Improving Students' Speaking Skill by Using the Cooperative Learning Method through Think Pair Share (TPS) at SMK Negeri 4 Halmahera Tengah

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Abstract

This research is conducted to find out the students' speaking skill by using cooperative learning method through think pair share (TPS). Based on the observation and interview was conducted by the researcher to SMK NEGERI 4 Halmahera Tengah, however, some problems were still found in the students' abilities in English, especialy in speaking. The students' speaking skills were relativelly low. They had difficulties in expressing ideas opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficuties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. In this research, the researcher use classroom action research (CAR). The Setting was SMK N 4 Halmahera Tengah and the subjects were all students of class XI of SMK N 4 Halmahera Tengah in the academic year 2018/ 2019 with total of 20 students. To collect the data, the researcher used observation and test. This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. Based on the results of the students' speaking skills in the first cycle showed that out of 20 students of class XI SMK N 4 Halmahera Tengah. just 7 students were passed KKM while 13 students were not passed KKM. So in the first cycle was unsuccessful and the researcher have to continue for the next cycle. The result of the second cycle showed that 15 of 20 students of SMK N 4 Halmahera Tengah class XI are able to passed the KKM or in other words they can achieve their speaking in the second cycle, while 5 were not achieved the KKM value (≥ 75). It can be concluded that cooperative learning process through *think pair share (TPS)* can improve students' speaking skills at SMK N 4 Halmahera Tengah.

Keywords*: speaking skill, cooperative learning, think pair share, classroom action research*

1. Background

English language teaching is a teaching program that is in accordance with the demands of the curriculum. English language teaching in schools has a very important goal for how students can learn foreign language or the popularity of international languages.

According to Tarigan (1981 : 15) Speaking is a form of human behavior that utilizes physical, psycological, neurological, semantic and linguistic factors that are very intensive. Furthermore, Tarigan (1986: 3) suggests that speaking is ability of a person to pronounce

articulation sounds or words that aim to express, stated and convey the thoughts, ideas, and feeling of that person.

Students are less interested in learning English especially in speaking skills because there are two factors that were not mastered by students, namely : linguistic and non-linguistic factors. Linguistic factors include, pronunciation, intonation, tone pressure, incorrect duration, and the sentences used by students is less effective. While non-linguistic factors include: lack of courage, fluency, voice that is used by students is not loud, and lack of mastery of topics, students are very difficult to express their opinions, especially in class discussions.

Based on the observation and interview was conducted by the researcher to SMK NEGERI 4 Halmahera Tengah, however, some problems were still found in the students' abilities in English, especialy in speaking. The students' speaking skills were relativelly low. They had difficulties in expressing ideas opiions orally as they were afraid of making mistakes and not confident to speak English. They still had difficuties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictinary. Their competencies in grammar were also poor. Therefore, they prefered to be silent and not fully participate in the classroom activities. In addition, the classroom actvities were less motivating the students in learning.

Therefore, it is necessary to have the right solution to improve students' speaking skills in the teaching and learnng process. One alternative that is done is the *cooperative learning method type think pair share (TPS)* Said by Frang Lyman and colleagues at the University of Maryland. In accordance with what Arends (1997) has stated that think pair share is an effective way to very the atmosphere of class discussion patterns.

2. Theoretical Basis
2.1. Speaking Skill

Speaking skills have an important role in the teaching and learning proess. Speaking is a form of human behavior that utilizes physical, psycological, neurological, semantus and linguistic factors that are very intensive. Tarigan (1981 : 15). Furthermore, Tarigan (1986: 3) suggests that speaking is ability of a person to pronounce articulation sounds or words that aim to express, stated and convey the thoughts, ideas, and feeling of that person.

According to Brown in Umi Faizah (2011) argues that " speaking activities are tools for conveying opinions, feelings, ideas, etc. With articulation and sound activities that provide creative constructions in linguistic.

Speaking is a process of thinking. Learning to speak is also intended to improve students' thinking skills. If the listener understand what is a meant by the speaker. Meaning the listener has been made to think about what the speaker is thinking. It can also be said that the ideas in the speaker's mind have successfully spread to the mind of the listeners.

Based on a number of defenitions above, it is concluded that speaking is an activity of language skills to convey an idea, idea opinion, mind, and , content to others in establishing communication within the scope of daily life both formal and non-formal life.

2.1.1. Factors Supporting The Effectiveness of Speaking

In order to be a good speaker, a speaker besides having to give the impression that he mastered the problem being discussed, the speakers must also show courage and enthusiasm. Besides that the speaker must speak clearly and quickly. In this case there are several factors that must be considered by the speaker for speaking effectiveness, namely linguistic factors and non-linguistic factors.

a.   Linguistic factors

Accuracy of speech: A speaker must get used to pronouncing the language sounds appropriately. The pronunciation of the language that is less precise, can distract the listener. The speech patterns and articulations we use are not always the same.

Word choice (diction): The choice of words should be clear and varied. Clearly the meaning is easy to understand by the listener and the target of the listener will be more aroused and more understanding, if the words used by words that are already known to the listener.

The accuracy of the speakers target: Speakers who use effective sentences will make it easier for listeners to capture the conversation. The sentences of this sentences is very influential on the effectiveness of delivery.

b.   Non-linguistic factors

- A reasonable attitude, calm and not rigid
- A view must be held on the other person
- Willingness to resoect the opinion of others
- Prepor gestures and gestures
- Loudness of voice
- Fluency
- Relevance / reasoning
- Mastery topics

2.2. Cooperative Learning.

Learning is something that is done by students, not made for students (Isjoni 2009 : 11). Leraning is basically an educator's effort to be help students carry out learning activities. Leraning objectives are the realization of the efficiency and effectiveness of learning activities carried out by students.   Cooperative learning comes from the word cooperative which means doing things together by helping one another as a group or a team (Isjoni 2009 :15) According to Karti (2007 : 113) Cooperative learning is learning that emphasizes shared attitudes or behaviours in working or helping among others in the structure of regular cooperative in groups consisting of two or more students to solve problems. Johnson (in Horbi 2009 : 48-49) states there are five important elements in cooperative leraning, among others : 1). Positive interdependence between students. 2). Interactions between students that are increasing. 3). Individual responsibility 4. interpersonal and small groups skill. 5. group processes.

Based on the defenition put forward by experts it can be concluded that cooperative learning in learning involves several students to increase participation and provide experience to make group decisions and provide opportunities for students to interact and learn together with students of different backgrounds.

2.2.1. Cooperative Learning Type Think Pair Share (TPS)

Think pair share is one of the cooperative learning strategies developed by Frang Lyman et al from the University of Maryland in 1985 as a structure of mutual cooperation. *Think pair share* provides an opportunity for students to work alone and work with others.

According to Sahrudin and Sri (2011) *think pair share* is a simple technique with big profits. *Think pair share* can improve students' ability to remember information and a students can also learn from other students and share their ideas with each other to be discussed before being delivered in front of the class.

Kagan (in Karti 2007: 120) states the benefits of *think pair share* as follows :

1. Students use more time to do their work and to listen to each other, when they are involved in *think pair share* (TPS) activities more students raise their hands to answer after practicing in their partnes. Students may remember more as the waiting time increases and the quality of the answers may get better.

2. The teachers also have more time to think when using *think pair share (TPS)*. They can concentrate on listening to student answer, observing student reactions, and asking high-level questions.

2.2.2.   The Steps Of Cooperative Learning Type Think Pair Share (TPS)

Think pair share (TPS) steps :

Step 1 : Think

The teacher asks a question or problem that is associated with the lesson, and asks students how many minutes to think for themeselves the answer or problem.

Step 2 : Pair

Then the teacher asks students to pair up from discussing what they have gained interacion as long as the time provided can unite the answers if a question asked brings together ideas if specific problem is identified.normally the teacher gives no more than 4 or 5 minutes to pair up.

Step 3 : share

In the rare event that the teacher asks the couple to share with the wholes class they are talking about it is effective wolk around the room from patner to patner and cotinue until around some couples get the opportunity to report.

Cooperative learning steps type *think pair share* (TPS) are as follows.

a.   The teacher explains in advance the material that will be thought to students.

b.   The teacher conducts questions and answers with students about the material that has been learned.

c.   The teacher gives the assignment in the form of an article. Each student thinks and does the task himself (*thinking*).

d.   The teacher divides students into 10 groups with each member "each consisting of 2 students with social background, and different academic abilities.

e.   The teacher asks students to pair (*pairing*) and the teacher tells each pair to discuss.

f.   The teacher asks the group to share or work together as a whole (*sharing*) about the result of their work from each group.

g.   group consists of 4 students. Students have the opportunity to discuss the results of discussions with groups of four.

h.   The teacher rewards students who can complete their assignments.

3. Research Method

The type of research used in this study is classroom action research (CAR). Classroom action research is research conducted by teachers in the classroom with an emphasis on improving or improving learning processes and practices. (Arikunto 2006 : 96).

The prosedure of this study refers to Kurt Lewin's (in Surapranata (2010 : 25) view that states that classroom action research (CAR) is spiral in shape with each cycle consisting of four stages, namely : 1.) action planing. 2.) implementation of action. 3) observation. 4.) and reflection of observations

Setting in this research was SMK N 4 in the sub-district of North Patani, Central Halmahera and the research subjects were all students of class XI of SMK N 4 Halmahera Tengah in the academic year 2018/ 2019 with a total of 20 students. To collect the data, the researcher used observation and test. This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process.

4. Discussion and Conclusion

This research was in the form of a classroom action research (CAR) conducted in Class XI SMK N 4 Halmahera Tengah. Where the learning is carried out by using cooperative learning methods type of *think pair share (TPS)* to improve students speaking skills in learning process.

a.   Cycle I

Planning

The activities carried out at this stage, first, the researcher prepare all equipment related to teaching preparation such as make lesson plan, prepare the teaching and learning process by using cooperative learning methods *think pair share type (TPS)*, observation sheets for teacher and students and also learning material.

Implementing

The implementation of teaching and learning activities carried out in accordance with the learning plan with cooperative learning methods think pair share (TPS).

 In this study the researcher acted as the teacher. While those who act as observer are English teacher. Researcher carry out learning activities in accordance with the learning plan that was made previously. Before entering into the learning material the researcher first explain the understanding of cooperative learning methods type *think pair share (TPS)* and the stages in the learning methods. The researcher also explained that the cooperative learning methods type *think pair share (TPS)* is a learning method that emphasizes student activity and student cooperation in a group. The researcher also explained that students could students together with their groupmates.

Observing

Based on observations, there are things that have not been applied by the teacher in the learning process. At apresepsi, the teacher does not lead students to guess the title of the material, even the teacher does not give learning objectives on the first meeting. The teacher only asks students about whether the group is learning or not. But the teacher has done the learning activities well. Teachers can apply *Think Pair Share (TPS)* type of learning methods quite well so that students become interested in participating in the learning process. Although

there are some students who are still passive because this is the first time students learn to use this learning method.

While, base on the results of observations of students there are things that have been implemented by students when learning takes place. When delivering the material, students do not record explanations from the teacher and students also do not ask questions about material that is not yet understood. It causes students to not understand the expressions in giving and receiving suggestion and offers. But overall students have implemented learning well. Students are able to aplly *think pair share (TPS)* type of cooperative learning methods quite well so that the teaching and learning process runs well even though there are some students who find it difficult to follow and apply this learning method.

Reflecting

At this stages the researcher observes all activities that have been carried out by students starting from the beginning to the end of the action. the results of students' speaking skills are there are 7 students who get grades to meet the minimal completeness criteria (KKM) and 13 students who scored insufficient minimum completeness criteria.

Based on the reflection above, it can be concluded that this resrach was unsuccefull to improve the students' speaking skill so the researcher   continue the next cycle.

b.   Cycle II

Planning

After analyzing the results of activities in the first cycle, several improvements need to be done so that the desired results can be improved. At this stage, all preparations are made and some weaknesses that occur in the first cycle have been prepared and the teacher must apply all the steps of the learning. For this reason, there is a re-planning related to teaching preparation.

Implementation

The teacher gives an example of a conversation then students are asked to observe the contents of the conversation. after students observe the contents of the conversation the teacher gives the task to students to make a conversation in which there is an expression of giving and receiving suggestions and offers   (think stage). after a few minutes the class began to get a little crowded, students seemed to have difficulty regarding the assignment. Next, the teacher divides students into 10 groups with each member consisting of 2 students with different academic abilities. Students have started interacting with their partners so the teacher does not need to be angry to ask students to sit with their partners. After each pair occupies their respective seats, the teacher asks students to work together with their partners to discuss the expressions that will be used in making conversation. (pair stage). At this stage the teacher is more active by visiting all pairs alternately and guiding all pairs, both those who have difficulty and those who have no difficulty in doing their work. The class atmosphere has also begun to calm down because students have begun to understand their assignments. Therefore, after all groups finish working on their tasks, each group moves forward in front of the class to present the results of their conversation (*share* stage). From the results of the presentation each group of teachers takes an assessment of several criteria for rating conversations, including pronunciation, grammar, vocabulary, fluency, comprehension.

Observing

The obseration result are the teacher are able to apply *Think Pair Share (TPS)* type cooperative learning strategies so that students begin to actively discuss and express their opinions. And all of the students have implemented all aspects of the observation sheet. Students have

implemented learning well. Students are able to apply *Think Pair Share (TPS)* type cooperative learning methods well so that the teaching and learning process runs optimally. Students' speaking skills has begun to increase.

Reflection

Learning using cooperative learning strategies Think Pair Share (TPS) type in cycle II has been going well. The teacher guides students to carry out the stages of cooperative learning methods Think Pair Share (TPS) type well. In addition students have also followed the learning in an orderly manner and students are eager to improve their speaking skills. Students already dare to speak in front of the class, so that when speaking in front of their peers students are quite right in choosing words, loud volume and smoothly. So it can be concluded that the second cycle was met the creteria of success.

Based on the results of the students' speaking skills in the first cycle showed just 7 students class XI of SMK N 4 Halmahera Tengah who passed KKM while 13 students were not passed the KKM, it means that they did not meet the criteria of KKM. So that at the step of frst cycle is unsuccessful and the researcher have to continue for the next cycle.

While the result of the second cycle showed that 15 of 20 students of SMK N 4 Halmahera Tengah class XI are able to passed the KKM or in other words they can achieve their speaking in the second cycle, while 5 were not achieved the KKM value (≥ 75). After two cycles have implemented by the researcher, it can be concluded that cooperative learning process through *think pair share (TPS)* can improve students' speaking skills at SMK N 4 Halmahera Tengah.

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