INCREASING STUDENT'S SPEAKING ABILITY THROUGH THINK PAIR SHARE

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Abstract: The purpose of this research is to find out whethe the use of the Think Pair Share learning model could increase student's speaking ability or not. This research was conducted at SMA Negeri 2 Tondano. This reaserch used quantitative research through pre-experimental dwsigh with one group pre-test and post-test. The subject of this research were all students of class XI IPS consisting of 18 students, who were taken based on considerations which were then included in the research class group. Research data were obtained from the ability of researcher to manage learning and students test results in this research is an oral test using speaking measurement which has 5 points of assessment. The results of this research shows that the mean score of pre-test is 2.11 and the mean score of post-test is 4.27. This means that the result of post-test is higher than the pre-test. It can be concluded that there is a positive significant in the use of Think Pair Share learning model in increasing student's speaking ability at SMA Negeri 2 Tondano.

Keywords: *Speaking Ability, Pronounciation, Think Pair Share, EFL.*

INTRODUCTION

Language is an inseparable part of human life, we all know that language is a communication tool to convey ideas and feelings. Language helps us to connect with many people. According to Liando & Lumettu, (2017) "Communication is facilitated by language. Language is a vital component of human life since it is a means of communication (Liando et al., 2022); (Liando et al., 2022); (Liando et al., 2022); Liando et al., (2022). It is used to communicate feelings, ideas, and experience with others (Lumentut & Lengkoan, 2021). Without language, individuals would struggle to

communicate, engage with each other, express sympathy, and clarify crucial situations."
In Indonesia, many regional languages are used as a means of communication in their
respective areas, while the main language of the Indonesian people is Indonesian, while
English is a foreign language learned by Indonesians.

In this modern era, it is important for us to master the language not only
Indonesian but also English which is an international language, English is the language
commonly used in many countries for business, education, entertainment, and
technology, several countries in the world have implemented the English language as
second language, for example in the Netherlands, Sweden and Singapore, in Indonesia,
although it has not yet implemented it, but in Indonesia English has become one of the
important subjects in schools (Andries et al., 2019). The application of English subjects
starts from junior high school (SMP), to high school (SMA) up to university level.
According Dauyah & Yulinar, (2018) "The ability to speak English is one of the
determinants or benchmarks of the quality of human resources at this time. To achieve
this, the government made a policy by requiring English language teaching. This policy
is enforced from the secondary level (junior high school and high school) to the
university level". Based on the statement above, of course, students are required to be
able to speak English well by achieving the standard set at school.

In learning English, there are four skills that must be taught to students,
namely: listening, speaking, reading, and writing. Among the four skills above, speaking
is one of the skills that must be mastered by students when learning English. Speaking
is someone's speaking skill (Liando & Tatipang, 2022); (Liando et al., 2023); (Liando &
Tatipang, 2023). According to Rao, (2019) "speaking skill is the most important skill to
acquire foreign or second language learning. Among the four language skills, speaking
is deemed to be the most important skill in learning a foreign or second language".
Based on the statement above, it is important for students to be able to master
speaking skill because many students have a lot of English vocabularies but cannot
speak well.

In learning speaking skill students find many problems, the main problem is
because English is not the first language or mother tongue but English is foreign

language, so it is difficult for students to speak English even though they have studied English at school or at the course (Lengkoan & Rombepajung, 2022); (Lengkoan & Olii, 2020). Because students do not feel confident in speaking English, students are afraid to speak English because they feel awkward and embarrassed if there are errors in pronunciation, students feel that English is not important. Many factors trigger the above problems, including motivation, interest in English material as well as teaching techniques applied by teachers, apart from the many factors above, researchers are interested in teaching methods applied by teachers in teaching English.

According to Suyati, Endang S., (2021) "One of the duties of a teacher is to teach. In this teaching activity, of course, it cannot be done arbitrarily, but must use certain theories and learning principles in order to act appropriately". For this reason, as a prospective teacher, we must learn not only theory but also how to practice it. As people who later become educators, they must know effective teaching practices in order to be more creative in delivering learning materials so that later can create a more pleasant learning space so that students can be more confident and brave to speak English in class (Kumayas & Lengkoan, 2023). There needs to be innovation in the teaching and learning process in this case, namely the learning model used by the teacher, until now the teacher still applies the lecture teaching learning model so that students become bored in class as a result of not paying attention to the material being taught. The application of creative learning methods can also increase students' interest in learning. One of the creative learning models is the Think Pair Share learning model which is a cooperative learning model that demands student activity in the process, students are invited to be able to think creatively, collaboratively and be able to share the results of their thoughts. In learning speaking, it is necessary to practice and be active from students. Therefore, the researcher chose the Think Pair Share learning model to improve students' speaking skills.

Based on observations and interviews that researchers conducted with English subject teachers at school SMA Negeri 2 Tondano in eleventh grade students it is known that student's speaking skills are also very low, none of the students want to use English in class, in presentations or when talking to their classmates, the average

teacher at SMA Negeri 2 Tondano only applies the lecture teaching method. Therefore, based on the background, the researcher is interested in conducting a study entitled "Increasing Student's Speaking Ability Through Think Pair Share".

RISEARCH METHOD

This research is quantitative research through pre-experimental design with one group pre-test and post-test. the researcher provides a speaking test to the students in order to know their improvement in speaking English. The test given by the researcher to the students namely by speaking in front of the class with their partner with the dialogue that was made before. The test will be conducted before and after the researcher applies the Think Pair Share learning model.

The data from the researcher that had been carried out taken from one class, namely class XI IPS as research subject at SMA Negeri 2 Tondano with a total of 18 students. The data taken was collected based on a oral test carried out by students, namely by speaking in front of the class with their partner in accordance with the dialogue that was made before, to assess student's pronounciation abilities the researcher used Scoring Criteria of Pronunciation.

FINDINGS AND DISCUSSION

Table 1: Student's score Pre-test and Post-test

NO	NAME OF STUDENTS	PRE-TEST (O1)	POST-TEST(O2)	GAINED SCORE
1	A	1	4	3
2	B	3	4	1
3	C	2	5	3
4	D	2	4	2

5	E	4	5	1
6	F	3	4	1
7	G	2	4	2
2	H	2	4	2
9	I	3	5	2
10	J	2	5	3
11	K	2	5	3
12	L	2	4	2
13	M	1	4	3
14	N	3	5	2
15	O	2	4	2
16	P	1	3	2
17	Q	2	3	1
18	R	1	5	4
	TOTAL	Σ O1 = 38	Σ O2 = 77	

Table. 2 The computation of mean score ($\bar{x}$) of Pre-test (O1) and Post Test (O2)

Mean Score of Pre-Test = $\bar{x} = \dfrac{\Sigma X}{n}$	Mean Score of Pre-Test = $\bar{x} = \dfrac{\Sigma X}{n}$
ΣX = 37	**ΣX** = 72
N = 18	**N** = 18
$\dfrac{\Sigma X}{n} = \dfrac{38}{18}$	$\dfrac{\Sigma X}{n} = \dfrac{72}{18}$
$\bar{x} = \dfrac{\Sigma X}{n} = \dfrac{38}{18} = 2.11$	$\bar{x} = \dfrac{\Sigma X}{n} = \dfrac{77}{18} = 4.27$

Based on these findings, the authors conclude that was a substantial rise front the prior Pre-test Mean score of 2.05 in the Post-Test Mean score. This proves that the use of Think Pair Share has a positive impact on increasing enthusiasm for learning so that the student can be more motivated to learning English especially in speaking English.

The next table the researcher wants to describe Frequenct Distribution Matrix of Pre-Test (O1).

Table. 3 Frequency Distribution Matrix of Pre-test(O1)

| Score	Tally	Frequency	Freq-%
5	-	-	-
4	I	1	5%
3	IIII	4	22%
2	ƎIII IIII	9	50%
1	IIII	4	22%

From the data described above, the researcher concluded that the students speaking abilities in pronounciation in the Pre-Test was very low. It can be seen from the results of tests conducted on 18 students. The researcher found that 50% students difficult to understand what they said because of pronounciation problems, and only 1 about 5% could pronounce correctly all the words which giving by researcher on the test. The conclusioan from the result of the students Pre-Test is most of the student pronounciation is very hard to understand because of pronounciation problem, The students speak very hasty, and more sentences were not appropriate in pronuciation.

Table. 4 Frequency Distribution Matrix of Post-test(O2)

| Score	Tally	Frequency	Freq-%
5	IIII II	7	38%
4	IIII IIII	9	50%
3	II	2	22%
2	-	-	-
1	-	-	-

From the data described above, it can be concluded that students experienced an increase in pronounciation after the researcher applied the Think Pair Share leraning model in teaching and learning process. It can be seen that there were no students who scored 1 and 2 in the test conducted, while the majority of students got high scores, namely 9 or 50% of students got 4, 7 or 38% of students got 5 and only 2 or 22% of students got 3. Based on the test results from the Post-test it can be found that the use of Think Pair Share learning model is usesful in increase student's speaking abilities in pronounciation. The conclusioan from the result of the students Post-Test is most of the student pronunciation and intonation were almost always very clear/accurate.

The researcher describe the data that has been processed in the form of a polygon graph in the next section.
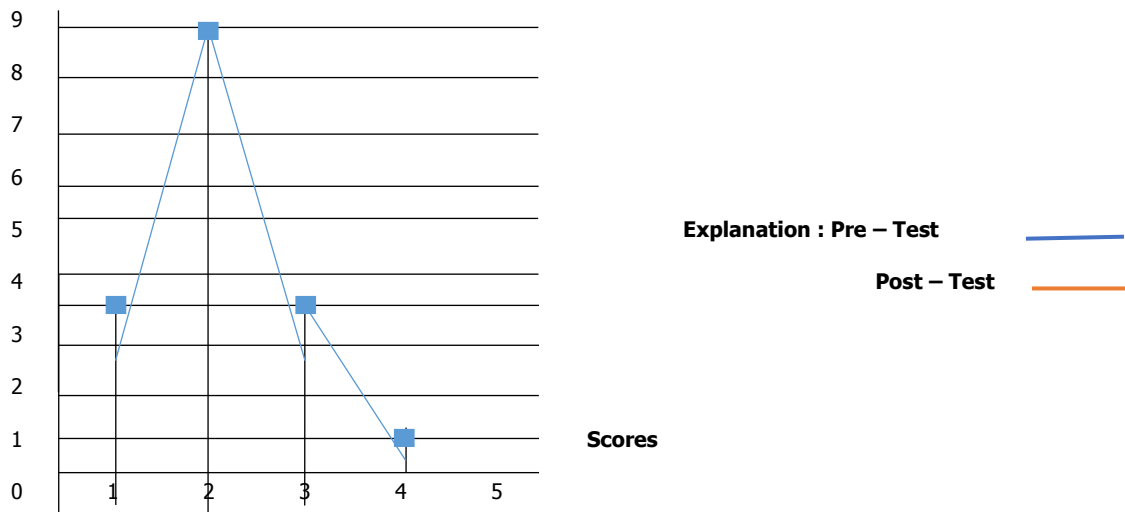
Figure 1. Frequency Polygon the Pre-Test (O1)

According to the graph in figure 1, the highest student pre-test score were 4 out of 18 students who got the highest score is only 1 student, 4 students got a 3, 9 students got a 2 and the remaining 4 students got score 1, it can be seen that out of 18 students only 1 students got the highest score, this shows that students' ability in pronounce English words is still low.
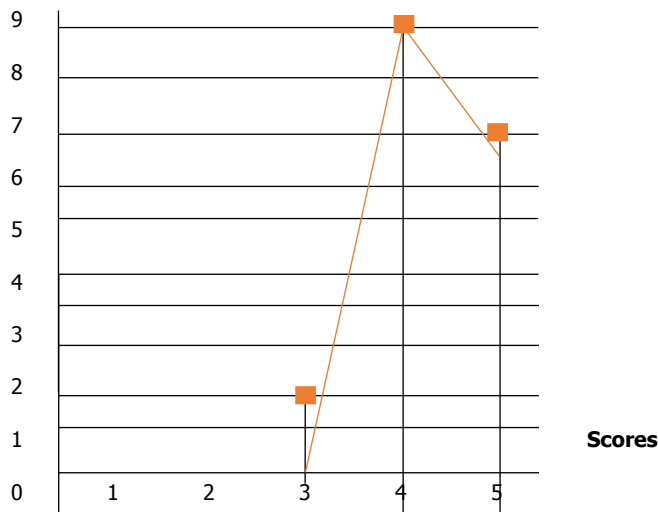
Figure 2. Frequency Polygon the Post-Test (O2)

According to figure 2, the highest students post-test score was 5 out if 18 students who got a score 5 there are 7 students, 9 students got score 4, and only 2 students got score 3. It can be said that after the researcher applied the Think Pair Share learning model students score have increased, this can happen because the learning process becomes more fun, students also have more time to think about the answer, and students become more confident when learning English so it can be concluded that the Think Pair Share learning model can be an option as a learning model that can be used by teacher when teaching.

CONCLUSION

This research was conducted at SMA Negeri 2 Tondano, the subject taken were students of class XI IPS, totaling 18 students.. After the researcher implemented the Think Pair Share learning model, she got the data. it showed there several increase from the students performance. Students were being enthusiastic in speaking English, especially in pronounciation. The uses of Think Pair Share learning model could increase the student's speaking ability in pronounciation. It can be seen from the frequency polygon above (figure 1, figure 2). So this research in increasing student's speaking ability through Think Pair Share at SMA Negeri 2 Tondano has positive impact. The mean score of the Pre-test students is 2,11 and the Post-test is 4, 27.

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