

## TEACHING SPEAKING BY USING THINK PAIR SHARE TEACHING STRATEGY

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**Abstract:** EFL students may find some difficulties to share their ideas or opinion orally. Even though they have something to talk, they may find it difficult to express it. Lack of participation and low motivation in speaking may also be the problem. Therefore, an English teacher should select the best technique that can encourage students and increase their motivation to speak. The teacher can use “Pair Work” to teach English speaking. This technique demands students to be active to speak based on the material given, for example, expressing agreeing and disagreeing opinion. By applying this technique in speaking class, the learning can be fun and interesting. This paper provides a description on how to use pair work technique in teaching speaking to junior high school students

**Keywords:** *think pair share, teaching speaking, teaching strategy, motivation*

There are four basic skills that one should master by students in learning English. Speaking is one of the foremost skills to be mastered as one of ways to express ideas and feeling, to communicate and share information, and to build social relationship. Leong and Ahmadi (2017) argue that speaking is the the most important skills for the effectiveness of communication. It means that without any speech, communication will not exist.

Based on the Curriculum of 2013, teaching and learning English is started at level of junior high school. The primary purpose of teaching English for Junior high school students based on the curriculum is achieving communicative competence. Therefore Junior high school students are expected to be able to speak and communicate in English both in speaking and writing forms.

According to Harmer’s explanation (2007), Junior high school students are those teenagers from the ages of about 12 to 17. They are early adolescents who are in physically and mentally transition from children to young adult. Those teenagers have great capacity for thinking about abstract things and great.

Based on the writer’s preliminary study at SMPN 1 Plumbon, the writer found that the students’ speaking ability was still low. One of the causes of the problem was teaching strategies applied by the English teacher; it was not effective. The teaching strategies applied by teacher created classroom atmospheres that did not reflect the students’ speaking activities. Strategy used in teaching-learning process could not make all students speak English actively. The teacher only focused on the text book and asked the students to memorize conversation provided by the teacher. This situation is considered as an old method and it is not suitable to teach speaking. This teaching learning process could not improve the students’ speaking skill. As a result, the students demonstrated low speaking performance. There are several issues related to this. First, the students did not have sufficient vocabulary, because of this they cannot use the right word in English to express their ideas. The second problem was that the students felt afraid of making mistakes when they speak up or have a conversation in English. The third problem was that the students learn in a monotonic technique.

As the result, the students are not active in speaking learning process.

Think-Pair-Share technique can be used in the teaching speaking. Lyman (1987, p. 48) states, "think-pair-share technique can solve the students' problem in speaking skill". In addition, Svinicki & Janes (2011, p. 194) argue that in Think-Pair-Share technique, students feel freer to participate in general discussion of a problem. Furthermore, Zaim & Radjab (2004, p. 4) state that, in the implementation of Think-Pair-Share technique the students can improve their speaking skill during the learning process. The students are expected to become more actively involved in thinking and discussion about the concepts or problems that presented by the teacher in the lesson and it helps students feel more comfortable.

### **The Advantages of Think Pair Share**

There are so many advantages of think pair share technique for students. It gives the positive changes in students self-esteem. The first one is through this technique the students learns how to listen and respect to the other's voice and idea. The second one is it gives the opportunity to the students learn higher-level thinking skill from their peers. The last one is the students feel confident when they are speaking and standing in front of the class and share the result of discussion with their peers.

Not only give some advantages for students, think pair share also givea some benefits for teacher. By using TPS technique the teacher builds an enjoyable atmosphere in teaching learning process. The teacher change the teaching learning situation in the class and make all the students try to speak up. The other advantages of TPS in teaching learning process is the teacher can assess the students understanding of the learning material by listening to them during discussion or pair work activity. The last one is the teacher can ask the students in

different kind and level of question based on their ability.

### **Previous Studies Applying Think Pair Share Technique in Teaching Speaking**

Think pair share is a cooperative learning technique that was proposed by Lyman(1981). Think pair share is a cooperative learning model which shortened as TPS. According to Lie (2002,p.57), this learning technique give the students some opportunity to work in independent way and collaborate with others. Kagan (1994 as cited in Sanjani, 2015, p.29) argues that think pair share technique can promote and support students thinking ability to the higher level. In line with that, Kusri (2012, p. 3) believes that think pair share technique gives some opportunities for students to be active in the learning process through thinking, pairing, and sharing to another students. Moreover, Khotiyal et al., (2013, p. 137) states that TPS is a classroom-based active learning technique, in which students work on a problem posed by the teacher or instructor. As a part of cooperative learning, think pair share technique is very useful. The point is after the teachers presenting the learning material, then teacher ask them (students) to think about the question mentioned and pairing with their partner to discuss the problem and get the consensus. Finally, the teacher asks the students to share the result of discussion to the whole class.

The study conducted by Sanjani (2015), investigated the use of Think-Pair Share in teaching speaking to the 8th Grade Students of MTsN Karangmojo in the Academic Year Of 2014/2015eaking. In this quantitative research, the data was gathered by using test. The tape recorder was used to record the students' voice during the oral test and camera was used to filming the class activities during the learning process. Sanjani (2015, p. 105) reported that the students made some

improvements in their speaking ability. It was proven by the mean of posttest score that was higher compared to the pretest score. The study conducted by Utama et. al (2013), involving Year 8 students of SMPN 6 Singaraja to examine the students speaking ability on English oral test. This study reported that the students in experimental group who were taught and treated by using TPS technique had higher self-confidence and speaking competency than students in control group who studied by using conventional teaching technique. Based on the results of the previous studies, the writer concluded that think pair share technique can be a good technique in teaching speaking.

### **The Procedure of Using Pair Work Technique**

The implementation of Pair Work Technique in English speaking class is divided into three stages: pre-teaching activity, whilst-teaching activity, and post-teaching activity. These stages follow the instruction of Indonesian Ministry of Education Regulation No 103 year 2014 about the stages of teaching and learning process using Scientific Approach which consist of observing, questioning, experimenting, associating and communicating.

#### **Pre-Teaching Activity**

Pre-teaching activity is the opening of activity before starting the lesson. In this stage, the teacher starts the class by greeting the students. After that, teacher asks the chairman to lead to pray together. Next, teacher will take students' attendance list. Then, the teacher may check students readiness for study. The main activity in this stage is introducing the topic and delivering the goal of the subject.

#### **Whilst-Teaching Activity**

Whilst teaching activity is the activity during the discussion about the material. In this activity, it is time to reach the competency with interactive, inspirational, interesting, challenging, and motivating students to be active, creative, and independent. In this activity, it is divided into five activities: observing, questioning, experimenting, associating, and communicating.

#### **Observing**

The teacher's activities at this stage are presenting the context through pictures (using LCD, projector) and demonstrating it in front of the class.

Teacher : "Ok, students, before we learn more using pair work technique. I have some pictures".  
Students : "Yes Miss"

#### **Questioning**

The learning activity in this phase is ask questions about information that is not understood from what is observed or questions to obtain additional information about what is observed. The student may ask about the unfamiliar words are in the picture.

Teacher : "Ok, students. Based on the pictures, what is the picture about?"  
Student 1 " Greeting Card Miss"  
Student 2 " Congratulation for someone Miss"  
Student 3 "Miss"  
Teacher "Give congratulate to someone Miss"  
" Ok Good Students!"

#### **Experimenting**

In this time, students should find out the information about the topic from the text books or other sources. Meanwhile, teacher gives more explanation for emphasizing the topic. In this time teacher give the students quiz to related the topic about greeting card.

### Associating

At this stage, teacher can give students a different topic/theme. The students work in pair, discussing and making their own opinion on the topic given by teacher. At this stage, the teacher must control and guide the student. This activity draws on cognitive skill to produce appropriate language in context. Pair work will increase students' interaction and socialization also it is very helpful for students to engage in meaningful communication directed towards a goal or set of goals.

### Communicating

Teacher can walk around, check and monitor whether the students were using English or not. The teacher can also get involved with the students and help them with the vocabulary they did not know. During this phase, there is a possibility the students actively engaged in speaking. The students can take turn to speak and express their opinions based on the topics given. When fifteen minutes of the pair-work task is done, and then the teacher can move on to the reporting of the worksheets

### Post-Teaching Activity

Post-teaching activity is the activity to evaluate learning process and students comprehension in learning. In this activity, teacher and students make a conclusion about the topic. Teacher also gives feed back about the learning process and does follow-up such as giving homework to remain what students have learnt. Teacher can ask students to make a topic and give your expressing agreeing or disagreeing in your notebook

### CONCLUSION

Speaking is one of the foremost language skills that quite difficult for students. The students may have some difficulties related to the lack of participation, inability to express opinion, and low motivation in speaking. Based on the curriculum of

2013, the primary purpose of teaching English is achieving communicative competence. As a result, Junior high school student as the early stage students should be able to speak and communicate in using English language. One of the techniques that can be used in learning English is "Pair work". This technique can increase students' participation and motivation and more efficient than group or whole class discussion as every student gets the opportunity to speak. In addition, the face-to face interaction between two students results in a more audible conversation which motivates activity involvement. Moreover, students can learn and teach each other.

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