THE EFFECT OF USING THINK- PAIR-SHARE STRATEGY ON STUDENTS' SPEAKING SKILL AT EIGHT GRADE UPT SMPN 1 SITIUNG

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ABSTRACT

The aimed of this research was determine the effect of using Think Pair Share strategy in students speaking skill. Think-Pair-Share is an effective strategy to change to atmosphere in the learning environment in the classroom. Strategy this provides time too think, respond, and exchange ideas. This research aims to determine the effect of Think-Pair-Share strategy speaking skill at eight grade of UPT SMPN 1 Sitiung. The method used in this research is an experimental method with a quantitative approach, namely using a non-equivalent control group quasi experimental design. This the researcher measured the abilities of the experimental class and control class to compare the two groups. Who received the same material but had different teaching methods. The data collection instruments for speaking ability were in the form of a post-test. This research, the data obtained by researchers was normal distribution with the level of significance for the experimental class post-test results had a significance of 0.104. while the post-test control class was 0.076. In this research, the homogeneity test obtained the results of all homogeneous data. In the post-test only scores of the experimental class and control class with a mean significance level of 0.299 or higher than 0.05. The result of calculations using SPSS 25 by using the hypothesis test, independent sample t test, the conclusion of the research results with the title the effect of using Think-Pair-Share strategy on students speaking skill at eight grade UPT SMP 1 Sitiung at 2023/2024 academic years. Alternative Hypothesis (Ha) rejected or that can be concluded there no effect of using TPS strategy and (Ho) Null Hypothesis was accepted. The test of hypothesis showed there was not significance difference in students score that used TPS strategy in teaching speaking skill at eight grade UPT SMP 1 Sitiung.

Keywords: Think-Pair-Share, Strategy, Speaking

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan strategy Think-Pair-Share, merupakan strategy yang effektif untuk mengubah suasana lingkungan belajar dikelas. Strategy ini memberikan waktu untuk berfikir, merespon, dan bertukar pikiran. Penelitian ini bertujuan untuk mengetahui pengaruh keterampilan berbicara dengan menggunakan strategy Think-Pair-Share pada siswa kelas VIII UPT SMPN 1 Sitiung. Metode yang digunakan dalam penelitian ini adalah metode experiment dengan pendekatan kuantitatif yaitu menggunakan desain quasi experiment non-equivalent control group. Penelitian mengukur kemampuan kelas experiment dan kelas control untuk membandingkan kedua kelompok yang mendapat materi sama namun metode pengajaran yang berbeda. Instrumen pengumpulan data kemampuan berbicara berupa post-test.

Pada penelitian ini data yang diperoleh penelitian ini data yang diperoleh peneliti berdistribusi normal dengan tingkat signifikan hasil post test kelas experiment mempunyai signifikan sebesar 0,0104. Sedangkan post test kelas control 0,076. Dalam penelitian ini uji homogenitas diperoleh hasil seluruh data homogen. Pada post test hanya skor kelas ekperimen dan kelas control dengan tingkat signifikan rata-rata sebesar 0,299 atau lebih tinggi dari 0,05. Hasil perhitungan menggunakan SPSS 25 dengan menggunakan uji hipotesis, uji t sampel independen, kesimpulan hasil penelitian ini dengan judul pengaruh penggunaan strategi Think-Pair-Share terhadap kemampuan berbicara siswa di kelas delapan UPT SMPN 1 Sitiung tahun ajaran 2003/2024. Hipotesis alternative (Ha) ditolak atau tidak ada pengaruh penggunaan TPS Dan (Ho) hipotesis Null diterima. Uji hipotesis menunjukan tidak ada perbedaan yang significan dalam nilai siswa yang menggunakan strategi TPS dalam pengajaran keterampilan berbicara dikelas delapan UPT SMPN 1 Sitiung.

Kata kunci: Think-Pair-Share, strategi, kemampuan berbicara

A. Introduction

Mastering a foreign language is an important aspect of human social life because as a tool to interact with and as tool in communication. As a global language, English plays an important role in the word. Although English in not a language with the largest number of native speakers, English has become the bridge two or more parties with different language to communicate one author. In Indonesia English has been chosen as the foreign language, it has been used as a teaching language in the educational system in Indonesia (Ardaya et al., 2022). In which, based on (Hafsah, 2017) most student get difficulties in speaking English. The hesitancy of students to speak during speaking class is a frequent problem in speaking, students are faced with several problem in learning speaking , this is caused by the low creativity of teachers in determining models or techniques for teaching speaking and writing skills to students. students may lose interest in learning English due to ineffective teaching methods without much interaction with the students thereby failing to motivate or align with their learning stylist (Taufiqurrochman, 2018). Methods that are overly theoretical, lack interactivity, or are irrelevant to daily life can make the learning experience dull and unappealing. The absence of active engagement, such as limited opportunities to speak or interact in English, can also contribute to the lack of interest. As a result, students hesitate to express opinions in English discussions in classroom . For example, they are afraid of

making a mistake, of being judged. When students are discussing something in speaking class, they frequently find it difficult to expand their topic. In such cases, the development of methods carried out by teachers must be more interesting, practical and student centered to help develop their potential for learning (Adhimah, 2020). Fun learning can develop students creativity with procedures that influence each other to achieve learning goals.

B. Method

This research was be conduct quantitative approach with quasi experiment. According to (Sugiyono 2023), quantitative method is about investigating phenomena by collecting the numerical data analyzed using mathematical methods, especially statistics. Therefore, this study is conducted to know the effect of Think-Pair-Share on student speaking ability at the eighth grade students of UPT SMP 1 Sitiung through pre-test and post-test to obtain the scores and the statistical data. This study used a quasi-experimental design. The research uses a quasi-experimental design was used to measure the treatment results of the experimental class. According to sugiyono, quasi-experimental design involves selecting groups without a random pre-selection process on which to test a variable. The research instrument used in this study will test. the test will given in post-test forms. The pre-test will given to the students to assess their speaking ability with the topic simple past tense before the treatment meanwhile the post-test was given to students to assess their speaking ability with topic simple past tense after having the treatment. Speaking rubric is used for assessing the student score. It is classified into five aspects such as pronunciation, comprehension, fluency, vocabulary, and grammar.

C. Findings and discussion

This research was conducted at the grade students of UPT SMPN 1 Sitiung from May to July 2024. This research used two classes which were experiment class anf control class. For experiment class the reseracherr took VIII B there were 29 students as the experiment class and VIII A there were 30 students as control class. The experiment class and control class used different strategies, the experimental clas used

Think-Pair-Share strategy in teaching speaking meanwhile in control class used teacher's technique. The data of students speaking ability was taken from the results of students score in final test that was conducted 4 meetings. , the researcher conducted 4 meetings. The test used to measure students abilities are only post-tests and the same criteria. At the first meeting, students speaking ability was measured using the techniques provided. The treatment was given for four meetings. During the four meetings, the experimental class students were given treatment in teaching speaking using the think pair share strategy while the control class was given treatment with the techniques used by the teacher. After the treatment was given, the fifth meeting was held again to measure students abilities with a post-test. with this post test the researcher can find out whether the technique used was successful or not in providing a positive impact on students speaking abilities. After the data obtained from the only post-test results have been carried out, the next thing the researcher will do is process the results obtained from the data using the SPSS 25 application.

This analysis of the data has four conditionals namely normality test, homogeneity test and hypothesis test, the data was analysis used SPSS 25 and the result of normality testing show the table below:

Table 1.1 Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
POSTETS EXPERIMENTAL	.148	29	.104	.937	29	.084
POSTTESTCONTROL	.154	29	.076	.947	29	.152

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASILBELAJARBAHASA INGGRIS	Based on Mean	1.101	1	56	.299
	Based on Median	.978	1	56	.327
	Based on Median and with adjusted df	.978	1	55.219	.327
	Based on trimmed mean	1.123	1	56	.294

		Levene's Test Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental_class_and_control_class	Equal variances assumed	1,101	,299	,065	56	,949	,17241	2,66545	-5.1613	5.51196
	Equal variances not assumed			,061	54,495	,949	,17241	2,66545	-5,17038	5.51521

This is a lower bound of the true significance. From the table above that showed posttest for experimental class was 0.104 means higher than 0,05 the data had normal distribution. Meanwhile there result from control class in posttest was 0,076 based on the criteria data had normal distribution if data higher than 0,05. So it can be concluded the data from control class and experiment class had normal distribution.

Table 1.2 Test of Homogeneity of Variance

Based on the table above that showed posttest experimental class and posttest from control class had homogeneous data. The significance of the data higher than 0,05 because the result of homogeneous from posttest and posttest was 0,299.

Table 1.3 Hypothesis test Result

The table above showed that the result of t-test for independent sample, significance was 0,949 at the significance 0,05 . from it mean Ha was rejected and Ho was accepted. The test of hypothesis showed there was not significance difference in students score that used TPS strategy in teaching speaking.

D. Conclusion

The main purpose of this research was to know Is there any significance effect of Think-Pair-Share method student's speaking speaking skill the eight grade of UPT SMPN 1 Sitiung. The implementation of the strategy in teaching speaking is one of the way to know is the effect of Think-Pair-Share method in teaching speaking ability or not. In this research this strategy was implemented at the eight of UPT SMPN 1 Sitiung at second semester at 2023/2024 academic years. This research is a study of the use of a technique that can help students overcome difficulties in speaking. As

known, speaking ability is one of the abilities that is needed by students, because with mastered speaking ability students can capture and convey information. Based on the observations that had done at UPT SMPN 1 Sitiung. The are several problem in speaking ability , the first students' are not motivated in English learning, the second student are lack of interest in learning English and Lack of self-confidence in speaking. Therefore, to overcome this problem the researcher found a solutipon to make students more relaxed in learning English, that used TPS strategy. According to (Shoimi, 2015) Think-Pair-Sharer is one of the strategy in teaching speaking that make students felt enjoy and can express themselves based on the description above, Think-Pair-Share refers to cooperative learning that makes students work in pairs or groups. Students have topic or problem ideas, or perhaps individual answer, they share ideas with partners. Therefore, the have the opportunity to present the result of discussions with friend and share them with the whole class or in group. According to Istarani (2014), think-pair-share can increase students' self-confidence. Many students was felt more confident when discussing with their partner firs before they have to speak in front of the class. The use of timers also creates opportunities for students to discuss the ideas that are on their minds. In this construction stage, students know what they know and what they don't know because it is very useful for students. Therefore, students are actively involved in the discussion. Addition benefit of TPS to student was think critically when discussing and reflecting on a topics Student have many opportunities to exchange their thought with other student, so this was increase their involvement. Furthermore, the application of the TPS was given in experiment class while in control class was given teacher's strategy in teaching speaking. After all the necessary data has been collected, the next stage is data analysis, The first analysis is the researcher From the data that was analysis by the researcher used SPSS 25 with the results of data analysis are as follows ; first, to find out whether the data obtained normal distribution or not. This research, the data obtained by researchers was normal distribution with the level of significance for the experimental class post-test results

had a significance of 0.104. while the post-test control class was 0.076. In this research, the homogeneity test obtained the results of all homogeneous data. In the post-test only scores of the experimental class and control class with a mean significance level of 0.299 or higher than 0.05.

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