

IMPROVING CLASS VII A STUDENTS' SPEAKING ABILITY BY USING THINK PAIR SHARE TECHNIQUE OF COOPERATIVE LEARNING METHOD AT SMP NEGERI 7 JEMBER IN THE 2012/2013 ACADEMIC YEAR

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Abstract. *Based on the literature reviews, Think Pair Share Technique is an effective technique in teaching speaking. Mostly, the students have difficulties in speaking English. The research was carried out to improve the students' speaking ability and active participation by using Think Pair Share Technique. Classroom observation was used to get the data about the students' participation in the teaching and learning process. While, speaking test was implemented to test the students' speaking ability by using Think Pair Share Technique. The results revealed that the students could improve their speaking ability and active participation by using Think Pair Share Technique. In that, they have shown better achievement in speaking English. This is likely due to the implementation of Think Pair Share Technique which facilitates the students to construct ideas and performing their ability especially in speaking.*

Key Words : *speaking ability, students' active participation, Think Pair Share Technique.*

INTRODUCTION

English has been taught to all students' levels, from the lower level up to the upper one. It has four main skills, such as listening, speaking, reading and writing. Speaking is the most important skill that must be taught and mastered by the students besides the other skills. Furthermore, the main purpose of studying English is to be able to speak correctly. In other words, students who learn English language should be able to express their ideas correctly according to their level and the teacher is expected to develop communicative orientation toward educational objectives. Most students still have problems in speaking. They did not know how to express their ideas with good grammar, appropriate vocabulary and some of the students tended to speak Indonesian rather than to speak English. They were also afraid of making mistakes in front of their teacher and friends because they did not have a lot of vocabulary.

As Brown & Yule (1987:27) state that the main goal of teaching speaking is to make the students enable to express himself in the target language. In addition, Hughes (1989:101) states that the objective of teaching spoken language is the development of

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the ability to interact successfully in that language and that involves comprehension as well as production. In this case, the teacher should create an interesting environment, topic, and provide a suitable teaching technique in the teaching learning process in order to make students able to speak with good motivation and good understanding.

Based on the explanation above, it can be concluded that speaking in this research referred to the level of speaking ability that the students have to obtain. In this case, the students' speaking ability was the students' ability on speaking which considered the aspects of speaking namely pronunciation, vocabulary, grammar, fluency, and content of speech.

For this need, the teacher applied a certain technique called Think Pair Share Technique. According to Lyman (1981), This technique has been demonstrated to be a powerful factor in improving student responses to questions and for this reason, many writers in the field of cooperative learning since then have adopted it. This technique can be practiced effectively through all subsequent phases of education. Think Pair Share Technique also enhances the student's oral communication skills as they discuss their ideas with the one another.

Lyman (1981) states that the stages of Think Pair Share Technique are think, pair, and share. The following presents the stages of Think Pairs Share Technique in detail.

a. Think

In Think Pair Share Technique, the teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to think about the question.

b. Pair

Students then pairs with a collaborative group member or neighbor sitting nearby or desk mate. They compare their ideas or written notes and identify the answers they think are best, most convincing, or unique. It is important because students start to construct their knowledge in these discussions and to find out the right answer.

c. Share

After students talk in pairs for a few moments, the teacher calls for pairs to share their thinking with the whole class. Think Pairs Share Technique gives all students the opportunity to share their ideas.

From the above explanation, Think Pair Share Technique used in this research is an alternative way to help students in speaking English. It encourages the students to be more creative and active in presenting their ideas. Besides that, it is clear that the use of Think Pair Share Technique in teaching speaking brings a lot of advantages. This is the main reason why the researcher used this technique to help the students able to speak fluently.

RESEARCH METHODS

Classroom Action Research was applied in this research because it was intended to improve Class VII A students' speaking ability and students' active participation by using Think Pair Share Technique at SMP Negeri 7 Jember. According to Mc. Millan (1992:12), a classroom action was an action intended to solve the students' specific problem and to improve the quality of teaching learning process. In line with this, classroom action research was needed to solve the students' problems in speaking. This Classroom Action Research was conducted by using cycle model, in which each cycle was conducted in two meetings and the speaking test was given in the third meeting after the actions given. The design of this classroom action research followed the model from Lewin, in Elliot (1991:70) and it was illustrated in the following Diagram 1.

There were two kinds of data in this research, primary data and supporting data. The primary data were taken from speaking test and classroom observation, and the supporting data were taken from interview and documentation. Speaking test was used to collect the primary data about students' speaking achievement. It was used to know the students' achievement in speaking test after they were taught by using Think Pair Share Technique, while the classroom observation was used to get data in learning activities through Think Pair Share Technique. Meanwhile, interview and documentation were needed to get the supporting data. The interview was about the English teaching and learning process for the seventh grade students about the students' speaking skill. And the interviewee was the English teacher of the seventh grade students of SMP Negeri 7 Jember. Documentation was also needed to get the supporting data about the total number and the names of the seventh grade students of SMP Negeri 7 Jember in the 2012/2013 academic year.

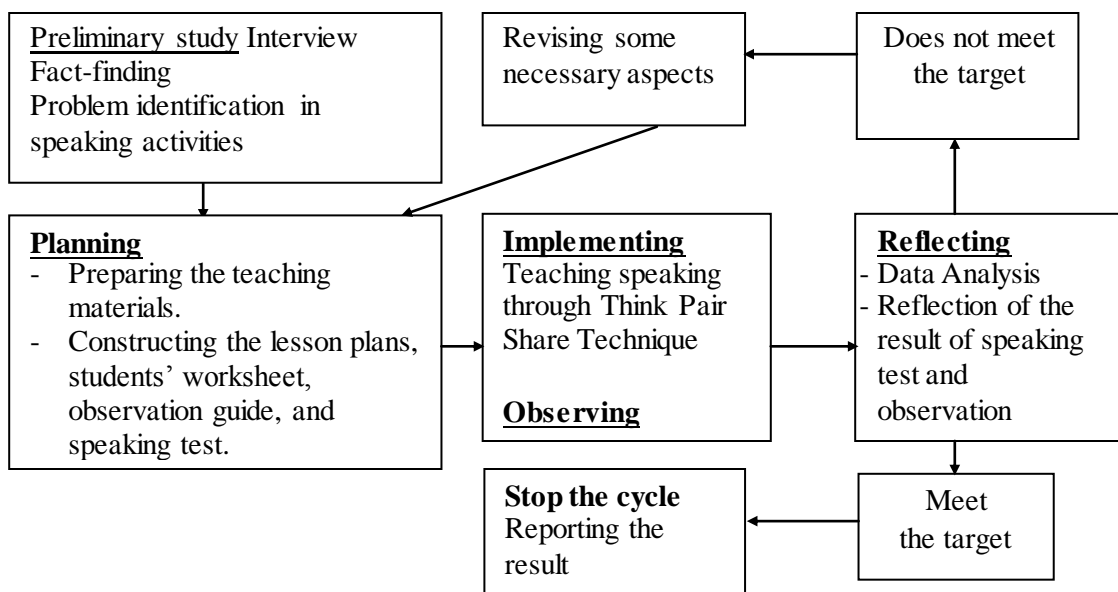


Diagram 1. The Design of Classroom Action Research

RESEARCH FINDING AND DISCUSSIONS

The first meeting was done on October 31st, 2012 and the second meeting was done on November 2nd, 2012, while the speaking test was conducted on November, 7th 2012. The implementation of the action in the first meeting, the English teacher carried out the actions by topic the expressions of asking and giving command and prohibition, while the researcher was as the observer. Meanwhile, the implementation of the action in the second meeting was done by the researcher by topic the expressions of thanking and apologizing, whereas the teacher became the observer of the students' active participation in the teaching and learning speaking process by using observation guide. The results of the classroom observation in Cycle 1 can be seen clearly in the following Chart 1.

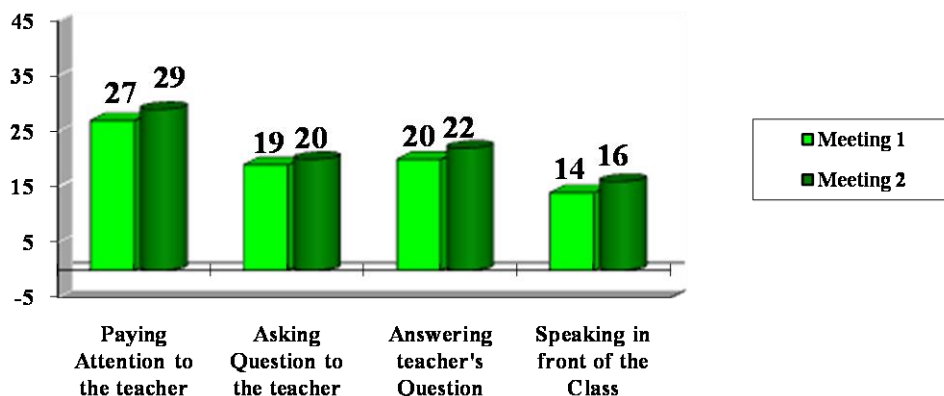


Chart 1. The Results of Classroom Observation in Cycle 1

The researcher and the teacher used two classrooms in the speaking test. It was done to make the students focused on the speaking test. The materials were constructed based on the Institutional Based Curriculum (KTSP 2006). The English Teacher and the researcher provided ten situations that consisted of five situations of the expressions of thanking and apologizing, and five situations of the expressions of asking and giving command and prohibition.

Those situations were adapted from the English book and the internet. In this case, the students were asked to choose one of the ten situations by lottery and asked them to make a short dialogue at least six sentences based on the situation chosen with their partner. Then, the researcher asked them to perform the dialogue. The score of each student was rated based on the Hughes' rating scores of speaking test, and the voice of students' utterances were recorded by using a mobile phone. The results of the speaking test in Cycle 1 can be seen clearly in the following Chart 2.

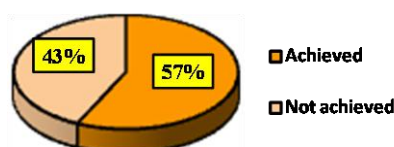


Chart 2. The Results of Speaking Test in Cycle 1

The students who achieved the minimum requirement were only 57, 1% or 24 of 42 students. Therefore, it could be concluded that the results of Cycle 1 was not successful. So, the actions of the research were continued to Cycle 2.

The implementation of the actions was based on the revised of Cycle 1 constructed collaboratively by the researcher and the English teacher. It was expected by revising the way of doing the activities. The students could also improve their speaking ability through dialogue by using Think pair Share Technique. The table below showed the revision of the actions in Cycle 1.

Table 1. The Revisions of the Implementation of the Actions in Cycle 1

No.	Cycle 1	Cycle 2
1.	The students had not been familiar to be taught speaking through a dialogue by using Think Pair Share Technique.	The researcher and the English teacher still used a dialogue and Think Pair Share Technique to teach speaking in the cycle 2. Hopefully, the students could be more familiar with the media and the technique.
2.	There were many students who were still confused about how to make a dialogue because they lack of vocabulary.	The researcher and the English teacher gave the lists of vocabulary to the students and asked them to bring the dictionary.
3.	The researcher divided the pairs based on the seat.	The researcher and the English teacher divided the pairs based on their scores in the speaking test.

The second cycle was conducted in three meetings. The actions were done collaboratively in two meetings. The first meeting was done on November 9th, 2012, and the second meeting was done on November 14th, 2012, while the speaking test was conducted on November 16th, 2012. In the first meeting, the English teacher carried out the actions by teaching speaking by using topic the expressions of Like and Dislike, while the researcher was being the observer. Meanwhile, the implementation of the action in the second meeting was done by the researcher by using topic the expressions of asking and giving opinion, whereas the teacher became the observer of the students' active participation in the teaching and learning speaking process by using observation guide.

The results of the classroom observation in Cycle 2 can be seen clearly in the following Chart 3.

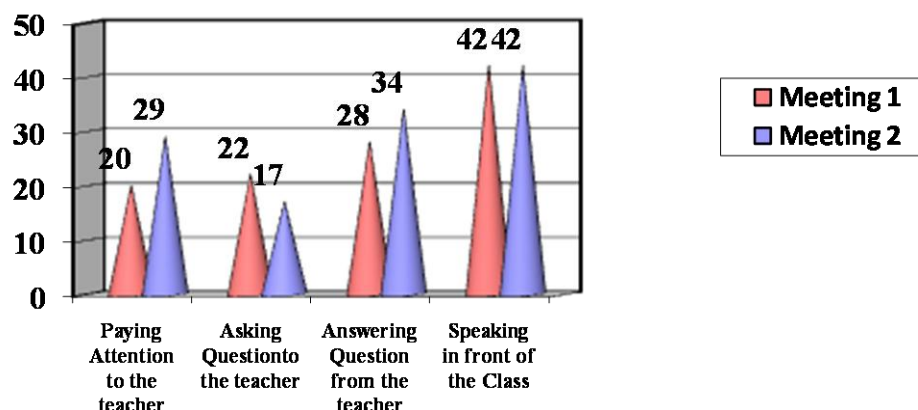


Chart 3. The Results of Classroom Observation in Cycle 2

The materials in the speaking test were expressions Like and Dislike and asking and giving opinion. In this case, the students were asked to choose one of the ten situations by lottery and asked them to make a short dialogue at least six sentences based on the situation chosen with their partner. Then, asked them to perform the dialogue. The score of each student was rated based on the Hughes' rating scores of speaking test, and the voice of students' utterances were recorded by using a mobile phone. The results of speaking test in Cycle 2 can be seen clearly in the following Chart 4.



Chart 4. The Results of Speaking Test in Cycle 2

Based on the results of the speaking test in Cycle 2 above, the students' speaking ability was still low. The students who achieved score at least 65 were only 81% or 34 of 42 students. Therefore, it could be concluded that the result of Cycle 1 was not successful because it did not achieve the target required of product evaluation that was 70% students got at least ≥ 65 . Therefore, the actions were stopped.

After conducting two cycles in this classroom action research, the evaluation showed that the use of Think Pair Share Technique was able to improve the students' speaking ability. In addition, based on the results of the observation, it was revealed that the record of the students' active participation in joining the teaching learning process was also improved from Cycle 1 to Cycle 2. The information about the improvement of

the students' active participation in joining the speaking activity in Cycle 1 and Cycle 2 were as follows:

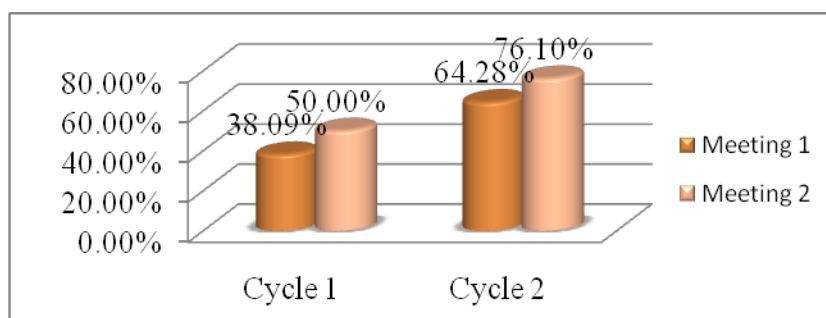


Chart 5. The Improvement of the Students' Active Participation During the Teaching and Learning Speaking Process

The results of the speaking test by using Think Pair share Technique in Cycle 1 also increased in Cycle 2. The improvement of the students' speaking score in Cycle 1 in joining the speaking activity in Cycle 1 and Cycle 2 were as follows:

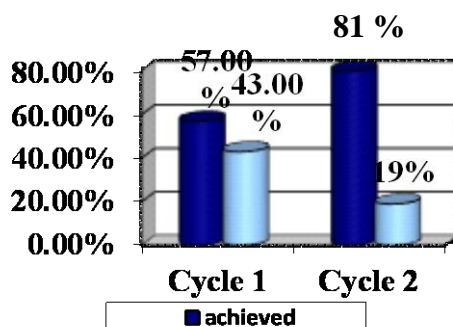


Chart 6. The Improvement of the Students' Speaking Ability in Cycle 1 and Cycle 2

Based on the discussion above, it can be reported that the use of Think Pair Share Technique in the teaching and learning process of speaking could improve the students' speaking achievement as well as the students' active participation during the teaching learning process of speaking. Think Pair Share Technique encourages the students to cooperate with one another; working in pairs or groups students can learn from one another a lot; and it encourages the students to be more active in teaching learning process. For example, they felt supported by their partner to raise their hand to answer the teacher's oral questions. They also understood what the teacher instructed or asked since they shared it with their partner. In other words, the use of Think Pair Share Technique was an effective way to improve the students' speaking ability in practicing the dialogue based on the material given.

CONCLUSIONS AND SUGGESTIONS

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 Class VII A students' speaking ability and the students' active participation at SMP Negeri 7 Jember.

Considering the results of the research, the researcher proposed some suggestions. 1) It was recommended to the English Teacher, the English teacher was suggested to use the Think Pair Share Technique in teaching speaking to other students at any level at SMP Negeri 7 Jember. Think Pair share Technique can improve teaching quality of speaking as the students' speaking ability and the students' active participation during the teaching and learning process of speaking. 2) 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. 3) The future researchers are suggested to use the research results to conduct a further research by using different research design such as a descriptive study or an experimental study on the effect by using Think Pair Share Technique on the students' speaking ability.

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