THINK PAIR SHARE AS AN EFFECTIVE STRATEGY TO ENHANCE THE STUDENTS’ ACHIEVEMENT ON SPEAKING SKILL

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ABSTRACT

This research aims to find the effect of Think Pair Share strategy on students’s speaking ability. This strategy is expected to contribute to be better in teaching at Poltekkes Kemenkes RI Padang. The research is an experiment which population consists of Nursing class’s students at Poltekkes Kemenkes RI Padang academic year of 2015-2016. Sample research is class II C as experimental class and class II A as the control class. Instrument is used in collecting data of this research was speaking test and questionnaire. The results of this research revealed a significant influence on their speaking ability.

Key words: Think Pair Share strategy, Speaking Skill

1. PENDAHULUAN

Speaking is the most important skill among four skills in learning English that must be mastered by the students, because speaking is a certain competence which the students will be judged upon most in the real life situation. By speaking students convey information, share and exchange the ideas they get from many sources and maintain social relationship in communication with others.

In English teaching and learning process, teaching speaking becomes important as well. Teachers should include many activities and strategies that attract students’ attention and make them interested in the lesson. Teachers should also encourage students to speak English as much as possible inside and outside the classroom. Brown (1994:56) advocates that the students get enough opportunities to practice the language. This helps them to acquire the language in more natural context. Through interaction, students can build their own conversation and create meaning that they understand. In conclusion, the teachers should be facilitators who provide rich opportunities, adequate activities, and good input for the students in English speaking classroom.

Based on informal observation done by the researcher, the English teaching activity is still done in monotonous way. The teacher asks the students to memorize and practice a dialogue or short conversation with their friends. Then, the students are asked to drill the conversation, and practice it in front of the classroom. Moreover, the teacher talks too much during the teaching and learning activity and did not give more opportunity for the students to speak. It can be said that the students have a very limited time to practice their English in the classroom activities. In short, the teacher did not consider the variation of teaching techniques or strategies that used to get the students actively involved in speaking activity, as well as influence the students’ willingness and learning motivation.
2. TINJAUAN LITERATUR

There are various teaching strategies that can be applied in teaching speaking in the classroom. The popular strategy which is used by the English teachers is cooperative learning strategy. Johnson (1993:84) states that cooperative learning is a successful teaching strategy in which small team, and the students work together to maximize their own and each other learning. It means that the students cooperative with their friends and talk to each other in doing their task. Cooperative learning model is very effective for students to create good condition and situation in forming teaching material in learning process. Therefore, in this research, the researcher applied one of cooperative learning strategies namely Think Pair Share strategy. Slavin (2009) defines that think pair share strategy is a cooperative learning strategy that is designed to influence students’ interaction. This strategy is created to engage students in natural and meaningful conversation in the classroom. It can reduce students’ anxiety and increase their self-confidence because they can work together in discussing the material and completing the task. They can share ideas and practice their conversation in pair. Here, the purpose of think pair share strategy is to give the students a few times to think about the learning material. They may ask any questions or issues to find out the description of the material in order to gain the quality of the students’ responses or the critical information. They will try to know and understand related to the new idea based on their background of knowledge. Then, pairing stages will assist the students to be more active in expressing their own ideas, opinion, or even feeling during the communication activity in the classroom and also create awareness to the partners’ weakness on the cooperative learning process. Think Pair Share can be applied effectively in teaching speaking skill. In Think Pair Share strategy, the students have longer time to do their task, listening to their friends, and involve in a group. The teacher gives the students opportunity to work alone, and work together with others. Simply, it is designed to influence the students’ interaction pattern in which require the students to help each other in a group of two. The teacher develops three phases’ activities in this strategy; thinking, pairing, and sharing. After all the students get involved in discussion process, the teacher gives the reward for the students individually and group. Based on the explanation above, the purpose of this article is to investigate the students’ speaking skill that was taught by Think Pair Share strategy in Nursing Academy at Poltekkes Kemenkes RI Padang.

3. METODE PENELITIAN

This research was conducted by using quasi experimental research. This research used the treatment by block design which is the same with factorial 2 x 2 designs as one types of treatment of quasi experimental design. The population of this research was Nursing Academy at Poltekkes Kemenkes RI Padang in 2015/2016 academic year. The total numbers of the population were 115 students spreading in three classes. They are II A, II B and II C. The sample was taken by using cluster random sampling. The instrument used in this research was speaking test and questionnaires. The hypothesis was tested statistically by using t-test and two ways ANOVA.
4. HASIL DAN PEMBAHASAN

This research was conducted in 8 meetings. After having hypothesis statistical analysis, it had been known that Think Pair Share strategy was effective for speaking skill. The researcher found that the strategy of Think Pair Share in speaking is success to enhance the students’ speaking skill achievement. They had much time to think and discuss their best answers to perform in front of the classroom. They could work in pair and help in other to improve their speaking skill.

Based on the result of the hypothesis, it is found that the mean score of the students’ speaking skill which was taught by Think Pair Share strategy is higher than taught by conventional teaching strategy. The average score of students who were taught by Think Pair Share strategy was 79.75 while the students who were not taught by Think Pair Share strategy was 73.5. From those scores, it can be concluded that the scores of both class different although those were not really significant.

From the average score of students’ speaking skill, it can be concluded that Think Pair Share strategy is an effective strategy for teaching speaking.

Many students have an improvement on grammar, vocabulary, comprehension, fluency, and pronunciation. It is seemingly caused by the teaching strategy used by the researcher gave more opportunities to each student to be active in their speaking activity. As Nunan (2003:84) suggests the English teachers provide more opportunities for students to speak their ideas up in the classroom activity. It means, the teacher should find and appropriate teaching strategy in order to invite the students to be more active, and the teachers should also limit their talk in the classroom.

So it is important for teachers, especially English teachers, to be aware of how much they talking in class so there will be much time for students to talk. Moreover, pair work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

From the application of the research and its findings, the researcher found that Think Pair Share strategy could be better improved the students’ speaking skill at Poltekkes Kemenkes RI Padang. It means that speaking English through Think Pair Share strategy could motivated students to practice English as much as possible. The students could learn more how be better in speaking skill. Before sharing their ideas in front of the class, the students were asked to think individually what they wanted to perform, after that they were asked to sit in pair and worked together with his/her partner to find out their best performance. As a result, they were trained to discuss and speak English better in pair, built confidence, and motivated themselves. They become active and the class’s atmosphere was better because every students had has their own ideas.

Furthermore, the result of the hypothesis explains that Think Pair Share strategy gives significant effect toward students’ speaking skill. This finding is line with several theories from experts and previous findings. One of the previous findings in this research conducted by Izzati (2011). The result of the research conducted by Izzati shows that Think Pair Share strategy gives significant effects toward students’ speaking skill. It is proven by the students’
speaking scores which taught by using Think Pair Share is higher than the students’ speaking scores which taught by using conventional teaching strategy. It means that Think Pair Share strategy can be used as an alternative for teachers or lecturers to teach speaking skill. It is concluded that Think Pair Share strategy could help students to improve their speaking skill. In addition, Slavin (2009) states that Think Pair Share strategy is a cooperative learning strategy that is designed to influence students’ interaction. All of the students might work cooperatively. When one student got confuse, the partner could help by giving and sharing his/her idea, and also opinion. Here, among the students had such interaction to unite ideas and conclude to be a good text as the teacher explained on the material learning given. Logically there are no magic shortcuts for the students to fluent English speakers. The only way to be a good English speakers is by speaking actively. In an ideal situation, a native speaker can be defined as “an ideal speaker-listener”. On the other hand, the non-native speaker lacks the genuine context and the facility or the ease that a native speaker has. So, the classroom is one of important instances and environment to get the students nearer to that condition. That is why the teachers should be the facilitators who provide rich opportunities, adequate activities and good input for the students in English language speaking classroom. Think Pair Share strategy is one of the teaching strategies that can be used by English teacher to give an opportunity to the students to be involved actively in learning speaking. This strategy encourages the students to share their ideas and concern on a certain topic. In this strategy each student has the same opportunity to speak. In short, Think Pair Share strategy provides equal opportunities for every student to practice their speaking skill in the classroom and be brave to speak their ideas up.

5. KESIMPULAN

The result of this research indicates that Think Pair Share gives significant effect on students’ speaking skill. This strategy can encourage the students to express their ideas and concerns on the certain interesting issues. It provides the same opportunity for every student to practice their speaking in the classroom. It also encourages the students to speak confidently in the classroom because they have already had an input and ideas to share during the pair-discussion. Furthermore, the result of this research also indicates that Think Pair Share strategy can effectively be applied in teaching speaking, especially for passive student. The students who have positive attitude toward speaking activity can easily adapt to a new teaching strategy and they enjoy it. Thus, the combination effect of an appropriate teaching strategy and the students’ who have lack of talk toward speaking can effectively support the students to have better speaking achievement.
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