



The Implementation of Think – Pair – Share Technique to Improve Students' Ability in Speaking English at Tenth Grade of Senior High School 1 Jember

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Abstract: Communication is necessary in human life. Therefore, language is being very important to be learnt or even to be mastered by people. As better language people has as better the other people understand about the purpose. Discussing a language, English is common-known as the universal language in this world. This research was aimed to find out the implementation of Think – Pair – Share Technique in teaching speaking skill. This research was conducted by using Classroom Action Research. The subject of the research was the tenth grade students of SMAN 1 Jember in academic year 2022/2023 which consisted of 36 students. The objective of this research was to find out the improvement of students' speaking skill through the implementation of Think – Pair – Share Technique. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of the research showed that there was an increasing of students' speaking skill. It can be proven by the enhancement of students' fluency, pronunciation and courage in speaking. Based on that data, the think – pair – share technique was successfully way to improve students' ability in speaking. Students' score was significantly increased.

Keywords: speaking skill, classroom action research, think pair share technique

Introduction

Education has been known as a basic necessary for human life. Moreover, since they were born to this earth. There was a popular quote said that, "Everything you see, hear and feel are called education." Unacceptable an education about language and communication. Communication is the activities between two people or more in order to deliver something while language itself is its tools. Therefore, language is being very important to be learnt or even to be mastered by people. As better language of people has as better the other people understand about the purpose. Discussing a language, English is common-known as the universal language in this world. Learning English Language nowadays are not a second needs anymore but it is going to be a primary or being obliged to be learnt as we know that most of the activities now are basically depends on using English. According to Lukman (2018), Currently in English increasingly mediated communication in all aspects of life especially in the world of education. As a result, many people learn English as strive to meet global demands. The most important goal for them in learning is to be able to speak. They assume that talking is the most important language skills among others Skills.

English itself has four common skills that must be learnt by students. They are writing, speaking, listening and reading. Speaking is an important skill to be learnt by the students of Senior High School. Furthermore, by the students of school which has been considered as one of the famous schools in this city. Moreover, for the students who has greatly achievement in writing. They should be guided to enhance their skill in speaking. According to Melli Y., Albert & Regina (2017), The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

The main subject of this new learning era which must be motivated actually are not just students, teachers or great people. Everyone can start learning through online website or private tutors. Everyone must be ready for the new earth era in which technology and communication are stepped forward. The role of teachers in the school here are challenged on how the teachers build an ideal process of learning teaching with the students. The using of right method, strategy, content, tools et cetera. The soft skills in teaching here are very important in which students can be motivated, attracted or even increased of their mark. Teachers are obliged to be an innovative educator. There are many methods, strategies and models of learning which can be used. Especially, on to increase students' skill in speaking. Teacher can suit it by the condition of their classes.

Besides teachers need to develop their knowledge and creativity in teaching, there is a thing that can be a direction to get the enhancement of students' achievement is by knowing students' capability through first meeting to second meeting et cetera. After knowing it, with expectations can give a way for the teacher to decide next teaching and learning model and technique. Based on the students' achievement on their writing in English, the students are monitored has achieved the medium level to high level in which it can be a good starting to enhance students' ability in speaking skill. Based on students' presentation in a few times,

the researcher obtained the data that actually the students are having a potential to be able to improve their ability in speaking English.

Students mostly are having doubt, fear and shame in speaking by English continuously. Sometimes. They are scared of environments' judgement or shamed of being too talkative by themselves. Therefore, teacher's perception in building the situation and condition in the class necessary. Elismawati, Hidayat A.A., Hadeli & Zulyusri, Syukri A. (2021) exposed that in the teaching and learning process, the role of the teacher is very decisive in achieving educational goals. In this case, the teacher as the spearhead of education can create a learning environment to be attractive and passionate for students with the provision of experience that the teacher has in preparing a good and systematic teaching method (Begum, 2020; Ganatra, 2021; Kadam, 2020; Weatherby, 2022a, 2022b).

The things that often happen around us is the statement about speaking in which people must being professionals first to be a good speaker. It must be a neat and correct language structure, a good and correct pronunciation and et cetera. This situation makes a beginner being not confident to exercise and adapt with speaking English as they are worried of being wrong. In addition, Abduh (2021) wrote that in reality, speaking is tough to learn. Not all students can master it. This happens because students are sometimes given chance by the teacher to speak in class, but they are afraid to take it. When the teacher invites students to speak, they feel embarrassed and stutter when speaking. As a result, many of them get low scores when doing tests, especially in speaking test.

Speaking is basic necessary medium in communication. Speaking is an activity of delivering, asking, telling, talking, answering or responding another people by using language. Meanwhile, Brown (2004: 140) defines speaking as something productive directly observable and empirical skills; those observations always colored by the effectiveness of the thoroughness of the test takers listening skills, which of course compromises reliability and validity of oral production tests.

L.G Alexander (2007:78) proposes five categories of speaking or types of speaking classroom performance. They are: imitative, intensive, responsive, interactive and extensive. Meanwhile, Brown (2001:271-274) proposes that there are six categories of speaking types performance. They are: imitative, intensive, responsive, transactional, interpersonal dan extensive. Therefore, students' speaking ability will be enhanced along through the learning teaching in the classroom. Kurjum M., Muhid & Muhammad., Thohir (2020) wrote In managing a learning plan, there are various approaches that need to be considered such as learning strategies, methods and techniques.

According to Harmer (2005:159) proposes that there are three aspects of speaking accuracy which are still divided into specific categories, they are pronunciation, vocabulary and grammar. Dionar W.S., & Adnan A.,(2018) exposed that speaking is also defined as the ability to express something orally, coherently, fluently and appropriately in given a meaningful context to serve both transactional and interactional purpose using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

Think – Pair – Share commonly known by a kind of techniques, models or strategies. It also can be a type of cooperative learning (Kusuma, 2020; Maisyura, 2018; Nurulaeni,

2019). As Hetika, Farida, I., & Sari, Yeni P. (2017) wrote that one of the way to improve the learning achievement is by applying various models of learning in the classroom, one of which can be applied is cooperative learning model is the Think Pair Share (TPS) learning method, that is a learning method developed by Frank Lyman (Arwizet, 2019; Astra, 2021; Carey, 2018; Patil, 2019; Wicaksono, 2019; Wu, 2021; Zakirman, 2020). They also cited from Miftahul Huda (in Ikhtiarfan, 2016) TPS method is one of the simple cooperative learning method. First, students are asked to sit in pairs. Then the lecturer can ask questions or problems to the students. Each student is given the opportunity to think of the questions or problems independently for find the answers to these questions or issues, then discuss the results of their thoughts with their pair to get one answer that can represent the answers to the two group members (Barry, 2021; Flora, 2020; Haq, 2023; Kawakyu, 2019; Mendonça, 2020; Motade, 2022; Mueansichai, 2020; Naim, 2020; Rieg, 2022; Soule, 2018; Styers, 2018; Sutopo, 2020; Vinodhini, 2021; Zimmerman, 2019). After that, the lecturer asks each pair to explain or describe the results of the answers they have agreed to their classmates (Dafik, 2019; Dallal, 2019; Doyan, 2020; Isa, 2023; Namaziandost, 2020; Nian, 2020).

The researcher subsequently took this research which are going to discuss about The Implementation of Think – Pair – Share Technique to Improve Students' Ability In Speaking English as it was suitable with the students' needs. The researcher observed that students might be need to be more intensive in attracting them to be confident when speaking English. In addition, Nanda R.Km (2019) exposed that students often have the notion that English is a difficult subject both in pronunciation his words and in his writing so that students feel afraid in communicating both orally and in writing, even though public speaking skills are wrong a skill that must be possessed in today's global era.

Methodology

The research was conducted as a Classroom Action Research that is an action implementation-oriented research. This research was implemented in order to find out the improvement of students' speaking skill through Think – Pair – Share technique at the tenth grade of Senior High School 1 Jember. The subject selected by using purposive than sampling in which students of tenth grade in one class. The data collection instruments in this research is pretest, field note and posttest. Pretest was gotten from the students' achievement on speaking in previous chapters. Meanwhile, posttest was collected from students' presentation individually. The nature of classroom action research can lead researchers to this research objective, namely to understand the dynamics of learning to speak and based on what Bogdan and Biklen (in Khasinah, 2013, p. 108) that action research aims to create social change, related to the purpose of researchers to improve students' speaking skills, then Classroom action research is the most appropriate design for this study. Beside that, the researcher also did observation and interviews to some students and English Teacher to collect more information. There were 36 students involved in this study (sample) consists of 16 male students and 20 female students.

Result and Discussion

Before planning the English Class, the researcher observed and did the interviews with the English Teacher related to the material that will be prepared, students' achievement and students' lack in English skill. The data obtained that the materials will be used is narrative text in which students had gotten this topic in a previous school. For more information, students in this school are selected well by their accomplishment and intelligence. Therefore, students' achievement was good in writing skill but still lack of speaking.

Before implementing the Think Pair Share (TPS) learning technique, the researcher conducted the English Learning Teaching by using problem based learning in which students with their groups were making a text and presented it, the data obtained are included the students' result of writing task and presentation which qualification marks including of students' pronunciation, students' fluency, students' clarity in delivering and students' suitable performance with the theme or topic that has been chosen by students. The mean score as follows:

Element/Mean Score	Cycle I	Cycle II
Writing Task	8.5	9
Presentation	7	8

While the result of students' speaking English after implementing the Think Pair Share (TPS) learning technique are obtained by using the same qualification marks. The mean score as follows:

Element/Mean Score	Cycle I	Cycle II
Pronunciation	3.5	4
Grammar	3.5	4.5
Word – Order	3.5	4.5
Fluency	3	4
Vocabulary	3	4

The implementation of Think Pair Share (TPS) learning technique were done in two cycle. The first cycle was making the students into 9 groups in which each group consists of 4 students. The activity in first cycle was finishing the problem which available in students' worksheet. Each student in each group gets their own job to be done and to be presented in front of the class. In theory, most of students are good in their writing English. Nevertheless,

students seem have the potential skill in speaking. They just need to be practiced more and be motivated by their environment. Some of them has mastered well and some of the students in average to low level. While the presentation in cycle I occurred, students were doing their own duties well and the experts in each group were getting more than others. Based on the table above, it can be seen that mean score of the students in first cycle were categorized into average level to low level. They are still doubt to express freely. Most of them were afraid of doing mistake and felt shy. Nevertheless, they had tried their best. The researcher leads the other students to always give the presenter appreciation and compliment to build students' confident.

The second cycle, students' activities were watching and listening to the short videos related to their materials. Students were still working in groups. Each group consists of two students in which grouped through their seats. So, students were working with their seatmate. After watching and listening the short videos, students in group were finishing the tasks in their worksheet and will be presented through online video. Some of them are having an opportunities to present in front of the class as an example practical presenters. It enforced in order to give a space or to facilitate the students need in their learning style as some of them are prefer to finish it directly in the class and do not add their other workhome. Perhaps by all these strategies, students can improve their ability in speaking. Beside that, teacher can also find out the causes lack of students' speaking ability.

The students who has been presented in pairs in front of the class are getting a chance to get more score by requirement they could answer the question from their friends and teacher correctly. Some ambitious students were very spirit and cheerful by these challenges. The other students were getting more motivation to learn more and practice more.

Conclusion

Based on the data results of the data analysis in the study, it can be concluded that the think – pair – share technique was successfully way to improve students' ability in speaking of the tenth grade of senior high school 1 Jember after being implemented in two cycles which has been exposed that students increasingly their ability in speaking skill based on students' pronunciation, students' fluency, students' clarity in delivering and students' suitable performance with the theme or topic. Students are also increasingly in their confident and comfortable for trying to speak fluently by learning environment in the classroom by the teacher.

Although the students' score after being taught by think – pair – share technique sustained a little enhancement, it still can be mentioned as one of the successfully planning in which students' score are significantly increased. Moreover, the students are actually have been knowing the material and theory. In addition, students are also still occupied in the first year of senior high school so that they are still learn and observe something new in their learning process.

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