

# STUDENTS POSITIVE RESPONSE THROUGH THINK PAIR SHARE STRATEGY ON ENGLISH SPEAKING SKILLS

Iin Baroroh Ma'arif & Ashlihah  
[iinbaroroh@gmail.com](mailto:iinbaroroh@gmail.com) & [ashlihahehaka@gmail.com](mailto:ashlihahehaka@gmail.com).

KH.A.WAHAB HASBULLAH

## ASBTRACT

Harmonious communication has an important role in teaching and learning process, especially in encouraging the success of teaching and learning process in the classroom. This research was conducted to know the student's response to the implementation of Think Pair Share strategy in Speaking course. This strategy emphasizes how students are more active in communicating using English in the classroom. The purpose of this research is 1) how the implementation of Think Pair Share strategy in class; 2) how students respond to the Think Pair Share strategy in the classroom; The design of this study is descriptive-qualitative to answer these questions. In this study, researchers themselves are the main instrument. In collecting data, researchers used observation sheets, and field notes.

*Keywords:* Think Pair Share strategy, student response

## A. INTRODUCTION

English is the current international language. English plays an important role in this modern world. English functions not only as a language of science and technology, but also people use English as a means of communication in economics, politics, social, cultural and trade, multilateral relations, and also for career growth. Because of its importance in this globalized world, the Indonesian government, therefore, through its national curriculum, focuses on the goal of improving students' skills in all English language skills, including reading, writing, listening and speaking skills.

Basically in English communication, there are some things that must be mastered, such as the number of vocabulary, knowing the structure of the sentence and able to pronounce the words correctly. Furthermore, confidence is a supporting factor that must be acquired. According to Cahyono and Widiati (2011: 29) the success of students in developing their communication skills can be seen from the smoothness, accuracy and effectiveness of the speech.

## B.LITERATURE REVIEW

In connection with learning English, Cahyono and Widiati (2011: 36) said that speaking should apply the communicative approach. Students can interact with others in the learning process so that they can improve their English skills. Communicative approach allows students to manage their communication with their friend in the classroom. The communication not only manage between students and teacher but also students and teacher.

There are many learning strategies, but the most frequently discussed topics in the world of education are cooperative learning strategies, one of it is the Think Pair Share learning strategy. In this learning strategy the students are trained how to express opinions and students also learn to respect the opinions of others by still referring to the material / learning objectives. Think Pair Share is designed to influence student interaction. Think pair share facilitate the students to share their opinions with other students.

**C.RESEACH METHODOLOGY**

This study focuses on how the implementation of Think Pair Share strategy in the classroom and how students respond to the implementation of Think Pair share strategy in class. This research is qualitative descriptive research because it focuses on description and explanation. The data sources in this study are students of English language education program semester 2 in Speaking courses. For research instrument, researcher is the main instrument and to strengthen this research data also use observation sheet and field note.

To collect data about how students' attitude toward the implementation of Think Pair Share strategy in Speaking 2 subjects the researcher uses questionnaires that must be filled in all the students. From the data, the researcher analyzed whether positive or negative student response to the implementation of this Think Pair share strategy.

| No | Questions  | Strongly agree | Agree | Ordinary only | Disagree | Strongly disagree |
|----|--|----------------|-------|---------------|----------|-------------------|
| 1  | Using the Think Pair share strategy, I enthusiastically speak English                            |                |       |               |          |                   |
| 2. | The use of the Think Pair share strategy motivated me to dare to practice speaking in English    |                |       |               |          |                   |
| 3. | The use of TPS strategies is more interesting than other strategies in learning to speak English |                |       |               |          |                   |
| 4. | The use of TPS strategies helped me learn to speak English more easily                           |                |       |               |          |                   |
| 5. | The use of the TPS strategy helped me in improving my English vocabulary                         |                |       |               |          |                   |
| 6. | The use of the TPS strategy helped me in reproducing the proper English                          |                |       |               |          |                   |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | phrases   |  |  |  |  |  |
| 7. | With the TPS strategy I get the right language usage model especially for talking                 |  |  |  |  |  |
| 8. | The use of the TPS strategy not only helped me in improving my speaking skills but also listening |  |  |  |  |  |
| 9  | The use of the TPS strategy helped me get an idea for speaking practice                           |  |  |  |  |  |
| 10 | The use of TPS strategies can be useful in teaching English, especially speaking                  |  |  |  |  |  |

Questionnaires to be filled by students amounted to 10 statements covering 4 topics on learning English. The first topic of how student feels after the implementation of the Think Pair Share strategy in the classroom (questionnaire number 1 & 2), second topic on the effectiveness of using Think Pair Share strategy compared to other strategies (questionnaire number 3 & 4), subsequent topic on Think Pair benefits Share is attributed to students 'speaking ability in terms of grammar, vocabulary, fluency and accuracy of word pruning (questionnaire number 5-7), and the last topic on improving students' speaking ability (questionnaire number 8-10).

Example of a questionnaire Assessment of students on the use of Think Pair Share strategies in Speaking courses in class)

What is your opinion after learning to Speak English using the Think Pair Share (TPS) strategy? (Select an answer by checking (√) the answer option)

**D.RESULT AND DISCUSSION**

The results of the questionnaire showed positive responses of students after the implementation of the Think Pair Share strategy in the classroom.

The first topic concerns students' feelings after the implementation of the Think Pair Share strategy in the class shows that 87.03% of students feel enthusiastic and motivated to learn and practice their English speaking skills, while others (12.96%) feel unconvinced that Think Pair Share strategies can make them more motivated to improve their speaking ability.

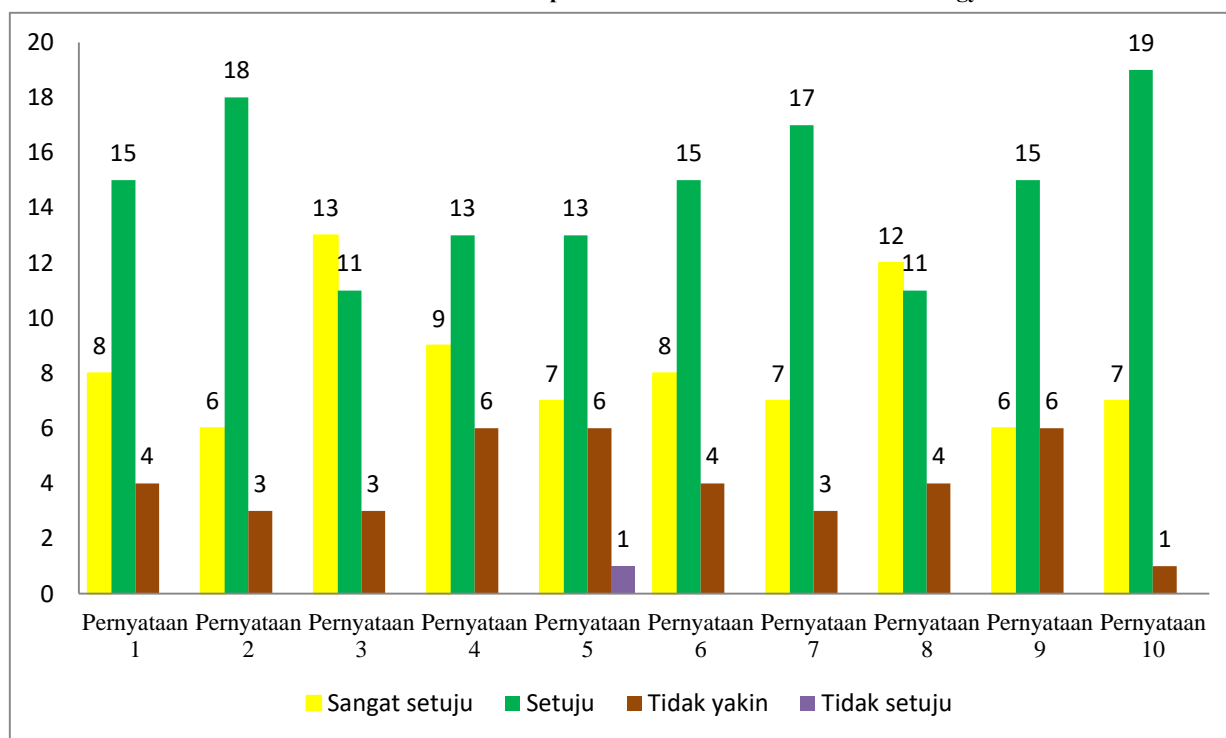
The next topic on the effectiveness of the Think Pair Share strategy compared to other strategies showed 85.19% of the students agreed while the other (14.81%) expressed uncertainty about it. The next topic shows 81.48% of the

students agree the use of Think Pair Share strategy is useful to improve students' speaking ability in terms of grammar, vocabulary, fluency and accuracy of pronunciation. While on the last topic about improving students' speaking ability English showed 86.45% gave positive response and the rest (13.55%) said not sure.

After analyzing all data, 84.81% of students responded positively to the use of Think Pair Share strategy in Speaking 2 courses. The result if connected with success criterion 2 points is 75% of students showed a positive response it can be concluded that this result has exceeded predetermined success criteria.

More data showing student's attitude toward implementation of Think Pair Share strategy can be seen in table:

**Graphic 1**  
Students' attitude on the implementation of Think Pair share strategy



**E.CONCLUSION**

Based on the result of this research, it can be concluded that the implementation of Think Pair Share strategy can give positive response to the students. Students have a positive opinion about the use of TPS in the proses of learning.

Follow-up from this research can be made as a reference in learning. For teachers or other teachers, the results of this study can be made as an alternative strategy in learning activities.

**F.REFERENCES**

Arikunto, S. 2006. *Prosedur Penelitian suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.  
 Aryad, M. G. & Mukti, U. S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Airlangga  
 Baaruddin & Wahyuni, Esa Nur. 2010. *Teori Belajar dan Pembelajaran*. Yogyakarta: Ar-Ruzz Media.  
 Budiningsih, Asri. 2005. *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta.  
 Blaz, D. 2001. *A Collection of Performance Task and Rubrics: Foreign Language*. Larchmont: Eye on Education

- Cayono, B. Y. & Widiati, U. 2011. *The Teaching of English as Foreign Language in Indonesia*. Malang: UM Press
- Dimiyati & Mujiono. 2006. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Harmer, J. 1997. *How to Teach English: An Introduction to Practice of English Language Teaching*. Essex: Addison Wesley Longman
- Kemmis, S. & Mc Taggart, R. (Eds.). 2000. *The Action Research Planner (3rd Eds.)*. Victoria: Deakin University Press
- Kohy, V. 2005. *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman
- Raayu, E.S., & Nuryata, I.M. 2010. *Pembelajaran Masa Kini*. Jakarta: Sekarmita Training Publishing.
- Rafi'udin. 1997. *Rancangan Penelitian Tindakan*. Makalah disajikan dalam Lokakarya Tingkat Lanjut Penelitian Kualitatif. Angkatan ke V tahun 1996/1997. Malang: IKIP
- Semiawan, Conny, dkk. 1992. *Pendekatan Keterampilan Proses, Bagaimana Mengaktifkan Siswa dalam Belajar*. Jakarta: Gramedia.
- Tarigan, D. 1995. *Materi Pokok Pendidikan Bahasa Indonesia*. Jakarta: Depdikbud
- Triyanto. 2007. *Strategi-strategi Pembelajaran Inovatif Berorientasi Konstruktivistik: Konsep, Landasan, Teristik-Praktis dan Implementasinya*. Jakarta: Prestasi Pustaka