

The Effectiveness of Think Pair Share In Teaching Speaking at Eight Grade Students Of MTSN Padang Panjang

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Abstrak

Penelitian ini berfokus pada pengaruh penggunaan Think Pair Share (TPS) dalam mengajar keterampilan berbicara pada siswa kelas delapan MTs N Padang Panjang. Setelah penggunaan Think Pair Share diterapkan di kelas eksperimen, dapat disimpulkan bahwa penggunaan Think Pair Share efektif dalam mengajar berbicara. Hal ini dibuktikan dengan rata-rata skor pre-test sebelum diberikan perlakuan sebesar 52,87 dan post-test setelah perlakuan sebesar 76,88. Jadi dapat disimpulkan bahwa pada post-test terjadi kemajuan yang lebih baik dalam kemampuan berbicara siswa dibandingkan pre-test. Penggunaan Think Pair Share (TPS) memiliki beberapa keunggulan dalam proses pembelajaran. Pertama, pengajaran berbicara dengan menggunakan Think Pair Share memberikan pengaruh positif terhadap kemampuan berbicara siswa kelas delapan MTs N Padang Panjang. Kedua, penggunaan Think Pair Share (TPS) dapat menarik perhatian siswa selama proses pembelajaran. Ketiga, penggunaan Think Pair Share (TPS) dalam mengajar berbicara membantu siswa menjadi lebih percaya diri untuk berbicara di kelas dengan gaya mereka sendiri. Terakhir, hasil penelitian ini menunjukkan bahwa dari lima indikator yaitu kelancaran (fluency), pemahaman (comprehension), kosa kata (vocabulary), pengucapan (pronunciation), dan tata bahasa (grammar), merupakan aspek penting yang harus dipenuhi siswa untuk menciptakan kemampuan berbicara yang baik. Oleh karena itu, penggunaan Think Pair Share (TPS) membuat siswa lebih efektif dalam belajar dan lebih mudah memahami pelajaran. Jadi, Think Pair Share (TPS) adalah strategi yang baik untuk digunakan dalam mengajar keterampilan berbicara pada siswa kelas delapan MTs N Padang Panjang.

Kata kunci: Think Pair Share, Kemampuan berbicara, Pengajaran Bahasa

Abstract

This research focuses on the influence of using Think Pair Share (TPS) in teaching speaking at Eight grade students of MTs N Padang Panjang. After the using of Think Pair Share was applied in the experimental class, it can be concluded that there is effective of using Think Pair Share in teaching speaking. It was proved by average score of pre-test

before giving treatment and post-test after giving treatment. In pre-test was 52,87 and post-test was 76,88. So it can be concluded that in post-test, there was a better progress in students' speaking ability than pre-test. So the using of Think Pair Share (TPS) has some advantages in the learning process. First, teaching speaking by using Think Pair Share has good influence to the students' speaking ability at Eighth grade students of MTs N Padang Panjang. Second, the using of Think Pair Share (TPS) can attract the students' attention in the learning process. Third, the using of Think Pair Share (TPS) in teaching speaking helps students confidently to speak in the class based on their own style. Last, the result of this research shows that from the five of indicators namely fluency, comprehension, vocabulary, pronunciation and grammar, were important aspects that should be fulfilled by students to create a good speaking ability. Therefore, the using of Think Pair Share (TPS) makes students more effectiveness in learning and easier to comprehend the lesson. So Think Pair Share (TPS) is a good strategy that can be used in teaching speaking at Eight grade students of MTs N Padang Panjang.

Key words: Think Pair Share, Speaking ability, Teaching English

INTRODUCTION

English is a potential language and has been widely used as a means of communication by many countries around the world. Now everyone in the world including Indonesian has studied English. English is indeed a supporting element for people to communicate with others. In addition, English course will greatly help people in getting a lot of knowledge. That is why English should be learned.

In learning English, we must master the four skills that are listening, reading, speaking and writing, because all those skill are just as important. Speaking skill is a major skill in English learning process, in the learning process of English. Students must communicate with others in order to express their ideas and feelings. The ability to speak for junior high school students today is very important in learning English. Speaking is also an ability to interact with others to describe and reassure someone about what is being said. Therefore, we can conclude that the benefits of speaking are to express ideas, feelings and thoughts to others.

Based on observation with an English teacher in April 8th 2018 at MTs N Padang Panjang, many students still have some problems in speaking. First, students are often less confident and shy to speak English, because students are less motivated and afraid to brave themselves and fear to be correct by the teacher.

Second, they get bored easily, because the teacher method is less effective. For instance, in teaching teacher still use lecture methods that make students bored in learning process. Third, Students have less of knowledge about the vocabulary and the language itself, because students are lazy to familiarize with vocabulary some of the lessons. To improve students speaking ability is not an easy thing. They need a lot of practice to master the ability to speak. Meanwhile, the most important element in the classroom is to give them a chance to speak in English.

Based on the students problems in speaking previously mentioned, the researcher will implement an effective learning model in teaching speaking English. The model is Think pair share (TPS) or can also be called a group-learning model. Trianto (2009:81) stated that strategy of think pair share (TPS) is type of cooperative learning designed to effectiveness student interaction patterns. Cooperative learning gives students the opportunity to interact with each other and to maximize their own learning and teaching. Using the strategy, teacher can attract students' motivation to speak more in the speaking class. Therefore, the role of the teacher is to create a situation that can encourage real communication in the class.

Based on the preliminary research especially in the classroom, the researcher found some factors that effectiveness of learning English; they were teachers, students, and the classroom activities design. From the teachers, they prepared material, media, and technique to teach students with preparation before coming to the class.

In this research, the researcher applies the title “*The effectiveness of Think Pair Share (TPS) Strategy Toward Students' Speaking Skill at Eight Grade Students of MTs N Padang Panjang*”.

METHODOLOGY

The research design is a plan to select the sources and type of information that use to answer research question. So in this research, the researcher will use experimental research. Arikunto (2010:9) stated that model of the experimental design is called one group pre-test – post-test design. There is only one group in experimental, this design called pre experimental. Sukardi (2003) stated pre experimental design only use one group without control group. So the researcher only use one class who received a treatment by using Think Pair Share (TPS). Then the result of the treatment can be known accurately trough post-test as comparison before give treatment in pre-test. So the researcher will use quantitative research to explain phenomena by collecting numerical data through statistical analysis. It is supported by Creswell

(2014) who states that quantitative research is an approach for testing objective theories by examining the relationship among variables.

Creswell (2014) said that a sample is a smaller part of the population that has been targeted for the study. The research conducted on this sample can be generalized to the whole population and it used purposive sampling. Sugiyono (2010:124) defined purposive sampling as the technique of the determining the sample based on certain consideration. Then, the sample of this research is students of eighth grade students of MTs N Padang Panjang. Then, the sample of this research is students of class 8.A which consisted of 30 students which will taught by Think Pair Share (TPS) in the experimental treatment.

RESULT AND DISCUSSION

Data presentation was done as result of the research that has been carried out to the subject of the research. The subject of this research was 30 students, 15 female students and 15 male students at Eighth grade students of MTs N Padang Panjang. The data was gathered on July 02 – 09 August, 2018. There were two kinds of data that researcher obtained from scores of pre-test and scores of post-test by using oral test in speaking skill. The scores mentioned was achieved from students score before giving treatment in pre-test and after giving treatment in post-test. The scores were presented in the following below.

The five indicators mentioned were designed in scoring rubric explained by Pratiwi (2014) cited in Languages other than English (LOTE) Checkpoint C Resource Guide New York State Department of Education (2012:101-114). The form of scoring rubric consist of Fluency, Comprehension, Vocabulary, Pronunciation and Grammar.

1. The Raw Score of Pre-test

Table 4.2 The raw scores of students in pre-test

No	Students	Indicator of speaking					Total	Score
		F	C	V	P	G		
1.	1	1	2	1	1	1	6	40
2.	2	2	1	2	2	2	9	60
3.	3	2	1	2	2	1	8	53,33
4.	4	2	1	3	2	2	10	66,66
5.	5	1	1	1	2	1	6	40
6.	6	1	2	2	1	2	8	53,33

7.	7	2	1	2	1	1	7	46,66
8.	8	1	1	1	2	1	6	40
9.	9	1	1	2	1	1	6	40
10.	10	1	1	1	1	1	5	33,33
11.	11	2	2	2	2	1	9	60
12.	12	2	1	3	1	2	9	60
13.	13	1	1	1	3	2	8	53,33
14.	14	3	2	3	2	3	13	86,66
15.	15	2	2	2	1	2	9	60
16.	16	1	1	1	2	1	6	40
17.	17	2	1	3	2	2	10	66,66
18.	18	2	1	1	1	3	8	53,33
19.	19	3	2	3	3	3	14	93,33
20.	20	2	1	2	1	2	8	53,33
21.	21	1	1	1	1	1	5	33,33
22.	22	3	1	3	1	2	10	66,66
23.	23	2	1	2	1	1	7	46,66
24.	24	1	1	1	1	1	5	33,33
25.	25	2	1	2	1	1	7	46,66
26.	26	3	1	3	2	1	10	66,66
27.	27	3	1	2	2	3	11	73,00
28.	28	1	1	1	1	1	5	33,33
29.	29	1	1	2	1	1	6	40
30.	30	1	2	2	1	1	7	46,66
N=30	Total							1.586,24
	Mean							52,87
	Score Min							33,33
	Score Max							93,33

Notes :

F = Fluency

V = Vocabulary

P = Pronunciation

G = Grammar

C = Comprehension

As mentioned in the table above, it showed that the total score was 1,586 then the mean was 33,33 and the highest score was 93,33 and the lowest score was 33,33. There is 1 students who got the highest scores and there were 4 students who got the lowest scores. The lowest scores were 33,33 because they were shy to speak in front of class.

2. The Raw Score of Post-test

The post-test was done after the all students were given treatment by using Think Pair Share (TPS) in teaching speaking. This test was given to know the final score and difference score from pre-test and post-test. The raw score of data in post-test can be seen in the table 4.3 below:

Table 4.3 The raw scores of students in post-test

No	Students	Indicator of speaking					Total	Score
		F	C	V	P	G		
1.	1	3	3	3	2	2	13	86,66
2.	2	3	3	3	2	2	13	86,66
3.	3	3	3	3	2	2	13	86,66
4.	4	3	3	3	1	2	12	80
5.	5	2	3	3	2	2	12	80
6.	6	2	2	2	1	1	8	53,33
7.	7	3	3	3	2	3	14	93,33
8.	8	2	3	3	2	2	12	80
9.	9	3	3	3	2	2	13	86,66
10.	10	3	2	3	1	1	10	66,66
11.	11	3	3	3	2	2	9	60
12.	12	2	2	2	2	1	9	60
13.	13	3	3	3	2	2	13	86,66
14.	14	3	3	3	2	3	14	93,33
15.	15	3	3	3	2	1	12	80

16.	16	2	2	2	2	2	10	66,66
17.	17	2	2	2	1	2	9	60
18.	18	3	3	3	2	2	13	86,66
19.	19	3	3	3	2	1	14	93,33
20.	20	3	3	2	2	2	12	80
21.	21	3	2	2	2	2	11	73,33
22.	22	3	3	3	2	2	13	86,66
23.	23	3	3	2	2	1	11	73,33
24.	24	3	3	3	2	2	13	86,66
25.	25	3	3	3	2	2	10	66,66
26.	26	3	3	3	2	3	14	93,33
27.	27	3	3	2	2	2	12	80
28.	28	1	2	2	2	1	8	53,33
29.	29	2	2	2	2	1	9	60
30.	30	3	3	3	2	2	10	66,66
N=30	Total							2.306,56
	Mean							76,88
	Score Min							53,33
	Score Max							93,33

Notes :

F = Fluency

V = Vocabulary

P = Pronunciation

G = Grammar

C = Comprehension

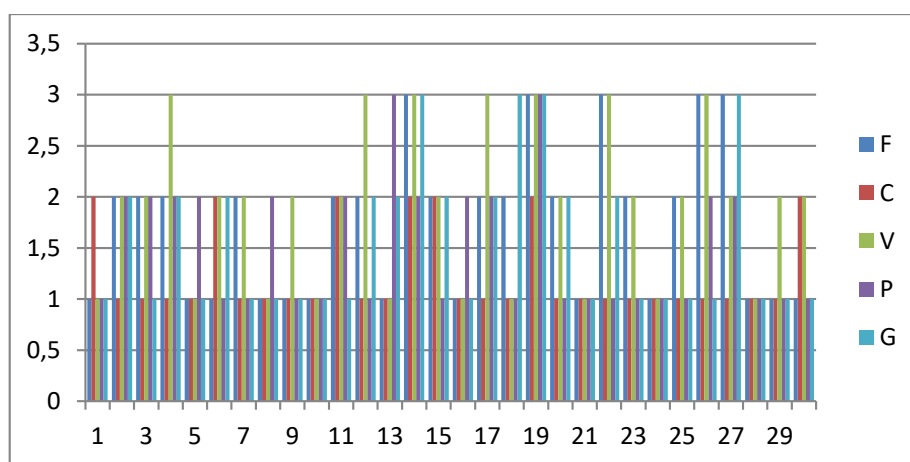
As mentioned in the table above, it showed that the total score was 2,307 then the mean was 76,88 and the highest score was 93,33 and the lowest score was 53,33. There are 4 students who got the highest scores and there were 2 students who got the lowest scores. The lowest scores were 33,33 because they were shy to speak in front of class.

RESULT

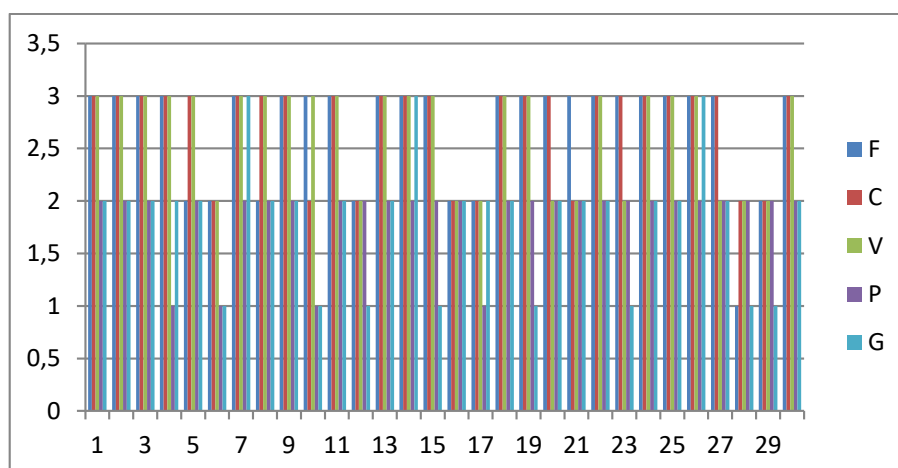
In analyzing the data, the researcher used some steps to find the result of research. First, the researcher tried to find the percentage of speaking's indicator through students' performance in pre-test and post-test. Second, the researcher tried to find out the comparison scores of pre-test and post-test by searched the gain "d" (post-test – pre-test) and total of gain score ($\sum d$). Third, the researcher used statistical formula to answer whether the hypothesis was accepted or rejected. The following was explanation for each item:

1. Percentage of Speaking Indicator

a. Percentage Indicator in Pre-Test



b. Percentage Indicator in Post-Test



Based on the calculation for each item indicator in diagram above, it can be seen that there was a differences between percentage of indicator in pre-test and post-test. the score got increasing after giving treatment by using Think Pair Share (TPS).

2. The Comparison Scores of Pre-Test and Post-Test

The researcher tried to find the comparison scores of pre-test and post-test by searched the gain “d” (post-test – pre-test) and total of gain score ($\sum d$) that can be seen in the table 4.4 below:

Table 4.4 The Comparison of Pre-Test and Post-Test

No	Students	X	Y	Y-X (d)	XD	XD ²
1	1	40	86.66	46.66	62.649333	3924.938967
2	2	60	86.66	26.66	62.649333	3924.938967
3	3	53.33	86.66	33.33	62.649333	3924.938967
4	4	66.66	80	13.34	55.989333	3134.805447
5	5	40	80	40	55.989333	3134.805447
6	6	53.33	53.33	0	29.319333	859.6233071
7	7	46.66	93.33	46.67	69.319333	4805.169974
8	8	40	80	40	55.989333	3134.805447
9	9	40	86.66	46.66	62.649333	3924.938967
10	10	33.33	66.66	33.33	42.649333	1818.965634
11	11	60	60	0	35.989333	1295.232114
12	12	60	60	0	35.989333	1295.232114
13	13	53.33	86.66	33.33	62.649333	3924.938967
14	14	86.66	93.33	6.67	69.319333	4805.169974
15	15	60	80	20	55.989333	3134.805447
16	16	40	66.66	26.66	42.649333	1818.965634
17	17	66.66	60	-6.66	35.989333	1295.232114
18	18	53.33	86.66	33.33	62.649333	3924.938967
19	19	93.33	93.33	0	69.319333	4805.169974
20	20	53.33	80	26.67	55.989333	3134.805447
21	21	33.33	73.33	40	49.319333	2432.39664
22	22	66.66	86.66	20	62.649333	3924.938967
23	23	46.66	73.33	26.67	49.319333	2432.39664
24	24	33.33	86.66	53.33	62.649333	3924.938967
25	25	46.66	66.66	20	42.649333	1818.965634
26	26	66.66	93.33	26.67	69.319333	4805.169974
27	27	73	80	7	55.989333	3134.805447

28	28	33.33	53.33	20	29.319333	859.6233071
29	29	40	60	20	35.989333	1295.232114
30	30	46.66	66.66	20	42.649333	1818.965634
N=	Σ	1586.24	2306.56	720.32	1586.24	88469.8552
30	Mean			24.010667		

The table above showed that the total score before treatment was 1.586,24 with $X = 52,87$. Meanwhile, the total score after giving treatment was 2.306,56 with $Y = 76,88$. Moreover, the result of gain $\Sigma d = 720,32$ and $\Sigma d^2 = 88469.8552$.

Discussion and Interpretation

1. Discussion

Based on the research design in chapter III, the learning process was divided into second sections. First, there was pre-test before giving treatment to know students' speaking ability. Last, the researcher gave post-test to the students after giving treatment by using Think Pair Share. In post-test section, the students more enthusiasm because they can speak confidently with their own style in front of class about a picture that researcher presented. After getting data from students' achievement through oral test, the researcher found the total score of 30 students in pre-test was 1.586,24 and mean was 52,87 before giving treatment. Meanwhile, the total score in post-test was 2.306,56 and mean was 76,88.

Therefore, this research concludes that there is influence of think pair share (TPS) strategy toward students speaking skill at eight grade students of MTs Padangpanjang. In addition, the result of total score showed that the highest score is in the post-test compared to the pre-test who's the result shows the total score is lower. It is proved that there is significant different score in pre-test and post-test after giving treatment by using TPS. It means, the students' score which is taught by using TPS is quite success to be applied in teaching-learning process.

2. Interpretation

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that there is significance different from the both of test. Meanwhile, the result of calculation t_{count} was 2,381 and for determining the critical score on the T_{table}

was 1,699 obtained from $N-1$ ($301 - 1 = 29$) with $\alpha = 0,05$. It was known that t_{count} was bigger than t_{table} ($2,381 > 1,699$ or $t_{\text{count}} > t_{\text{table}}$).

After analyzing was done, there were two possibilities, H_a is accepted or H_o was rejected. So the using of Think Pair Share (TPS) in teaching speaking would significant if $t_{\text{count}} > t_{\text{table}}$ and in contrast, if $t_{\text{count}} < t_{\text{table}}$ its mean that alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted.

Based on the result of data analysis, the effectiveness using of Think Pair Share (TPS) helped students to develop oral language proficiency and also gave students an opportunity to speak more in the class. Then, Think Pair Share (TPS) was suitable to be applied in teaching English because the Strategy shows the character in detail to be seen by visual media. So the students can redistribute their idea that they have been heard by using Think Pair Share (TPS). In addition, the using of Think Pair Share strategy encouraged students to experiment with friends.

CONCLUSION

This research focuses on the influence of using Think Pair Share (TPS) in teaching speaking at Eight grade students of MTs N Padang Panjang. After the using of Think Pair Share was applied in the experimental class, it can be concluded that there is effective of using Think Pair Share in teaching speaking. It was proved by average score of pre-test before giving treatment and post-test after giving treatment. In pre-test was 52,87 and post-test was 76,88. So it can be concluded that in post-test, there was a better progress in students' speaking ability than pre-test.

So the using of Think Pair Share (TPS) has some advantages in the learning process. First, teaching speaking by using Think Pair Share has good influence to the students' speaking ability at Eighth grade students of MTs N Padang Panjang. Second, the using of Think Pair Share (TPS) can attract the students' attention in the learning process. Third, the using of Think Pair Share (TPS) in teaching speaking helps students confidently to speak in the class based on their own style. Last, the result of this research shows that from the five of indicators namely fluency, comprehension, vocabulary, pronunciation and grammar, were important aspects that should be fulfilled by students to create a good speaking ability.

Therefore, the using of Think Pair Share (TPS) makes students more effectiveness in learning and easier to comprehend the lesson. So Think Pair Share (TPS) is a good strategy that can be used in teaching speaking at Eight grade students of MTs N Padang Panjang.

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