THE IMPLEMENTING OF THINK-PAIR-SHARE (TPS) STRATEGY IN TEACHING SPEAKING SKILLS

Aco Nasir
University of Al Asyariah Mandar, West Sulawesi, Indonesia
Jl. Budi Utomo No. 2 Manding, Polman, Sulbar
Email: aconasir003@gmail.com

Abstract. Currently, in teaching a language is claimed to be less effective when the Teaching activities are dominated by the instructor as known commonly teacher oriented. There are a lot of research reports exposed that most of students are passive learners and only certain students respond learning activity. This is a marker that students are lazy to think as a form of familiarity is not active in the learning process and the habit of always relying on any material submitted by the teacher. This phenomenon is able to be overcome through one of cooperative learning strategy called Think Pair Share (TPS). This Model of TPS is a strategy whereas the students are demanded to be more active in individual thinking then discuss in pair and sharing in the whole class. This study is one of critical review toward previous research related to the Think-pair-Share strategy. In this case, this study aims to carry out the effect of the Think-Pair-Share implementation in teaching speaking skill. The findings indicate that there is a significant improvement in term of students’ ability in reading English after they are treated using Think-Pair-Share. However, this model requires a patient teacher to the students who has needed more attention.

Keywords: Think-Pair-Share, Teaching, Speaking Skills.

INTRODUCTION

English language is one international language which is taught widely at many countries in the world. There are many residents at various state use English language as communication device in various essential appointments on level international. The data shows about 6912 languages which is used in the world and English language most widely used in the world after Mandarin (Ethnologue, 2016). However, English is the only one, foreign language that must be taught on education ladder in Indonesia. There are some foreign languages which are taught in education ladder in Indonesia, such as Arabic, Mandarin, Japanese, and German but they are just additional lesson or just a second choice at school.

As an international language it must be learned by all students at formal education institute such as at junior high school, senior high school moreover in university. English language is learned in two broad contexts in Indonesia, foreign language and second language acquisition. A foreign language is one where the target language is not the language of communication in the society. A second language context is one where the target language is the language of communication in the society. Therefore, in teaching English, intercultural concept must be noticed clearly (Roamdloni et al, 2018).

Basically, Think-Pair-share (TPS) has been used for many times in the educational world. The Think-Pair-share (TPS) is not only found in English education but also found in many other areas such as in math, social science etc. The Think-Pair-Share (TPS) has been known in the world of education for many years and has also been used in a wide variety of teaching such as in the teaching of science, social science, math, and others. On the grounds that by implementing TPS Strategy in the learning process so the students who are taught more enthusiastic, proactive and more vibrant. This is caused of the model TPS itself that is more students oriented so that teachers function as facilitator here is where the
role of teachers here are just directing, facilitating and guiding students.

The election foundation of this strategy is grounded by collaborative learning techniques (Major et al, 2005) exchanging information, ideas, and opinions is open and provocative discussion lies at the heart of collaborative learning. In that way is clear of discussion as the prototype teaching method to make the students posses eagerness or enthusiasm in learning process and at once is one of the most valuable tools in teacher’s repertoire.

The emergence of Think-Pair-Share strategy on educational world which developed by Lyman in 1978 (McTighe & Lyman, 1988), for the first time, has been observed through varied research on educational teaching from the basic level to the university levels. This strategy is a part cooperative learning. To make case for collaborative learning seems almost too easy. More research on learning in small groups exists than on any other instructional method, including lecturing, while most of this is credible and positive, it is dominated by research and investigation in higher education. (Major et al, 2005: 3).

There are a lot of research show some parts of cooperative learning such as Johnson, he divided in to nine parts activities they are jigsaw, TPS (think-pair-share), Three-step-interview, round-robin-brainstorming, three-minutes-review, numbered heads, think-pair-solo, circle the sage and partners. Even major et all, gave thirty parts of collaborative learning there is provided more complete. (Major et al, 2005; Jufri; 2007). English as compulsory subject at university has four skills required to be learnt one of them is reading skill. Reading is one of form of communication between writer and readers which is mediated through a written text. (Sulistyo, 2011: 20). The behavioral psychology explained in narrow terms of stimulus-responses theory that the development of reading comprehension has been investigated for two reasons; there are reading achievements and literacy, in this research, the researcher only tries to focus on achievement of reading comprehension.

People as social beings nowadays almost cannot escape from reading activities. Reading activities can be a wide variety of English reading materials ranging from those with highly academic materials such as textbooks, research reports, to official stuff such work reports, notes, official letters, or email message, even newspaper, reports, novels etc. for short people read for different reasons. people read differently according to their background; the place of origin, education, social group, generation and even occupation. Sometimes we read for information on the other for enjoyment. (Sulistyo, 2011: 20). Based on many references, there are so many definitions on it. According to Blachowicz & Olge (2008) reading comprehension is a process demanding skills and strategies. Reading comprehension is an evaluating process, therefore the readers are expected to be able to decide whether the information read is comprehend to the objective of reading. That is why, reading comprehension is needed to be taught to students.

The teaching English at the university level is aimed to equip students to comprehend literature and other reference sources written in English (Sulistyo, 2013:37). It based on the degree no. 096/1967. Nowadays we are at ASEAN Economic Community (MEA), automatically the government emphasis English lesson to be learnt as national educational at school. It seems on the Indonesian government in turn decreed a new set of regulation on national standard of education no. 19/2005. The focus of learning a language is to gain the ability to speak, to write and appraise literacy. (Department Pendidikan Nasional, 2005:53). That is why; to arrive the goals is by equipping students to master oral production.

Talking about concept of speaking, it means discussing all about things that might arise in oral production. That’s way writer formulates some concepts of speaking that must be considered by all
English practitioners. Speaking is to say something from feeling and mind expressed through the sequence of sound, word, and sentence. This case vocabulary, grammar, pronunciation and fluency have a very deceive rule in forming the speaking skill. According to Kaharuddin, in his work that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse (Kaharuddin, 23: 2013). Speaking is known as oral skill that plays essential rule human interaction and communication when people commentate their ideas, mind and feeling to the others to deal so far with concept oral skill.

Speaking is a productive skill which needs more practice and acquisition to obtain a sense a competence and mastery in language. This means all the mentioned activities together are essential in enhance the speaking skill. However, exposing learners to free discussion and authentic use for the language could be off great value. While speaking ability is an activity to produce utterances in oral communication. This activity involving two or more people in whom participants are both hears and speakers having reach to what they hear and make their contribution at high speech, so that each participant has an attention or set of intention that it was too.

The researchers assumed that Think-Pair-Share model is appropriate to apply in teaching English for students in school or university. As there has been a lot of research show the positive effect of think-pair share (TPS) strategy, mainly in speaking skill. It can help the students to solve their problems in speaking. Furthermore, they expect that by using this kind of model, the teaching-learning process will be more attractive, and the students develop their knowledge rapidly.

**THEORETICAL FRAMEWORK**

This study is grounded on Major’s et al Collaborative learning techniques (2005). Collaborative learning techniques suggest that students can obtain mature thinking via observing how teachers and other experts approach learning tasks, and by practicing expert processes with the aid of coaching from teachers. Bearing in mind the underlying rationale of Collaborative learning techniques exploding research on cognition and the brain confirms so much of what we have learned about the effectiveness of peer interaction in promoting active learning that college teachers need not fear that experimenting with collaborative learning their classrooms will plunge them into uncharted territory.

The purpose of this study is one of extensive literature on interactive group learning is to glean from experience and research information that is useful to college teachers in deciding whether Collaborative learning techniques will be effective in accomplishing their teaching goals.

Furthermore, the study refers the theoretical principle of communicative competence meaning the capability to utilize language to convey and interpret meaning (Hymes, 1972). According to Canale and Swain (1980), in order to be competent in communication one should develop grammatical competence (learner’s knowledge of the vocabulary, phonology and rules of the language), discourse competence (learner’s ability to connect utterances into a meaningful whole), sociolinguistic competence (learner’s ability to use language appropriately) and strategic competence (learner’s ability to employ strategies to compensate for imperfect knowledge). Keeping in mind the aim of the study, the focus is placed more on strategic competence since strategic competence is the recommended fulcrum by which students can develop their skills. Canale (1983: 23) and Canale and Swain (1980: 5) defined strategic competence as “the mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to
enhance the effectiveness of communication.” In addition, in collaborative learning techniques as proposed by Major et al there are thirty techniques that very useful for teaching subject and of them is Think-Pair-Share (TPS) strategy and this is will be the main focus of this study. How the effect of think-pair-share (TPS) strategy work in implementing it.

Concept of Speaking

English as compulsory subject at university has four skills required to be learnt. They are reading, speaking, listening and writing. These abilities are tightly connected to one another since speaking needs listening, writing needs reading and vice versa. They are inseparable. Among those four English skills, speaking is mostly the main goal of many English learners (Kaharuddin, 2010:1). Speaking is an action in expressing ideas or thoughts to other people so interaction is occurred in communicating orally for further. People live in the world of communication. According to the oxford dictionary of current English, communication is defined as the activity or process of expressing ideas and feelings or of giving people information (Oxford, 1964:225).

Actually, there are three major types of speaking. They are interaction, transaction, and performance. These types have characteristic each other. As a language learners should know these types. That’s way writer will explain the types of speaking as follow: Interactional speaking. This interactional speaking is how someone expresses mind idea or feeling in conversation form. It focuses on the speakers as people in conversation. In features of interaction such as create social interaction, focus on participants and their social needs, interactive, requiring, two way participation, may be casual or formal, reflects speakers’ identity. Transactional speaking Transactional speaking is a giving or obtaining information, or getting goods and service that focus on message, making oneself understood completely, grammatical accuracy may not a priority, communication strategies. Information is in it oriented on asking for directions, describing of how to use something, sharing opinions and ideas, discussing plans. E.g. Classroom discussions and problem solving activities. Performance of speaking Performance of speaking is form of speaking that giving information through single speaker by produces longer stretches of discourse. Monolog rather than dialogue, reflects organization and sequencing. E.g. morning talks, public announcements, welcome speech, business presentation, class talk, sales presentation, class debate.

DISCUSSION

The Think-Pair-Share strategy is designed to differentiate instruction by providing students’ time and structure for thinking on a given topic enabling them to formulate individual ideas and share these ideas with a peer. In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc.

Some pertinent ideas in attempts to avoid misinterpretation, description of several terms employed in this research is classified as follow: First, Academic content area, it refers to L2 speaking with subject matters at the tertiary level of education and aims to help students acquiring speaking training in a specific academic field. Think-Pair-Share model was first proposed by (Lyman, 1981) and developed by many scientists in recent years. The basic foundation of this model is to make the students more active in the teaching-learning process by discussing with their classmates. Moreover, the teaching-learning
Think-Pair-Share model consists of some steps. Kagan (2009) states that there are five steps in Think-Pair-Share model, they are: (1) Organizing students into pairs whereas the model of TPS is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students, (2) Posing the topic or a question Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. It makes the students think deeper and deeper, and they can give their opinions in many aspects, (3) Giving time to students to think while The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it, (4) Asking students to discuss with their partner and share their thinking. In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer, (5) Calling on a few students to share their ideas with the rest of the class. The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student’s knowledge but also their confidence.

In Think Pair Share, the teacher poses a challenging or open ended question and gives students a half to one minute to think about question. This is important because it gives a chance to start to formulate answer by retrieving information from long term memory. Then, the students to pair with collaboration group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The teacher may wish to always have students pair with non collaboration group member expose them to more learning style. The Think Pair Share structure gives all students the opportunity to discuss their idea. This is important because students start to construct their knowledge in this discussion and also to find out what they do not know. This active process is not normally available to them during traditional lectures.

After several minutes, the teacher solicits students or takes classroom “vote” students are much more willing to response after they have a chance to discussing their ideas with a classmate because if the answer is wrong, the embarrassment is shared. Also, the response receives are often more intellectually concise since students have a chance to reflection their ideas. The Think Pair Share structure also enhances the student’s oral communication skills as they discuss their ideas with the one another. This short “intermission” can also provide the teacher a timely opportunity to mentally go over the next concept to be discussing. One variation of this structure is to skip the whole-class discussion. Another variation is to have students write down their thoughts on note card and collect them.

CONCLUSION

This paper is based on various sources about the effect of Think-Pair-Share Strategy toward learning of reading skills as discussion above, report that since a few decades ago from time to time the Think-Pair-Share Strategy (TPS) has been utilized in many various learning and it shown as an effective strategy in teaching process particularly in reading subject. The findings indicate that there is a significant improvement in term of students’ ability in reading English after they are treated using Think-Pair-Share. However, this model requires a patient teacher to the students who has needed more attention.

Think-pair-share may also become a solution for teaching and learning activities in
The Implementing of Think-Pair-Share (TPS) Strategy – Aco Nasir

Indonesian context, which has big classes, usually consists of 40-65 students each class. It is manifested from the feature of TPS, which provides a chance every student to think and share their ideas in the class at the same time so that it does not require a lot of time and job for the teachers. Fortunately, think-pair-share as an example of cooperative learning is a part of excellence in Curriculum 2013, which emphasizes on the use of cooperative or collaborative learning.

REFERENCES


