# EFFECT OF USING THINK-PAIR-SHARE TECHNIQUE ON SPEAKING SKILL AND MOTIVATION TO LEARN ENGLISH OF GRADE XI STUDENTS AT SMA NEGERI 5 PALU

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**Abstrak**

*Penelitian in bertujuan untuk mengukur pengaruh penggunaan teknik Berfikir-Berpasangan-Berbagi terhadap keterampilan berbicara dan motivasi belajar bahasa Inggris kelas XI siswa SMA Negeri 5 Palu. Metodenya adalah penelitian quasy experimental dengan rancangan non-equivalent kontrol grup desain. Sample penelitian dipilih secara purposive, di mana peneliti secara sengaja memilih kelas XI IPA 1 sebagai kelas eksperimen dan kelas XI IPA 2 sebagai kelas kontrol. Instrumen pengumpulan data menggunakan tes untuk mengukur kemampuan siswa berbicara dan kuisioner untuk mengukur motivasi siswa. Pengumpulan data menggunakan metode deskriptif dan statistik uji-t. Data yang diperoleh melalui tes dianalisis dan diuji statistik melalui SPSS (Statistical Package for the Social Sciences) 15.0. Berdasarkan analisis data dari kemampuan siswa berbicara dan motivasi siswa. Ditemukan bahwa nilai rata-rata dari keterampilan berbicara kelas eksperimen (73.50) lebih besar dari kelas kontrol (68). Hasil perbandingan melalui uji-t menunjukkan nilai $t_{hitung} = 3.355 > $ nilai $t_{table} = 2.002$. Selanjutnya, untuk motivasi siswa, nilai rata-rata kelompok eksperimen adalah 42 dan kelas kontrol adalah 39.37. Hasil perbandingan motivasi siswa melalui uji-t menunjukkan nilai $t_{hitung} = 2.362 > $ nilai $t_{table} = 2.002$. Sehingga, $H_a$ diterima dan $H_0$ ditolak. Dengan kata lain, penggunaan teknik berfikir-berpasangan-berbagi dapat mempengaruhi kemampuan siswa berbicara dan motivasi siswa.*

**Kata kunci**: *Pengaruh, Teknik Berpikir-Berpasangan-Berbagi, Berbicara, Keterampilan, Keterampilan Berbicara dan Motivasi.*

Speaking is prominent skill in communication. People usually judge individuals in the way they maintain the communication effectively. Therefore, people should be able to communicate successfully and acceptable. Speaking becomes the most important skill in learning English because it is one of the abilities to carry out conversation. In learning speaking, students of Senior High School should be able to speak English appropriately in order they can communicate with others. It is supported by *School Based Curriculum* which contains the daily life materials such as functional text (invitation, giving suggestion and congratulation) to make the students capable to build an interactive communication each other in the context of daily life.

The researcher has conducted an observation to identify problems encountered by the students of SMAN 5 Palu especially grade XI, pertaining to the teaching-learning process at the school. In this preliminary observation, the problems found were: firstly, the students' speaking skill is low. They got difficulty to express the simple sentences, for examples, *"I not like English, because difficult"* and *"my feel nervous to speak English"*. Another example when the teacher asked the students to tell about their activity before they go to school; *"I wake up morning at 6.00 o'clock. I take bath after that I use my school uniform, after that eating with family and go to school"*. Additionally, they spoke with a lot of pauses, misspronounced the words and ungrammatical sentences occur.

From those problems, the researcher assumed that students difficult to use language apprropriately in communication, in terms of fluency and accuracy. Secondly, they seem to be unmotivated as indicated by low involvement in speaking class. The result of preliminary study indicates that most of the students were not motivated in the teaching and learning of speaking. It can be seen, when the teacher asked the students to give their opinion, none of them want to speak voluntarily. The result of the interview supports the students' problem in the teaching and learning process. The students' responses indicates that speaking was the most difficult skill since almost 80 percent of total students find it difficult.

Based on the preliminary study, the students' speaking difficulties could be caused by internal and external factors. The internal factors such as unmotivated could make students felt ashamed to speak and worried to make mistake. Meanwhile, the external factor is related to the monotonous technique used by the teacher. In this case, the teacher gave only the material from the textbook containing examples of dialogs constructed in accordance with the grammar being taught. The teacher provides dialogs to the students. Afterwards, the students were asked to perform in pairs in front of the class. Sometimes the students were asked to make similar conversation, and before they practiced, they were allowed to ask questions about the conversation. This technique affects the students' speaking ability because they did not have chance to build up their idea individually, they only memorize the dialogue.

In order to enable students to express their ideas in speaking, the teacher must apply various techniques in teaching practices. TPS (Think-Pair-Share) is one of the teaching models recommended in Cooperative Learning. TPS aims to enhance students' speaking skill through interpersonal interaction, where students act as partner with the teacher and other students. It encourages individual participation and is applicable across all grade levels and class sizes. It can guide the students to their prior knowledge background and make the students actively participate classroom discussion.

**Problem Statement**

The teacher used conventional technique such as asked the students to perform dialoguess from the textbook that cause the students' speaking skill is unsatisfactory. The student spoke too slowly, a lot of pauses did grammatical mistake and mispronounced the words. It also influences students' interest in learning process. They were not enthusiast to answer the questions. It means they were unmotivated to participate in learning process. These problems can be solved by answering the following research question:

1) Does Think-Pair-Share technique positively affect speaking skill of grade XI students of SMA Negeri 5 Palu?
2) Does Think-Pair-Share technique positively affect motivation of grade XI students of SMA Negeri 5 Palu to learn English?

**REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

**Concept of Speaking**

Speaking skill is one of performances which are supposed to be developed by students. There are many definitions of speaking that have been proposed by expert in language learning. Brown (2001: 267) states that when someone can speak the language it means that he can carry on a conversation reasonably competently. In addition he states that the benchmark of succesful acquisition of language is almost always the demostration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. (Thornbury, 2006: 1) states that speaking is so much part of daily

life that is taken from granted; an average person produces of thousands of words a day. The goal of speaking is to share information or say something about feelings, perception and intentions to other people. So, in speaking the people change ideas into words to inform to the other people.

## Components of Speaking

The components of speaking need to be mastered by the students to use the language appropriately in communication. It is essential that speaking be supported by language components. The three components are discussed as follows:

## Fluency

The main goal of teaching productive skill of speaking is to achieve oral proficiency. Fluency means speaker does not speak to slow or too fast. They speak at the normal speed, without hesitation, and repetition or selfcorrection. Richard and Rodgers (1986: 23) remarks that fluency is the features which give speech the qualities being natural and normal, including native-like use of pausing, rhythm, intonation, rate of speaking, interjections and interruptions. Jonathan (2013) states that fluency in a language means speaking easily, reasonably, quickly and without having too stop and pause a lot and also good speakers communicate and get their message across smoothly, even they make mistake.

## Accuracy

Accuracy is one of the components of speaking which requires the used of pronounciation, grammar and vocabulary correctly. It refers to the framework about general purposes of testing oral skill; one of them is linguistically oriented which covers vocabulary, grammar and pronunciation (Luoma, 2004). According Thornbury (2006), speaking English accurately means doing without or with few errors on not only grammar but also vocabulary and

pronunciation. Luoma (2004) provides frameworks about general purposes of testing oral skill one of them is linguistically oriented which are cover vocabulary, grammar and pronounciation. In speaking class, accuracy can be signaled if the students can perform such kind of conversation includes the control of grammar in their learning activities.

## Appropriacy

Appropriacy in speaking deals with someone's utterance. It means that what has been spoken must be appropriate with the reality of talking; there must be an exact correlation between what the speaker is talking about and the content of speech. It refers to whether or not a word is suitable for the context it is being used in. It is an important aspect of language but an extremely complex one, as decisions about how to say things depend on understanding exactly what is right for the context and the culture. Accoding to Lackman (2010) students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary. It means that if the students want to speak, they should select proper pattern and appropriate language during the process of communication in order that the listener can achieve the meaning and avoid misunderstanding what the speaker is talking about.

## Motivation

Motivation is a psychological feature that provokes an organism to act towards a desired, to achieve the goal and to encourage someone to do specific purpose. Motivation is a psychological factor that can influence not only the learning process but also the result of learning. Self-determination theory is one of the most comprehensive and empirically supported theories of motivation available today (Pintrich and Schunk, 2002). It assumes that humans have inherent tendencies to be

intrinsically motivated, to asimilate their social and physical worlds, and to integrate external regulations into self-regulations (Ryan and Deci, 2000). According to self-determination theory, there are two kinds motivation, intrinsic and extrinsic motivations. Intrinsic motivation is conceptualized as a prototypical from of autonomous or self-determined behavior, with a full snense of choice, and with the experience of doing what one wishes. Further, without the feeling of compulsion, one spontaneously engages in an activity that interest oneself. Intrinsic motivation comes from inside of yourself. Extrinsic motivation refers to the performance of the activity to attain some separable outcome. It comes from outside an individual. The motivating factors ar external, or out side, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task it self may not provide. Examples of behaviors that are the result of extrinsic motivation include: studying because someone want to get a good grade, participating in a sport in order to win awards or competing in a contest in order to win a scholarship. In each of these examples, the behavior is motivated by a desire to gain a reward or avoid a negative outcome.

The importance of motivation in learning Engish process has always been recognized due to the fact that it is one of the most important factors which decide the success or failure of the process. As Allwright and Bailey (1994: 182) express "The motivated learners are more receptive then those who are not motivated." Ellis (1997: 76) points out that sometimes learners do not have especial attitude but motivation can involve curiosity and interests so that they feel that they are involved in learning activities. It is easy to say that the learner who has strong motivation will gain great success more than one who has not. Indeed, we could say that motivation is necessary for learning.

**The Concept of Think-Pair-Share Technique**

Think-Pair-Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. TPS which is a part of Cooperative Learning is a simple and very useful technique developed by Professor Frank Lyman and his colleagues at the university of Maryland in 1981. It has been adopted by many writers in the field of CL since then. This technique involves three steps. During the first step individual thinks about a question posed by the teacher. Think of a response, pair with a neighbour to discuss a response in the second step. In the third step, share their responses with other pairs, other teams, or entire group. Think-Pair-Share Technique is a simple technique with great benefits. Using TPS, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given away to participate in class, rather than the few who usually volunteers (Lyman, 1992). The benefits for the teacher include increasing time on task in the classroom and greater quality of the students' contributions to class discussions. Student and teacher gain much clearer understandings of expectation for attention and participation in classroom discussions.

**The Effect of Think-Pair-Share on Students' Speaking Skill and Students' Motivation**

Think-Pair-Share becomes one of recommended technique that used to affect the students' speaking skill and students' motivation. It was proved from several findings from other researchers related to this research. The researcher supposes that it is better to use Think-Pair-Share technique in order to help the students in speaking by sharing idea in pairs or group and to built their self confidence. So, it will increase their motivation in learning English. In this research, it was signed to affect the students'

speaking skill through TPS technique. For these activities, there were three main steps that can be applied (Huda, 2011). Firstly, think. The process of Think-Pair-Share begins when the teacher asks the question for the entire class. the teacher wants to pose to the class for solution. Secondly, pair. The teacher ask the student to pair up with a partner about ten minutes to compare or discuss the answer that they think are best. The last, share. After students discuss their reason in pairs, the teacher calls the pair to combine the best answer to discuss and share their ideas with a whole class. Individuals can present solutions individually or cooperatively to the class as a whole group. From the several findings by using this technique, it can declare that TPS is strongly suggested since the students not only getting a better result of their speaking but also are motivated to do the speaking activity. This technique provides the students' time to practice the target language and to make them very active to participate in the classroom.

**Conceptual Framework**
Conceptual framework was an important tool to guide the researcher in conducting the research. Conceptual frame work aims to establish a common framework of theory that will be identified the important basic question to be asked. This research aims to find out whether Think Pair Share Technique as independent variable can affect the students' speaking skill and students' motivation as dependent variable.

**Figure 1 Conceptual Framework**
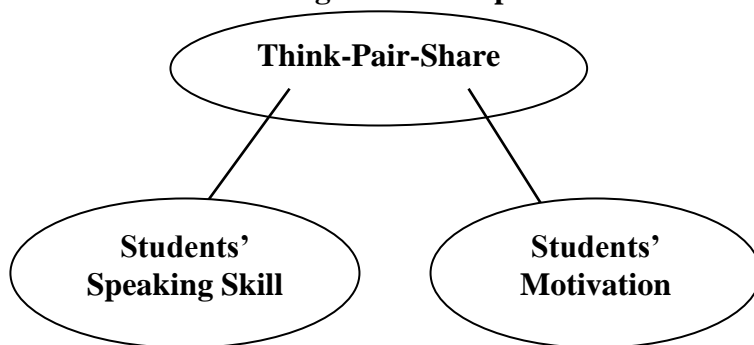
**METHOD**
This research applied quasi experimental non-equivalent control class design. Its samples divided into two classes. They were experimental class and control class. Pretest and posttest were going to the both, but treatment was given only to the experimental class. The control class was taught conventionally.

This research was conducted at SMA NEGERI 5 PALU. Its population were 216 students. The researcher used purposive sampling to get the samples. The experimental class was XI IPA 1 which consisted of 30 students while the control class was XI IPA 2, consisted of 30 students.

Variables were known as the conditions or characteristics that are going to be manipulated, controlled, or observed. It consisted of two types; independent and dependent variables. The independent variable of this research was Think-Pair-Share technique while the dependent variables were students' speaking skill and students' motivation. The researcher used test and nontest as intrument of data collections. The test covers pretest and posttest, whereas nontest covers pre-questionnaire and post-questionnaire.

**Technique of Data Collection**

The data from pretest and posttest that was analyzed statistically to measure the individual score of the students. The researcher amployed a scale of scoring system that covers fluency and accuracy adapted from Heaton (1989). The scoring system is modified to be applied to score the students' based on their needs. The scoring rubric can be looked at in the following table:

**Table 1 The Scale of Scoring System**

| Level | Fluency | Accuracy | Category |
|-------|---------|----------|----------|
| 4 | Fluent and smooth with speed in speech, and have high confident (8-10) | More accurate in pronounce the words and constructing the sentence grammatically given (8-10) | Very Good |
| 3 | There are 5 pausing time maximum in speech given and good intonation (5-7) | Somewhat accurate in pronounce the words and constructing the sentence given (5-7) | Good |
| 2 | More than 5 pausing time in producing sentences given and hesitation (3-4) | Somewhat accurate in pronounce the words and constructing the sentence given (3-4) | Fair |
| 1 | Too many stop occur in speech given (1-2) | Very poor of accurate in pronounce the words and constructing the sentence grammatically given (1-2) | Poor |

*Source: Adapted from Heaton (1989: 100)*

In this research, motivation was measured using Likert Scale. For students' motivation, the categories are Strongly Motivated, Motivated, Less Motivated and Unmotivated. The interval of score is arranged using a formula proposed by Nazir (2003):

Interval Range (i) $= \frac{R}{k}$

With the value of R = H − L

Where: R= Range

   H= The highest score obtained

   L= The lowest score obtained

   k= The number of category interval

**Testing Hypothesis**

To know the effect of the use of Think-Pair-Share technique, the researcher tested the hypothesis whether it was rejected or accepted. In testing the hypothesis, the criteria of the hypothesis are as follows:

If $t_{\text{counted Value}} \geq t_{\text{table Value}}$: $H_a$ is accepted and $H_0$ is rejected.

If $t_{\text{counted Value}} \leq t_{\text{table Value}}$: $H_0$ is accepted and Ha is rejected.

If the t-counted value is greater than t-table value, so the hypothesis of the research is accepted or the treatment has significantly influence to the students' achievement in speaking skill and students' motivation, while if the t-counted value is lower than t-table

value, it means that the hypothesis of the research is rejected.

## RESULT AND DISCUSSION

The reseacher gave treatment to the students by applying Think-Pair-Share technique to solve the students' speaking problems. Based on the result of data analysis, TPS technique affected students' achievement in speaking skill and students' motivation. It was proved: first, by applying TPS techniques, for six meetings, the students are required to explore the context of expression based on the situations and also is expected to overcome their speaking problems. From the first until the last meeting, this technique makes the students' were actively participating and help each other. They were also enthusiastic to express their opinions. For the last meeting, it was amazing because they seemed more confident and they were able to think critically. It was proved when they worked in pairs; they expressed various answers about the situation that had been given by the researcher. All of them were ready to speak in front of the class. Indeed, the treatment was very helpful to make them confident to speak in front of their friends. The test result indicates that mean score of post-test in experimental class (73.50) was higher than mean score post-test in control class (68). The result of data analysis also specified that t-counted (3.355) was higher than t-table (2.002). It means that the alternative hypothesis (Ha) was accepted, while the null hypothesis was rejected. Thus, Think-Pair-Share technique can affect students' speaking skill.

Second, experimental class was taught by applying Think-Pair-Share technique, while the control class by conventional technique. Both classes indicated different learning condition, situation, and athmospher. Moreover, students' attidude and response were also different. The experimental classes were more interested, enthusiastic and

motivated than the control one. The situation in experimental class motivated them to be independent and more diligent supported by students' response in questionnaire number 1 *"saya belajar dan mengerjakan tugas secara mandiri" dan* 2 *"waktu senggang diluar jam sekolah saya manfaatkan untuk belajar"*. From the statements, about 90% students responded positively, in which 60% of the students are motivated, 30% students are strongly motivated and questionnaire number 2, there were 60% students' give positive response.

In applying Think-Pair-Share technique, students were required to be active to find the solution through discussion in pairs. The students were anthusiatic to find the best answer or solution. The situation was supported by the result of questionnaire point 3 *"saya bertanya kepada teman yang lebih mengerti tentang materi pelajaran yang belum saya mengerti"*. The result of questionnaire is 46.7% students were motivated and 50% students were strongly motivated and questionnaire point 4 *"saya belajar bersama dengan teman-teman untuk mengerjakan tugas yang sulit"*. There was 93.4% students' give positive response. The result of questionnaire showed that mean score of post-questionnaire in experimental class (42) was higher than mean score post-test in control class (39.37). The result of data analysis also specified that t-$_{counted}$ value (2.362) was higher than t-$_{table}$ value (2.002). It means that the alternative hypothesis (H$_a$) was accepted, while the null hypothesis (H$_0$) was rejected. Thus, Think-Pair-Share technique can affect students' motivation.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the result of data analysis, it can be concluded that Think-Pair-Share technique affected students' achievement in speaking skill and students' motivation. This technique gave the positive effect on students'

speaking skill and motivation to learn English. From the result of preliminary observation, the students speaking skill is low and they are not enthusiast to participate in class. After applying TPS technique, during the process of teaching learning, the students were active and enthusiastic. They thought individually then they shared their ideas in pairs and in whole class. The class was enjoyable and interesting during teaching and learning process. The motivation of students to speak English increased as well. It could be seen from the activities in pair group, and they shared about their understanding of the topic. This activity increased students' motivation. All of the students participated in these activities and made the class cooperative. Additionally, this technique can help the students to overcome their speaking problem.

**Suggestions**

1. Future researchers should: a. Provide grading system based on ability of students, b. give clear instruction for the samples to fill in the questionnaires in order to get valid data and understand to use SPSS (Statistical Package for the Social Sciences) 15.0 in line to avoid wrong usage of data analysis, c. provide a sufficient time in the whole process of research in order to have a better result.

2. English teacher should: a. give more speaking opportunities to the students in various activities, b. Apply TPS technique in order to develop students' speaking skill and increase students' motivation.

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