

THE EFFECT OF THINK, PAIR, SHARE STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE SECOND YEAR STUDENTS' AT SMAN 1 KOTO KAMPAR HULU

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ABSTRACT

Think, pair, share strategy is one of speaking strategies that can be used by the teacher. this strategy is a great way to help the students to figure out how to speak english well. it gives students to opportunity to discuss their ideas. it is important because students start to construct their knowledge in discussions and also to find out what they do and do to know. this research was an experimental research. it was conducted at SMA Negeri 1 Koto Kampar hulu which located on kampar regency. the population of this research is the second year students of sma negeri 1 koto kampar hulu. the sample of this research are class xi. 1 as experimental group which consits of 23 students and class xi. 2 consist of 19students as control group. this research focuses of think, pair, share strategy on students' speaking ability. The instrument of this research is speaking test in from of speaking performance. the results of these tests were taken as data of this research. the data collection technique that writer used to analyzed data is t-test.

Keywords: *Think, Pair, Share Strategy, and Speaking Ability.*

INTRODUCTION

Speaking is making use of words in ordinary voice, offering words, knowing and being able to use a language, expressing oneself in words and making speech. It is very important to master speaking well. Students must be trained to use English communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life. It is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

Think, Pair, Share (TPS) is one of the strategies that can be applied in teaching speaking because is one of potential activity that gives students feeling of freedom to express themselves. They are also potentially useful to encourage students of interact with each other orally. This is a relatively low-risk and short collaborative learning structure, and is ideal suited for instructors and students who are new to collaborative learning. In thing, pair, share the teachers poses a challenging or open-ended question and give students a half to one minute to think about the question. It is important because it gives students a chance to star answer by retrieving information for long term memory. Student then pairs with

collaborative group member or neighbor sitting nearby and discuss their ideas about the questions for several minutes. The teacher may wish to always have students pair with a non-collaborative group member to expose them to more learning style.

The think- pair- share structure gives all students to opportunity to discuss their ideas. It is important because students start to construct their knowledge in these discussions and also to find out what they do and do not know. This process is available to lectures. After several minute the instructor solicits student's comments or takes the classroom "vote ". Students are much more willing to response after they have had a chance to discuss their ideas with a classmate because if the answer is wrong, the embarrassment is shared. Also, the responses received are often more intellectually concise since students have had a chance to reflect their ideas.

The think-pairs-share structure also enhances the student's oral communication skills as they discuss their ideas with the one another. This short "intermission" can also provide the instructor a timely opportunity to mentally go over the next concept to be discussed. One variation of this structure is to skip the whole-class discussion. Another variation is to have students write down their thoughts on note cards and collect them. This gives the instructor an opportunity to see whether there are problems in comprehension. It will be applied when they life in the real society. When they meet a foreigner, they can communicate well.

Many reasons of using Think, Pair, Share (TPS) Strategy to improve students' speaking ability. The writer can say that it can be a powerful technique in helping students with various skills and language use. But, as the writer -suspected, it does not work so well with small groups as they are not enough opportunity for reflection on their own language and for peer evaluation. Another drawback in my lesson was that most students, as the writer had anticipated, did not know the technique.

Thus, the writer had to explain it first and spent some time on training them how to take notes (by helping them notice the difference between grammar and content words). The difficulty for the teacher, I find, lies mainly in the fact that she has to make decisions on the spot on what problems to deal with when she is on fronted with the students' versions of the text. Therefore, as the writer mentioned in my lesson rationale, and as Wajnryb (1990) also points out, it is probably much more effective and beneficial once students and the teacher are familiar with the procedure. The writer will definitely try Think, Pair, Share (TPS) Strategy again with my classes. However, with elementary or lower pre-intermediate students who do not have the language to discuss their versions, the writer would adapt it and maybe not use it as a collaborative task.

To improve the students speaking ability in conveying interpersonal and transactional speech is not easy. Many students get some problems to do it, so the teachers feel difficult to teach too. There are many problems that occur in teaching language function. First, it is related to the condition of the students who are lack of vocabulary which will make them unable to say

words. They tend to repeat the same vocabulary when they are speaking in class. For example, they tend to say the word "thank you" as a way to cover their limited vocabulary. Second, the students get used to use their mother language. Third, they rarely practice to use English to communicate with the others. It makes the students feel really clumsy to speak English in their daily activities. Those problems are faced by students at SMAN I Koto Kampar Hulu.

Then the students feel shy if they should speak English in front of the class. They are afraid if they do a mistake from their grammar and also their vocabulary. Students had said when they would say "thank you" but many students just "quiet" or said "thanks". The student sometimes wrong to say "thank you" and the other language function. And if the teacher gives some homework about dialogue and the dialogue is about language function many students get confused to do the homework. From those problems, now the teachers are demanded to create some strategies which can explore the student's speaking capability. One of the strategies that can be used to teach speaking is think, pairs, share strategy.

Considering problem, relating in speaking activities in class and helping students to improve their speaking skill is part of the teacher's job. He or she is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching learning process should not only happen between teacher and students but also between students and students.

At higher levels, students will be able to discuss the options more. Also, after students get used to reflecting on their own language, Think, Pair, Share (TPS) Strategy will be more powerful. Students were very motivated and involved and concentrated in this lesson, therefore, the writer could imagine using Think, Pair, Share (TPS) Strategy when there is unrest in the class or with large classes. The writer would also use it sometimes to change the pace of a lesson. Looking at students encouraging comments Think, Pair, Share (TPS) Strategy will be part of my teaching repertoire.

Based on the phenomenon above the writer wants to conduct a research dealing with teaching speaking in conveying interpersonal and transactional speech using think- pair- share strategy to improve students speaking ability at the second year students of SMAN 1 Koto Kampar Hulu to conduct this research, the writer will collaborative with the English teacher of SMAN I Koto Kampar. This research focus on hoe the implementation of teaching speaking in conveying interpersonal and transactional speech through think, pair, share, and what the students respond taught by using think- pair- share at the second year students of SMAN I Koto Kampar Hulu

Based on Lyman (1981) Think, Pair, Share is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student.

Based on phenomena above, the writer would like to conduct the research about student's speaking improvement by using Think, Pair, and Share strategy with the title "The Effect of Think, Pair, Share (TPS) Strategy to Improve Students' Speaking Ability at the Second Year Student of SMAN 1 XIII Koto Kampar".

Method

This research is experimental research. There are two variables: independent variable and dependent variable. The independent variable is a variable that is identified as a causal variable is taught cause the independent variable. Meanwhile, the dependent variable is variable that is identified as an effect. The result of variable is taught to be caused by the independent variable. In this research, the independent variable is Think, Pair, Share (TPS) Strategy and dependent variable is the improvement of speaking ability. In this research, the sample is divided into two groups; an experimental group and control group. The improvement of speaking ability through apply Think, Pair, Share (TPS) Strategy is an experimental group and without applying Think, Pair, Share (TPS) Strategy is as a control group. This research was conducted at the second year students at SMAN 1 Koto Kampar Hulu, Riau in 2011/2012 academic year. This research will be conducted on July 2011. The population of this research is the second year of SMAN 1 Koto Kampar Hulu. The total population of the second year students is 63 students. They consist of 3 classes.

Classes	Number of Students
VIII A	23
VIII B	19
VIII C	21
Total	63

Cluster sampling was a method for choosing samples. Gay (1987:111) says the cluster sampling is sampling in which groups, not individuals, were randomly selected. All the members of selected groups had similar characteristics. In this study, the writer named cards based on each second year classes in SMAN 1 Koto Kampar Hulu. After mixed these cards for certain time, the writer took randomly as sample of research. This research is an experimental

research in which use pre-test and post-test design. In order words, the data that used the writer in this research is quantitative data. So that, the data derived the test given from narrative text.

Finding and discussion

According to Hatch & Farhady (1982:110), the null hypothesis accepted if the value of t-calculated is less or same than the value of t-table ($t_o \leq t_1$) however, if t-calculated is greater than the value of t-table ($t_o > t_1$) the null hypothesis is rejected.

Based on the calculation of t-test above, it is found that the value of t-calculated was -3,06. In alpha decision level (α) 0,05 with the degree freedom 33 (df 23-1). Its found that t-table is 2,069. We can see there is a significant different between t-observed and t-table. Consequently, the null hypothesis is rejected because the value of t-calculated is more than t-table ($3,06 > 2,069$). (it makes no difference whether the obtained value is positive or negative in reading t-table, since the distribution is symmetrical, the minus quantities would be the same). In short, there is significant positive effect of think, pair, share strategy to improve students' speaking ability at the second year students of SMAN 1 Koto Kampar Hulu.

The writer also found something as could be called as weakness of strengths of effect think, pair, share strategy, as follow:

Strengths

1. The teacher has an opportunity to provide meaningful advice and feedback.
2. Students have opportunities to share their idea and make good relationship with their friends.
3. Students are trained to organize their idea and also help them to balance the work of their right and left brain.
4. Classroom becomes more comfortable for students
5. It can be used not only for improving speaking performance but also for all English language skill.
6. The students need to be brave to practicing their idea

Weakness

1. The classroom sometimes tend to become quite noisy.
2. Students sometimes spend much time to share with their friends.

3. Needed time to make preparation whether their ideas retelling followed by all students, some students or as representative only.

From the data analysis the writer found that the total means of speaking skill of students in pre-test was 8,48 . Than for eight meetings, the writer gave treatment to the student by applying Group Story Retelling Strategy to improve the Students' performance, the writer found that the total mean of speaking ability of students' in post-test was 12,13. It can be seen the students scores of pre-test and pos-test made improvement 3,65 (15,87 %). Since t-test 3,06 higher than t-table 2,069 in alpha decision level / (α) 0,05 and at the hypothesis" there is any significant effect after teaching Think, Pair, Share Strategy on the students speaking performance " is accepted. These mean that H_1 (alternative hypothesis).

The writer also saw behavior and attitudes the students' while teaching-learning inthe wasapplying think, pair,share in the classroom. First, almost all the students needed guidanceand support from the teacher. Some students were noisy and sometimes restrained. In relation to motivation, entosias and following the learning activities, in the beginning of learning using story retelling students were very enthusiastic to joint the learning activities . it raised students' motivation in doing the activities. The students were more enthusiastic in following lesson. It could be interpreted that the ability of the experimental group in english speaking performance. In addition the improvement at achieved by the experimental group was the positive effect.

The writer also found something as could be called straights and weakness og using Think, Pair, Share Strategy. The strengths such as : the teacher has opportunity provide meaningful advice and feedback, students have opportunities to share their idea and make good relationship with their friends, students' are trained to organize their ideas in their thinking, and classroom more comfortable for students. The weakness such as : the classroom sometimes tends to become quite noisy, some students little naughty in the classroom, and the students sometimes spends much tends time to share with their friends.

Conclusion

Based on the research, it can be concluded that Think, Pair, Share strategy is one of speaking strategies that can be used by the teacher. this strategy is a great way to help the students to figure out how to speak english well. it gives students to opportunity to discuss their ideas. it is important because students start to construct their knowledge in discussions and also to find out what they do and do to know. This research focuses of *Think, Pair, Share* strategy on students' speaking ability.

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