

THE EFFECT OF THINK-PAIR-SHARE TO THE STUDENTS' SPEAKING ABILITY OF SHORT MONOLOG

Lenni Maya Sari Hasibuan¹, Parlindungan², Siti Meutia Sari³

English Study Program, Faculty Teacher Training and Education
University of Graha Nusantara, Padangsidempuan

ABSTRAK

Penelitian ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan antara Think-Pair-Share terhadap kemampuan berbicara siswa pada monolog pendek atau tidak, dan dalam penelitian ini penulis menggunakan penelitian random sampling. Jumlah sampel dalam penelitian ini adalah 57 siswa. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 2 Padang Bolak. Dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuesioner dan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah rumus Pearson's Product Moment Correlation (r_{XY}). Dari analisis data telah diketahui bahwa efek menggunakan Think-Pair-Share terhadap keterampilan berbicara siswa kelas delapan di SMP Negeri 2 Padang Bolak tinggi. Sehingga dapat disimpulkan bahwa hipotesis penelitian ini yang menyatakan: "Ada pengaruh yang signifikan antara Think-Pair-Share terhadap kemampuan berbicara siswa pada monolog pendek", diterima.

Kata kunci: Think-Pair-Share, berbicara, monolog pendek

ABSTRACT

This research is carried out in order to know whether there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog or not, and in this research the writer applies random sampling research. The number of sample in this research is 57 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 2 Padang Bolak. And as the instrument for collecting the data the writer uses the questioner and the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{XY}). From the analysis of the data it has been known that the effect of using Video-Recorded Task to the students' speaking skills to the eighth grade students of SMP Negeri 2 Padang Bolak is high. So that it can be concluded that the hypothesis of this research that states : "there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog", is accepted.

Keywords : Think-Pair-Share, speaking, short monolog

I. INTRODUCTION

Speaking is a productive skill. It involves the students to express their thoughts and sharing information with their friends. Mostly language learners deliberate that speaking is a skill that is measured by language mastering. In terms of consideration, language learners who learn English as a foreign language should master in speaking ability. It becomes a major ability which the learners can take control of learning English, for example, speaking as the leading of teaching and learning process which the students learn to communicate with their friends to express ideas and thoughts.

To achieve the students' speaking ability, they should do short monolog in the classroom in order to improve their speaking ability. In other words, speaking is one of valuable skill which makes the students have an achievement to talk or present something in front of others. Short monolog is one of spoken language types which one speaker standing in the class to deliver messages or ideas about something. By transmitting the message or idea, the listeners are expected to be able to receive it as well. But if the speaker cannot deliver it well, the listener will not be able to receive it well too. By doing short monolog, the students are able to encourage their speaking ability better.

Short monolog is the speech or verbal presentation delivered by a person. It means that the students are allowed to speak up in the whole class by presenting an object. In short monolog, one of the students only delivers ideas or thoughts shortly and orally. In addition, when the students do the short monolog means that they perform it by presenting what they desire to transmit to others. Through short monolog, the students will encourage themselves to speak up obviously and fluently.

The writer has observed, she wants to conduct the research about the effect of Think-Pair-Share on students' speaking ability of short monolog because it is an effective way and appropriate strategy to help

the students to improve their speaking ability. There are some components which are tested in scoring students' speaking ability of short monolog such as vocabulary, pronunciation, grammar, fluency, and comprehension.

Think-Pair-Share is a kind of cooperative learning which aims to organize classroom activities into academic and social learning experiences. The students must work in groups to complete tasks collectively toward academic goals. In addition, cooperative learning is an instructional method in which the students communicate in small groups and work with others cooperatively. The benefit of cooperative learning helps the students to encourage positive attitudes on learning, to associate with others, and to develop work together to help one another. It means cooperative learning enables students to get the higher score by increasing their speaking ability although it needs process and more practice to achieve it. Therefore, Think-Pair-Share is chosen because it gives an opportunity for students to think, to give an answer, and to help one another cooperatively. Think- Pair-Share is an effective strategy because the students become the active learners who communicate directly with their friends, talk in English without hesitation and feel free to share information or new knowledge. Also, this strategy will build up the students' motivation in speaking English because they feel enthusiast when the teacher gives a positive feedback to the students about their achievement in speaking ability.

Based on the explanation and the problems above, the writer is interested in finding out that Think-Pair-Share can improve students' speaking ability of short monolog. The researcher decides to carry out a research entitled : *The effect of think-pair-share to the students' speaking ability of short monolog*".

As has been mentioned before, this research is dealing with speaking ability of short monolog and the Think-Pair-Share. The scope of the study has been limited to the effect of think-pair-share to the students' speaking ability of short monolog.

Based on the background of the problem above, the writer formulated the research problem as follow: “Is there a significant effect of Think-Pair-Share to the students’ speaking ability of short monolog?”

The purpose of research as follow: “To know whether there is a significant effect of Think-Pair-Share to the students’ speaking ability of short monolog or not.”

The hypothesis of this research: “There is a significant effect of Think-Pair-Share to the students’ speaking ability of short monolog”.

The result of this study is expected to be useful for some people below.

1. The Teachers

The English teachers will have information about Think-Pair-Share that can affect to students’ speaking ability of short monolog as a strategy to produce better speaking and also they will apply this strategy in the classroom and give the positive effect to their students.

2. The Students

After the students were taught speaking, they have motivation in speaking activity, especially by using Think-Pair-Share as a strategy to speak English fluently and appropriately. Then, they will struggle to express their opinions or ideas in speaking English.

3. The Author Researcher

By conducting this study, it will support and motivate other researchers who want to conduct a research and also to give the positive effect on the quality of the research of Think-Pair-Share on students’ speaking ability of short monolog.

II. THE REVIEW OF THE LITERATURE

Speaking

Speaking is a process to interact with others by using verbal language and it must be mastered by learning and practicing it

especially for daily conversation where the speaker and the listener will engage in a conversation and they are able to make each other understood. Spratt et al. (2005) have asserted that speaking is a productive skill. It promotes to use speech act in order to show the meaning to others. In speaking, the speaker creates the verbal exchange to others in order to give information. It means that people express their ideas or feelings in spoken language and it serves a form of social behaviour because speaking is as a basis of oral communication among people in society from the first until now.

From the definitions above, speaking is an ability to express something by means of verbal language. The goal of speaking for sharing information such as, experiences, news, stories, knowledge, ideas, etc. It involves more than one person in communicative interaction, which is, the speaker who delivers a message and the listener who receives and responds it because the speaking activity is not only to produce words or sounds but also to obtain a meaning.

According to Richard (2008), there are three functions of speaking as described below.

1. Talk as interaction. It refers to the conversation and describes the interaction that serves a primarily social function. For example, when people meet each other, they exchange greetings, engage in small talk, and so on.
2. Talk as transaction. It refers to situations where the focus is on what is said or done. The speakers should deliver the message accurately in order to make the listeners understand clearly, so the process of the transaction can run well.
3. Talk as performance. It refers to public talk that transmits information, such as classroom presentation, public announcement, and speech. It tends to be in the form of monolog rather than dialogue and it closers to written

language than conversational language.

Hence, the function of speaking is talk as interaction (social function), talk as transaction (to have things done), and talk as performance (public speaking).

Think-Pair-Share

Think-Pair-Share is a strategy of cooperative learning. Arends (2012) has stated that Think-Pair-Share is developed by Frank Lyman in 1985. Think-Pair-Share is an effective way to change learning circumstance in the classroom. It gives more time to the students to think, to respond, and to help each other but it is not a way for cheating. Hence, Think-Pair-Share is a strategy in teaching and learning process to gain students more understandable and actively discussing in the class.

Based on the definitions above, Think-Pair-Share refers to cooperative learning that sets students working in pairs or in a small group. The students have to think about a topic or a problem, or it might be an answer individually then, they share ideas with pairs. Therefore, they have opportunities to convey their ideas and share it with the whole class or in the group.

Thinking Framework

Speaking is an important ability that should be acquired by students. The students should be given opportunities to practice a target language and produce it in spoken language. In practicing to speak English, the students do short monolog to convey their ideas. Short monolog is a speech delivered by a person, which aims to develop students' speaking ability in English. The aim of this activity is to enhance the student' proficiency in speaking ability. This short monolog should be supported using Think-Pair-Share. It is a cooperative learning strategy which the students have time to think individually, talk with each other in pairs, and share ideas to the whole group. Think-Pair-Share will be

applied as a strategy to improve the students' speaking ability of short monolog. Besides, the students will enjoy in learning together as their learning that can be facilitated through working in pairs. By working in pairs, it will simultaneously give positive impact to students' vocabulary self-esteem, pronunciation and learning materials. Also, the students have a chance to practice speaking English with their partner.

In addition, by implementing Think-Pair-Share students' speaking ability of short monolog will be improved significantly. Most of the times, Think-Pair-Share provides plenty of benefits especially to make the students more confidence to speak English. The students' speaking ability of short monolog spontaneously helps them to speak English fluently and appropriately. Therefore, it seems no doubt that the students' good in speaking ability of short monolog contributes to their speaking comprehension. It is important to prove that there is an effect of Think-Pair-Share on students' speaking ability of short monolog.

III. METHODOLOGY OF THE RESEARCH

This study was held on 4th September up to 27th Nopember 2017. This study was conducted at SMP Negeri 2 Padang Bolak. It is located at Jl. Veteran No. 77 Gunung Tua, Pasar Gunung Tua, Kec. Padang Bolak, Kab. Padang Lawas utara Prov. Sumatera Utara.

The instrument of the research is the tool for collecting the data that is used by the researcher to get the data from respondent in the research field. The instrument to collect the data is made up of two set, for the variable X, that is Think-Pair-Share by using the questionnaires consists of 20 items of question and variable Y, is speaking ability of short monolog by using the essay test. Speaking rubric is used for assessing the students' score. It is classified into five aspects such as pronunciation, comprehension, fluency, vocabulary, and grammar mastery. The topic of test is taken

from one of English books at eighth grade for Junior High School. It is about describing people, animals, and things. In the test, the students were asked to do an oral test of short monolog about “Describing Your Favorite Food”.

In this research, the writer uses the descriptive method because the writer wants to find out the fact during the research is investigated in the research location. According to M. Iqbal Hasan (2002), “Descriptive method means to describe variable by variable, one by one. Descriptive methods has purpose; a) Collecting information as detail that describe phenomenon, b) To identify the problem or check condition and valid practice, c) To determine comparison or evaluation, d) Choosing what another people do to face the same problem and study from their experience to determine the plan and decision in the future.

Suharsimi Arikunto (2006) says, “It means that, if the data has been collected, so its classified become two groups of data, they are quantitative data that formed numbers and qualitative data is stated in the words or symbols.

Based on the quotation above, the writer wants to describe the effect to Think-Pair-Share to the students’ speaking ability of short monolog.

The population of this research is all of the eighth grade students of SMP Negeri 2 Padang Bolak in 2017 - 2018 academic year. The population of the research which are consist of 4 classes, and total number of population are 121 students.

To get the sample, the writer uses the random sampling. According to Arikunto (2009: 95) says, random sampling, the researchers takes sampling based on homogeny population. So, sample can take randomly. Random sampling can be divided into simple random sampling, ordinal sampling, random sampling with numbering random.

Based on the explanations above, random sampling suitable use to get sample in this research. The writer taken 47 % from population which are followed the principle of random sampling, they are: 335 students, the total sample are 57 students.

There are two types of analyzing data in this research; firstly descriptive analysis, which used to see the mean, median, modus, and making distributive frequency and also making histogram. After that, to see the position of each variable, the writer makes the criteria of scoring variables.

Table 1
The Criteria of Scoring Speaking ability of short monolog

No	Indicators	Number of test
1	80-100	Excellent
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

Statistic analysis that are used to see the effect between Variable X and Variable Y. And this analysis also test hypothesis determined before. The writer uses the formulation “r” Product Moment by Pearson in doing the statistic analysis, the rule that can be considered as follows:

The data of this research which is taken from the sample is analyzed by using statistical process. The data is analyzed by applying, the formula is follows.

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

IV. THE RESULT OF THE RESEARCH

Before testing the hypothesis, the data obtained from 67 students in this field of research is calculated, both the data of Think-Pair-Share and speaking ability of short

monolog. The result of data from respondent toward speaking ability of short monolog by using Think-Pair-Share is made as X variable and the students' speaking ability of short monolog is made as Y variable.

Based on the result for Think-Pair-Share (X), it can be seen that there are 57 students were follow test. It was found that the highest score of students on teaching score is 90 and the lowest score is 60. After doing the calculation, it was found that the mean score is 80.18 the median score is 80, and the modus score is 85.

From the data of research that has been got from the result of the test given about speaking ability of short monolog, it can be seen that done to the speaking ability of short monolog, there are 57 students who followed the test. The lowest score was got by the students is 50 and the highest score is 90. The mean score is 75.18, the median score is 75.00, and the modus score 75.00.

After collecting and calculation the mean, median, modus, the writer calculates the score of the data collected by using formula r_{XY} where the tabulation can be seen on. The technique for using there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2 - (\sum X)^2)\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

To get the index score of “r” count from both variables of this research, there are some steps that to be done by the writer to get the score of product moment correlation by Pearson below:

1. Making the table work contains both variables
2. Making the index correlation product moment between X variable and Y variable
3. Find out the t_0 by distribute the “r” product moment into “t” formula.
4. Make interpretatuion.

After that “r” Product Moment can see the table:

The Table Index Effect of Product Moment in Think-Pair-Share to Speaking ability of short monolog at the Eighth Grade Students of SMP Negeri 2 Padang Bolak.

No	X	Y	X ²	Y ²	XY
1	80	75	6400	5625	6000
2	90	85	8100	7225	7650
3	80	75	6400	5625	6000
4	90	85	8100	7225	7650
5	85	85	7225	7225	7225
6	80	80	6400	6400	6400
7	85	80	7225	6400	6800
8	80	75	6400	5625	6000
9	70	70	4900	4900	4900
10	85	80	7225	6400	6800
11	90	85	8100	7225	7650
12	80	80	6400	6400	6400
13	70	70	4900	4900	4900
14	80	75	6400	5625	6000
15	70	60	4900	3600	4200
16	85	85	7225	7225	7225
17	80	75	6400	5625	6000
18	75	80	5625	6400	6000
19	85	80	7225	6400	6800
20	85	85	7225	7225	7225
21	80	75	6400	5625	6000
22	85	75	7225	5625	6375

No	X	Y	X ²	Y ²	XY
23	75	75	5625	5625	5625
24	85	80	7225	6400	6800
25	60	50	3600	2500	3000
26	75	75	5625	5625	5625
27	75	70	5625	4900	5250
28	75	75	5625	5625	5625
29	85	85	7225	7225	7225
30	80	75	6400	5625	6000
31	75	50	5625	2500	3750
32	80	80	6400	6400	6400
33	90	90	8100	8100	8100
34	80	85	6400	7225	6800
35	65	50	4225	2500	3250
36	80	80	6400	6400	6400
37	80	75	6400	5625	6000
38	85	85	7225	7225	7225
39	90	85	8100	7225	7650
40	90	70	8100	4900	6300
41	85	80	7225	6400	6800
42	70	65	4900	4225	4550
43	85	75	7225	5625	6375
44	85	80	7225	6400	6800
45	80	75	6400	5625	6000
46	85	80	7225	6400	6800
47	75	75	5625	5625	5625

No	X	Y	X ²	Y ²	XY
48	85	85	7225	7225	7225
49	85	85	7225	7225	7225
50	70	65	4900	4225	4550
51	75	70	5625	4900	5250
52	80	75	6400	5625	6000
53	85	80	7225	6400	6800
54	85	60	7225	3600	5100
55	85	55	7225	3025	4675
56	80	75	6400	5625	6000
57	60	55	3600	3025	3300
Σ	4570	4285	369200	327325	346300

From above data, it can be seen that $N = 57$, $\Sigma X = 4570$, $\Sigma Y = 4285$, $\Sigma X^2 = 369200$, $\Sigma Y^2 = 327325$, $\Sigma XY = 346300$

From of data, it is found that the result r_{xy} (r_{test}) is = 0.72. If it is compared to r_{table} with the level of believing 95% or significant in 5% with r_{table} is $(dk) = N - 2 = 57 - 2 = 55 = 0.273$. From the above calculation and explanations, it is found that the value of “ r_{test} ” count is greater than the value of “ r_{table} ” (0.72 > 0.273).

Step by step has been done by the writer in this research is order to get the subjective research result as good as possible. It is very difficult to get the perfect result because there were some limitations which felt by the writer. The result of calculation r_{XY} is 0.72. If it is compared with r_{table} it can be concluded that r_{test} - is higher than r_{table} (0,72 > 0,212).

In concluding the research, the writer realizes that there are so many weaknesses of this research. Although the hypothesis is accepted, it does not mean that the whole process of this research is perfect. There were

some limitations which felt by the writer, such as the lack of knowledge of the writer in designing the instrument that has some weakness, the technique of collecting data, and also the process of calculating the data. Those all are affected by the minimum knowledge, limited sources and small fund of the writer.

V. CONCLUSIONS AND SUGGESTIONS

The Conclusions

Based on the statistical analysis result, the writer comes to the conclusions.

1. The result of the data description shows that the mean score got by the students of the eighth students of grade Think-Pair-Share is 80.18. It can be said that the criteria is excellent.
2. The result of the data description shows that the mean score of students of the eighth grade students of speaking ability of short monolog is 75.18. It can be said that the criteria is good.
3. Based on the data analysis that is analyzed by using r_{XY} formula, it is found that the value of $r_{test} = 0.72$ if it is consulted to the value of $r_{table} = 0.273$, it can be stated that the value of r_{test} is bigger than r_{table} ($0.72 > 0.273$). It means there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog.
4. The hypothesis of this research is accepted.

The Suggestions

Based on the findings and discussions stated in the previous chapter, some suggestions are given to the participants who are closely related to this study. They are presented as follows.

1. For the English Teachers

The English teachers should consider the students' needs and intere: 38

designing speaking materials. It is important for the teachers to use various activities that is appropriate to the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use Think-Pair-Share as one of the appropriate activities in teaching speaking. Also, through Think-Pair-Share the class would be fun and increased students' motivation in order to speak English well.

2. For Students

By using Think-Pair-Share in the class, the students have opportunities to speak English confidently and fluently in sharing their ideas. It also improves students' speaking ability of short monolog wherever they are.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

BIBLIOGRAPHY

- Arikunto Suharsimi, 2009, *Manajemen Penelitian*, Jakarta: Rineka Cipta.
- Ary, Donald., *et al.* 2010. *Introduction to Research in Education*. USA: Wadsworth Publishing Company, Inc., 8th Ed,
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education
- Cohen, H. Barry., and Lea, Brooke, R. 2004. *Essentials of Statistics for the Social and Behavioral Sciences*. New Jersey: John Wiley & Sons, Inc.,

- Finocchiaro, M. 1998. *Developing Communicative Competence* A TEEFL Anthology, selected Article from the English Teaching Forum.
- Gay, L. R. et.al., 2009, *Educational Research*, New Jersey : Boston College.
- Little Wood. 1981. *Comunicative Language Teaching*. Cambridge: University Press.
- Little Wood. 1983. *Comunicative Language Teaching: An Introduction*, Cambridge: University Press.
- Mayer, E. Richards., and Alexander, E. Patricia., 2011. *Handbook of Research on Learning and Instruction*. New York: Taylor and Francis
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London: SAGE Publications, Ltd.
- Patel, M.F. and Praveen M. Jain, 2008, *English Language Teaching (Methods, Tools, and Techniques)*, Jaipur: Sunrise.
- Pollard, Lucy. 2008. *Guide to Teaching English*. London: London University
- Richard, 1984, *Aproaches and Methodes in Language Teaching*, Cambridge: Cambridge University Press.
- Richards Jack, 1985 *The Context of Language Testing*. Cambridge:University Press.
- Richards, J. C. 2008. *Teaching Listening and Speaking*. USA: Cambridge University Press,
- Savignon. S 1972. *Communicative Competence: An Experiment in Foreign Language Teaching*. Philadelphia: Center of Curriculum Development.
- Smith, 1985, *Understanding Reading: Psycholinguistics analysis of reading and learning to read*, New York: Holt, Rinehart and Winston.
- Tinambunan, 1998, *Metode Penelitan Kuantitatif*, Bandung: Citapustaka.