
The Use Think-Pair-Share Strategy By Teacher For Students' Speaking Skills

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Abstract

This study aims to explore the use of the Think-Pair-Share strategy by teacher to enhance students' speaking skills at SMP Negeri 1 Karawang Barat. A descriptive qualitative method was employed to collect data through classroom observations and interviews with teachers and students. Participants included VIII C students at SMP Negeri 1 Karawang Barat who engaged in Think-Pair-Share sessions during the research period. The findings indicate that implementing the Think-Pair-Share strategy significantly improves students' speaking skills through small group discussion activities. Students demonstrated improvements in verbal abilities, the ability to articulate ideas, and enhanced confidence in public speaking. Data analysis also revealed that social interaction among students when using this strategy helped deepen their understanding of learning materials and fostered collaboration among classmates. This study highlights the importance of active learning strategies in enhancing students' speaking skills in secondary schools. The implications of this research suggest that integrating the Think-Pair-Share strategy can positively contribute to the development of language learning curricula in schools by promoting active student participation, improving their speaking skills, and facilitating collaborative learning.

Keywords: Think-Pair-Share, Speaking Skills, Think-Pair-Share for Speaking Skills

INTRODUCTION

Think-Pair-Share strategy had a positive influence, fostering enhanced self-confidence and improvements in oral communication skills, particularly when English was employed as the medium of discussion (Yohanes, et al., 2023). Additionally, Muhammad (2022) said explores the implementation of Think-Pair-Share strategy in the classroom recognizing the students' difficulties and lack of confidence in speaking, give positively impacts for students' and teachers, motivaion, and enjoyment in class. Think-Pair-Share strategy is a cooperative learning strategy designed to enhance student participation by engaging them in in-class activities, such as discussions, and offering opportunities to share their thoughts with peers (Aprianti, D. & Ayu, M., 2020). According to Yunita (2020) the utilization of the Think Pair Share strategy can serve as an alternative instructional approach for English teachers, particularly in the teaching of speaking skills. In addition, implementation in the classroom allows teachers to directly observe students' progress, provide more personalized feedback, and create a learning environment that supports interaction between students. The outcomes of implementing the Think-Pair-Share strategy demonstrated notable positivity. Consequently, it can be inferred that the utilization of this strategy has the potential to markedly enhance students' proficiency in speaking. Speaking through speech constitutes a crucial facet of

English language proficiency. Speaking entails the skill of articulating sounds or words to effectively express and communicate one's thoughts, ideas, and emotions. According to Rao (2019) said effective communication, particularly through speaking, stands out as the paramount skill among the four language proficiencies for successful global interactions. Additionally, Ramadhan (2019) said in essence, speaking is the aptitude to convey the substance of one's thoughts to others. As a productive skill, speaking involves actively generating language for verbal communication. English classrooms focus on instructing students on proper speaking techniques to facilitate effective communication. Successful English speaking is achieved when students navigate language barriers, comprehend speaking competence, and can articulate themselves proficiently (Ramadhan, 2019).

There is an EFL teacher at SMP Negeri 1 West Karawang who has implemented the Think-Pair-Share strategy in EFL classes. Therefore, conducting interviews and observing EFL teachers in EFL is the right way for students to master communication skills. The implementation of Think-Pair-Share by EFL teachers in this school is motivated by the school curriculum and junior high school revitalization. The seriousness of the EFL teachers and VIII C students at SMP Negeri 1 Karawang Barat towards the Think-Pair-Share strategy for students' speaking skills can be seen through the efforts made by the EFL teachers and VIII C students themselves. This lack of stimulation and challenge results in passive student involvement in EFL classes, because most students wait for explanations from the teacher without being encouraged to learn independently, thus hindering the development of critical thinking skills. Observed classes showed marked deficiencies in students' ability to articulate themselves during EFL classes, coupled with a lack of confidence in expressing ideas, stemming from a fear of making mistakes. Even though the EFL teachers stated that has applied Think-Pair-Share strategy in the EFL for encouraging speaking skills. Therefore, this research is conducted to analyze Think-Pair-Share strategy by EFL teachers for students' speaking skills in classroom. Based on the brief interview and observation done by the researcher, TPS strategy is used by EFL teachers in VIII C class, specifically in its learning objective, and learning steps.

Considering a large number of student's has difficulties in communication skills for EFL in Indonesia, the abovementioned studies undertaken in the Indonesian context embody relatively few studies. Moreover, the studies that have been undertaken have some differences from the present studies either in terms of the focus and subject of the study. The Think-Pair-Share strategy has the potential to instill self-confidence in students, encourage them to share ideas and improve discussion skills with classmates and teachers. The strategies applied in EFL learning, especially in the area of speaking skills, must transform to be more active, creative, innovative, communicative, meaningful and fun. This shift is important for progressive development and honing students' speaking skills optimally. Therefore, the researcher is interested to observation TPS strategy by EFL teachers for students' speaking skills in the VIII C class at SMP Negeri 1 Karawang Barat.

In order to make the research more concentrated and to give precise information about the problem being studied. The problems that are examined in this research have to be narrowed. Researcher limits this research in finding the out how to implement the Think-Pair-Share strategy by EFL teachers for students' speaking skills in class VIII C at SMP Negeri 1 Karawang Barat.

METHOD

The method used in this study is a descriptive method with a descriptive qualitative. Distinguishing a descriptive research design from other qualitative methodologies can be challenging, adding to concerns about credibility (Doyle, et al., 2020). In order to collect the data, there were several methods used in the present research, such as observation, and interview. The subjects of this research is the VIII C students and EFL teacher in SMP Negeri

1 Karawang Barat. The research subject was chosen because the researcher received direction from the principal of SMP Negeri 1 Karawang Barat where the research took place, who said that the subject had experience, knowledge, and good performance in the field of English subjects at SMPN 1 Karawang Barat. Considering these aspects, SMP Negeri 1 West Karawang is worthy of being the location for this research.

FINDINGS AND DISCUSSIONS

The findings of the research are the answer to the research problems. The findings result from the observation and interview that have already been conducted. The researcher describes the implementation of students' speaking skills through the Think-Pair-Share strategy in SMP N 1 Karawang Barat by English teacher.

In VIII C classrooms, teachers can effectively implement the Think-Pair-Share strategy to enhance speaking skills. To start, the teacher introduces a compelling topic or question relevant to the lesson. This initial engagement captures the students' interest and stimulates critical thinking. Students are then given a moment to individually reflect on the topic, allowing them to formulate their thoughts independently. Following the individual reflection, the class transitions into the pair phase. Students pair up with classmates to share their thoughts and discuss potential responses related to the speaking skill being emphasized. This collaborative interaction not only promotes peer-to-peer learning but also encourages students to articulate their ideas verbally. Subsequently, the sharing phase unfolds, where pairs or selected individuals present their insights to the entire class. This stage serves as a platform for students to practice speaking in a public setting. The teacher may guide the whole-class discussion by incorporating various perspectives from the pairs, fostering a dynamic and inclusive learning environment. Throughout this process, the teacher doing a crucial role in guiding and facilitating the Think-Pair-Share strategy, providing feedback, and encouraging effective communication. Regular incorporation of Think-Pair-Share into VIII C lessons not only refines speaking skills but also cultivates critical thinking and collaboration among students. The adaptability of the Think-Pair-Share strategy makes it a valuable tool for nurturing interactive and effective speaking activities in the VIII C students'.

Before implementing the Think-Pair-Share strategy, the teacher applies pre-action which is the first step before the strategy is implemented in meeting I-IV. Initial data is obtained from the results of the pre-action test conducted before the learning process using the Think Pair Share method is carried out. The teacher divides the students into 5 groups (pairs with their friends chosen at random by the teacher). Students are invited to watch a video and think about identifying the main points contained in the self-introduction speech. The teacher explains the characteristics of a good speaker, which is good at finding the right theme or topic and is up to date (latest). When explaining, the teacher also often asks students questions about the material being discussed. This is intended so that students are accustomed to speaking and can express ideas or things they want to say. However, the teacher's explanation seemed rushed. So that students have not been able to catch the explanation well from the teacher. The teacher also does not inform the score for each aspect. The teacher planned to implement the Think Pair Share strategy in the class, first start small, begin early, and choose low-risk activities. Think-Pair-Share is an excellent active learning strategy to implement in courses as it takes very little prep time, is easy for students to understand, and does not require a large amount of classroom time to implement. The teacher identifies topics that would benefit from Think-Pair-Share for students. This may include class sessions that have a lot of time spent lecturing or

topics that students consistently find challenging. After that, students should explain to other students why they are incorporating Think-Pair-Share in front of the class. You may wish to share with students that these strategies have been shown to improve content comprehension, and retention, as well as provide opportunities to practice verbalizing their answers (a skill useful in their future career) and the chance to interact more with their peers.

At the second meeting, there were real variations in the involvement of VIII C students in speaking activities using the Think-Pair-Share strategy by EFL teacher. First, some VIII C students are still quiet, shy and afraid when discussing, hesitant to express their thoughts openly when sharing the results of the discussion. Second, some VIII C students' faced challenges in understanding the content, indicating varying levels of understanding between classes. However, positive developments have been observed by observers. Then, VIII C students' also showed slight progress in English during the EFL class, showing better understanding of the material and participating actively in discussions. This developing dynamic shows the potential for continuous growth and improvement in students' speaking skills over time by EFL teachers using the Think-Pair-Share strategy.

Third meeting in class VII C, positive progress was seen in various aspects of the learning journey of students' VIII C. First, there was a clear understanding of the learning material provided by the EFL teacher to students' VIII C. This understanding is very important for their academic progress and success . In addition, the quality of discussions has improved significantly, creating a more exciting, interesting and good learning environment. The exchange of ideas and engagement during discussions becomes more meaningful and effective. Additionally, there was a significant improvement seen in overall students' performance between the first and second meetings. This progress reflects their dedication and efforts to improve their understanding of the subject matter and also the strategy used by EFL teachers, namely the Think-Pair-Share strategy. The students' demonstrated a commendable commitment to academic growth. They become more enthusiastic about learning, showing new interests and a desire to participate actively. In addition, their increased self-confidence was clearly visible, creating an atmosphere that was more conducive to collaborative learning. Apart from that, several VIII C students' have begun to be confident in speaking English. This can be seen from their ability to articulate and explain discussion results in English, showing positive changes in language proficiency and their willingness to engage in oral interactions. This developing dynamic shows the potential for continuous growth and improvement in students' speaking skills over time by EFL teachers using the Think-Pair-Share strategy.

Positive progress and transformation in implementing the Think-Pair-Share strategy by EFL teacher for students' speaking skills in class VIII C is very visible. First, there is a prominent understanding of the learning material obtained by VIII C students. The foundation of this understanding functions as an important element in their academic growth. A very encouraging development is the change in attitudes of VIII C students' towards speaking English. Initially there were those who were doubtful and embarrassed, even not confident, but now these obstacles have been overcome by implementing the Think-Pair-Share strategy by EFL teachers. Students no longer harbor feelings of shame and fear when having to express themselves in English in EFL classes. In addition, students have shown progress in their understanding of grammar. VIII C students' grammar and pronunciation also improved from before. As their comfort level with the language increases, students' become more adept at articulating ideas and actively participating in discussions. The combination of material understanding, real improvement, increased self-confidence, and increased grammar

proficiency provides a positive picture of the development of VIII C students' language skills and their journey towards effective communication in the EFL class, as well as other subjects. The consolidation of understanding, increased discussion, and increased enthusiasm signal a positive direction in a student's academic journey, demonstrating not only academic growth but also a growing sense of self-confidence and enthusiasm for learning. The Think-Pair-Share strategy used by the EFL teacher also succeeded in making the classroom atmosphere positive, effective and enthusiastic for VIII C students.

The implementation of learning from the first meeting (before implementation) to the fourth meeting (last meeting) shows a very drastic improvement experienced by VIII C students'. From the explanation in table 3, at the beginning of the meeting, VIII C students were still very shy, not confident, and afraid when they were going to carry out the EFL class. Then at meetings 3&4, the progress of VIII C students had increased and they were very enthusiastic about participating in the lesson, there was also enough time for discussion and no students disturbed each other when the activity was carried out. This is because students already understand linguistic and non-linguistic aspects of speaking. When the presentation activity is finished, VIII C students and the EFL teacher discuss and evaluate learning about that day's meeting. Then, with the guidance of the EFL teacher, students present the results of their discussions and share experiences with each other. When expressing the contents of the text given, students are good at using their own words and students also do not look hesitant or embarrassed when speaking in front of the class, different from the first and second meetings. In the pair-sharing phase, students were seen to be more confident and enthusiastic in expressing their opinions in English. Additionally, feelings of fear and embarrassment in speaking English seemed to have reduced significantly, creating a more open and supportive learning environment by the third and final meeting.

The application of speaking skills using the Think-Pair-Share strategy by the EFL teacher in class VIII C had a very positive and increasing impact. By starting learning with an interesting question or topic, students are invited to think individually before sharing ideas with their classmates in the pair phase. Observations show that interactions between students in the sharing phase further enrich the discussion, giving rise to various points of view and creative ideas. Of course, the implementation of the Think-Pair-Share strategy by EFL teachers has provided real benefits in improving the speaking skills of class VIII C students. This success has also triggered an increase in their self-confidence, building a strong foundation for further development of speaking skills in the future.

From each meeting in finding, the researcher tried to find out what difficulties were experienced by students who were learning speaking skills using the Think-Pair-Share by EFL teacher strategy by interviewing the leader of each group. Previously the teacher and group leader were asked five questions by the researcher. Although the application of speaking skills and the Think-Pair-Share strategy has many benefits, it can be identified several difficulties experienced by VIII C students. First, some students may experience embarrassment or lack of confidence when faced with speaking tasks. This can be a barrier to active participation in class discussions or the use of Think-Pair-Share strategies. Second, some students may have difficulty understanding or mastering class material when spoken to. This can be caused by vocabulary, grammar, or a lack of understanding of concepts. Applying the Think-Pair-Share strategy by EFL teachers requires a deeper understanding of the concept, and students may feel challenged if the concept has not been fully mastered. Third, when using the Think-Pair-Share strategy, there is a possibility that collaboration between students will not always run smoothly.

Some students may feel reluctant to share ideas or not fully engage in the sharing stage with their partner. This can occur due to personality factors, social relationships, or lack of interpersonal skills. Despite the difficulties experienced by VIII C students, a structured approach and support from EFL teachers can help overcome these difficulties. Creating a supportive environment, providing constructive feedback, and allowing time to practice can help students feel more comfortable and minimize barriers to developing their speaking skills.

CONCLUSION

Based on the research results in the previous chapter, the research findings explain the initial challenges that eighth grade students face regarding speaking English. Researchers noted examples of nervousness, embarrassment, lack of confidence, and fear of making mistakes during the first meeting. However, significant and rapid improvement was seen in subsequent observations made at the third and fourth meetings, especially after the introduction of the Think-Pair-Share strategy learning by the EFL teacher. The second meeting showed noteworthy progress when several students engaged in conversations and discussions with the teacher using English. This improvement, compared to the first meeting, reflects positive developments in students' ability to understand and communicate in English. Furthermore, at the third and fourth meetings, both researchers and EFL teachers received very positive responses from class VIII C students. This positive feedback showed a major change in the students' level of self-confidence, because they became more comfortable when discussing or explaining class material in front of them. his friends. The effectiveness of the Think-Pair-Share strategy becomes apparent when students who initially struggled because they were afraid of making mistakes began to receive constructive input from both the teacher and their classmates. This strategy not only facilitates a more comfortable learning environment but also encourages collaborative learning and effective communication between students. Conclusively, the researcher emphasizes the positive impact of using the Think-Pair-Share strategy, stating that this strategy not only helps overcome initial difficulties in speaking English but also simplifies the teaching process for educators. This research underlines the effectiveness of this strategy in encouraging the development of students' language skills and highlights its potential as an integral tool for educators in creating interactive and conducive learning environments. Based on the result of the research, the researcher would like to give some suggestions as consideration, they are: For a teacher, the teacher must be good at creating a conducive situation, and try applying other teachings or other strategies to make the class come alive, for example, the think, pair, share strategy. Because with think, students are taught to think first and then share the results of the discussion with other friends or partners. The teacher also of course must be able to find an atmosphere in the class so that students are interested in participating in class learning, for example, before starting learning, try icebreaking. Don't forget, that teachers always motivate their students so that they are always confident and not afraid to use English. For students, it is hoped that it can reduce anxiety, fear, and lack of selfconfidence while learning English and other lessons. Students also have to do more self-learning so they can get development about themselves, especially regarding English speaking. And for the next researchers, as well as researchers in this study who are interested in classroom interactions between teachers and students, researchers hope that the findings of this study can be a big and positive contribution to those who want to do something similar.

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