The Implementation of Think Pair Share Strategy in Teaching Speaking at SMPN 3 Matur

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Abstract

This study aims to find out how English teachers apply the Think Pair Share Strategy and what difficulties are found when implementing the Think Pair Share Strategy in teaching speaking at SMP N 3 Matur. This study uses a qualitative method. The data collection technique used is purposive sampling. The participant in this study was a teacher who taught in class VII at SMP N 3 Matur. The research instruments used were observation, video recorder, and field notes. Researchers used indicators from Phan and Lan (2021). Students are given 'think time' to generate ideas about a particular topic in the first step, which is referred to as the 'think' step. They are given one assigned question or issue from the teacher. In the following step, they are paired off to discuss and debate the ideas they have produced with one another. Students are required to share the information they have exchanged with others or with the class as a whole during the "share" step.. From the research data, it was found that the implementation of the Think Pair Share strategy was optimal, because the teacher had implemented all the procedures in teaching speaking. Although in implementing this strategy there are some difficulties faced by the teacher including there are students who do not convey or add when their friends share ideas in front of the class, there are students who are just silent, but when approached by the teacher to add he wants to add. In implementing this strategy, not all students can share their ideas in front of the class due to time constraints.

Keywords: Teaching Speaking, Think Pair Share, Implementation

Introduction

Teaching speaking very important in learning a foreign language. Clearly and efficiently communicating in a foreign language helps to a learner's academic performance and success later in life (Kayi, 2006). Therefore, the teacher should guide students in producing good speaking by teaching strategies, one of the approach strategies is Think Pair Share. Additionally, the teacher must assist students feel more confident in their English-speaking abilities, make studying and teaching fun and engaging, and enhance students' self-esteem..

There are some researchers who have done the research with some similar techniques or problems with this research. First, (Raba, 2017) found that TPS has positive in improving students' oral communication. Second, (Singh, 2020) found that Think Pair Share helps students communicate more fluently and significantly increases their speaking confidence. Syafii (2018), found that TPS method has shown to be quite successful in increasing student engagement and enhancing their speaking skills. However, the research about the implemented of TPS strategy is very limited.

Based on pre-survey at SMP N 3 Matur and interview the English teacher, the researcher was informed that the school have implemented think pair share strategy in teaching speaking. Based on researcher's interview with the English teacher, the teacher has difficulties determining which students are serious about taking the lesson and which are not when using think pair share since they need to

pay more attention to the silent kid so that everything may be accomplished in the near future. The fact is researcher descriptive study about implementation of Think Pair Share at school.

The think-pair-share strategy helps students to think deeply about a topic by allowing them to develop own ideas and discuss them with another student. Lyman created this learning strategy to encourage student interaction in the classroom. Usma (2015) to foster academic cooperation among students so that they can bond, grow in confidence, and enhance their academic skills through group activities. A form of cooperative learning called think-pair-share aims to change how students engage with one another while they are studying in the classroom. Students participate in cooperative learning when they are given the opportunity to study a particular subject matter or issue, pair up with another student to discuss it, and then present their ideas to other pairs, groups, or the entire class. (Ardhy, 2018). This strategy is works well for generating a variety of lively, inventive, imaginative, and enjoyable class conversation patterns. Think-pair-share is an interactive strategy that can be used in speaking classes to help students solve communication problems by removing barriers to effective oral interaction. With the aid of this strategy, students can improve their communication and idea-sharing skills with their peers in a fun learning atmosphere (Raba, 2017).

In implementing Think Pair Share Strategy, it is need to know about to the procedure of this strategy. In appliance for the theories of blended learning (Phan & Lan, 2021). The steps in "think pair share" are as follows: The first step, referred to as the "think" step, gives pupils one allocated question or issue from the teacher and "think time" to come up with thoughts regarding a certain subject. In the following stage, they are divided into pairs and asked to debate and discuss the ideas they have generated. Students are required to share the information they have traded with individuals or with the class as a whole at the "share" step. This method is straightforward because it takes little time to link up pupils with others who will sit next to them or form groups. Students are also taught to appreciate their peers' viewpoints and have the courage to express their own.

The steps of learning in think pair share strategy are as follow (Raba, 2017). The teacher begins by asking a question or introducing a problem. Second, students are given adequate time to think independently in order to respond to the question or propose solutions to the problem. Third, students are asked to work in pairs to discuss their answers with their classmates. They are given enough time to listen to and discuss each other's ideas. Finally, students are asked to present their ideas to the entire class. It means that learning through how students process information and solve problems must be based on the outcomes of group discussions and information obtained.

The benefits of the TPS, First, improve students' thinking abilities. Second, allow students time to reflect. Third, students become more engaged in their thinking. Fourth, students have a better grasp on the concept or topic under discussion. Fifth, students can learn from one another. Finally, each student can express their thoughts (Oktaviani, 2020). TPS can help students remember information better, and they can also learn from other students and share ideas for class discussions before submitting them.

Methods

This study used a descriptive research design. This design was chosen by the researcher because the study's goal was to analyze and describe the implementation of Think Pair Share in Teaching Speaking at SMP N 3 Matur. Qualitative research is a type of educational research that relies on the participants' perspectives, describes and analyzes these words for a theme, and conducts the inquiry in a subject-based manner. (Creswell, 2012).

Purposive sampling was used in the study to select participants. Purposive sampling is also known as judgment sampling because it involves selecting a sample that is thought to be representative of a given population (Gay, 2012). There was a teacher who teaches English by using think pair share strategy at SMP N 3 Matur as a participant in this research. The researcher only focused on identifying The Implementation of Think Pair Share in Teaching Speaking at SMP N 3 Matur.

The instruments used in the study were used to collect data. An instrument is a device or tool used to collect data. The instruments used by the researcher were observation, field notes, and video. Following data collection, the researcher analyzed the data using the instrumentation provided. The data was analyzed in four steps: reading/memoing, describing, classifying, and interpreting (Gay, 2012).

Result and Discussion

The data related to the English teacher's strategies in implementing the Think Pair Share Strategy in Teaching Speaking were described by the researcher. The English teacher at the school took part in the study. The researcher described the data related to the English teacher's methods of implementing of using the Think Pair Share Strategy in Teaching Speaking at SMP N 3 Matur.

The information was gathered through observation. A digital camera was used to record the data for observation. In addition, the researcher used field notes to supplement the data obtained from the video. The researcher conducted the research from May 28th to June 4th, 2022. The researcher found that the teacher Implementation of Think Pair Share Strategy. Moreover, the explanation about the finding of this research could be seen as follow

The Implementation of Think Pair Share Strategy in Teaching Speaking

Step	Procedures	Implementation
Think	a. The teacher gives one assigned or issue	The teacher provides material about descriptive text describing people. The teacher shows 2 pictures, namely pictures of President Joko Widodo and Ma'ruf Amin. The teacher asks students to choose one of the pictures, then the teacher asks the students what does the Jokowi and Ma'ruf amin look like?.
	b. The teacher gives think time to generate ideas about a specific time	The teacher gives three minutes to think about the answer individually according to the picture they chose.
Pair	a. The student sit in pairs to exchange their ideas	The teacher asks students to sit in pairs and exchange ideas. they sit in pairs according to the picture they choose. The teacher gives five minutes to exchange ideas
	b. The teacher guides students in discussion	The teacher pays attention to each student as long as they are discussing
Share	a. The teacher asks students to convey their idea or pre sent their ideas in front of the class	The teacher asks students to share their ideas in front of the class including four students who share their ideas in front of class one person who chooses Jokowi and three people who choose Ma'ruf Amin. And other students convey their ideas regarding what is lacking from the ideas of their friends in front of them

The research findings prove that the teacher's Implement of the Think Pair Share strategy in junior high schools is optimal because the teacher has implemented all the think pair share strategy procedures. Although in implementing this strategy there are some difficulties faced by the teacher including there are students who do not convey or add when their friends share ideas in front of the class, there are students who are just silent, but when approached by the teacher to add he wants to add. In implementing this strategy, not all students can share their ideas in front of the class due to time constraints. In addition, the researcher also compare with previous related research, among others (Apriyanti & Ayu, 2020). Sstated that The Think-Pair-Share technique was implemented during the learning process in accordance with the stages outlined in the teacher's learning process plan. Students have expressed their appreciation for the Think-Pair-Share technique's implementation. Students stated that through Think Pair Share, they can overcome the constraints in the learning process of speaking

activity. Usma (2015) stated that the results of cycle 2 met the success criteria and were judged successful As a result, it can be stated that the think-pair-share strategy was effective in improving the students' speaking ability at STAIN Ternate. Syafii (2018) stated that this strategy is appropriate for students who want to increase their active participation and improve their speaking ability.

Conclusion

Think pair share (TPS) is a type of cooperative learning designed to influence students' interaction patterns in the classroom. TPS as a cooperative learning model which consists of three stages, namely through the leveling process (thinking) students are invited to respond, think and seek answers to the teacher's questions, and through the pairing process students are invited to find answers together. Finally, during the sharing stage, students are invited to share the outcomes of the discussion with their classmates. Students learn to listen to and respect their peers' voices and ideas, and they gain confidence when they speak in front of the class and share the outcome of the discussion with their peers.

Following the field observation stage and data analysis, the researcher made recommendations to the teacher to help the students reduce their speaking errors. The teacher must be active in motivating students to share ideas when implementing the think pair share strategy in teaching speaking. The teacher can also help students with their speaking problems by understanding their goals and objectives in English speaking class. Students should use an easy-to-use dictionary to improve their vocabulary, pronunciation, grammar, and meaning.

Acknowledgments

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