

**IMPROVING THE SPEAKING ABILITY OF  
GRADE XI STUDENTS OF SMA MUHAMMADIYAH 2 YOGYAKARTA THROUGH THINK-  
PAIR-SHARE (TPS) TECHNIQUE IN THE ACADEMIC YEAR OF 2015/ 2016**

**A CLASSROOM ACTION RESEARCH**

**Presented as Partial Fulfillment for PPG Program**

**E-JOURNAL**



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# **APPROVAL SHEET**

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**Improving The Speaking Ability of Grade Xi Students of SMA Muhammadiyah 2  
Yogyakarta Through Think-Pair-Share (TPS) Technique  
In The Academic Year Of 2015/ 2016**

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**Abstract:** This research is aimed at improving the speaking ability of grade XI MIA 2 students' of SMA Muhammadiyah 2 Yogyakarta in the academic year of 2015/ 2016 with the use of Think-Pair-Share (TPS) technique. The research was carried out through action research that consisted of two cycles. Each cycle consisted of two meetings. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The data were obtained from the observation during the implementation of the actions; interview to the English teacher and the XI MIA 2 graders; and the discussion with the English teacher. The writer used Test and Non-test instruments to collect the data. The writer made 3 performance tests which were intended for pre-cycle, cycle I and cycle II. The writer also used some Non-test instrument: Observation, questionnaire, and photo documentation. Then the writer used quantitative and qualitative technique to analyze the data obtained. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different points of view, including the students', the teacher's, and the collaborator's. The results of the research show that there is improvement of the students' speaking ability through the use of Think-Pair-Share. The students made a good improvement in some aspects of speaking skills, such as pronunciation, vocabulary, and interactive communication. They were more confident to speak English. They had more chances to speak up. They actively participated during the teaching and learning process. They were able to speak with proper expression, gesture, and intonation. Moreover, they were not reluctant anymore to ask the teacher when they found difficulties. The research findings were also supported by the result of means of the students' speaking scores that improved from 63.32 in Cycle I to 74.80 in Cycle II.

Key words: speaking, action research, and Think-Pair-Share (TPS)

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# MENINGKATKAN KEMAMPUAN BERBICARA UNTUK SISWA KELAS SEBELAS SMA MUHAMMADIYAH 2 YOGYAKARTA MELALUI TEKNIK THINK-PAIR- SHARE PADA TAHUN AJARAN 2015/2016

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*Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara untuk siswa kelas XI MIA 2 SMA Muhammadiyah 2 Yogyakarta pada tahun ajaran 2015/ 2016 dengan menggunakan teknik Think-Pair-Share (TPS). Penelitian ini adalah penelitian tindakan yang terdiri dari dua siklus. Setiap siklus terdiri dari dua pertemuan. Peneliti melaksanakannya secara kolaboratif dengan guru Bahasa Inggris, siswa dan kolaborator. Data diperoleh dari observasi selama pelaksanaan penelitian; wawancara guru Bahasa Inggris dan siswa-siswi kelas XI MIA 2; dan diskusi dengan guru Bahasa Inggris. Penulis menggunakan instrumen Tes dan Non-tes untuk mengumpulkan data. Penulis membuat tiga test unjuk kerja yang dimaksudkan untuk pre-cycle, cycle I dan cycle II. Penulis juga menggunakan instrumen Non-tes; Observasi, Questionnaire, dan dokumentasi foto. Kemudian penulis menggunakan teknik kuantitatif dan kualitatif untuk menganalisa data yang diperoleh. Keabsahan data didapatkan dengan menerapkan demokratik, hasil, proses, katalitis dan keabsahan dialogis. Untuk mendapatkan kepercayaan, peneliti menggunakan teknik triangulasi. Dilakukan dengan mengumpulkan data dari sudut pandang yang berbeda, termasuk siswa, guru dan kolaborator. Hasil dari penelitian menunjukkan bahwa ada peningkatan kemampuan berbicara siswa melalui penggunaan teknik Think-Pair-Share. siswa-siswa membuat peningkatan yang baik dalam beberapa aspek ketrampilan berbicara, seperti pengucapan, kosa kata, dan komunikasi interaktif. Mereka lebih percaya diri berbicara bahasa Inggris. Mereka memiliki banyak kesempatan untuk berbicara. Mereka secara aktif mengikuti selama proses belajar mengajar. Mereka mampu berbicara dengan ekspresi yang tepat, gerak isyarat, dan intonasi. Selain itu, mereka tidak lagi segan bertanya kepada guru ketika mereka menemukan kesulitan-kesulitan. Penemuan penelitian juga didukung dengan hasil rata-rata nilai berbicara siswa yang meningkat dari 63.32 disiklus I ke 74.80 disiklus II.*

Kata kunci: speaking, action research, and Think-Pair-Share (TPS)

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## Introduction

Today, the first international language is English, and in this globalization era, millions of people want to improve their English speaking or to ensure that their children achieve good English speaking. It's because English speaking is one of the ways to communicate.

Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main functions of language is a means of communication. It means that the goal for

students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life's requirements, both social and academic. The students have to be able to express their thoughts, ideas, and feelings orally in English without thinking for a long time before saying what they wish to say.

Based on the writer's observation at the XI grade of SMA Muhammadiyah 2 Yogyakarta, the writer found that the students were poor in English speaking skill. When they spoke English, they took so much time thinking what they were going to say, some of them did not say anything. Related to the steps of scientific approach, the students still had difficulties in questioning steps. They could not express the question in English directly.

Many factors could cause the problem of the students' speaking skills, among others the students' interest, the material, the media, and technique in teaching English. In SMA Muhammadiyah 2 Yogyakarta the teacher taught the students traditionally. The teacher asked the students to perform that dialogue in front of class without asking them to develop a more communicative dialogue using their own way. So, they only memorized the dialogue and most of the students did not know how to use some expressions taught by their teacher in a real communication. It made the students bored and unmotivated in the teaching and learning process. Instead of working on the tasks given by the teacher, some of them were busy with their own business. They chatted with their friends and did not pay attention to the activity in the class. As a result, they were not encouraged to practice in speaking during the class, which is the most important element in improving speaking skill. This strategy could not help the students to use language as a means of communication.

This research can be classified as action research since it is conducted to improve the teaching of reading in the classroom. Action research is a kind of research in which the teacher can involve in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures (Harmer: 2002).

The writer considers that it is necessary to find out an alternative way to create suitable and interesting techniques to students' condition. They need any practices to assist them in developing their speaking ability. Many techniques can be applied including Think-Pair-Share (TPS) because it encourages the students to be actively participating in teaching learning process. This technique also gives students an opportunity to practice communicating in different social contexts and in different social roles.

## **Research Method**

The type of this research is action research. The nature of the action research is to identify the problems happened in the teaching and learning class then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. Thus, he formulated the actions to solve the problem,

This research was carried out in SMA Muhammadiyah 2 Yogyakarta in the first semester in the academic year of 2015/2016. It was from August to November 2016. The class was held once a week, every Wednesday from 10.00 up to 11.30 am. The duration was 2 x 45 minutes for each meeting.

The procedures of the research consisted of formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns (1999).

The instruments of the researches are field notes, observation checklist and interview guideline. The researcher was able to record everything happened in the class during the action and used observation checklist, the collaborator gave a tick to the statements describing the teaching and learning process which had been conducted. The researcher also used interview guideline to keep the discussion on the track. In order to gain the valid data on the students' speaking performance, the researcher used speaking rubric to get the information about the students' speaking ability after the TPS technique had been conducted.

The data were collected in the form of qualitative data and were supported by quantitative data. To analyze the quantitative data, the researcher referred to the stages of the data analysis that are suggested by Burns (1999: 157-160). They are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data of this research were obtained from the tests conducted. They were used as supporting qualitative data. Descriptive analysis was used to analyze the quantitative data. It was the mean which was used to represent the central tendency of the scores. The mean was used to know the improvement of the students after the cycles were done. This research also used research validity, they are process validity, catalytic validity, democratic validity, dialogic validity proposed by Anderson in (Burns' 1999: p,161-163)

### **Finding and Discussions**

The implementation of TPS was combined with other actions i.e. using various media (video and pictures), using games, and giving speaking exercises. This aimed at improving the students' speaking skills. From the speaking exercises, the students could practice their speaking ability and they could improve their pronunciation and intonation as well.

The actions were conducted in two cycles consisted of two meetings for each cycle. Based on the reflection of Cycle 1, the problems related to the teaching of speaking could be overcome. The learning activities were more enjoyable. The students were interested in doing the Think-Pair-Share activity in the class. Generally, this technique improved the students' involvement in the teaching and learning process since they had to interact with their friends continually. The activities helped them to understand the materials since they could discuss what they knew with the members in their group. However, they lacked expression, gesture, and also intonation when performing a dialogue. Even though some of them were still shy speaking up their mind, their chance to speak improved as they had a partner to interact with. They also had more opportunities to get feedback from their friends since they worked in a group. In addition, the students improved their vocabulary because they might find new vocabulary related to the utterances they wanted to make. As a result, they were more active in the teaching and learning process especially in speaking.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students' speaking ability as well. The collaborator and the researcher did the last discussion in reflecting all the actions in Cycle II. The problems which happened in the second cycle were discussed with the collaborator to achieve the democratic validity and dialogic validity. The data of the reflection were captured from the observations during the teaching and learning process and the interviews after each meeting. The improvement of the teaching and learning process during Cycle I and Cycle II can be seen in the table.

No	Actions	Cycle I	Cycle II
1.	Using classroom English during the teaching and learning process.	The researcher gave more translation after explaining something in English. Some students answered the questions in English especially in responding the greeting.	The researcher decreased the amount of translation. The students actively answered the English, like in greeting and answering the questions related to the materials.
2.	Applying Think-Pair-Share technique	TPS technique helped the students in improving their vocabulary since they had time to think what they wanted to say. The students' motivation and involvement in the teaching and learning process also improved. However, when the English class schedule was in the last lesson, the students seemed very tired and unenthusiastic. In addition, the students were still shy to speak. They lacked of expression, gesture, and also intonation when performing a dialogue. The researcher faced difficulty in controlling the students when conducting TPS technique.	Think-Pair-Share technique was successful in improving the students' confidence to speak. They were able to perform a good dialogue with proper expression, gesture, and the intonation. Their participation to ask and answer questions highly improved. The time management for the activity was under control. The researcher could manage the students when conducting TPS technique.
3.	Giving feedback to the students' pronunciation	Feedback helped the students to correct their pronunciation.	Giving feedback helped the students to speak better. They

		Nevertheless, some of them made a lot of errors or mistakes in pronouncing the words	more confident in pronouncing the words since they had known how to pronounce it correctly. They made less errors or mistakes in pronouncing the words then.
4.	Giving rewards to the best performance.	-	The rewards successfully boosted their motivation to do the task well and be the best performer. They worked really hard to be the best group.

The assessment was conducted in the second meeting of Cycle I, on September 5<sup>th</sup> 2015. Students created a dialogue then performed it in front of the class. The second assessment was on September 12<sup>th</sup> 2015. They created the dialogue and performed a role play about offering expression. The comparison between two performances supported the findings of the research. We used the same speaking rubric in assessing the students' speaking performances. The mean score of the students in Cycle I was 63.32, and 74.84 in Cycle II. Based on the comparison between each student's mean score in both performances, there was an improvement in the students' speaking skill. Many of the students got higher scores in the second performance. In general, the students made a good improvement in pronunciation, vocabulary, and interactive communication.

## Conclusion

The aim of this research is to improve the students' speaking skills through Think-Pair-Share (TPS) technique. The researcher used action research as the method in this research. As stated in the discussion in the previous chapter, it can be concluded that the use of TPS technique is believed to be effective in improving the students' speaking skills. In formulating this result, the researcher gained two kinds of data in this research. The first data were qualitative data, and summarized as follows.

From Cycle I, it was found that TPS technique could improve the students' motivation and involvement. However, the students were still shy to speak up. They lacked expression, gesture, and also intonation when performing a dialogue. In addition, Their motivation was not consistent. They were the reasons why the researcher felt that she had to continue in implementing the TPS technique and add some actions for the second cycle.

From Cycle II, it was found that the TPS could improve the students' speaking skill. They also showed their confidence in speaking. They were able to perform a good dialogue with proper expression, gesture, and the intonation. Their

participation to ask and answer questions highly improved.

In terms of quantitative data, there was an improvement on the students' speaking skill. It could be seen from the result of the test in the end of the first and the second cycle. The mean of the students' scores improved from 63.23, to 74.84. To avoid bias in scoring, the collaborator also scored the students. This shows that TPS technique was successful in improving the students' speaking skill.

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