can equip a person to be able to speak, listen, read and write. Second aspect is pronunciation. It is the manner how to produce the sound correctly. Pronunciation is the way a word or a language is spoken or the manner in which someone utters a word. It is important to pronounce the words correctly so that the listener can get the idea easily. Fluency is another aspect. Hornby (1974) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Therefore, having the ability to speak is important because speaking is a tool to communicate with each other in presenting their opinions or ideas and feelings. In daily life speaking is required. If someone speaks well and properly it will be easier to be understood by others. In order to speak correctly we also need to master some abilities that vocabulary, pronunciation, grammar, fluency and comprehension.

However, most students still get difficulties in speaking English as their foreign language. Hetrakul (1995) said that since English is a foreign language in his country most of the students find difficulty in speaking English language. Students are afraid of making mistakes in speaking English because they are lacking in vocabulary and pronunciation. Actually, the problem which occurs frequently in speaking is the unwillingness of students to speak during speaking class. Ginusti (2014) said that there were some problems found in relation to students' abilities in English especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words Hidayati (2015) also said that many students were still afraid to speak in English and they were not confidence to speak in English in the class. It is because in some cases they perhaps know about some vocabulary that they needs to express about some information or expression but they were afraid to make mistake in pronunciation or structure. They even felt shy to share their ideas. Wulandari, et al (2022) mentioned that students' verbal communication difficulties were significantly more

influenced by psychological issues. In the other case, some students know about structure but they have limited vocabulary. Moreover, the most crucial problem is that the teacher dominates the teaching activity. Teacher keeps teaching by using Indonesia language. Therefore, they cannot help the students' to improve their speaking skills. In the teaching activity the teachers mostly use Indonesian language. Therefore, students cannot speak English fluently.

One strategy that the teacher can consider to use is Think Pair Share Strategy (TPR). According to Trianto (2010), TPR is a form of cooperative learning intended to influence student interaction. This method is employed by the author because it affords students time to reflect and collaborate with a partner. Suyanto (2009) states that think-pair-share is a cooperative learning style that provides students with additional time to reflect on what is being described or experienced (thinking, respond to and help each other). It is a learning technique that permits students to work in small groups to the (thinking), pairing, and sharing stages (share). Thus, it might encourage students to collaborate and discuss with one another. This technique allows students more time to analyze, discuss, and end their discussions before sharing information with others. Studies from Sulistiyorini (2011), Jannah (2013), Prawiti (2014) have proved that TPR strategy can bring beneficial to the students achievement. This study however focused on the use of TPR strategy in the context of teaching speaking as performance. It is expected that t,he results of this study can bring empirical evidence to see how effective the use of Think-Pair-Share Strategy in improving secondary high school students speaking performance. It is anticipated that the outcomes of this study will provide empirical proof of the effectiveness of the Think-Pair-Share Strategy in improving the speaking performance of secondary high school students.

### **1. The Concept of Speaking**

Human being as social creature always communicates to one another. Therefore, speaking is needed in our life. According to Swam (2009) speaking is an action to utter words express thought by words, utter speech, discourse, or argue. It is an act to communicate ideas in any matter. According to Tarigan (2008) speaking is the ability to pronounce sounds articulation or words to express, express and convey thoughts, ideas, and feelings. Therefore, speaking is

very needed to communicate orally with each other. According to Thornbury (2005) speaking which is popular with the term oral communication is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed or high level.

Moreover, Tarigan (2015) said that speaking is manner to communicate the influential in our daily life. With good speaking skill we can communicate with others in order to socialize. Speaking is not only an act of expressing ideas of thought. It is more about how to transfer ideas to be understood by listeners. Therefore, learners need to consider the features or elements of speaking. There are two elements in speaking (Harmer, 2009). The first element is language features. Language features refer to the ways speaker speaking. The other element is mental/social processing.

Language feature is the element that has four items. Firstly, speaker should use fluent connected speech that related to assimilation or omitted, added and weakened. Secondly, a speaker needs to be able to use expressive devices. Expressive devices in this feature relates to the way of speaker is performance to express their idea that includes stress of particular parts of utterances, volume, speed and showing of other physical and nonverbal language. By using these devices, people will be able to show what and how they are feeling to whom they are talking to. Speaker should also need to consider lexis and grammar. Lexis involves the knowing of words and meaning for instance how to express agreement and disagreement, surprise expression, and etc. Grammar then relates to the constructing of sentence structure such as the use of verbs and part of speech. Then, negotiation language is the item that the speaker must have of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate level of how to clarify to avoid mistakes between the speaker and the listener.

In addition, Harmer mentioned mental/social processing and the rapid processing skill that involves language processing, interaction, and information processing as elements of speaking. Language processing is needed when someone tries to make participant understand

what the meaning of speaker said so participant can participate and get involved in the communication well. Effective speakers need to be able to process language in their own head and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Second, most speaking involves interaction with one or more participants. Therefore, in this case the interaction will occur among the speaker and participants. The different items will affect the way how speaker interacts with others. Lastly, information processing emphasizes on the ability to catch up the speaker's information toward what the speaker said.

Therefore, speaking is very important. Speaking is an event delivery intention (ideas, thoughts, hearts) one person to another by using spoken language so that this intention can be understood by others. According to Agung (2008) the normal activities of human life is very important, because by spoken we can communicate between humans and expression, conveying the intent and message, express feelings in an emotional state and so on. To be able to communicate well and make others understand what is in the conversation. To be able to speak properly we need to consider three skill is language processing, interaction, and information processing. Because it is very needed and important.

## **2. Teaching Speaking**

Teaching is essentially a process that is the process of arranging, organizing the existing environment around students so as to foster and encourage the students do the teaching-learning process. According to Pribadi, (2009) teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Teaching in general is a business teacher who set up the environment so created situations and conditions as well as possible for children who are thought, so that learning is not only able to take place in classroom, but they could last for a group of students outside the classroom. According to Tarigan (2015) the purpose of speech is to communicate. In order to effectively convey thoughts as much as possible the speaker understand everything that you want to communicate. Therefore, that the listener can understand it.

The factors to be consider in teaching is a media and methods of learning. Understanding teaching method of teaching is one of the components to be used in learning activities in order to create a conducive learning climate and stimulate learners to interact and be creative so easily achieved the learning objectives. Therefore, in choosing and implementing teaching methods should be adapted to the basic competencies to be achieved, the characteristics of the class the teacher's ability and available time. Media are various types of components in the environment that lets students provide the stimulus for learning ". According Miarso (2004) argues that learning media is anything that is used to distribute messages and can stimulate the mind, feelings, concerns, and the willingness to learn so as to encourage the process of learning".

There are three types of speaking activities. Richard, (2008) said that the types of speaking are speaking as interaction, transaction and performance. Speaking as interaction focuses in speakers as people in conversation. The features of interactions are creating social interaction, focusing on participants and their social needs, interactive, requiring two-way participations that may be casual or formal, and reflecting speakers' identity. Secondly, speaking as transaction focuses on what is "said" or "done". The features of transaction are giving or obtaining information, or getting goods and services, focusing on message, making oneself understood completely, communication strategies, information oriented, goods and services oriented. The last, type of speaking is talk as performance. Which focuses on transmission of information. The features of performances include an audience and speaker creates that a product inform of monologue. The language in speaking as performance is more formal. In this research the writer will use students' speaking performance as the study because writer want to know the students' speaking performance with a monologue speaking inform of descriptive text.

### **3. Think-Pair-Share Strategy**

Think-pair-share strategy is a part of cooperative learning strategy. Cooperative learning strategy is a method that divides the class member to several groups and arranges the students to work in a group. According to Slavin (2005) cooperative learning refer to various kind of teaching method. There are students working in groups. The learning processing in groups

students can discussion to exchange ideas and the working together to answer the question and share to others.

Think-pair-share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic and pair with another student to discuss their own thinking. And then share their ideas with the group. According to Isjoni, (2011) think-pair-share strategy is technique gives students the opportunity to work independently and in collaboration with others.

Think-pair-share strategy has some advantages. Kagan (2000) proposes the benefits of think pair share strategy for the students and the teacher. For the teachers, think pair share can help them to save time to prepare the next activities while assigning the students to involve in think-pair-share activities. Besides, think pair share also brings a lot of benefits. During the activities the students have time to think before answering the question from teacher. Students also can exchange opinion, answer question and share the knowledge to each other while working in a group. Furthermore, think-pair-share involves students to actively participate in the classroom activities which build their confidence to share ideas.

In fact, there are several steps in implementing think-pair-share. Firstly, the students are provided with questions or issues or topic to be solved. They are given time to think to complete the task individually. The next stage is “pair” stage. After trying to finish the task, the students are paired up. In a group of two the students discuss about the answer or the solution they find. They then exchange ideas to find the best solution or answer. During this stage, they can also learn from each other. At the final stage the pair should share what they have discussed to the class. Here, the students could learn from the bigger forum. They could practice their speaking while building up their confidence since they are required to speak and share what they have.

## **B. METHOD**

This study was conducted on the basis of Quasi experimental study. According to Best and Kahn, (2006) this design provides control of when and to whom the measurement is applied,

but because random assignment to experimental and control treatments has not been applied, the Equivalence of the groups is Not assured. Quasi-experimental design provides a less satisfactory degree of control, used only when randomization is not feasible. The writer applied the matching only the pretest-posttest control group design. Fraenkel and Wallen (2008) describe the notation of the design as follows

**Table 1** The matching only the pretest-posttest control group design

Treatment group	O <sub>1</sub>	X	O <sub>2</sub>
Control group	O <sub>1</sub>	C	O <sub>2</sub>

Where:

O<sub>1</sub>: Pre test , O<sub>2</sub>: Post test, X : treatment in the experimental class, C : treatment in the control class

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on. Moreover, Think-pair-share is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned speaking. This technique requires students to (1) think individually about a topic or answer to a question;(2) discuss the answer / the task with a partner. And (3) share ideas with other classmates. Discussing problem with a partner maximize participation, focus attention and engage students in comprehending the speaking material.

The population of this research was the Eight grade students of *SMP Negeri 23 Sarolangun*, a public secondary school in Jambi region that consist of 40 students from two classes. The whole population then become the sample of this study. 20 students were assigned into experimental group while the rests 20 students were assigned into control group. The total of 14 interventions were conducted by the researchers. In order to collect the data of students' performance, the researchers used a speaking test as an instrument. To get the data of student's speaking performance, the writer used a rubric of speaking. In the rubric of speaking, there are five aspects that were assessed: (1) Grammar, (2) Pronunciation,

(3)Vocabulary, (4) Fluency and (5) Comprehension. In this research the writer used rubrics of speaking by Screiber, (2010). Each aspect was assessed based on four qualifications as presented in table 2.

**Table 2**  
Students' Speaking Score Category

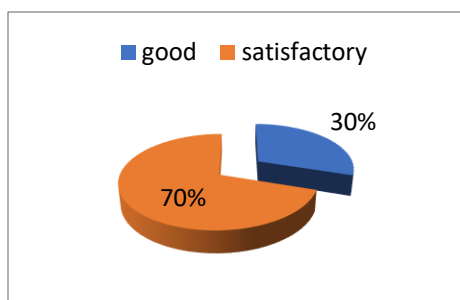
<b>NO</b>	<b>Score</b>	<b>Categories</b>
1	5 – 8.9	Needs improvement
2	9 -12.9	Satisfactory
3	13 -16.9	Good
4	17 – 20	Excellent

Before the test was administered to the samples of the study, the researchers made sure that the content of the test was valid based on the school-based curriculum. The results of inter-rater reliability also showed the high consistency of the scores rated by the two raters ( $r = 0.954$ ,  $p < 0.001$ ). Moreover, the results of normality test also showed that the distribution of the data was considered normal, therefore, the researchers apply parametric analyses to find the effectiveness of the use of Think-pair-share strategies in improving students speaking performance.

## **C. FINDINGS AND DISCUSSION**

### **1. Pretest-posttest in experimental group**

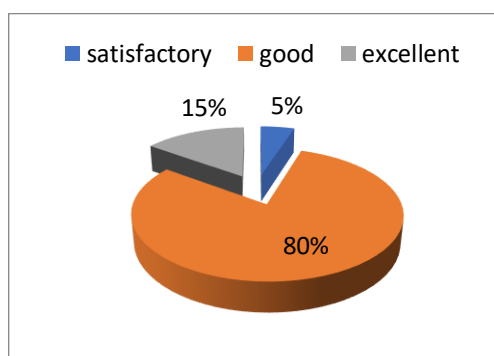
The finding of the study includes the results of descriptive analyses as well as the results of statistical analyses. The results of pre-test in experimental group before interventions show that most of the students' score were categorized satisfactory. From 20 students, there were 14 students (70%) got score in interval 9-12 which could be categorized satisfactory; 7 students ( 35%) got score 11, and 7 students (35%) got score 12. Meanwhile, the rest 6 students (30%) got score in interval 13-16 which could be categorized good; 4 students (20%) got score 13, and 2 students (10%) got score 15.



**Figure 1.** The result of the pre-test in experimental group

In the post-test, from 20 students there were 3 students (15%) got score in interval 17-20 which could be categorized excellent; 1 student (5%) got score 17, and 2 students (0%) got score 18. And then, 16 students (80%) got score in interval 13-16 which could be categorized good; 4 students (20%) got score 13, 4 students (20%) got score 14, 7 students (35%) got score 15, and 1 student (5%) got score 16. Meanwhile, the rest 1 student (5%) got score in interval 9-12 which could be categorized satisfactory.

Therefore, it can be seen that there was improvement on the students' speaking performance after the intervention. The high score in pre-test is 15 and the lower score is 11. Besides, before the intervention, it can be seen that there were no students categorized excellent. However, after the intervention there were 3 students categorized excellent.

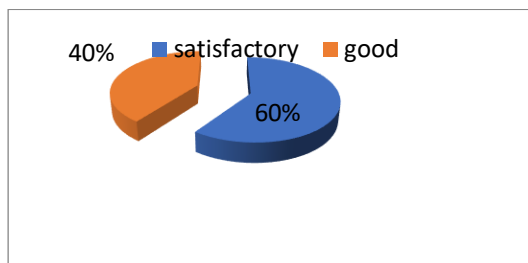


**Figure 2-** The result of the post-test in experimental group

## 2. Pretest-posttest in control group

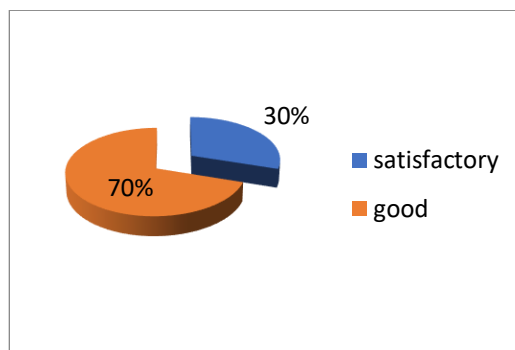
In the control group, from 20 students there were 12 students (60%) got score in interval 9-12 which could be categorized satisfactory; 5 students (25%) got score 10, and 2 students (10%) got score 11, and 5 students (25%) got score 12. Meanwhile, the rest 8 students (40%) got

score in interval 13-16 which could be categorized good. 4 students (20%) got score 13, and 4 students (20%) got score 15.



**Figure 3** The result of the pre-test in control group

In post-test, from 20 students, there are 14 students (70%) got score in interval 13-16 which could be categorized good; 4 students (20%) got score 13, and 6 students (30%) got score 14, and 4 students (20%) got score 15. Meanwhile, the rest 6 students (30%) got score in interval 9-12 which could be categorized satisfactory; 1 student (5%) got score 11, and 5 students (25%) got score 12. In post-test there was improvement on students' performance. In pre-test still, there were many students got score in satisfactory categorized.



**Figure 4** The result of the post-test in control group

The mean score differences between pre-test (12,18) and post-test (13,23) in control group show that there was improvement on students' performance, but the improvement is not big.

### 3. Paired-sample t-test in Experimental Group

The result of the test shows that there was a statistically significant improvement on students' speaking performance before the implementation of Think – Pair – Share strategy (Mean = 11.98, Std Deviation = 1,272), and after the implementation of the strategy (Mean = 14.25, Std Deviation = 1.540),  $T(-8.839)$ ,  $P < 0.05$ .

#### **4. Independent Sample t-test**

The result of the test shows that there was no significant difference between the result of the post-test in experimental and control group. In this result showed that the mean differences is 1,12500 and the significance value is higher than 0.05 , $0.051 > 0.05$ . Therefore, it can be concluded that there are differences in the improvement between experimental and control group.

Based on the result of the data analysis there are some interpretations that can be made. firstly, it can be seen that Think-pair-share strategy brings significant improvement on students speaking performance above to some reasons.

The first reason is that the use of Think-pair-share strategy can give more time for learners to think, to respond, and to help each other and of course this provides an opportunity for learners to be able freely to explore their idea. Besides, Learners are given the opportunity to solve problems by themselves (think). They were also given a chance to share ideas to their partner ( pair) or in the group. According to Slavin (2005) cooperative learning refers to various kind of teaching method, there are students working in groups. If students cannot understand in a learning process and other student can help to explain to other. The students can share idea to other group (share). Therefore, when they perform their speaking and share idea to another group they are really ready. Besides, that during the intervention the writer applied procedure appropriate as it was prepared. Therefore, the process of the teaching and learning can run properly. During share activity, the students were required to speak, so the students had more chance to speak that they could improve their speaking because they were already accustomed to speaking.

The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text.

#### **D. CONCLUSION**

Based on the results of research there are differences in students' speaking performance before and after the intervention by using Think-Pair-Share strategy. Students' speaking performance in the class taught using Think-Pair-Share strategy is better than the class that taught without using Think-Pair-Share strategy. And there is difference improvement in pre-test and post-test in experimental group. It can be seen from the calculation of the t-test, which shows the mean in the experimental group (14.35) and in the control group (13.23).

The researchers would also like to give some suggestion regarding the future research study. For researchers who wish to continue the results of this research, it is suggested to apply comparison study to compare Think-Pair-Share Strategy and other type of strategy under cooperative Learning Type. Moreover, further research investigators should conduct research to develop strategies, variables, and different indicators in order to improve the quality of learning in the classroom. The writer also suggests that then further research could control the extraneous variable by applying other sampling method. Finally, the writer suggests that further research could consider teacher's character as the variable that will affect the result of the study.

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