

**IMPROVING STUDENTS' SPEAKING SKILL USING COOPERATIVE
LEARNING - (THINK-PAIR-SHARE) MODEL AT CLASS X BAHASA
SMAN 4 PRAYA IN ACADEMIC YEAR 2014/2015.**

AN ARTICLE



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**“MENINGKATKAN KEMAMPUAN BERBICARA SISWA
MENGUNAKAN COOPERATIVE LEARNING- (THINK-PAIR-SHARE)
MODEL PADA KELAS X BAHASA TAHUN AKADEMIK 2014/2015”**

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa menggunakan Cooperative Learning (Think-Pair-Share) model. Penelitian ini adalah Penelitian Tindakan Kelas yang melibatkan siswa kelas X Bahasa di SMAN 4 Praya yang terdiri dari 23 siswa. Penelitian ini dilaksanakan dalam tiga siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Data diperoleh menggunakan lembar pengamatan siswa dan nilai berbicara siswa yakni pre-test dan post-test. Hasil dari penelitian ini menunjukkan bahwa TPS mampu meningkatkan kemampuan berbicara siswa. Hal ini ditunjukkan dengan meningkatnya nilai rata-rata siswa dalam setiap post-test. Dalam siklus pertama, nilai rata-rata akhir siswa adalah 57.83. Dimana 34.78 % siswa melampaui KKM (Kriteria Ketuntasan Minimum). Pada siklus kedua, nilai rata-rata siswa menjadi 68.41 dengan persentase siswa yang mencapai KKM adalah 69.5%. Pada siklus terakhir, nilai siswa meningkat dengan pesat. Sebanyak 86.95 % siswa mencapai KKM dengan nilai rata-rata 75.07. Hal ini menunjukkan bahwa kriteria kesuksesan tercapai. Sehingga, dapat disimpulkan bahwa TPS dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: Think-Pair-Share(TPS), kemampuan berbicara, Penelitian Tindakan Kelas.

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ABSTRACT

This study is aimed at improving students’ speaking skill using *Cooperative Learning – (Think-Pair Share)* model. This is a classroom action research which involved students at class X Bahasa of SMAN 4 Praya which consist of 23 students. This research was done in three cycles. Each cycle consists of planning, acting, observing and reflecting. The data were collected using students’ observation and students’ speaking scores of pre-test and post-test. The result of this research showed that TPS improved students speaking skill. It was indicated by the increasing of the students’ mean score in every post-test of the three cycles. In the first cycle, the mean score of the post-test was 57.83. There were 34.78 % of the students passed the KKM (*The Minimum Standard Score*). In the post test 2, the students’ mean score was 68.41 and the precentage of students’ who passed the KKM was 69.5 %. In the last cycle, the students’ scores were highly improved. There were 86.95 % of students passed the KKM by the mean score 75.07. It means that the criteria of success was achieved. Thus, it can be concluded that TPS can improve students’ speaking skill.

Key words: Think-Pair-Share(TPS), speaking skill, Classroom Action Research.

A. INTRODUCTION

English is known as an international language. It is used in global communication. In Indonesia, English becomes essential language subject of education issues. Nowadays, English has been introduced in elementary school until senior high school and university in order that Indonesians' students will have a great preparation to face globalization era which needs English much for communication with the people from every country all over the world in every aspect of life: economy, education, international relationship, and technology.

Nevertheless, most of the students of SMAN 4 Praya never practice speaking English with their friends formally or informally, it because of afraid of making mistakes, and not of feeling confident. Moreover, speaking activity is still dominated by the teacher. Teacher is still centre of learning process, mostly the teacher acts and controls the students without giving opportunity for the students to express and give their opinions. Students as learners have less chance to improve their skill even getting involved in the conversation and participating in the class activity. In addition, students are lack of vocabulary on the issues being talked. Based on the observation, students seem to get confused when being asked or what the information contains in the conversation. This happens because of their lacks of vocabulary to understand the issues being talked. As a result, the students were confused when having question asked related to the conversation. Furthermore, the problem appear because of the lack of students' opportunities to practice their speaking. It because of teaching tradition of the teacher who always asked a part of students. This activity influenced other students' confidence to get involved in the conversation. As a result, students' speaking skill will be impacted and becomes serious disadvantages for students' development. In addition, the researcher also held a pre-test to identify the students' basic competence in speaking (Appendix 7). The mean score of the pre-test was 44.92. There were three students or 13.4% passed the KKM. It indicated that the students' speaking skill at Class X Bahasa SMAN 4 Praya was very low.

Those problems require an appropriate solution to improve students' speaking skill. As a researcher, I propose Cooperative Learning - (Think-Pair-Share) model to solve those problems.

The results of this study attempts to answer the research questions: "How can cooperative learning - (Think-Pair-Share) model improve students' speaking skill at class X BAHASA SMAN 4 Praya in academic year 2014/2015?"

Based on the research questions, this study aims to improve students' speaking skill by using cooperative learning - (Think-Pair-Share) model at class X BAHASA SMAN 4 Praya in academic year 2014/2015.

The results of this study are expected to:

For students, by applying cooperative learning - (Think-Pair-Share) model, it can improve students' speaking skill.

For teacher, the result of this study can be used as an alternative way in order to improve students' speaking skill.

For other researchers, this result can be used as stimulant information to conduct further research for developing other skill.

B. RESEARCH METHODOLOGY

The method used in this research was Classroom Action Research. According to Wallace (2006), classroom action research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It indicates that the classroom action research is a study emphasizing on how to solve the problems. Thus, before the researcher implemented the classroom action research, the researcher or the teacher needs to identify any problems really found in the classroom before applying the research. In dealing with classroom action research, there are some phases that have to be excuted in some cycles. Each cycle consists of planning, action, observing and reflecting. However, when the problems cannot be solved in one cycle, then the researcher has to move to the next cycle until the problems solved.

This research was conducted at SMAN 4 Praya. The subject of this study was the students of class X BAHASA SMAN 4 Praya academic year 2014/2015. The number of students was 23 students (11 males and 12 females).

Kinds of data collection in this research were qualitative and quantitative data. The qualitative data consist of the students' observation sheet (Appendix 6) which included students' enthusiasm and cooperative process while learning activity in the classroom. On the other side, the quantitative data of this research was the students' achievement in speaking skill: pre-test and post-test in every cycle.

Sources of data in this research were (i) students of class X BAHASA SMAN 4 Praya academic year 2014/2015; (ii) English teacher of X BAHASA SMAN 4 Praya academic year 2014/2015.

The technique used in collecting the data was observation and test. In this case, the researcher was helped by collaborator to observe the students directly in the classroom and get description about student's activity and participation in learning speaking process. It includes students' performance in speaking, the teacher's performance during classroom action research, and the students' response concerning with the use of TPS in learning speaking. The researcher also used test to get data about process of learning skills. The tests were pre-test and post-test (Appendix 5). The pre-test was completed before implementing TPS. It was a way to evaluate the student speaking score at first (Appendix 7). On the other hand, the post test was implemented after applying TPS in teaching and learning process. It was aimed to get learning outcomes data. It was taken by giving test to students after teaching.

The data analyzed by obtaining student test result in every cycle. Factors that examined were accuracy, fluency, and comprehensibility. Indicator of scoring in this research depends on KKM (*The Minimum Standard Score*) as standard mark that was applied by SMAN 4 Praya.

The study is said to be successful in this research if:

- a. Students' speaking skills are getting improved in each cycle.
- b. 85 % of students achieved minimum standard of score 70.

C. FINDING AND DISCUSSION

a. Cycle I

Table 4.1 The Result of Students' & Teacher's Observation Sheet in Cycle I

| Cycle I | Total of Students | Students' observation | | Teacher's observation | |
|------------------|-------------------|----------------------------------|----------|----------------------------------|----------|
| | | Percentage of Students' Activity | Category | Percentage of Teacher's activity | Category |
| (First meeting) | 23 | 48.57% | Poor | 68.19% | Fair |
| (Second meeting) | 23 | 50% | Poor | 72.46% | Fair |

The percentage of students' activity in table 4.1 indicated that the students' activities during the learning process were categorized poor and the teacher's percentage was categorized fair. On the other side, the observation sheet (Appendix 6) showed that the students were still confused on how to arrange a good sentence in describing people or thing or even place. Besides, they worked hard to work in group. Some of them were shy to state his/her opinion and tend to be silent. Furthermore, when a group presented their work, the other groups did not give any respond because they were hard to utter what in their mind. It was caused by the lack of vocabulary, lack of opportunities and afraid of making mistakes. In addition, the students did not understand the lesson. It was indicated by the students' score in the post-test 1. The students' mean score of post-test 1 was 57.83. The highest score was 73.33, and the lowest score was 43.33. There were eight students or 34.78 % of the students who gained the score above KKM which was 70.

Based on the result above, it can be concluded that the students' achievement on speaking skill were low on cycle 1.

Therefore, the researcher should revise the action and planning before implementing the TPS technique to the next cycle. Thus, in the next cycle, the students have to be more active in the classroom activity with more exercises and role play or games to make the teaching and learning process more interesting. Besides, the disciplinary in executing the technique must be increased. The last, the students have to bring dictionary, in order to help them find out the meaning and class of words as their learning source except the teacher.

b. Cycle II

Table 4.2 The Result of Students' & Teacher's Observation Sheet in Cycle II

| Cycle II | Total of Students | Students' observation | | Teacher's observation | |
|------------------|-------------------|----------------------------------|----------|----------------------------------|----------|
| | | Percentage of Students' Activity | Category | Percentage of Teacher's activity | Category |
| (First meeting) | 23 | 52.86% | Poor | 77.37% | Fair |
| (Second meeting) | 23 | 67.14% | Fair | 83.93% | Good |

The percentage of students' activity in tables 4.2 indicated that the students' activities during the learning process could be categorized fair and the teacher's activities were categorized good. Moreover, the researcher also found that the students' achievements in the first and second meeting were increased. It was

indicated by the result of the students' score in post-test 2. The mean score of the post-test 2 gained 68.41. There were 16 students or 69.5 % students passed the KKM. However, it could not claim as a good improvement.

Thus, in the next cycle the researcher needs to do the step bellow:

1. Giving instructions with familiar words.
2. Giving students motivation to learn the material.
3. Preparing more interesting topics or teaching media to gain more students' attention.

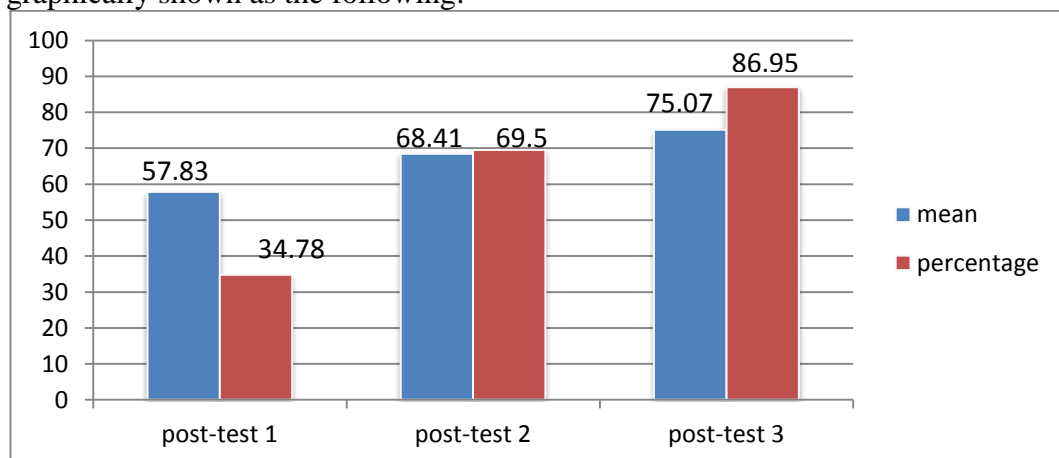
c. Cycle III

The percentages of Students' and teacher's activity in the first and second meeting in cycle 3 were categorized excellent. It was proved by the following table:

Table 4.3 The Result of Students' & Teacher's Observation Sheet in Cycle III

| Cycle III | Total of Students | Students' observation | | Teacher's observation | |
|------------------|-------------------|----------------------------------|-----------|----------------------------------|-----------|
| | | Percentage of Students' Activity | Category | Percentage of Teacher's activity | Category |
| (First meeting) | 23 | 82.85% | Good | 84.26% | Good |
| (Second meeting) | 23 | 94.28% | Excellent | 85.25% | Excellent |

The percentage of students' activity in tables 4.3 showed that the students' and teacher's activities during the learning process could be categorized excellent. It can be seen that the students' achievement on speaking skill were increased. In the third cycle, improving the students' speaking skill using cooperative learning (TPS) was successful. The students were used to following the instructions that teacher gave. In addition, they were enthusiastic in teaching and learning process. Besides, most of them had incresed their score on the post-test 3 (Appendix 5). It was indicated from the mean score gained by the students which was 75.07. Furthermore, 20 students or 86.95 % of students passed the KKM. In addition, the increasing comparative mean score tables of the post-test 1 until the last post-test that was obtained by the students in the first-cycle till the last cycle could be graphically shown as the following:



Graph 4.2 The comparison between the Post-Test1, Post-Test 2 and post-test 3.

The students' achievement in the third cycle was very good. The result of the post-test 3 indicated that 20 of students or 86.95 % passed the KKM. The researcher felt satisfied with the result of the latest score. Because of that result, then the researcher decided to stop the action.

- **Discussion**

Based on the result of students score on each cycles, it proved that TPS technique can improve students' speaking skill of class X Bahasa at SMAN 4 Praya. It can be seen from the improvement of the students' speaking score in each cycle. The students' mean score in first cycle was 57.83. It was considered as low score because most of students did not achieve the standard minimum score that was 70. Therefore, it was continued to second cycle. The students' mean score was 68.41. In the first-cycle, 34.78 % students passed the KKM. It was increased in second cycle which was 69.5% students passed the KKM. However, It cannot be said successful because the mean score and the percentage of the students' passed the KKM were under the criteria of the performance indicators. As a result, the researcher conducted the third-cycle in order to get better achievement of the students in speaking skill. The mean score that the students gained in this cycle was 75.07 or 86.95 % students achieved the KKM. The result of this cycle showed that the technique applied to improve students' speaking skill was successful.

Furthermore, the TPS is said effective technique because of the three phases of activity: *Think, Pair, and Share*. The TPS allowed students to construct their own opinion as individual, and work together in group. After that, they were asked to share their opinion to the whole group. It is very important part of second language learning. Through this technique, the students' ability to communicate in second language can be facilitated. As Sampsel (2013) states that TPS can improve students' confidence and make the students easier to enter a discussion with another classmate. Besides, they were confident to share their opinion to other people. According to Dornyei (2001) the ways to promote students' self-confidence were through providing experience of success, encouraging the learners and reducing anxiety. As a result, when the students were engaged in a discussion, they will present their opinion individually or even cooperatively in the classroom as a whole group. Besides, the students have a good opportunity to express their ideas inside classroom. It also enable them to formulate individual ideas and share it with others. Moreover, it can encourage students participation in a group discussion. They were not only required to think about an issue but also interact with their pair or group to explain their ideas and respond to the other ideas. Therefore, it enhance students' speaking without anxiety because they have an opportunity to think carefully about their answers and corrected the responses about an issues with their partners before they present the result of their discussion.

D. CONCLUSION AND SUGGESTION

1. Conclusion and suggestions

- Conclusion

Based on the result of the study, it can be concluded that by applying the TPS (*Think-Pair-Share*) technique:

- a. The students' speaking skill was highly increased. This technique keeps all the students involved in class discussion and provide an opportunity for every student to share their ideas without hesitation. It also allowed the students to work together in a pair or a group to discuss about some topics. A group discussion helps the students in negotiating for more comprehensible input and in modifying their output to make it more comprehensible to others. It assists the students to be accustomed to practicing in speaking by their ideas. As a result, the students' fear while teaching and learning becomes decreased. It was because they were given an opportunity to think carefully about their answers and talk about the topic with their partners before they present their text.
- b. Self-confidence and learner's motivation were improved. Moreover, it creates relaxed climate in the classroom. It is also helpful to students in developing their social abilities. The students have a good attitude when exchanging their ideas with others. They also showed a high attention when the teacher delivered lesson in teaching and learning process. Therefore, TPS could significantly improve the students' speaking skill.
- c. The students' mean score was increased in every cycle. In the first cycle, the students' mean score was 57.83 with the percentage of pass students 34.78 %. Then in the second cycle it was increased to be 68.41 with the percentage of pass students 69.5 %. In the last cycle, the students' mean score was 75.07 and fulfill the criteria of performance indicator with 86.95 % students passed the KKM. Thus, it is clear that the speaking skill of the students' of class X Bahasa at SMAN 4 Praya can be improved using cooperative learning (*Think-Pair-Share*).

- Suggestions

The followings are the suggestions for the next researcher who will conduct the study using TPS technique.

1. Teacher may apply cooperative learning (*Think-Pair-Share*) technique because it improves the students' speaking skill.
2. Teacher is expected to select an appropriate material, topics, and teaching media related to students' daily life.
3. Teacher should be able to create a good atmosphere in the classroom when the teaching and learning process are executed.

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