



## Using think pair share (tps) in teaching speaking

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### ABSTRACT

This study aims at finding whether Think Pair Share (TPS) in teaching speaking skills improves the students' achievement. It was experimental research. This study was conducted at SMPN 8 Banda Aceh on the 8th level. There were 20 students. In collecting the data, the researcher distributed some tests and observation sheets. The test was about speaking test. The test which was distributed before treatment was called a pre-test and the test which was given after treatment was called a post-test. Pre-test and post-test need to be collected to evaluate the student's achievement before and after the implementation of Think Pair Share (TPS). Then, the observation sheet aims to observe the students' participation when the research was conducted. The finding revealed that the use of TPS improves students' speaking skills. The data were analyzed by using SPSS and Wilcoxon Signed Ranks Test Formula. Based on the output of "Test Statistics" revealed that Asymp.Sig. (2-tailed) was 0.000. The 0.000 is lower than 0.05 and it meant that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, Think Pair Share (TPS) improves the students' speaking skills. The results show that the post-test score after treatment is higher than the pre-test score.

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## INTRODUCTION

English is a third language, commonly known as a foreign language, for Acehnese students. They rarely use the language in a community or social environment and have inadequate vocabulary mastery to transfer their ideas. Some reasons why speaking English is difficult for students. As regards students' problems, Edge (1993) claimed that vocabulary is very important in creating interaction among students and will support successful discussion.

Nunan (2003: 48) says

"Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real-time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing".

It means that when learners speak, they must compile their thought as comprehensible input in a good language mechanism and expression to let his/ her interlocutor understand what he tries to deliver. Speaking is the oral ability of one person to deliver his/ her ideas or perceptions through interaction, communication, discussion, or sharing about the surrounding environment (Leong and Ahmadi, 2017; Raba, 2017). Speaking is a skill that needs to be improved. Following it, a good speaker should empower his/her ability in delivering ideas to let the interlocutor understands the ideas delivered. To build one's language stimulus, the language learner needs some supported values. Some language experts prefer to use Non-linguistics and Linguistics terminology to classify the factors affecting language acquisition, and others also classify them into linguistics, psychology, and social factors (Saville and Troike, 2006); but they are the same in context.

Non-linguistics and linguistics factors will affect one's language acquisition processes (Ellis, 1986 and Fromkin, V. et. al, 2002). Non-linguistic factors refer to the external factors of language, for instance, motivation, language exposure, students' self-esteem, etc. For instance, the English language environment. When one has a community of English language, it supports the process of acquiring language. Many people use the language for different needs. For example, the English language environment can be studied by boarding school students who use the English language in their daily activities. They have an English community and they always use English indeed they become more capable of speaking English. Language use, language content, and sense of language can be learned through practicing the language. In this case, boarding school students have much more time in practicing English.

Additionally, mastering speaking appropriately needs a great effort as it requires adequate integration of certain language aspects, also known as linguistics factors. Linguistic factors are related to the internal factors of language or all about language competencies. All these things are related to language mechanisms, and language components such as vocabulary, correct grammar, sentence structure, and correct pronunciation. To be able to speak English well, Brown (2004, p. 140) some language components which are directly related to speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension are needed.

Based on the results from a preliminary study at State Junior High School (SMPN) 8 Banda Aceh, the researcher found that most of the students could not speak well. The difficulty is due to inadequate vocabulary mastery, fear of making mistakes, and lack of self-confidence. It can be seen that they are reluctant to respond to the teacher's questions or practice in front. It is also related to the problems.

After studying the problems that the students have in speaking English, Think Pair Share (TPS) was offered to be used as a technique in teaching English speaking. Some previous research revealed an improvement in students' achievement after Think Pair Share was applied. Firstly, the research conducted by Raba 2017 approved that the use of Think Pair Share (TPS) plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment, and enhancing students' motivation to learn better. Then Retnowati and Ngadiso (2018) also applied TPS with Flashcards and proved that there is a significant improvement in students' achievement by the increasing average speaking score; from 63,1 in the pre-test result, become 73,25 in the first cycle still increase to 81 at the second cycle. Next, Syafii (2018) improved the students' speaking skills using TPS and the result also revealed the improvement in students' speaking ability. It could be seen from the increasing number of students whose average score was 3, from 7 students (29%) of 24 students in the preliminary test to 17 students (65%) of 26 students in the final test. Therefore, based on some previous studies, TPS also be considered to be implemented in this research to improve students' speaking ability.

Think Pair Share (TPS) is a cooperative learning technique that was first proposed by Lyman (1981). TPS involved four steps to be applied; the question from the teacher to provoke the students' creative thinking; time to think individually; pairing with a partner; and sharing the ideas with all students in the class. TPS allows students to work independently which the Think phase works on.

Here the students need to think individually about the questions given at first. Then in the Pair phase, the students collaborate with others. Here the students also can build their self-confidence by pairing work and they have more time to organize their thought and make fewer mistakes. The last phase is Share in which the students are invited to participate in class discussions to share their thoughts with other groups in the class. TPS requires students to engage in group activities which increase learning outcomes and interaction with all groups in the class (Lyman, 1987; Schwab, 1999; Trianto, 2007; Arends, 2008; Parker, 2009; and Brady & Tsay, 2010).

## RESEARCH METHODOLOGY

The research methodology was quantitative research. Quantitative research involves studies that make use of statistical analyses to obtain their findings, require a degree of control and manipulation of phenomena control and the key features include formal and systematic measurement (Marczyk, DeMatteo, Festinger, 2005; Gay, Mill, and Airasian, 2006; (Cohen, Manion, & Morrison., 2007).

The design used was experimental design. It was applied to one group pre-test and post-test design. It means that the data were collected through pre-test and post-test. The pre-test means the students' achievement before treatment is given, meanwhile, the post-test is the testing evaluated after the treatment is applied (Arikunto, 2010). As research, the result can be determined by the comparison of students' pre-test to post-test. The improvement was revealed if the students' post-test scores were higher than the pre-test. The treatment here is the use of Think Pair Share (TPS) in teaching speaking. To design the instrument used in the treatment phase, a picture was used as media for the students to describe. The speaking rubric used to analyze the students' speaking achievement, as suggested by Brown 2004, consists of four (4) aspects, they are; grammar, vocabulary, pronunciation, and fluency. Four (4) was the highest score and One (1) was the lowest score for each aspect. Thus, the maximum score was 16. For example, if a student could get 4 for each aspect (grammar, vocabulary, pronunciation, and fluency) so the total score she/he got is 16. Then, 16 (the students' total score) was divided by 16 (maximum score) and multiplied by 100 and then became 100 (100 is the student's score for the whole aspect of speaking). Then, an observation sheet was also used to evaluate the students' participation and improvement.

### Research Procedure

Firstly, the implementation of Think Pair Share (TPS) was conducted in this research. TPS is applied with three steps or processes: thinking, pairing, and sharing (Lyman, 1981) states that Think-Pair-Share is the cooperative strategy to discuss and make the students easier to do their tasks in a group. To apply this strategy, the teacher or lecturer gives some questions, evaluates the process, and gives the time one minute for the students to think of appropriate answers.

The first phase is the thinking phase. In this phase, the teacher gives a question or a problem to the students, so that they discuss this problem individually. It means that the students can develop their critical thinking to solve the problem. The students get information appropriate to their memories and experience when they can upgrade the quality answer with their own opinion. TPS gives students time to think about the important problem and is of great effect. Students feel more comfortable if they are given enough time to think and organize their thoughts before they start expressing themselves. It is better than responding directly. The more time they think about it, the fewer mistakes they make. In addition, it also allows the teacher to check the student's understanding and comprehension. In this case, the teacher gave the picture to the students to be discussed. The picture has to be described by all students. Each of the students has a piece of the picture. Then, to design the description of the picture, the teacher gave the time to students to think about what to describe and structure some ideas related to the picture given.

After passing the thinking phase, then the students should be actively involved in the pair phase. In this phase, the students are required to pair up with their friends to discuss the topic. This

is very significant because students begin to build their knowledge with their friends in the discussion. Here the students are asked to speak up and transfer his/ her idea to his/ her pair. It can make the students easier to get an idea with their friends or pairs. If the students don't understand, they can ask for their pairs to discuss with them. The teacher asks students to pair up discussing what has been thought, usually the teacher gives about 4-5 minutes to pair up.

The next phase is sharing. Each pair of students discuss with each other the results of their previous answers so that the results are better because students get the additional information and solve other problems by sharing with other students.

Secondly, the observation sheet was also used to observe the students' improvement day by day. The observation was conducted during the students were treated with TPS. It aims at finding the students' progress in speaking and also in cooperating with pairs and all classmates. During the implementation of TPS, observation also was conducted.

## RESULTS AND DISCUSSIONS

This experimental research was conducted on the 8th level of SMPN 8 Banda Aceh. There were five meetings for the experimental group (including pre-test, post-test, and three times treatment). The data were collected by giving an oral test to the students, by using a picture as an object and letting the students describe the picture. The writer used a mobile phone to input (record) the data of the pre-test and post-test. The students' speaking data were transcribed to be analyzed. In analyzing the students' speaking skills, the writer used four aspects of speaking to be assessed. The aspects of speaking skills mentioned by Brown (2004), such as grammar, vocabulary, fluency, and pronunciation. Pre-test and the post-test score was analyzed quantitatively by using a statistical formula.

The first finding related to the use of Think Pair Share (TPS) in teaching speaking. The data were analyzed by using SPSS and Wilcoxon Signed Ranks Test Formula. Based on the output of "Test Statistics" revealed that Asymp.Sig. (2-tailed) was 0.000. The 0.000 is lower than 0.05 and it meant that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, the use of Think Pair Share (TPS) improves the students' speaking skills. It means that the students' post-test score is higher than the students' mean score on the pre-test.

The second result was from observation. On the first day (when the pre-test was conducted and the first day of treatment), the researcher noticed that some students didn't show cooperation, they were shy, they were embarrassed to work in pairs, and they also committed a lot of grammar mistakes in speaking. Some of them didn't speak at all; they just listened to their classmates. During the next meeting (day 2 of treatment), the researcher noticed that students started to show some progress. They started to get on well with each other. They looked engaged in discussions and they seemed to be more comfortable. The tension that the researcher noticed during the first day among pairs started somehow to disappear. They were enjoying their time. On the other hand, a few students refused to speak. They looked so embarrassed and not confident enough to participate. Then during the last meeting of treatment, the researcher reported that students were better engaged in class interaction. Class participation was more than accepted; they become more willing and more ready to share ideas. They improved a lot and committed fewer grammar mistakes in speaking and became more fluent in expressing themselves, were all engaged in thinking, discussing, and sharing, and they were curious.

Those improvements are in line with the Think Pair Share itself in which the students have time to proceed with their capability by having time to think individually the first time, then need to pair with friends what they have in their idea, and they convince the others by sharing about what they have thought with his/ her pair altogether (Lyman, 1987; Schwab, 1999; Trianto, 2007; Arends, 2008; Parker, 2009; and Brady & Tsay, 2010). A good speaker should empower his/her ability in

delivering ideas, for example through discussion or sharing idea to let the interlocutor understands the ideas delivered (Leong and Ahmadi, 2017; Raba, 2017).

## CONCLUSION

The use of Think Pair Share (TPS) improves the students' speaking skills. It can be revealed data analysis using SPSS. The output of "Test Statistics" revealed that Asymp.Sig. (2-tailed) was 0.000. The 0.000 is lower than 0.05 and it meant that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, the use of Think Pair Share (TPS) improves the students' speaking skills. It means that the students' post-test score is higher than the students' mean score on the pre-test. To teach by using Think Pair Share (TPS), the picture was used as media to engage the students to have more actively participated in the discussion about the picture given. Then, the result from observation showed that there was a gradual improvement in students' speaking aspects and building up good participation with their friends. Following the results of this research, it is suggested to further researchers conduct the research underlying TPS and use other teaching media.

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