Upgrading Students' Speaking Skill through Think-Pair-Share (TPS)

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Abstract

The purpose of this article is to discuss theories and studies on the use of Think-Pair-Share (TPS) in learning speaking skill. English speaking skill in Industry 4.0 becomes a great demand to be able to socialize with global societies. Unfortunately, in Indonesian context learning speaking skill is not a simple thing. There are several factors which obstruct the students' speaking skill such as insufficient vocabulary, grammatical error, mental problem, and difficulty to pronounce word well. These problems are worsened with the use of inappropriate teaching methods. In fact, a good teaching method will help students maximize their potential in speaking. One of the appropriate methods is Think-Pair-Share (TPS). This article then will explain in deep the theories of speaking. Specifically, it will discuss the description of Think-Pair-Share, the advantages of TPS, and the implementation of TPS. Some previous researchers have found that there are improvements in students' score in speaking performance after taught with TPS strategy. It can be stated that the TPS strategy is effective to be implemented. Finally, this article proposes conclusion and pedagogical implication as the closure.

Keywords: *speaking skill; teaching method; Think-Pair-Share (TPS)*

Introduction

In English learning, speaking is the most crucial because it is a measure of the success of English language learning. According to Leong and Ahmadi (2017), the importance of speaking is one of skills that must be mastered to have a smooth conversation. Having good English speaking skill, the people can communicate fluently with other people in the whole world. To be able to speak fluently, English students need to have several components such as good pronunciation, grammar, vocabulary, fluency, and comprehension. According to Bailey and Savage (as cited in Cahyani, 2018), when learners attempt to speak, they have to arrange their thought and their idea in vocabulary and grammar language structure of the target language.

Generally, there are two factors that can influence the student's speaking skill. The factors can be internal and external factors. It is in line with Retnowati and Ngadiso (2018) who state that internal factor is a factor originating from within a person or individual themselves. This factor is usually in the form of an attitude that also consists of someone. Factor which comes from outside person including the surrounding environment is external factor. The external factors influencing the students' speaking skill are learning process and teaching strategy. From all the factors, the learning process and teaching strategy

are important because students easily learn and understand the lessons taught especially in speaking skills. One of the method that can be applied in teaching speaking is Think-Pair-Share. This article then will explain and elaborate in deep about how to improve speaking skill through Think-Pair-Share.

Theories of Speaking

Various theories of speaking are proposed by language experts. According to Leong and Ahmadi (2017, p.34), "speaking is one of the most important skills to be developed and enhanced as means of effective communication". Raba (2017, p.12) propose that "It [speaking] is a channel through which people interact, communicate, discuss and share their own ideas and perceptions about their surrounding environment". Wahidah (2016) states that "speaking considered as a main language skill that students should improve. It is a key to communication and is the most important skill of language that must be mastered by students because speaking should be applied in daily communication" (p.2). It can be concluded that speaking is one of the foremost critical aptitudes to be created and improved as it implies successful communication and process the people to interact, to communicate, to talk about their own concept and response about their surrounding environment. Not only that speaking become the significant skill that must be mastered by the students to develop students ability.

According to Tuan and Mai (2015), there are five factors which influence student's speaking skill such as performance conditions, affective factors, listening ability, topical knowledge, and feedback during speaking activities.

Performance Condition

Performance Condition is one of factors which influence students' speaking skill. It means that the students perform speaking in front of public in many kinds of conditions. There are four conditions which influence students' speaking performance such as time pressure, planning, efforts, and supports. Time pressure is time for the students to think and to speak, while planning is the students' preparation to try speaking in front of public. Additionally, effort means willingness to do something seriously and support is something which makes the students have a good spirit to do speaking task.

Affective factor

Affective factor is one of the crucial factors which influence the learning success or failure. There are three categories which influence the success in second language acquisition such as students' motivation, students' self-esteem and students' anxiety. These are kinds of internal factor, as it come from students' personality. Both of these factors, internal and external must be mastered by students, so that they have a balanced ability between internal and external factors to improve speaking skills. Low motivation is a

factor that cause students having difficulties in speaking, so they should have high motivation to reach good achievement. After motivation, students must have self-confidence to be able to speak well. Finally, the last factor (students' anxiety) will be decreased if they have good motivation and self-esteem.

Listening Ability

Speaking skill cannot improve if the students have less listening ability. To create good conversation they must understand what the interlocutor speak by listening very well. It means that listening skills can affect students' speaking development, for example the students can improve listening skills by watching movies or listening to songs. It can be concluded that speaking and listening have a very close relationship. To be good speaker the students must be good listener too.

Topical knowledge

Topical knowledge is the knowledge used by the speaker to find relevant and concrete information. The purpose of the information obtained in topical knowledge is that students can learn or apply language with various references, especially in their home. It means that if the students have a lot of topical knowledge, it can be easier for them to search relevant data and in fact topical knowledge has an impact on speaking skills. If the students do not have topical knowledge, it can make them confuse because they don't have a lot of information which can discuss. In this case, topical knowledge is very needed by the students because they can create an idea with their topical knowledge.

Feedback

Feedback is needed by students. Most students want their teacher to give them feedback on the students' performance. After they do speaking activities, the teacher must correct each student's mistakes. Every decision or correction taken by the teacher will influence students in the learning stage and in carrying out the task. The teacher must be able to guide their students so that they don't feel scared and depressed when they make mistakes. Feedback can make the students know about their mistakes and they can fix it appropriate with feedback from the teacher. It means that the students can learn from their mistakes to get great result.

Think-Pair-Share

The role of the teaching method in students' development is to achieve learning goals and as a way to learn to take place in a fun way. In addition, it can be used to assess the completeness of learning outcomes by using methods or choosing the best learning method. One of the methods that can be applied in teaching speaking is Think-Pair-Share. It is a part of cooperative learning. In Think Pair Share method,

the students are given opportunity to solve the problem in pair or within group. It will increase the students' speaking skill. It is in line with Trianto (as cited in Retnowati & Ngadiso 2018), who states that "TPS or thinking in pairs is one type of cooperative learning designed to influence the pattern of students' interaction (p. 164)". It is considered as an effective way of varying the flow of classroom discussion. It is like what Tint and Nyunt (2015) say that "Think, Pair and Share is the activity prompts pupils to reflect on an issue or problem and then to share that thinking with others. Pupils are encouraged to justify their stance using clear examples and clarity of thought and expression" (p.1). Furthermore, from the theories above, the author comes to the conclusion that Think Pair Share is the right strategy to improve students' speaking skills that can make learning in the classroom more effective.

The Advantages of TPS

There are two advantages of Think-Pair-Share strategy for students and for teacher that have been suggested by researchers. According to Cahyani (2018) one of the benefits with this strategy is that it can make the students learn about how to listen, how to respect the other's voice and how to think the idea together. Similarly, Yanti et al. (2017) point out that TPS gives time for the students to think about the topic or problem, upgrade students' oral communication through critical thinking, excellent interaction, and raise democratic situation where the students free to express their advices and arguments. Think-Pair-Share helps students in their speaking especially in expressing suggestion and opinion. By using this strategy, the students use their ability to think about the topic or problem and to discuss it with their partner who may have different opinion toward the problem. In discussing the problem, the students are helped by other students to confirm their opinion which is unclear and improve their pronunciation. In sharing procedure, the students improve their ability to convey a result of their discussion to the whole class whether it is understandable or not. Similarly, Kusrini (as cited in Cahyani, 2018) points out that TPS strategy provides the chance for students to be active in learning process through thinking, pairing and sharing. Based on the explanation above it can be concluded that Think-Pair-Share strategy give the opportunities for the students to be confident in learning process with the strategy thinking about something individually, pairing with others students, and sharing about the material together. It can help the students' to increase their speaking skills.

Not only giving some advantages for students, Think-Pair-Share strategy also gives some benefits for teacher. It is like what Cahyani (2018) says that by using TPS strategy the teacher can change the teaching learning condition in the class. The teacher can build enjoyable situation in teaching learning process and it can easier the teacher to explain the material in order the students can understand about the

teacher's explanation. According to Sanjani (2015), the teachers can manage the classroom. It is not teacher centered, but the teachers consider the students as the center of the teaching and learning process. It is not wasting time to choose the students to answer the questions and ask them to share it in front of the class. The teachers will be more creative to make new materials to discuss in teaching and learning process. This strategy is not only to give the students' opportunities but also it gives the opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed.

The Implementation of TPS

In implementing the Think-Pair-Share strategy, various implementations are proposed by the experts. According to Vision (as cited in Usman, 2015), Think Pair Share strategy is applied with three steps or processes: thinking, pairing and sharing. It is in line with Lyman (as cited in Usman, 2015) who states that Think-Pair-Share is the cooperative strategy to discuss and make the students easier to do their task in group. To apply this strategy, the teacher or lecturer gives some questions, evaluating the process and giving the time one minutes for the students to think with appropriate answer.

The first phase is thinking phase. In this phase, the teacher gives a question or a problem to the students, so that they discuss this problem individually. It means that the students can develop their critical thinking to solve the problem. The students get information appropriate with their memories and experience, when they can upgrade the quality answer with their own opinion. By improving students' thinking skill, it can make them successfully, have better life and acquire emotional, social and economy maturity. TPS gives students time to think about the question or the problem which is important and of a great effect. Students feel more comfortable if they are given enough time to think and organize their thoughts before they start expressing themselves. It is better than responding directly. The more time they think about it, the fewer mistakes they make. In addition, it also gives the teacher the opportunity to check the students' understanding and comprehension.

Pairing is the second phase. In this phase, the students are required to pair up with their friends to discuss about the topic. This is very significant because students begin to build their knowledge with their friends in the discussion. It can make the students easier to get an idea with their friends or pairs. If the students don't understand, they can ask for their pairs to discuss with them. The teacher asks students to pair up discussing what has been thought, usually the teacher gives about 4-5 minutes to pair up. Each pair of students discuss with each other about the results of their previous answers so that the results are better, because students get additional information and solve other problems

The third is sharing phase. Sharing is the excellent phase in Think-Pair-Share. This phase is the time to exchange ideas and share their opinions with other students. The teacher has the opportunity to evaluate students with the results of the discussion obtained, and the student can also evaluate themselves or others with the answers who they convey. It can make the teacher easy to control the students' activity and the score also, so it can make the students evaluate their ability. In the final step, the teacher asks the pairs to share with all the classes they are talking about. It is very effective to walk around the room from partner to partner and continue until around a pairs of couples get the opportunity to report.

Previous Study

The writer mentioned some similar research that had been conducted before as the previous study of this research. Usman (2015) conducted a research entitled "…." in order to solve the problems of the students of the Islamic Education Department of STAIN Ternate in speaking. One of the causes of the problem is the teaching strategies applied by the English lecturers. They do not apply effective teaching strategies. The teaching strategies applied are not suitable with the context nowadays. The classroom atmospheres do not reflect the students' speaking activities. It can give bad impact for the students' score, As a result, the students have low scores. The impact of the students cannot perform English better that can hamper them in learning their academic subjects. If they graduate, they cannot compete with others in seeking a job at any kind of work places. It will be difficult for them to get a job as what they expect. Think Pair Share strategy that have been proven to solve students' problems in speaking skills. The research was conducted by Sanjani (2015), the title of the research is "Improving Students' Speaking Ability Using Think-Pair Share of Cooperative Learning for the 8th Grade Students of MTsN Karangmojo in the Academic Year of 2014/2015". In this quantitative research, the data was gathered by using some tests. The researcher used the tape recorder to record the students' voice during the oral test and used the camera to filming the class activities during the learning process. Sanjani (2015, p. 105) concluded that the second grade students of MTsN Karangmojo made some improvements of their speaking ability. It was proven by the mean of post test score is higher compare than pretest score.

It can be concluded that with Think-Pair-Share strategy already improve the students' speaking skill. The students more understand and easy to apply the lesson with use TPS. Not only easy for the students but also easy for the teacher in the learning process. Appropriate teaching strategy can make the students successfully to develop their ability especially in speaking skill. Teaching speaking skills with Think Pair and Share have been proven the effectiveness to be implemented.

Conclusion

Based on the result of the activities of the improving students' speaking mastery by using Think Pair Share strategy, there are some conclusion that can be drawn. There is significant improvement on students speaking skill who taught by Think Pair Share strategy. It is showed by the condition and situation for the students in the class, they more creative to create an idea and be critical thinking to solve this problem. This strategy could make the students actively involved in speaking activity by sharing it to the whole class. This has many benefits including providing the opportunity for students to learn from each other, improving the students' vocabulary, practice to speak with good pronunciation, and providing with form of formative assessment. Using this technique help a few students increase their confidence in speaking ability to contribute in class discussion. Finally, it can be concluded that the use of Think Pair Share strategy upgrade the students speaking skill. It was proved by the improvements of the students' learning outcomes in the experimental group. This technique increases the students' participation during teaching and learning process.

Suggestion

The writer suggests that teacher use Think-Pair-Share strategy as the alternative in teaching speaking. In implementing the strategy teacher should pay attention to the management of the class in order to make the activity more effective. Teacher needs to explain the strategy clearly so that the students can use it efficiently. The concern of this strategy is to help students to involve in the speaking activity by composing a simple sentence to begin the conversation with appropriate pronunciation. The teacher should teach the students more about pronunciation as efficient as possible with the limitation of time and the amount of the students so that all of stages of Think-Pair-Share strategy can be applied in teaching learning process. The writer hopes that the other researcher to be more motivated in conducting further investigation to find out whether the use of Think Pair Share strategy can improve the students' speaking performance. The writer also suggest the information in this research can be useful for the further progress in education development especially in teaching speaking.

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