

Implementing of Think-Pair-Share In Teaching Speaking Ability to The Seventh Grade Students of SMP Negeri 9 Parepare

Abd. Wahid

Universitas Muhammadiyah Parepare

Abdulenglish456@gmail.com

ABSTRACT

This research was based on the students' problem regarding the English teaching, especially in speaking in the classroom. Which is the teacher was more active rather than students in learning process. Therefore, the objective of this research is to find out whether or not the speaking ability improves to the seventh-grade students of SMP Negeri 9 Parepare before and after given taught by implementing think-pair-share as strategy. This researcher applied quasi-experimental design, with two group pre-test and post-test design. The population of this research was seventh grade students of SMP Negeri 9 Parepare. Total number of population was 112 students and was taken as sample by using cluster random sampling technique, class VII.1 as experimental class and class VII.4 as control class. the number of each class was 63 students. The material in this research were about descriptive text to know the student's ability in the application of think-pair-share as strategy in teaching speaking. The researcher reveals that there is significant difference between experimental class and control class, that indicated from the mean score of the experimental class is 53,56 in pre-test to 70,90 in post-test, while that of the control class is 46,19 in pre-test to 61,25 in post-test. It is concluded that speaking ability can improve by implemented of think-pair-share.

Keyword: Implementation, Think-Pair-Share, Speaking Ability

ABSTRAK

Penelitian ini didasarkan pada masalah siswa terkait dengan pengajaran bahasa Inggris, khususnya kemampuan berbicara. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah kemampuan berbicara siswa kelas VII SMP Negeri 9

Parepare meningkat sebelum dan sesudah diberikan pengajaran menggunakan strategy think-pair-share.

Penelitian ini menggunakan desain Kuasi experimental, dengan 2 kelompok tes awal dan tes akhir. populasi dari penelitian ini adalah kelas VII SMP Negeri 3 Parepare. Jumlah dari populasi adalah 112 siswa dan dipilih menjadi contoh menggunakan teknik pemilihan secara acak, kelas VII.1 sebagai kelas percobaan dan kelas VII.4 sebagai kelas kontrol. Materi penelitian ini tentang teks descriptif untuk mengetahui kemampuan berbicara siswa dengan menggunakan strategi think-pair-share dalam mengajar speaking.

Peneliti mengungkapkan bahwa ada perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol yang ditunjukkan dari nilai rata-rata uji pasca kelas eksperimen yaitu 53,56 pada tes awal menjadi 70,90 pada tes akhir, sedangkan kelas kontrol yaitu 46,19 pada tes awal menjadi 61,25 pada tes akhir. Hal ini menyimpulkan bahwa kemampuan berbicara bisa meningkat dengan menggunakan strategi think-pair-share.

Keyword: Implementasi, Think-Pair-Share, Kemampuan Berbicara

INTRODUCTION

Speaking. it is a tool to communicate and interact with people. It is used to express ideas and arguments. Without speaking, people was difficult to communicate and interact with others, because in the globalization era, people only communicate by using verbal communication. One of the ways to achieve that was having a good speaking ability.

Speaking is a skill which everyone can improve through practices. These practices can be started by responding when someone asking for something, describing something in environment, etc. in such manner, speaking is not an easy skill to be mastered. It was proved by seeing the speaking ability of the students in Indonesia, for example: in the pre-test at the seventh grade students of SMP Negeri 9 Parepare, the researcher discovered the students speaking ability was low. It was proved by the result of practice on teaching process for class VII1 and VII4. The average of speaking skill of the students are 56,80 for class VII1 while 53,80 for class VII4. It means that have fair to poor ability in

speaking which consulted with classification by Diknas. This low achievements is caused by the teachers teaching strategy. which strategy is always use in learning, so the students was feeling boring in learning. the students needs more strategy to improve their knowledge in study. To anticipate the problem above, it might be better to use another strategy. in this research the researcher was used think-pair-share strategy to improve their communication skill.

So, it needs to be improved as what Tarigan (1981) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an ideas and a message.

From the result of the preliminary practice on teaching process, the researcher was interested to do a research entitle “Implementing think-pair-share in teaching speaking ability to the seventh grade students of SMP Negeri 9 Parepare”

METHOD

The method of the research that researcher apply was quasi experimental design which involve two ground structure design. The researcher used two classes as a sample, namely experimental class, and control class. experimental class received the treatment by implemented of think-pair-share strategy while the control class received the treatment by using conventional Method (orally presentation). The population of the research was the seventh grade students of SMP Negeri 9 Parepare, the total numbers of population are 112 students. Sample of this research was VII.1 as experimental class and VII.4 as control class that was choose by using cluster random sampling technique.

FINDINGS

After doing the research, the researcher found some findings in experimental class. First, the students' ability in speaking before giving treatment were categorized as poor classification that seen from the rate percentage of students speaking score. There are 10 (31.25%) students were in good classification, 19 (59.37%) students were in fair categorized and 3 (9.37%) students were in poor classification. After giving treatment, there was an increase in students' abilities. There were 2 (6.25%) students in very good classification, 26 (81.25%) students in good classification and only 4 (12.5%) students in fair classification and then there is no students got poor score clasification. It means that the students' speaking ability had improved by implemented of think-pair-share.

Second, the researcher found that the mean score of students' speaking ability had improved in experimental class from 53.56 in pre-test to 70.90 in post test with gain score was 17.34.

Third, the researcher found that the standard deviation of students in pre-test and post for experimental class decreased from 12.84 to 7.19. it means that, achievement in experimental class was significant. Therefore, there was significant different of students who are taught by think-pair-share than students who are taught by using orally presentation.

The last, the researcher found the result of t-test was 3.982 is higher than the level of significance (α)=(0.05). it indicated that the alternative hypothesis (H_1) was accepted. Therefore, it concluded that there was any significant difference between the students' speaking who were taught by think-pair-share and students who were taught by orally presentation of the tenth-grade students of SMP Negeri 9 Parepare.

DISCUSSION

Before implementing the treatment for both Experimental and Control Class, the researcher gave pre-test to determine the students score. The mean score in experimental class was 53,56 while in control class was 46,19. The researcher implemented Think-Pair-Share strategy in experimental class for four meetings and conventional method (Oral Presentation) in control class.

In experimental class, for the first meeting, the researcher explained about descriptive text, after that the researcher implemented the TPS Strategy. The topic for first meeting was about Animals. The researcher divided students into five small groups, and each group were given one animals to be described. The researcher gave 10 minutes to think about the animals (Think) and each member in a group had to make the description of the animal. After that, they will discuss in with other members (Pair) inside the group. Next, representation from each group presented their descriptive text in front of the class while other member revised and corrected the description (Share). The other students were given chance to ask relate to the description. The researcher implemented this strategy for four meeting, the steps were similar, only the topic were different.

In control class, for the first meeting, the researcher explained about the descriptive text and then implemented the conventional method (Oral Presentation). The topic for first meeting control class was similar with experimental class (animals). Students were

given time to make some notes about the topic and then asked them to comprehend the text. After that, they were given chance to present their descriptions in front of the class. from these steps, we can see the difference between TPS strategy and conventional method.

After completing the treatment, the researcher gave post test to determine the improvement. The mean score in experimental class was 70,90 while in control class 61,25. It indicated that implementing Think Pair Share strategy significantly improved the students speaking ability.

The improvement in experimental class was also supported by some research findings those are: Manurung (2014) in his research entitle states that implementation of contextual internet-based instructional materials improves the speaking skill of the students. The improvement in the speaking skill is seen in the individual student active participation in explaining or describing the chosen topic, the ability to play the assigned role in classroom meeting and presentation, the ability to ask question, the ability to answer or respond question, and ability to comment and argue during the discussion. The result of the research shows that the mean score was 38,26 in pre-test while 81,07 in post-test.

Rahmatullah (2017) in his research entitle Improving the Eleventh grade students speaking ability through topic based-paired conversation activity at SMA negeri 3 Parepare. States that topic based-paired conversation activity is creative, activity and pleasing activity and also able to created a real environment of speaking that students needed, for it provides several steps which help the student to improve their speaking ability. The students were designed to sit with their partner. After having their partner the researcher gave the topic to the students to be discussed in pair and watched them a video related to the given topic. the video aims to give a guided line of the topic that would be discussed by every pair of students and then the researcher gave a paper containing a table. The table was used to write the question of brainstorming and information related to given topic. the result from pretest and posttest found through findings of the research shows that the result of pretest was higher than pretest, 31,19 in pretest and 59,82 in posttest. It means that teaching speaking through topic based-paired conversation activity significantly improved the eleventh grade students of SMA Negeri 3 Parepare.

Rafiq (2013) in his research entitle improve the speaking ability of the seventh year students of SMP Negeri 8 Parepare through komunikata game method. Concluded that

the students of SMP Negeri 8 Parepare could be improving speaking ability by using komunikata game method to be the students with good achievement in speaking. Over here the students was divided into groups and the leader was present in front of their friend. The result of the research shows that the mean score between pretest and posttest was 57,22 in pretest and 85,00 in posttest.

Sulistiyorini (2003) in her research entitled *The Use of Think-Pair-Share Strategy to Improve Students' Speaking Skill*. The similarities of this research are both of the researchers use Think Pair Share technique and experimental research. The differences from this research are in the taking the population and sample. The researcher give the time to students think about the topic and share their knowledge to others. The result of the research showed that the mean score between pretest and posttest. The mean score in pretest was 60,50 and the mean score in posttest was 84,63. It means that the researcher got a higher score in posttest than pretest.

From the findings obtained the researcher and some previous related research finding presented above, the researcher highlights that implementing Think Pair Share strategy improve the speaking ability of the seventh grade student of SMP Negeri 9 Parepare

CONCLUSION

Based on the findings and discussion presented in the previous chapter, it was found that teaching speaking through Implementing of Think-Pair-Share strategy can improve the speaking ability of the seventh grade students of SMP Negeri 9 Parepare. It was supported by the data in experimental class which the mean score of the students in the pre-test is 53.56 and in the post-test is 70.90. From the data have found, it showed that there was different students' mean score between before and after giving treatment. The students' score after giving treatment was higher than before giving treatment. Besides that, in applying t-test of the students' post-test for both of the classes, it was found that the t-test was greater than t-table value.

SUGGESTION

Based on the conclusion presented in the previous sub-chapter, the researcher would like to give some suggestion for the future research as follows:

1. The researcher should make the learning environment more fun and realistic in order to make the students enjoy in teaching and learning process.
2. The English teacher should apply the various methods and teaching media in teaching English especially in speaking in order to make the students easily to improve their speaking ability. One of them is teaching speaking ability through implementing of Think-Pair-Share strategy.
3. The teacher must always help the students to solve their problems in learning English especially in speaking ability.
4. The students should be serious in paying attention to their teachers, and have braveness to ask about the things that they do not know to the teacher and express their mind.
5. For the next researcher, it is suggested to use the result of research as one of reference and comparative study in employing their research, especially for the speaking ability research.

BIBLIOGRAPHY

- Annisa Nurul, I. 2012. *Improving Speaking Skills Through Cooperative Learning for the Tenth Grade Students of the Tourism Program At Smkn 7 Yogyakarta in the Academic Year of 2011/2012*, 1–208
- Arends 1997 ,*Using Think-Pair-Share-Strategy to Improve Vocabulary and Reading Comprehension Achievements of Eighth Grade Students*, 3(2), 148–156.
- Brown. 2004. *An Analysis of Factors Influencing Learners' English Speaking Skill*. International Journal of Research in English Education, 2(1), 34–41
- Bashir,et.al 2011. Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII, (9202241084), 31.
- Harmer. 2001. *International Speaking a Guide to Enhance Communication Skills*: thesiswords.com
- Hammer 2003. Improving English speaking ability through classroom discussion for students of Ma Nu Banat Kudus in the academic year 2008 / 2009, 1–16.
Retrieved from
http://eprints.umk.ac.id/145/1/IMPROVING_ENGLISH_SPEAKING_ABILITY.pdf
- Johnson and Morrow. 1981. *Improving Speaking Through Think-Pair-Share Technique*: international journal.

- Kayi A. (2006). *Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at Stain Ternate*. Journal of Education and Practice, 6(10), 37–46.
- Lyman. 1981. *The advantages and disadvantages of Think-Pair-Share in learning English*: international journal.
- Manurung. 2014. *Implementation of Contextual Internet-Based Instructional Materials Improves the Speaking Skill of the Students*. Parepare: Universitas Muhammadiyah Parepare.
- Mohammad.2010. *The implementation of Think Pair Share in Teaching Reading Comprehension*. Journal of Food Engineering, 97(4), 510–518.
- Rahmatullah. 2017. *Improving the Eleventh Grade Students speaking Ability Through topic Based-Paired Conversation Activity*. Parepare: Universitas Muhammadiyah Parepare.
- Rafiq. 2013. *Improve the Speaking Ability of the Seventh year Sudents of SMP Negeri 8 Parepare through Komunikata Game Method*. Parepare: Universitas Muhammadiyah Parepare.
- Renadya R, B. 2013. *Speaking and Listening Resource Book*.
- Richards. 2008. *Developing English Speaking Skills of thai Undergraduate Students by Digital Storytelling Through Websites*. The Foreign Language Learning and Teaching International Conference, (1997), 166–176.
- Sulistiyorini, Y. 2003. *The Use of Think-Pair-Share Strategy to Improve Students' Speaking Skill*. UNNES: international journal.