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THE APPLICATION OF THINK-PAIR-SHARE TECHNIQUE AND STUDENTS' ATTITUDE ON STUDENTS' SPEAKING SKILL

Abstrak

Tujuan penelitian ini adalah: (1) untuk menelusuri pengaplikasian dari think-pair-share dan sikap siswa pada keterampilan berbicara siswa; (2) untuk menelusuri beberapa manfaat dari think-pair-share dan sikap siswa dalam keterlibatannya pada keterampilan berbicara; dan (3) untuk menelusuri persepsi siswa yang berkaitan dengan pengaplikasian think-pair-share dan sikap siswa pada keterampilan berbicara siswa. Penemuan pertama dalam penelitian ini berkaitan dengan pengaplikasian dari think-pair-share dalam pengajaran berbicara. Teknik think-pair-share yang digunakan dalam pengajaran berbicara mengikuti beberapa prosedur sebagai berikut: para siswa diminta untuk berpasangan sebelum mengaplikasikan teknik, memberi isyarat untuk mendengarkan dan memberikan suatu pertanyaan, memberikan isyarat untuk berpikir, kemudian memberikan sinyal untuk berpasangan, dan terakhir memberikan isyarat untuk berbagi. Penemuan kedua mengindikasikan adanya beberapa manfaat dari pengaplikasian think-pair-share seperti keterlibatannya dalam praktik dan meningkatkan keterampilan berbicara siswa, memaparkan para siswa dengan pelafalan yang baik dalam Bahasa Inggris, dan memperkuat kepercayaan diri dalam berkomunikasi. Penemuan terakhir dalam penelitian ini menunjukkan bahwa penggunaan think-pair-share dalam pengajaran berbicara menunjukkan adanya sikap positif dan negatif siswa. Bagi siswa yang memiliki sikap positif menyatakan bahwa teknik yang digunakan seru, menyenangkan, dan mendorong motivasi belajar. Sementara bagi para siswa yang memiliki sikap negatif berhubungan dengan kurangnya perbendaharaan kata-kata dan keterbatasan waktu.

Kata Kunci: Think-Pair-Share, Attitude, Teaching.

Abstract

The objectives of this research are as follows: (1) to explore the application of think-pair-share and students' attitude on students' speaking skill; (2) to explore the benefits of think-pair-share and students' attitude in contributing to speaking skill; (3) to explore the students' perception related to the application of think-pair-share and students' attitude on students' speaking skill. The first finding of this research related to the application of think-pair-share in teaching speaking. Think-pair-share technique use in teaching speaking was as in the following procedures: students were asked to pair before implementing the technique, give a cue to listen and present a question, give the cue to think, then, give the signal for pair, finally, give the cue for share. The second findings indicated the application of think-pair-share had some benefits such as it contributed to practice and improve students' speaking skill, exposed the students with the good pronunciation of English language, and strengthen self-confidence in having communication. The last finding of this research showed that the use of think-pair-share in teaching speaking provided the students to have positive and negative attitude. For the students who have positive attitude stated that the technique was fun and interesting while for the students who have negative attitude relate it to lack of vocabularies and limited time.

Keywords: Think-Pair-Share, Attitude, Teaching.

INTRODUCTION

Mastering English as a tool of communication is a common thing that people do in daily life. In mastering English, the learners are required four skills that should be achieved. The skills are listening, speaking, reading and writing. Those skills are divided into receptive and

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productive skills. Speaking is one of productive skills that determine one's ability in mastering a language. The ability to function in another language is generally characterized in terms of being able to speak that language (Nunan, 1999). This definition showed that being able to speak is a proof of one's ability in mastering a language. The reason why speaking skill becomes very important for the learners because it will help them to express their ideas, feelings and thoughts. In addition, speaking determines which logical linguistic, psychological a physical rules should be applied in a given communicate situation" (Wilson, 1983). It means that the main objective of speaking is for communication. In Indonesia, English is taught as the first foreign language subject from primary to university level. Mastering speaking skill in university level is required for the students at the Faculty of Economy and Business, the University of Muhammadiyah Prof. DR. HAMKA.

In the Faculty of Economy and Business at the University of Muhammadiyah Prof. DR. HAMKA, in the first semester, the students have General English One (GE 1) subject as the first subject deals with foreign language learning. General English One (GE 1) focuses on the elementary level of speaking and oral presentation skills and basic skill of writing with the integration of listening and reading skills. Furthermore, General English One (GE 1) subject is also supported by e-learning which is formulated enrich students' motivation to be more active in improving their English skill especially speaking and writing skills by practicing directly on e-learning and students will get direct feedback from the lecturer as well as from other students. The e-learning system completely facilitates the students in achieving four skills: speaking, listening, reading and writing, so the students are able to study independently. It helps the students a lot in creating fun English learning and it can give significant output in the end of the teaching and learning process.

The students were required to master English for daily communication, especially speaking skill. There are some of students' problem, such as their confidence and their vocabulary. The students did not feel confident in delivering their idea in English, they also had lack of vocabulary. They used to have individual activities during speaking class. In addition, the teacher's centered learning method was commonly used in the classroom. Besides, the allocation time in the classroom was limited. It took only 1 hour 40 minutes in one meeting meanwhile speaking needs more practice. Therefore, the researcher assumed that think-pair-share technique would be able to solve the problems on students' speaking skills.

The main purpose of General English One (GE 1) subject at the Faculty of Economy and Business is to enable the students in using English as a language for communication in daily life. Since after they graduate they will work in Intern National and International companies that require the employees to be able in speaking English fluently.

Furthermore, the researcher applied the technique in one class. The researcher believes that there are various kinds of students in one class. The researcher divided into two groups, students who have positive attitude and students who have negative attitude. Teaching speaking may use many techniques. However in this research, the researcher applied think-pair-share technique in speaking teaching and learning process.

METHOD

The method of the research is qualitative. Based on Creswell (2012), there are some characteristics in conducting qualitative research; first, qualitative researchers examine carefully a research problem and develop a detailed understanding of a natural setting. Second, the researchers usually obtain the data in the form of words from participants' views. Third, the data for description and themes are analyzed by using text analysis and interpreting the larger meaning of findings. Fourth, the status of qualitative researchers in natural setting is a key of instrument.

The design in this research would be the one-group, pre-test and post-test design. It provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and post-test scores. No comparison with a control group is provided (Best, 1977). The researcher used only one class in conducting this research. It was carried out in order to see and to find out the result of the application of cooperative learning through Think-Pair-Share technique for increasing students' speaking skill.

Think-Pair-Share is a cooperative discussion strategy proposed by Frank Lyman at the University of Maryland in 1981. According to Lyman (1981), this technique is considered to

promote students' motivation. Think-Pair-Share technique is a cooperative learning which is very efficient and quick to be implemented, the teacher can develop and give question to the students. After that, they have opportunity to think about their response and at last the teacher asks students to share their ideas with their pairs or their partner. In line with that Elizabeth et al (2010) stated, "Think-Pair-Share is particularly effective as a warm-up for whole class discussion." It means that this technique is able to open up the students' mind in effective way to stimulate a good discussion.

RESULT AND DISCUSSION

The researcher conducted interview to the participants (six students from the higher score and lower score) in order to discover the answer of research questions deal with the application of Think-Pair-Share and students' attitude on students' speaking skill. Seeking the benefits of Think-Pair-Share and students' attitude in contributing to speaking skill as well as the students' attitude related to the application of Think-Pair-Share and students' attitude on students' speaking skill were also the focus of this research. The questions of interview for the students were based on the interview guideline as previously prepared. There were five items of questions in the interview guideline for the students. As previously stated, they were chosen to be interviewed based on their score. Besides, the researcher coded the students by pseudonyms such as student 01, 02, 03, 04, 05, and 06 for ease of reference. For more details, the interview questions as shown in the table below:

Tabel 1. The Interview Questions for the Students

No	The Items of Interview Questions
1	Did you enjoy learning by using Think-Pair-Share technique ? Apakah anda menikmati belajar dengan menggunakan teknik Think-Pair-Share ?
2	Did you find difficulties regarding learning by using Think-Pair-Share technique ? Apakah anda menemukan kesulitan dalam belajar menggunakan teknik Think-Pair-Share ?
3	Did Think-Pair-Share technique help you to speak English ? Apakah teknik Think-Pair-Share membantu anda untuk berbicara Bahasa Inggris ?
4	Did Think-Pair-Share technique improve your confidence to speak English ? Apakah teknik Think-Pair-Share meningkatkan rasa percaya diri anda untuk berbicara Bahasa Inggris ?
5	What benefits do you feel when you learn speaking English by using Think-Pair-Share technique ? Apakah manfaat yang anda rasakan ketika belajar Bahasa Inggris dengan menggunakan teknik Think-Pair-Share ?

Those prepared questions above had two purposes. First, they aimed at exploring the students' perception regarding the use of Think-Pair-Share technique in teaching speaking. Second, they aimed at exploring the benefits of Think-Pair-Share technique in contributing to speaking skills. Therefore, based on the five questions in the interview guideline for the students above, they are presented as in the following.

The prepared interview guideline was directed to six students who have been interviewed by the researcher in the form of one-on-one interviews. It was starting from 7th of December 2016 to 21st of December 2016. The first to fifth question of interview guideline for the students was posed individually to each of them at 19.45 – 20.15 p.m. in the classroom.

The first question asked by the researcher to each of student were did you enjoy learning by using Think-Pair-Share technique? (Apakah anda menikmati belajar dengan menggunakan teknik Think-Pair-Share?), four students answered "yes, I did." While other two students said "not really." Other reasons shown in the excerpts as follow:

“I enjoy because I feel challenged in thinking the words in English.” (Saya menikmatinya karena saya merasa tertantang untuk berpikir kata-kata dalam Bahasa Inggris.) [Student 01]

“I think it’s fun to study in pairs, makes me easy to think.” (Saya rasa menyenangkan belajar secara berpasangan, membuat saya mudah berpikir.) [Student 02]

“I enjoy because I can share my idea with my friends.” (Saya menikmatinya karena saya bisa berbagi gagasan saya bersama teman-teman saya.) [Student 03]

“I think it is interesting because I have to think in limited time and I have to share my idea to my friends.” (Saya rasa menarik karena saya harus berpikir dalam waktu yang terbatas dan saya harus berbagi gagasan saya kepada teman-teman saya.) [Student 04]

“I feel confused because I can’t think in the short time.” (Saya merasa bingung karena saya tidak bisa berpikir dalam waktu yang singkat.) [Student 05]

“I cannot enjoy well because I don’t know how to express my idea.” (Saya tidak dapat menikmati dengan baik karena saya tidak tahu cara mengungkapkan gagasan saya.) [Student 06]

Each of the students was asked by using the second question, “Did you find difficulties regarding learning by using Think-Pair-Share technique?” (Apakah Anda menemukan kesulitan-kesulitan terkait belajar dengan menggunakan teknik Think-Pair-Share?) Four students said “Yes, I found.” They found difficulties with learning through Think-Pair-Share technique. One of them said, “I found it difficult when I have to think in a short time.” (Saya menemukan kesulitan saat saya harus berpikir dalam waktu yang singkat) [Student 05]. Other reasons can be seen in the following excerpts:

“Yes, it’s not easy to share my idea.” (Ya, tidak mudah untuk membagikan ide saya) [Student 06]

“Yes, think it becomes difficult because the time is very limited.” (Ya, Saya rasa menjadi sulit karena waktunya sangat singkat.)” [Student 04]

“My problem is I cannot express my idea or my opinion in a short time.” (Masalah saya adalah saya tidak dapat mengungkapkan ide saya atau pendapat saya dalam waktu yang singkat) [Student 01]

It can be seen that the most students said “Yes”. For example, the student 05 shared the same response as the students 01 and 04 that informed their problem regarding the use of Think-Pair-Share technique in learning speaking were about the limitation of time. Moreover, student 06 said that his problem was difficult to share his idea. However, two of them said “No problem, I can enjoy the process.” (Tidak masalah, saya dapat menikmati prosesnya). The students 02 and 03 said that there was no problem. It differed from the other students’ statements. Based on the researcher’s observation in the process of applying Think-Pair-Share technique, student 02 and 03 have higher number vocabulary rather than the other students. Therefore, the researcher concluded that having more vocabularies enable the students to express their idea or opinion though in a limited time. Meanwhile, the cause of students who had difficulties in using this technique their lack of vocabulary mastery that influence their way in expressing their idea or opinion.

Next is the third questions. Each of students was asked the third question, “Did Think-Pair-Share technique help you to speak English?” (Apakah teknik Think-Pair-Share membantu anda untuk berbicara Bahasa Inggris?). All students agreed on the same answer, “Yes, it helps me to speak English.” The students agree that Think-Pair-Share technique enable them to speak English. There were various reason why Think-Pair-Share technique could provide the students to speak in English. The reasons are as follow:

Student 02 stated that “Yes, it helps me a lot to speak English, I feel motivated to improve my speaking ability.” (Ya, tekniknya sangat membantu saya untuk berbicara Bahasa Inggris, saya merasa termotivasi untuk meningkatkan kemampuan berbicara saya.)

“Yes, I feel challenged to speak and to pronounce English words in a proper way.” (Ya, saya merasa tertantang untuk berbicara dan untuk mengucapkan kata-kata dalam Bahasa Inggris secara benar.) [Student 03]

“Yes, I think it helps me a lot because I have to think in a short time after that tell what I think to my friends.” (Ya, saya rasa tekniknya sangat membantu saya karena saya harus berpikir dalam waktu yang singkat setelah itu menceritakan apa yang saya pikirkan kepada teman-teman saya.) [Student 01]

“This technique force me to speak, I cannot say I cant do it because everybody has to speak.” (Teknik ini membantu saya untuk berbicara, saya tidak bisa mengatakan bahwa saya tidak bisa karena semua orang harus berbicara.) [Student 05]

“Yes, it helps me. I think I can be an active student when learning speaking English using this technique.” (Ya, membantu saya. Saya rasa saya bisa menjadi mahasiswa yang aktif ketika belajar berbicara Bahasa Inggris menggunakan teknik ini.) [Student 06]

“Yes, it really helps me because I am actually a quite person but I have to speak whatever the reason.” (Ya, sangat membantu saya karena sebenarnya saya seorang yang pendiam tapi saya harus berbicara apapun alasannya.) [Student 04]

Based on those responses, it can be interpreted that the application of Think-Pair-Share technique in teaching speaking could help the students to improve their English speaking ability. Regarding this third question and their answers, as stated by student 02, he felt motivated by having this technique. Another participant, student 03 felt challenged to speak and pronounce English words in a proper way. From the answers of student 02 and 03, it can be concluded that Think-Pair-Share technique can activate students' motivation to speak English.

The researcher continued the interview to ask the fourth questions, “Did Think-Pair-Share technique improve your confidence to speak English? (Apakah teknik Think-Pair-Share meningkatkan rasa percaya diri anda untuk berbicara Bahasa Inggris?) All students said “Yes, it improves my confidence.”

After interviewing those five questions to the students, the researcher draw a conclusion to all of the students' statement. First, Think-Pair-Share technique use in learning speaking was able to motivate and improve their English speaking ability. Second, students' lack of vocabularies cause students to have difficulties in the process of having Think-Pair-Share as a technique. Third, the use of Think-Pair-Share and Students' Attitude enable the students to activate the students' motivation to speak English. They could practice directly and got the feedback from their friends as well as from the researcher. Fourth, Think-Pair-Share technique could improve the students' confidence to speak English especially when they performed and expressed their idea to their friends. Fifth, the benefit of Think-Pair-Share and Students' Attitude in contributing to students' speaking skill were students able to comprehend and practice English language, especially speaking. They able to know how to pronounce English words properly and to think critically as well as to share their idea or opinion.

Based on the findings of the interview with participants (six students), the researcher summarized the findings into three parts; First, procedures. Second, benefits and third perception. Regarding the process, there were some procedures of Think-Pair-Share in teaching speaking. Briefly, the procedures started by asking the students to find their pairs, pose the question, give time to think and ask them to share their idea deal with the question given to their friends.

1. The Descriptive Analysis

Based on the result of pre-test and post-test in this research, the researcher would like to describe the result of every students' speaking ability after using Think-Pair-Share technique, it took only from the higher and lower score.

2. The Findings of Observation

a. Discussion

This section discusses the findings of the research. In discussing the findings, the researcher organized them from research questions which previously stated in chapter 1. In more details, there are three main discussions in this section. First discussion is about the application of Think-Pair-Share and students' attitude on students' speaking skill. The second, the discussion is related to the benefits of Think-Pair-Share and students' attitude in contributing to speaking skill. The last discussion is about the students' perception related to the application of Think-Pair-Share on students' attitude. Furthermore, the findings of this research are connected to the literature review in chapter II or connected to other literature reviews. To be more specific, the findings of each question of the research are shown as follows:

b. The Application of Think-Pair-Share and Students' Attitude on Students' Speaking Skill

The first question of this research is about how Think-Pair-Share is applied in teaching speaking. Through this research, the researcher has done applying the technique by using

some procedures based on Margaret Bouchard (2005). Firstly, the researcher asked the students to pair before implementing the technique. Secondly, the researcher gave a cue to listen and present a question. Next, the researcher gave the cue to think, students then think about their response to the question. (The researcher gave the students at least 3 minutes of “think” time). Then, the researcher gave the signal for pairing. Students then paired with their partner. The partners discussed their answers and received feedback from each other. Finally, gave the cue for share. Students raised their hands and shared their response to the question. The researcher also applied the procedures not only from Bouchard but also from Elizabeth F. Barkley et. Al (2010). Firstly, the researcher posed the question to the class by giving students a few minutes to think about the question and devised individual responses. Secondly, the researcher asked the students to pair with other students nearby. Thirdly, the researcher asked student A to share his or her responses with student B, and then student B to share idea with student A. Suggested that if the two students disagree, they clarified their positions so that they were ready to explain how and why they disagreed. If it is useful, the researcher requested that pairs to create a joint response by building on each other’s idea.

While practicing the procedures in the classroom, the students enjoyed their “think” time with their pair since they can think their idea together as well as bringing new understanding about the questions given, yet some of students did not really enjoy sharing their idea to the rest of the students as they thought that the time was very limited. Having this technique for the students, especially in “think” time gave the students not only just to think about the question given but also to provide the students opportunity to think critically about how to solve the questions by answering them well.

c. The Benefits of Think-Pair-Share and Students’ Attitude in Contributing to Speaking Skill

The second question of this research was what benefits Think-Pair-Share technique and students’ attitude can contribute to speaking skill. Through this research, the application of Think-Pair-Share and students’ attitude could contribute to improve students’ speaking skill because it provided the students to think what they are going to say with their pair and share to the whole class right after they finished discussing the topic with their pair. Based on the researcher’s observation, when the students had Think-Pair-Share technique to improve their speaking skill, some skills could be developed, one of them was the ability to express their idea or opinion. It was in line with communicative competence. Furthermore, the students felt confidence in making the real communication with their friends in the classroom. In other words, Think-Pair-Share could contribute in speaking class such as the students had motivation to improve their speaking, they could enjoy the activity.

In addition, the use of Think-Pair-Share and Students’ Attitude in teaching speaking had contribution in assessing and evaluating the students’ speaking performance easily. The application of Think-Pair-Share and Students’ Attitude provided students to have self-reflective skill.

CONCLUSION

This research was qualitative which was conducted in the University of Muhammadiyah Prof. DR. HAMKA, at the Faculty of Economy and Business, Jakarta. The objective of this research was to apply Think-Pair-Share as a teaching technique in teaching speaking. The researcher concluded three points based on the research questions, here as follows:

1. The Application of Think-Pair-Share and Students’ Attitude on Students’ Speaking Skill

Based on the analysis of the research, Think-Pair-Share is a teaching technique which enables the students to improve their speaking skill. This finding is in line with other researchers who found that Think-Pair-Share gives more effect in students’ speaking skill.

2. The Benefits of Think-Pair-Share and Students’ Attitude in Contributing to Speaking Skill

We can see from the result of this research that attitude is a crucial factor which determines students’ speaking skill. In this research, the students with positive attitude had higher score on speaking test than the students with negative attitude.

3. The Students’ Perception Related to the Application of Think-Pair-Share and Students’ Attitude on Students’ Speaking Skill

The use of Think-Pair-Share in teaching speaking provides the students to have positive and negative perception; for example, it allows students to have spirit and motivation in learning. It was fun and fascinating, while for negative perceptions relate to difficulties in expressing idea or opinion in a limited time.

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