THE IMPLEMENTATION OF THINK PAIR SHARE TO TEACH SPEAKING IN THE CLASSROOM FOR THE 7TH GRADE STUDENTS' OF SMP NEGERI 2 LOCERET

Luki Noparendra, Agung Wicaksono, M.P.d, Khoiriyah, S.Pd, M.Pd

University of Nusantara PGRI Kediri,
noparendraluki@gmail.com

University of Nusantara PGRI
Kediriagungwicaksono@unp.ac.id

University of Nusantara PGRI Kediri
khoiriyah@unp.ac.id

ABSTRACT

This research is motivated by the application of the Think Pair Share method which will be taught in this lesson. Based on observations in teaching and learning activities before the investigation, it was found that unsatisfactory conditions were triggered by ineffective teaching and learning activities, so that students felt less comfortable and confident. In addition, class activities tend to be teacher centered and most of the students at SMP Negeri 2 Loceret, especially VII A, have difficulties in speaking, pronouncing, and memorizing vocabulary. This research was conducted at SMP Negeri 2 Loceret on November 9 2021. This research used qualitative research. The research subjects were class VII A students of SMP Negeri 2 Loceret class VII, which consisted of 32 students. Data collection was carried out by observation and questionnaires. Researchers made observations of student participation and gave questionnaires related to teaching outcomes. The researcher asked the students to describe objects around the school and to describe a person's character in front of the class. The assessment components in speaking are fluency, vocabulary, confidence and pronunciation. Based on the results of the study, it was concluded that the use of the think pair share method can be an alternative way to teach language, especially speaking skills. This activity makes students more enthusiastic and enthusiastic in learning speaking. These results are expected to motivate English teachers to use the Think Pair Share method in their teaching in class, especially at the junior high school level.

KEYWORDS: *Speaking, Think Pair Share, Descriptive Text,*

INTRODUCTION

Speaking is a skill of learning English which must be mastered by students who want to learning English. Which is very important speaking for students in the future. Students assumethat English is a subject that is underestimated. In fact, English is an important international language to learn in the future. For example, when they are on holiday out of the country, they must use international languages to communicate with people. Another example when they are looking for job, English language skills are also needed for consideration at work.

Many students find it difficult to speak English for various reasons, it could be a classroom

environment that is not accustomed to speaking English, lacking confidence, and lacking vocabulary. This problem often occurs in schools. This explanation aims to teachers make more new rules, so students can achieve their goals.

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

In learning English speaking, the students often find some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including Think Pair Share because many research finding say that this technique is effective to use in teaching speaking.

Think-Pair-Share proposed by Lyman (1981) consists of three steps. They are: think, pair, share. Think-Pair-Share structure gives all students the opportunity to discuss their ideas. This is so important because students start to construct their knowledge in this discussion and also to find out what they do and do not know. Think-Pair-Share can be used in all curriculum areas and it limited only by the creativity of the teacher. Think-Pair-Share is a concept of learning that helps the students to share and discuss the material in learning speaking. Think-Pair-Share structure gives all students the opportunity to discuss their ideas. This is important because students start to construct their knowledge in this discussion and also to find out what they already know and not know. According to Macpherson (2007: 12), cooperative learning gives the students opportunities to interactwith each other and work together to maximize their own and each others learning. One of the techniques in cooperative learning is Think-Pair-Share (TPS). Kagan (1994) states TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and then share their ideas with their friends in pairs. TPS has a number of advantages. It gives students opportunities to speak in the target language for an extended period of time and students naturally produce more speech

REVIEW OF RELATED LITERATURE

2.1   Definition of Speaking

Stern (in Risnadedi, 2001: 56-58) said watch a small child's speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language. Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2.2 Definition of Think Pair Share

Think pair share is a cooperative learning technique that was first proposed by Lyman (1981). Think pair share is a cooperative learning model which shortened as TPS. According to Lie (2002, p. 57), this learning technique give the students some opportunity to work in independent way and collaborate with others. Kagan (1994) as cited in Sanjani (2015, p. 29) mentioned that think pair share technique can promote and support the students' thinking ability to the higher level. In line with that, Kusrini (2012, p. 3) mentioned that think pair share technique gives some opportunities for students to be active in the learning process through thinking, pairing, and sharing to another students. Moreover, Kothiyal et al., (2013, p. 137) said that TPS is a classroom-based active learning technique, in which students work on a problem posed by the teacher or instructor. As a part of cooperative learning, think pair share technique is very useful. The point is after the teachers presenting the learning material, then teacher ask them (students) to think about the question mentioned and pairing with their partner to discuss the problem and get the consensus. Finally, the teacher asks the students to share the result of discussion to the whole class.

2.3 Definition of Descriptive Text

Gerrot and Wignel in Mursyid (2005: 4), claims that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person. The social function of descriptive Text is to describe a particular person, place, or thing. There are two generic structures of Descriptive Text suggest to Hammond in Mursyid (2005: 4): (a) identification which identifies phenomenon to describe and (b) description which contains the description of parts, qualities and characters. Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur (1966) conveys that descriptive writing is to create a clear picture or impression of person, place or object.

RESEARCH METHOD

The research was conducted using descriptive qualitative research method involving 32 students at the VII grade of a SMP Negeri 2 Loceret. The researcher chose this level because most of them have just started learning English, furthermore vocabulary and pronunciation skills in their speaking are still limited to some bookish words. The researcher compiled qualitative data using observation, documentation, and questionnaire

3.1 Research Procedure

The procedures followed by the researcher in conducting the study would be explained as follows:

3.1.1 Planning

a). The researcher asked permission from the English teacher and especially the headmaster for data collection purposes.

b) Making appointment to do observation

3.1.2. Data collecting technique
The following are the steps taken to collect data
3.1.2.1. Observations
1). Request a recommendation from the University of Nusantara PGRI Kediri conduct this

research.

2). Request permission from the Headmaster of SMP Negeri 2 Loceret to conduct research.

3). Observing the teaching and learning process in Speaking Skill using think pair share. The technique used to collect data is observation. The tools to help during the observation are:

      1) Camera/Handphone

      2) Notebook

3.1.2.2 Documentation

Documentation technique is a way of collecting data through archives and including books on opinions, theories, arguments or laws and others related to research problems. The data to be obtained through documentation techniques include:

      a. Profile of SMP Negeri 2 Loceret.

      b. Data for class VII A students of SMP Negeri 2 Loceret.

      c. Documentation that supports and relates to research.

3.1.2.3. Questionnaire

      a. After the documentation, the researcher gave a questionnaire to students' about how the teaching and learning process used the think pair share method.

      b. Students are asked to answer questions related to what they feel based on the teaching and learning process.

3.2 PLANCE AND TIME OF RESEARCH

The research of this study was held at SMPN 2 Loceret. It located on Jl. Raya Jend. Sudirman, Dadi, Genjeng, Kec. Loceret, Kab. Nganjuk City, East Java 64471.The research was conducted into four meeting included the conduction of teaching learning. The research was carried out during the academic year 2020/2021.

RESEARCH FINDINGS AND DISCUSSION

2.4 RESEARCH FINDING

The researcher has applied the think pair share method during four meetings at SMP NEGERI 2 LOCERET with the following questionnaire results:

Response scale:

SS   = Sangat Setuju

S   = Setuju

TS   = Tidak Setuju

STS   = Sangat Tidak Setuju

Table 4.1.2

Questionnaire Result

	Statements	SS	S	TS	STS
1	Pembelajaran yang telah dilaksanakan membuat saya memiliki kemauan yang tinggi untuk mengikuti pembelajaran.	18	14		
2	Pembelajaran yang telah dilaksanakan dapat meningkatkan kosa kata saya.	18	12	2	
3	Pembelajaran yang telah dilaksanakan	20	10	2	

	memberi makna dan memudahkan dalam memahami materi.				
4	Pembelajaran membuat saya mudah memahami materi yang diajarkan.	18	14		
5	Pembelajarannya menarik, menyenangkan, dan tidak membosankan.	2	20	10	
6	Saya merasa waktu yang dihabiskan untuk memahami konsep semakin singkat.	10	20	2	
7	Saya merasa termotivasi untuk mendapatkan prestasi yang baik.	21	11		
8	Pembelajaran dapat meningkatkan pemikiran kritis individu saya.	15	13	4	
9	Saya merasa lebih berani dalam menyampaikan pendapat saya dalam proses pembelajaran.	14	10	5	3
10	Saya merasa lebih dihargai dalam mengemukakan pendapat saat pembelajaran	15	16	1	

From the results of this questionnaire, it is known that the majority of students like the think pair share method even though some do not like it because there are several advantages and disadvantages in this learning as follows:

4.1.2.1 Advantages
a. The Students' more active in the class, because they can exchange their idea.
b. The Students' can develop their vocabulary.
c. The Students' understand more about how to pronounce words in English.
d. The Students' become more confident in convoy their ideas.
e. The students' become creative in composing sentences in English

4.1.2.2. Disadvantages
a. students feel bored because the time taught is too long
b. In general, many students do not understand the material that has been given.
c. The class atmosphere is not conducive because there are too many groups.

4.2 DISCUSSION
In this research finding there are some finding that need to be discuss. This study aims to describe how the think pair share method can help students in teaching speaking. This method has been applied in the first meeting until the last meeting. The findings showed that think pair share can helping students to speaking in English even though not successfully. According to observations, documentation and questionnaires, researchers found several facts as the following:
First, Think Pair Share is able to increase student self-confidence. Previously, they shy to speak their mind. Students are not confident to appear to speak front of class. During Think Pair Share implementation, they had many opportunities to interact with their partner and group. It is in line with what has been said by Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010: 23) that TPS can improve students' confidence as well as provide more opportunity to practice speaking. Second, Think Pair Share is able to help students speak fluently in several ways

aspects such as fluency, vocabulary, pronunciation, and also grammar. By using this technique, students have more opportunities to be able to speak English since they have a partner to share ideas and provide feedback. Last, Think Pair Share was able to increase the students' motivation in speaking. The students were motivated to show their improvement in speaking because the class situation was active and enjoyable. Besides, in order to increase the students' motivation, the teacher needed to do other actions in improving the students' motivation by giving rewards to the active students. By giving the reward, the teacher could attract the students' attention. It is in line with As Nasir (2018) stated, Students will become more motivated, constructive, and lively by incorporating Think Pair Share Strategy in the learning process.

CONCLUSION

The researcher conducted during these four meetings succeeded in applying the think pair share method which aims to improve fluency, vocabulary, pronunciation and self-confidence. Researcher implemented the Think Pair Share technique and some additional actions, namely using English classes, vocabulary practice, provide feedback on student pronunciation, and pronunciation practice.

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