

## **IMPROVING STUDENTS' MOTIVATION AND SPEAKING COMPETENCE BY USING THINK-PAIR-SHARE STRATEGY**

**Ahmad Hanan<sup>1)</sup>, Hera Aulia Budiarti<sup>2)</sup>**

FPBS IKIP Mataram

ahmadhanan@ikipmataram.ac.id<sup>1)</sup>, herabudiarti@gmail.com<sup>2)</sup>

### **Abstract**

This research was aimed at describing whether or not Think-Pair-Share strategy is able to improve the students' motivation and speaking competence. The research was a Classroom Action Research. The data collected through qualitative and quantitative ways. The instruments used by the researcher were speaking test, observation sheet and questionnaire. The finding of the research showed that the strategy can improve the students' motivation and speaking competence. The improvement can be seen from the result of note taking and observation sheet. In cycle one there were 20 out of 30 students improved their motivation which was also supported by questionnaire result of 84%. In cycle two the result of note taking and observation sheet showed that there were 25 out of 30 students improved their motivation which was also supported by questionnaire result of 91%. The mean score of the students also showed an improvement, from 63, 53 on first cycle to 84 on the second cycle. So, it could be concluded that using Think-Pair-Share strategy was able to improve the students' motivation and speaking competence.

**Keywords:** *Think-Pair-Share strategy, Students' Motivation, Speaking Competence*

### **INTRODUCTION**

Speaking skill is the most important skill that should be mastered by English learners. It is a communication process or the action of conveying information or expressing feelings, which build the meaning. Therefore, it is one of important skills for human life to express idea, emotion, and what they want to say, that can be directly observed. Besides, speaking has commonly happened because there is a feedback or interaction between two persons or more. In general, speaking done verbally and it can be understood by both the speaker and interlocutor.

In teaching and learning speaking, the students need to have the spirit to be able to asking and giving opinion and shall have an active interaction in the class.

When teacher sometime asked the students to give some arguments about what they got from the material and shared their result in front of class. But sometimes students are afraid to convey their opinions; they still said their opinion in whisper. So, to ease the students in conveying their opinion and to be brave in asking and answering question, the students need motivation to help them to be more active in learning speaking.

According to Brown (2003: 168), motivation is yet another effective variable to consider, but one that is so central and with research foundations that were so pervasive that deserves a separate category here. In addition, motivation is a thing to know the successful or failure when we do something in specific purpose. Someone

does not has energized to reach goals, means that they do not have motivation. Because of doing not have motivation will affect students' speaking. Consider, but one that is so central and with research foundations that were so pervasive that deserved a separate category.

Based on pre-observation at SMP Al-Ashriyah Gunungsari in second year, the researcher discovered some problems in the process of learning related to speaking and motivations. The first problems dealing with speaking are grammar, vocabulary, comprehension, fluency, and pronunciation. Another problem that the researcher found dealing with motivation, as follow: the condition of students who were shy to deliver their opinions in English, they expressed their opinions in a whisper, and they did not raise their hands and waited until the teacher called his/her name. Based on the problems above, the researcher will be offered a solution to solve the problem by proposing Think-Pair-Share strategy which the researcher believed can improve the students' motivation and speaking competence. The researcher chose the strategy because, the researcher was interested in motivating the students to learn English language, particularly in speaking skill, for students to speak or express opinions in front of the class it was not already. They will feel ashamed and afraid to speak. Therefore, the researcher suggested using Think-Pair-Share strategy. Think-Pair-Share Strategy is a way of learning, where the teacher asks the students to do the tasks in pairs, and then they will do the task, thinking together in solving the problems and summarize it in the written forms. The students have time to think and then share their ideas with their friends in pairs. Bobette (2010: 06).

This strategy was one type of cooperative learning in which students will discuss in pairs, by using this strategy students can be motivated to speak, exchange ideas, and be bolder in expressing opinions in discussing the tasks assigned by the teacher.

## **Review of Literature**

### **Speaking**

According to Brown (2003: 140), speaking is a productive skill that can be directly and empirically observed, effectiveness of test-takers, listening skills which necessarily compromises the reliability and validity of oral production. Form and meaning were dependent on the context in which it occurs, including participants themselves, their experiences, the physical environment, and the purposes for speaking. Speaking is the way how to express our ideas, opinions and also to make our interlocutors understand what we want to say and get the point of the conversation.

### **Think-Pair-Share**

According to Bobette (2010: 06), Think-Pair-Share is a way of learning where the teacher asks the students to do the tasks in pairs, and then they will do the task, thinking together in solving the problems and summarize it in the written forms. The students have time to think and then share their ideas with their friends in pairs. Based on the explanation above, this research specifies in teaching speaking by using Think-Pair-Share.

### **Motivation**

According to Doan (2011: 205). Motivation is one of the main factors affecting the success or failure of students in foreign language learning. According to Brown, (2003: 168), motivation is yet another effective variable to consider, but

one that is so central and with research foundations that were so pervasive that deserves a separate category here. In addition, motivation is a thing to know the successful or failure when we do something in specific purpose. In language learning, especially in speaking in front of the class was not easy. Therefore, motivation is needed in learning to build students' interests and self-confidence. With motivation, students will get the urge to be more courageous to speak and express opinions. Student anxiety and shame or fear to speak in front of the class can be overcome because of motivation in learning.

## **RESEARCH METHOD**

In this study, the researcher applied Classroom Action Research (CAR) that was systematic inquiry with the goal of in forming practice in particular situation. Meaning that Classroom Action Research (CAR) is a way to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

Classroom Action Research (CAR) appears because there is a problem that must be solved. CAR is an application of fact-finding to practical problem-solving in a social situation with a view to improving the quality of action within it. Classroom Action Research (CAR) is a process of systematic reflection. In this phase is to reflect or review everything which has been done within the action. In other words, reflection is intended to see the success or failure of what had not been achieved in the previous action or during the action.

This study used quantitative and qualitative approach to get the data. Quantitative data was data that could be measured numerically, things that could be

measure precisely. Quantitative data obtained by giving test. The quantitative data analysis used to know elicit performance from learners with the purpose of measuring their attainment of specified criteria.

Qualitative data was included virtually any information that can be captured this was not numerical in research. In this study, qualitative data was collecting the information direct from the object of the research. Therefore, this study needed to analyze the data which was suitable for the purpose of the research. In order to get a precise description, qualitative data obtained by using questionnaire. Louis et al (2007: 297) stated that Classroom Action Research is a powerful tool to improve and change at the local level. In this study, the researcher will conduct the collaborative research in which the teacher as an implementer and researcher as an observer. The role of implementation which convey the strategy that has been prepared; the implementer controlled the class during die teaching-learning process. The Failure or success of the strategy depends on how the implementer conveys the strategy. The researcher as the observer; the role of the observer was to observe the teaching-learning process whether there was any weakness or not during the teaching-learning process. The observer suggested an evaluation to solve the problem that might arise.

This research was collaboration action research between the teacher and the researcher. A model of Classroom Action Research used in this study was model of action research that has been developed by Stephen Kemmis, Each cycle has four steps: plan, act, observe, and reflect.

## Procedures of the Research

The research conducted by the following steps:

### a. Preliminary Study

This step used to get the information about model of teaching and learning process at SMP Al-Ashriyah Gunungsari. The researcher found out some problems that still faced by the students in learning speaking which are related to students' motivation and speaking competence.

#### 1. Planning

In this phase, the researcher made some preparation before implementing the study. Those preparations are as follow: The researcher took note on the students' speaking performance during teaching and learning process to know the students speaking achievement.

- a. The researcher used the questionnaire to know the students' motivation. The questionnaire consists of 15 items of questions.
- b. The method of teaching and learning used in this study was describing a picture.
- c. There were 4 meetings in this study. The researcher delivered the teaching material by using Think-Pair-Share strategy from the first until the third meetings. On the last day, the researcher gave questionnaire to know the students' motivation after teaching them using Think-Pair-Share strategy.
- d. The next step was making lesson plan. K13 curriculum used by the researcher in designing lesson plan. The

lesson plan covered the following items: standard competence, basic competence, indicators, and the purpose of teaching, teaching method, steps of the method, learning sources, and assessment.

#### 2. Implementing the Action

In this step, the researcher implemented Think-Pair-Share strategy in teaching speaking at first grade student of SMP Al-Ashriyah Gunungsari in academic year 2018/2019. In implementing the Think-Pair-Share teaching strategy, the researcher as the facilitator and observer provided the lesson plan during the existing teacher taught using Think-Pair-Share strategy during the instructional process. It was conducted base on the schedule.

#### 3. Observing

Observer (researcher) took note during the teaching and learning activities. The object observed includes students and teacher activities, the evaluation was done by giving a test to the students.

- a. In the observation sheet for students activities in the classroom during the teaching and learning process; the observer gave sign YES to indicate if Think-Pair-Share strategy procedure and NO otherwise, such as in pre-activity, main activity, and post activity.
- b. Observation sheet for the teacher activities during the implementation of Think-Pair-Share strategy by giving sign

YES to indicate if it meets the Think-Pair-Share strategy procedure and NO otherwise, such as in pre-activity, main activity, and post activity.

#### 4. Reflecting

Reflection is an activity of expressing teacher's experience as the self-evaluation. This is the last steps in this cycle to get the result of the observation, to see the progress and improvement of using the Think-Pair-Share teaching strategy.

### **Instruments of the Study**

The researcher will apply three kinds of instrument (1) speaking test, (2) observation, and (3) questionnaire.

#### 1. Speaking test

In finding out whether Think-Pair-Share strategy able to improve Students' Motivation and Speaking Competence, the researcher gave oral test as an instrument for this study. The kinds of oral test used by the researcher gave some pictures to the student like fruits, building, figure of cleric, an actress, and the student described the picture according to the title they chose and then researcher recorded the performance student to know speaking ability of students.

#### 2. Observation Sheet

The researcher conducted the observation to know the situation and the behavior between teacher and student activities that happened in the classroom (Class Situation).

##### a. Teacher's Activities

The observer saw the teacher's practice, in delivering the teaching material and another

supporting teaching material using Think Pair Share.

##### b. Student's Activities

The observer saw the weaknesses, interest, and ability of the students.

#### 3. Questionnaire

Questionnaire was a technique of collecting data by giving some question to the respondent to answer (Sugiyono, 2016: 199). Data was taken from the questionnaire based on students' need, interest, agree and disagree, like and dislike about teaching and learning process. The questionnaire was given to the students right after the final test to see how the students' feeling during teaching-learning process. The questionnaire consists of 15 questions to see the response of students' motivation after teaching speaking by applying Think-Pair-Share strategy. The answer categories of the questionnaire were; sangat tidak setuju, tidak setuju, netral, setuju, sangat setuju. The criteria of students classification developed based on score adapted from Sugiono (2016: 135-136).

### **FINDING AND DISCUSSION**

#### **Research Finding in Cycle One**

##### 1. In the first Meeting (March 2<sup>th</sup>, 2019)

In the first meeting, the teacher implemented the teaching-learning process based on the lesson plan. The teacher greets to the students. The students' response the teacher greets and then, the teacher checked the student's attendance and the students' condition. The teacher introduced the collaborator (researcher), the teacher asked the students to pay attention and not to make noise during teaching-learning process. Then the

teacher explains the material about describing picture, where the teacher showed a picture of some objects to students. Then the teacher asked the students to give their opinion about the picture. The teacher asked the students to make group in pair. The teacher allocated 15 minutes to discuss the task. The students discussed the topic with their groups. Besides that, the teacher gave them instruction or some example on how to describe a picture. There were some students that always talk to each other without paying attention to the teacher's explanation, they were: AW, BR, BZ, HL, and IL. The leader of the class warned his classmate not to make noise and pay attention to the teacher's explanation by uttering "guys attention please!" Not only had the leader of the class but also the teacher also warned them. At the end of the class, the teacher closed the lesson.

## 2. The Second Meeting (March 23<sup>th</sup>, 2019)

The teacher invited every member in the groups to present their group assignment. Then, the teacher explained the procedures on how to present the result of their discussion.

The first indicator was pronunciation, in this indicator, the observer found out that they still had difficulty in pronouncing the words in the sentences some of students talked to each other and made the classroom noisy during the speaking performance.

The second indicator was grammar, the students got difficulty in constructing the sentences; students that lack in speaking also found it hard to finish the task, although the teacher had given them an opportunity to convey their opinion or suggestion but they keep silent and point at each other and some groups were not prepared to do the presentation. One of the

students namely MAU had significant improvement on her speaking skill, particularly her grammar during the learning process; she had shown her confidence to her group when she presented the result of discussion in front of the class. She also gave some suggestions or comment in conveying her ideas.

The third indicator was vocabulary, the students did not express their opinion because they still lack of vocabulary, it was seen when the teacher asked them to present their assignment. At the end of the class, the teacher gave the students homework on making physical description of their group. The teacher closed the lesson.

## 3. The Third Meeting (March 27<sup>th</sup>, 2019)

In this meeting, the teacher invited every member in the groups to present their task that has been given by the teacher last week. The students that lack in speaking at this meeting still ignore and did not pay attention to the topic; they followed the learning process without participating in teaching and learning process.

The fourth indicator was fluency. Some students were not able to speak fluently because they felt nervous and afraid to make a mistake.

The fifth indicators were comprehension. Some students were able to understand the question given by the teacher during teaching-learning process. The students that lack in speaking were not confidence to do the task, for instance when the teacher gave a quiz, the students that lack in speaking still keep silent and did not answer the questions. Some students still shy and nearly whisper in uttering their opinion.

## 4. Fourth Meeting (April 6<sup>th</sup>, 2019)

In the last meeting, the teacher explained the teaching material clearly and also made the students enjoyable to learn. The teacher clarified the students' presentation and students' argument. The first indicators were pronunciation; the students that lack in pronunciation had shown their boredom during the teachers' explanation, such as one student namely RA just scribbling the paper and ignored the teachers' explanation. The second indicator was grammar; some students that lack in grammar just kept silent and did not pay attention to the teacher's explanation. The third indicator was vocabulary; some students that still lack in vocabulary kept silent and did not pay attention to the teacher's explanation. However, some students that good at speaking had shown their persistent, such as; HA, FPA, IWL, AI and MAU consult the teacher about their difficulties.

The teacher made conclusion about the material though some students understand. After that, the students made conclusion about the material with the teacher. At the end, the teacher greeted to the students and closed the lesson.

### **Reflection**

In this stage, the researcher evaluated based on the data collected from students' speaking score and students' motivation. The result of counting the data, students' speaking score in first cycle had shown that the implementation of Think-Pair-Share strategy did not meet the satisfactory result, which the mean score of students speaking performance was 65, 53. The highest score was 80 and the lowest score was 48. In addition, the students' mean score did not achieve minimum completeness criteria yet of 65. And the result of students' motivation questionnaire

showed that the implementation of Think-Pair-Share strategy has met the satisfactory result in improving students' motivation. Based on the result of students' motivation questionnaire was 84% with **very good** criteria.

### **Research Finding in Cycle Two**

The result of cycle one did not meet the criteria of success, because the teacher good in giving students motivation in learning process even the speaking score of students still not exceeded the minimum completeness criteria. The students learning interest effected with their motivation, if the teacher not enough motivated students, they would not interest to do something or pay attention with their activities, they just follow the procedure of learning process without feel interest and finish their task. So there were some revision should be made to overcome the problems.

#### **1. First Meeting April 10<sup>th</sup>, 2019**

The teacher explained the material about "*How to describe a picture*", during the explanation the teacher was able to control the students. Afterward, the teacher gave the picture to each group and asked them to discuss the picture in their own group in twenty minutes. The first indicator was pronunciation, the students with lack in speaking such as; E, HA, FPA, RA, NST, and IWL, were paid attention to the topic and did their task. Some students seemed bored and did not interest in studying to finish their task.

The second indicator was grammar; the students increased their grammatical in arranging the sentences. In this meeting, some students lack in speaking were confidence to encourage delivering the opinion since the picture was familiar with other students. There were some students

did not participate much, such as; QK, RA, ASN, E, and RM. They still silent during the teaching-learning process.

The third indicator was vocabulary; the students in this meeting were able to deliver their opinion and the students' confidence when they were showed their opinion and suggestions.

## 2. Second Meeting April 13<sup>th</sup>, 2019.

The teacher in this meeting invited students to present their assignments in front of the class. Two groups (MAU, HF, NC, and BDA) had presented their assignments. The first indicator was pronunciation; the students in good spelling they were able to deliver their opinion and they were not difficult to utter the word in sentence.

The second indicator was grammar; the students presented their assignment with good grammatical and their sentence meaningful. Most of them conveyed their opinion and suggestion in confidence when they delivered their opinions and suggestions they were active in giving questions to the groups' presentation.

The third indicator was vocabulary; some students able to describe the picture or giving their opinion with sufficient vocabulary.

## 3. Third Meeting April 20<sup>th</sup>, 2019.

The teacher invited two groups to present their assignment. In this meeting, the situation of the class was under controlled by the teacher. There were some students who always talked to teach others in the classroom, such as; QK, RA, ASN, E, and RM. But, there were two students always showed their boredom and slept in the classroom, they were NST and AW.

During the quiz, some students were enthusiastic and tried to get the point in every question. In this meeting, the students kept trying to give the correct

answer and never give up trying until they found the correct one. Other students tried to answer the questions even it was difficult questions. The students interested to answer the questions because of the teacher announced that there was one group would be the winner and would get the reward. Because this was last meeting, the teacher conveyed the material clearly and gave the suggestions to the students during explaining the material. After explaining the material, the teacher asked the students to fill the questionnaire honestly based on the instruction of the questionnaire. At the end of the class, the teacher greeted to the students and said thank you and the teacher closed the lesson.

## Reflection

In this stage, the researcher evaluated based on the data collected from students' speaking score and students' motivation. The result of counting the data, students' speaking score in second cycle had shown that the implementation of Think-Pair-Share strategy had met the satisfactory result, which the mean score of students speaking performance was 78, 26. The highest score was 84 and the lowest score was 68. In addition, the students' mean score achieved the minimum completeness criteria of 65. And the result of students' motivation questionnaire showed that the implementation of Think-Pair-Share strategy has met the satisfactory result in improving students' motivation. Based on the result of students' motivation questionnaire was 91% with **excellent** criteria.

## Discussion

Based on the findings of the research, Think-Pair-Share strategy enhances

students' motivation and speaking competence. It was proven by students' mean score and the total percentage of students learning activity that increased in every meeting during teaching and learning process. In conducting the teaching and learning process on the first cycle, the researcher found out that 20 students still seemed confused and got difficult to work with their task and did not pay attention to the teacher's explanation. Moreover, the result of the students' mean score on the first cycle did not reach the minimum completeness criteria. Therefore, the researcher and the collaborator decided to conduct the second cycle.

On the second cycle, teaching-learning activities were getting better than the first cycle. The students involved actively in teaching-learning process and paid attention to the teacher's explanation. They seemed likely more enthusiastic and interactive to work on their tasks by using Think-Pair-Share strategy and they followed every instruction from the teacher.

In cycle two the students' performance was getting better comparing to the first cycle. It was also supported by the result of questionnaire and speaking test in cycle two. The result of questionnaire showed 84% of students achieved the minimum completeness criteria and the average result of speaking test was 76.66 % means that the students exceeded the maximum score of minimum completeness criteria of 65%. Hence, the result of cycle one and two showed that the Think-Pair-Share strategy could enhance students' motivation and speaking competence after implementing the Think-Pair-Share strategy in teaching and learning process.

In addition, the Think-Pair-Share strategy not only enhance students' motivation and speaking competence but also teach students how to solve problem by working together and reasoning with each other.

## **CONCLUSION AND SUGGESTION**

After analyzing the data, the researcher came to conclusion that the implementation of Think-Pair-Share strategy was able to improve students' motivation and speaking competence at the first grade students of SMP Al- Asriyah Gunungsari in academic year 2018/2019. The students' motivation and speaking competence were getting increased after implementing the Think-Pair-Share strategy. It was supported by the result of students' motivation questionnaire and speaking test. The result of students' motivation questionnaire was 84%, it exceeded the minimum completeness criteria and the average result of speaking test was 30% and it did not exceed the criteria of success score. So, the result of cycle one did not meet the minimum completeness criteria of 65%.

Meanwhile, on cycle two the result of students' motivation questionnaire was 90%, it exceeded the minimum completeness criteria and the result of speaking test was 80% it exceeded the minimum completeness criteria. Both students' motivation and speaking competence were increased. In conclusion, after the teacher implementing Think-Pair-Share strategy, the students' motivation and speaking competence were increased. By implementing Think-Pair-Share strategy the students were able to show courage and confidence in speaking and also getting motivated. It encouraged the students to share their ideas with their class

mates and working together to solve any problems in pairs.

Based on the research finding of Think-Pair-Share strategy was able to improve students' motivation and speaking competence. This strategy could be an alternative to overcome the students' problem. Therefore, the researcher would like to contribute some suggestions for the reader, especially:

1. For the Teacher

Think-Pair-Share strategy would be helpful to students' motivation and speaking competence; hence the teacher is suggested to use Think-Pair-Share strategy in the future.

2. For the School

The principle of SMP Al-Ashriyah Gunungsari shall consider this strategy to be applied by another teacher with another subject not only English teacher.

3. For the next researcher

This study would be useful for the researcher as the references in conducting similar research in the next future.

## REFERENCES

- Bobette M. Morgan, Ed D. (2010). *Cooperative Learning Effectiveness with Undergraduate Hispanic Students*. Texas, San Benito.
- Brown, H. D. (2003). *Language Assessment Principles and classroom practice*, San Francisco: Longman.
- \_\_\_\_\_. (2007). *Principles of Language Learning and Teaching fifth edition*. Pearson education, 10 bank street, White Plains, NY 10606.
- Imran, Fathurrahman. (2015). *Penelitian Experiment*. Unpublished. IKIP Mataram.
- Kemmis, S., & Me Taggart. (1998). *The Action Research Planner*. Victoria: Deakin University.
- Knight, Jim. (2009). *Cooperative Learning. Instructional Coaching Group*: Kansas G.
- MTD book. (2013). *Personal Confidence and Motivation: first edition*. UK.
- Purwanto. (2013). *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*. Bandung. PT. Remaja Rosdakarya.
- Sugiyono. (2016). *Metode penelitian pendidikan*. Bandung: Alfabeta.
- \_\_\_\_\_. (2017). *Statistika Untuk Penelitian*. Bandung: Alfabeta .