

THE USE OF THINK PAIR SHARE TECHNIQUE IN TEACHING SPEAKING

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Abstract

The aim of this research was to describe the use of Think Pair Share technique in teaching speaking at the eighth grade of a Junior High School in Bandung. Think Pair Share is a part of cooperative learning strategies that enables the students work together in a small group. The research was conducted using qualitative research method involving 25 students as the research subjects. The data were gathered from observation and questionnaire. The result of the data analysis indicated that the students' experience after they were taught by using Think Pair Share has shown their excitement towards the teaching process as described. There are good implications in speaking performance after learning by Think Pair Share technique. Think Pair Share technique in this case can be one of the alternative teaching techniques used by the English teacher in teaching English, especially speaking.

Keywords: Speaking, Think Pair Share

INTRODUCTION

Speaking is often considered the main part of an English as a Foreign Language, among other skills because more people use English today than have used some languages other than this in the history of the world. Darmadi (2015) as cited in Parmawati and Inayah (2019) defines speaking as a productive skill that can be observed directly and empirically. Speaking is concerned about the chances of getting an opportunity on the part of students are very small. The opportunity of speaking is concerned very few students get it. This condition has several causes (Aristy, Hadiansyah, and Apsari 2019). In this case, there are lots of students who lack of courage in speaking, especially Junior High School students since most of them have just started learning English, and also the limitedness of vocabulary and grammar skills in their speaking. Furthermore the way to show their real ability is not as much as what we have expected. Sometimes they are worried to form mistakes, but in the other hand they are actually able to speak better than they have done.

Cooperative learning approach serves as a teaching tool where students work along in a group to improve each other' and their own learning. Cooperative learning stands for a learning process or learning technique in which students are given opportunities to learn in a group, in a cooperative way. They present all the information between themselves and support each other to obtain the necessary expertise, understanding, and implementation in their syllabus in one or the other elements of content material in course units (Sharma and Priyamvada 2018).

Nowadays our students learn better by engaging in a variety of different forms of learning. The educational courses today require certain types of strategies which allow students to discuss issues, solve problems, engage in simulations, conduct research, think critically, cooperate and make decisions. As students engage in constructive and experiential learning approaches they continue to maintain information and acquire practical skills over longer periods of time.

Strategies for active and experiential learning often enable students to apply their skills and knowledge to real-life problems and circumstances. In the conventional method, teachers often neglect to deliver every student individual attention. Cooperative learning approaches are proving to be effective in the classroom learning process to address this issue. Think Pair Share is also one of cooperative learning techniques that encourages students to play a productive role by participating in classroom interaction while at the same time helping them build a positive atmosphere through meaningful discussions.

Speaking

People live in a communication environment. According to the one of famous dictionary of current English, the activity or process of expressing ideas and feelings or of giving people information is the definition of communication, as cited in (Nasir 2018). In other words, speaking is an action in expressing ideas or thoughts to other people so interaction is occurred in communicating orally for further. Indicators of students' confidence according to Centi (1993) are: students' physical condition, students' speaking ability, and attraction power. The students' physical conditions are shown when they are elaborated in the discussion and able to control themselves when they perform or do presentation in a group of two and front of the classroom. Students' ability in speaking English can be observed from their being excited to speak English voluntary and clearly, and their involvement in the discussion. If the teacher ask the students to answer or respond to some topics, they can tell their ideas clearly and well arranged, so that some other students will understand what the topic is about. Attraction power deals with students' speaking with good confidence that will have power to engage other students' attention when they speak. (Bunaya and Basikin 2019)

Think Pair Share

Basically, in the world of education, Think Pair Share has been used for many times. The Think Pair Share is not only found in English education but also found in many other areas such as in math, social science stc. The Think Pair Share has been known in the educational world for many years and has also been used in a wide variety of teaching such as in the teaching of science, social science, math, and others. On the grounds that by implementing Think Pair Share Strategy in the learning process so the students can be more enthusiast, proactive and more vibrant. This is caused of the model Think Pair Share itself that is more students oriented so that teachers function as facilitator here is where the role of teachers here are just directing, facilitating and guiding students. More research on learning in small groups exists than on any other instructional method, including lecturing, while most of this is credible and positive, it is dominated by research and investigation in higher education. (Nasir 2018).

Think-pair-share was first proposed by Lyman (1981) as a cooperative learning technique. In fact, it is a three-step technique where a particular problem or question is being thought about by the students, the students are given a limited time to think, organize their thoughts and formulate their ideas and answers to the particular questions. Then, they go on to the next stage where they work in pairs and address their responses. According to Pressley (1992), this step provided students a chance to find out and gave them a fair opportunity to learn what they know and what they need to know. According to Millis (2012), in the last step students share their ideas with the entire group. Of course, it differs from the conventional techniques such as lecturing, as it allows for a great deal of discussion where students may draw on their own ideas in an interactive way. Raba (2017) explained TPS offers huge potential to enhance collaboration and communication between peers. It can also be used to increase student engagement in the

learning cycle. Think-Pair-Share (TPS) has some influences on developing students' oral communication skills, to strengthen critical thinking, to give an opportunity for students, to work independently and improve their level of self-efficacy, participation, understanding and satisfaction levels after the intervention. On the basis of the survey of literature, TPS has been found as an active learning strategy where learners get an opportunity to develop problem solving skill, to enhance critical thinking, to improve communication skills besides providing as an efficient tool for unleashing discussion among peers as well as teachers. As a result of its implication in the teaching- learning a democratic environment is set up which learners learn without the fear of teachers and peer criticism, as cited in (Sharma and Priyamvada 2018).

METHOD

The research was conducted using qualitative research method involving 25 students at the eighth grade of a high school in Bandung. The researcher chose this level because most of them have just started learning English, furthermore vocabulary and grammar skills in their speaking are still limited to some bookish words. The researcher compiled qualitative data using observation and questionnaire. Observation carefully observed and recorded events occurred in the class during the learning process. Qualitative data concerned to events and changes that took place during class activities, including student behavior, class situations, and class activities processes. (Sumekto 2018)

Observation is used to observe what is going on or what is happening in the observed context (Fraenkel and Wallen, 2008). It can be combined with field notes, and recordings, including in terms of analyzing data, and collecting data. As Creswell (2012) stated that "Analyzing data in qualitative research requires understanding to the meanings of the text and images, so that answers can be formed for all questions in research". According to Moleong (2011) & Wang (2016) A research that is intended to understand about what is encountered by the subject of research such as behavior, motivation, actions and others by means of descriptions in the phrase and language, in a special context that is natural and with utilizing various natural method called Qualitative research, as cited in (Astuti, Solihat, and Satriani 2020).

There were four meetings for this research to be finished. Each meeting took around 80 minutes to see the process of the use of Think Pair Share technique in teaching speaking that has conducted in February 2020.

RESULTS AND DISCUSSION

Results

This study aims to determine the use of Think Pair Share technique in teaching speaking at the eighth grade students of a High School in Bandung. The results of the observation and questionnaire indicated that the students' experience after they taught by using Think Pair Share has shown their excitement towards the teaching process, which means Think Pair Share can increase student motivation in learning English, especially speaking.

The research was conducted in four meetings. The first meeting was used in the classroom to provide several spontaneous responses by giving some instructions to measure students' speaking skills before using Think Pair Share technique, the second and the third meetings were used to implement the Think Pair Share technique with some activities and observe the students' responses toward the cycle of learning, the last meeting was used to conduct questionnaire and

interactive discussion with the students about the technique that had just implemented in the class. During the learning process, the researcher conducted observation by recording the activity and giving some field notes to capture what students were doing in the class during the learning process in case the researcher got lack due data collecting process.

The table below showed the action steps of the research:

Table 1. Teaching Scenario

Meeting	Step	Activities
Meeting 1	Phase 1 Think	The researcher told the students a story to be analysed and take some important notes regarding the material had been given.
	Phase 2 Pair	The students divided into pairs to discuss about the story as instructed by the researcher.
	Phase 3 Share	The students retold the story in front of the class and gave some comments to each other.
Meeting 2	Phase 1 Think	The researcher gave some cases and verb cards to the students.
	Phase 2 Pair	The students divided into pairs to discuss about the cases had been given, change the verbs into past verbs and make a short dialogue with their partners.
	Phase 3 Share	The students made a big circle and performed a role play based on the dialogue they had written in the center.
Meeting 3	Phase 1 Think	The researcher explained the material and gave a table activity to be filled in.
	Phase 2 Pair	The students divided into pairs to discuss and write down their activities on Sunday, match it with their partner.
	Phase 3 Share	The students shared their activities, had a short talk and answered the questions from others.
Meeting 4	Review and Questionnaire	The researcher gave a short review about the material and asked the students to fill in questionnaire sheets about the learning process had been given in three last meetings.

The table above explained the results through a description. Starting from the first meeting, the researcher found the students were excited as Think Pair Share technique had been given for the very first time, they seemed like interested in the activity they would pass. It could be seen

from their responses toward the activities during the learning process, even though most of them were still inactive in speaking. The second meeting, the researcher tried to give the students a challenge by giving them an opportunity to create a short dialogue to be performed, surprisingly the students were motivated to make it longer as the researcher gave them some more time to discuss with their partners. The third meeting, the researcher found the students enjoy their pairing discussion because they shared about their daily life which gave them some opportunities to talk in English with their partners and showed others how interesting their activities were. The forth meeting, the researcher asked the students to sing along an English song to bring a good vibe before filling the questionnaire. The researcher also gave a review of the material has been given to the students in three last meetings to make sure they still memorize it. The researcher ended up asking the students to fill the questionnaire about the learning process using Think Pair Share regarding to build up their speaking skill.

The results of questionnaire collected from 25 students are shown in the table below:

Response scale:

- 1 = strongly agree
- 2 = agree
- 3 = disagree
- 4 = strongly disagree

Table 2. Questionnaire Result

	Statements	1	2	3	4
1	The learning that has been implemented made me have a high willingness to follow the lesson.	52 %	48 %	-	-
2	The learning that has been implemented can eliminate the concept of mistake in myself.	52 %	36 %	12 %	-
3	The learning that has been implemented gives meaning and makes it easier to understand the material.	60 %	28 %	12 %	-
4	The learning makes me easy to understand the material being taught.	52 %	48 %	-	-
5	The learning interesting, fun, and not boring.	68 %	28 %	12 %	-
6	I feel the time spent in understanding the concept is getting shorter.	28 %	60 %	12 %	-
7	I feel motivated to get good achievement.	64 %	36 %	-	-
8	The learning can improve my individual critical thinking.	44 %	40 %	16 %	-
9	I feel more valued in expressing opinions when learning.	44 %	52 %	4 %	-
10	I feel braver in delivering my opinion in learning process.	48 %	32 %	16 %	4 %

Discussion

Think-Pair-Share is an activity that encourages students to think independently in small-group before being asked to answer questions in front of the class, as cited in (Alrayah 2018). The

researcher found in implementing Think Pair Share technique, it needs creativity to make the classroom lively by giving the students various activities so they have a willingness to follow the lesson as they found the activities in the learning process was fun and gave them so many opportunities to keep a good work on their speaking skill with pairing method. As Nasir (2018) stated, Students will become more motivated, constructive, and lively by incorporating Think Pair Share Strategy in the learning process. The students showed their enthusiasm towards the activities, it can be seen from the result of the questionnaire had been given. This is induced by the Think Pair Share model itself, which is more student-oriented so that teachers act as facilitators where teachers' role here is simply to lead, encourage and guide students. Since speaking is a very crucial and part of learning a foreign language, difficulties in speaking need to be analyzed. The findings showed that this method has an important impact on the learning process. It could be used as an input or guide for teachers to prepare an effective method for developing students' speaking skill. This research actually opened doors for both teachers and researchers to draw attention to think-pair-share technique.

CONCLUSION

The research was conducted in four meetings and further deepened the Think Pair Share technique in each meeting. From the results of the data, it can be inferred that Teaching Speaking using Think Pair Share Technique over all got good responses from the eighth grade students of a high school in Bandung. The results and discussion above showed that sixty-four percent of the students strongly agree that they feel motivated to get a good achievement in learning English, speaking skill to be exact and fifty-two percent of the students agree that Think Pair Share makes them more valued in giving opinion during pairing discussion. Based on row 2, 3, and 4, the students mostly really agree that it also makes them easy to follow the material in so many ways and eliminate the concept of mistakes in them. It also improve the students' individual critical thinking as the result mentioned in row 8, it said forty-four percent of them can not agree more. The greatest result shown for the statement number 5, sixty-eight percent of the students strongly agree that learning process using Think Pair Share is interesting, fun, and not boring. In this case, Think Pair Share that they have experienced determined the percentage of the results.

After the researcher conducted the research, the researcher inferred that in the learning process, Think Pair Share technique is used to increase students' motivation and interest in the learning process. In this case, the teachers can use Think Pair Share as one of techniques in teaching speaking as the researcher' suggestion because it can bring a new atmosphere for the students and offer them some opportunities to improve their speaking skill.

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