

**THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO
INTROVERTED AND EXTROVERTED STUDENTS TO IMPROVE
THEIR SPEAKING ABILITY AT THE SECOND GRADE OF SMA
SWADHIPA NATAR**

(A Script)

By

Bayu Didik Setyawan



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

ABSTRACT

THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO INTROVERTED AND EXTROVERTED STUDENTS TO IMPROVE THEIR SPEAKING ABILITY AT THE SECOND GRADE OF SMA SWADHIPA NATAR

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This research was carried out to find out whether there was a significant improvement of introverted and extroverted students' speaking ability in giving an opinion after the implementation of *Think-Pair-Share* technique and to investigate the attitude of introverted and extroverted students towards the implementation of the technique.

This research was conducted in SMA Swadhipa Natar and employed one experimental class, which was XI IS 3 consisting of 17 students. The data were obtained through a pre-test and a post-test in which the results were analyzed by using *Paired Sample T-test*. After the implementation of the technique, the result indicated that both introverted and extroverted students' speaking ability in giving an opinion significantly improved because the significance value was lower than 0.05. In addition, students' attitudes to the implementation of TPS technique were also positive. In brief, it can be concluded that *Think-Pair-Share* technique helps the introverted and extroverted students to improve their speaking ability.

Keywords: *Think-Pair-Share*, personality, speaking ability, giving an opinion.

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A Script

**Submitted in a Partial Fulfillment of
the requirements for S-1 Degree**

in

**The Language and Arts Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

Research Title : **THE IMPELEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO INTROVERTED AND EXTROVERTED STUDENTS TO IMPROVE THEIR SPEAKING ABILITY AT THE SECOND GRADE OF SMA SWADHIPA NATAR**

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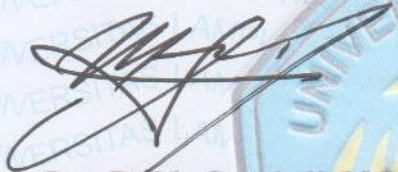
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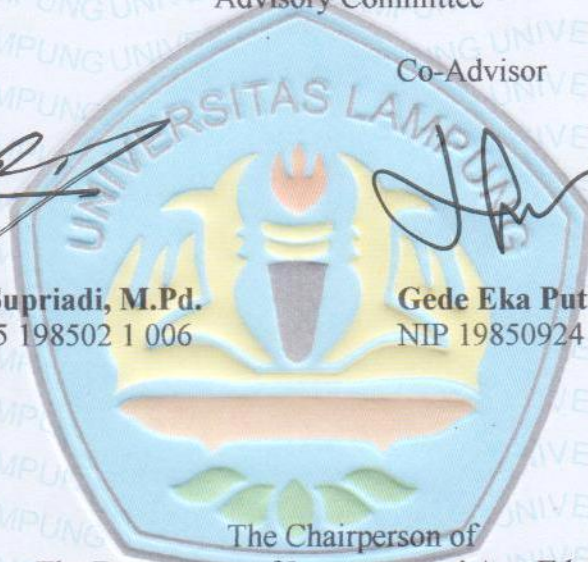
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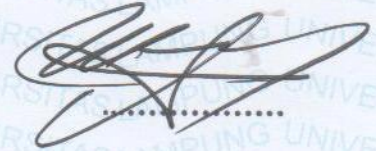


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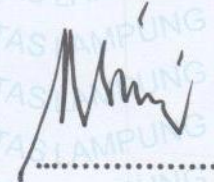
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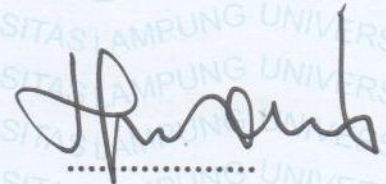
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The researcher's name is Bayu Didik Setyawan. He was born on January 18, 1997 in Purworejo, Central Java. He is the only son of a great couple, Mujiyanto and Mistiah.

He joined SD N 1 Tlogorejoguwo, Kaligesing in 2003 and graduated in 2009. He continued to study at SMP N 2 Purworejo and graduated in 2012. Then, in 2012 he studied in SMA N 7 Purworejo and graduated in 2015.

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MOTTO

“My parents are my passion”

-me-

DEDICATION

This writing is fully dedicated to:

My Beloved Parents

Mujiyanto & Mistiah

My Beloved Family in Purworejo & Pringsewu

ACKNOWLEDGEMENT

Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled The Implementation of Think-Pair-Share Technique to Introverted and Extroverted Students to Improve Their Speaking Ability at the Second Grade of SMA Swadhipa Natar, is presented to the Department of Language and Arts Education Faculty of Teacher Training and Education of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this work, first of all the writer would like to express his sincere gratitude and respect to:

1. Drs. Deddy Supriadi as his first advisor, for his patience, encouragement, and who has been willing to spend his time to assist me in accomplishing this script.
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Finally, the writer believes that his writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 25 September 2019
The writer,

Bayu Didik Setyawan

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I. INTRODUCTION

This chapter presents the introduction of the research which is equipped by the reason in background of the study, besides that, there are also research questions, objectives of the research, use of the research, scope of the research, and definition of terms. All of the contents are below.

1.1. Background of the problem

Speaking is one of basic language skills students have to master it due to its significance and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world in order that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. Moreover, speaking is established as one of significant skills which is used to communicate with others orally.

In speaking, we have to express our opinion, feeling, and ideas correctly in order for every person can understand the message. Therefore, it becomes the main concern for teachers to train students how to create English sentences orally and properly. Zyoud (2016) also states that speaking is one of the productive skills,

which is the evidence of a student of how much he or she is competent in a language. In brief, speaking is very important as a way to convey information and communicate with people.

Nowadays, speaking takes an interesting part as the main way to convey the information. Expressing an opinion is one of the few of it. Opinions are not only important in igniting change, but also they help in defining the kind of person we are. Having an opinion shows passion, determination, and knowledge. It shows that we are capable of taking a stand and we are willing to defend something we believe in. In giving or expressing an opinion, the way we are delivering our thought is important. Speaking clearly will encourage people to understand our ideas, it is believed, that having good performance in speaking when delivering opinion is needed.

Unfortunately, not all of students have good capacity in delivering their opinion well. In line with it, the researcher found a problem which may prevent students to have clear explanation and good performance in delivering their ideas. It is commonly called as the student's personality. Personality plays an important role in acquiring a second language. It can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in specific situation (Ryckman, 2004).

In her research, Manurung & Saputra (2017) stated that as based on their traits, people can be divided into extroverted and introverted students. In school, extroverted students are alright with the system, because that is simply their nature, but not to introverted students who are the opposite of the extroverted

students. They are usually eager to raise hand, speak up or even share their opinions. They are afraid to share their thoughts to the entire class without having the chance to think through things on their own. If they are suddenly asked when a teacher calls on them, they will stammer and sputter over their words, as the result the teacher would assume they are not paying attention. According to Abdurrahman (2015), think-pair-share technique is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. Raba (2017) in his research stated that he aimed to investigate the positive effects of implementing think-pair-share technique in EFL classrooms to improve students' communication.

However, speaking is not an easy task for some students. Extroverted students are said to be better in speaking than the introverted ones. According to that explanation, a teacher needs to find out an appropriate technique in order to help both personalities have a good performance in speaking skill. One of the techniques to help students improve their speaking is Think-Pair-Share (TPS) technique. The think-pair-share technique is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student (Abdurrahman, 2015). The technique emphasizes on interaction on at least between two or more students so that they can improve their way of thinking and support their speaking ability.

There are a number of studies focusing on Think-Pair-Share technique. However, less attention has been paid to the correlation of speaking and students' personality. Therefore, the researcher believed that this study was urgent to be conducted to find out the differences between introverted and extroverted students

speaking performance. In addition, this study can also be beneficial to understand students' personality.

1.2. Research Questions

Considering the background above, the questions formulated by the researcher are as follows:

1. Is there a significant improvement of introverted and extroverted students' speaking ability after the implementation of Think-Pair-Share technique at Swadhipa senior high school?
2. What is the attitude of introverted and extroverted students to the implementation of Think-Pair-Share technique at Swadhipa senior high school?

1.3. Objectives of the Research

Based on the research questions above, the objectives of the research are as follows:

1. To investigate if there is there a significant improvement of introverted and extroverted students' speaking ability after the implementation of Think-Pair-Share technique at Swadhipa senior high school
2. To find out the attitude of introverted and extroverted students to the implementation of Think-Pair-Share technique.

1.4. Uses of the Research

Theoretically, this research may develop the teaching-learning technique in speaking. Besides, it perhaps can be used as a reference for further study on the

use of TPS (Think-Pair-Share) technique in improving speaking ability to introverted and extroverted students. Furthermore, this research is also practically beneficial for English teachers to provide an understanding that can be used as consideration to choose appropriate teaching methods and techniques in the process of teaching learning.

1.5. Scope of the Research

This research is quantitative and qualitative in nature. It is focused on the speaking ability especially in giving an opinion. According to Brown (2001), there are five aspects of speaking ability, fluency, pronunciation, accuracy, clarity, and vocabulary. The eleventh grade students of senior high school were chosen as the subject of this research. The students were given two questionnaires, first questionnaire was given before the pre-test to know the students' personality and the second questionnaire was given in the end of teaching learning process in order to find students' attitude to the treatment. Both extroverted and introverted students received a treatment of Think-Pair-Share technique to help them improve their speaking ability in giving an opinion.

This research aimed to find out if there was an improvement of students' speaking ability of introverted and extroverted students after the implementation of Think-Pair-Share technique. In addition, the research was also focused on the attitude of introverted and extroverted students towards the implementation of Think-Pair-Share technique. To find the students' attitude, the researcher conducts attitude's components by Mar'at (1982) such cognitive, affective and conative. Those three components would show the students' ideas, behavior and also emotion toward

Think-Pair-Share technique. The components were transformed into questionnaire and delivered to the students.

1.6. Definition of Terms

1.6.1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Brown (2000) defines speaking as a productive skill that can be directly and empirically observed. Zyoud (2016) also states that speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language.

1.6.2. Personality

Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in specific situation (Ryckman, 2004). It assumes that personality comes from the person itself and can arise because of the social effect around the students.

1.6.3. Think-Pair-Share Technique

According to Lyman (1981), Think-Pair-Share is a collaborative discussion strategy designed to provide students with time to think and formulate their individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share their thinking. It gets its name from the three stages of student action which emphasizes what the students are doing at each of those stages.

1.6.4. Attitude

Icek Ajzen (2005) states attitude is disposition for attitudes that support or do not support an object, personal, institutional, or event. Attitude changes can describe a person's attitude to an object that might change such as the environment or situation.

The researcher already presented the background of the research including the research questions, use of the research, scope of the research, and also definition of terms. The next chapter will explain more about literature review of this research.

II. LITERATURE REVIEW

This chapter explains about previous studies, personality, speaking, aspect of speaking, teaching of speaking, technique in teaching of speaking, think-pair-share technique, teaching of speaking through think-pair-share technique, advantages and disadvantages, theoretical assumption, hypothesis.

2.1 Review of Previous Studies

The previous study is needed as a guideline and to avoid replication of this research. This research was aimed to know whether there was any improvement of students' speaking ability of introverted and extroverted students after the implementation of Think-Pair-Share technique and to investigate the attitude of introverted and extroverted students to the implementation of Think-Pair-Share technique. The other researches have been done to show the result of the implementation of Think-Pair-Share technique in improving speaking ability on introverted and extroverted students.

The study about Think-Pair-Share technique has been carried out by Abdurrahman (2015) from State Institute for Islamic Studies (IAIN) Ternate. He says that as a part of cooperative learning technique the Think-pair-share

technique that was implemented in the classroom encourages individual participation of the students because it is applicable across all grade levels and class sizes. In the final, the treatment showed data that introverted and extroverted students can improve their speaking skill than before after the implementation of think-pair-share technique in the learning process.

Next, Manurung & Saputra (2017) from HKBP Nommensen University states that the method such as Think-Pair-Share Technique in learning process had given the positive influence, especially in teaching speaking for introverted students. The interesting method will make the students feel comfortable, interesting, happy and give more attention to the learning process in studying English. Especially, in learning speaking where the whole students are accused and forced to speak up and share whatever they have in their mind without any hesitation. The time given to the students to think their own ideas is the main core of Think-Pair-Share technique which can enchanted students depth and breadth thinking so that they can produce a lot of ideas in their hand and then discuss it with their partner when they are paired.

Another study is also done by Lestari & Suhartono (2013) from Teacher Training and Education English Study Program of Tanjungpura University, Pontianak. This research was conducted in the speaking class of the second semester students in 2013 academic year of English Education Study Program in FKIP Untan. They did a research by giving the students a questionnaire to determine students who are introverted and extroverted. After that, they administered a pre-test to know the speaking ability of the students. And the result showed that introverted and extroverted students were in average score on their speaking ability.

Thus, both previous researches have similarity (technique, total class, etc.) and some differences (level of education, total students, etc.) compared to the writers' study. The others research was implemented to find out an improvement speaking ability of introverted and extroverted students but in different level of study. The Think-Pair-Share technique was used as a treatment to improve the speaking skills of introverted and extroverted students in giving opinions.

2.2. Concept of Personality

Personality is the dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations. It can also be thought of as a psychological construct—a complex abstraction that encompasses the person's unique genetic background (except in the case of identical twins) and learning history, and the ways in which these factors influence his or her attitudes to various environments or situations. (Rycman, 2004).

According to Eysenk & Chan (1982), there are two mutually exclusive attitudes – extraversion and introversion. “Each person seems to be energized more by either the external world (extraversion) or the internal world (introversion)”. Extroverted feel more at home with the world of objects and other people, and is more concerned with their impact upon the world. While the introverted is more comfortable with the inner world of thoughts and feelings, so they will see the world in terms of how it affects them.

Introverted are more comfortable living alone and being by themselves. They depend on their “me time” to recharge; they become immersed in their inner

world and run the risk of losing touch with their surroundings or their outer world. They also tend to be introspective and keep their social circle limited. Extroverted, on the contrary, are actively involved in the world of people and things; they are socially active and more aware of what is going on around them.

According to the explanation above, the personality can influence how the people react to the environment around them. Thus, many investigators regard the study of personality as primarily the scientific analysis of individual differences that help to know why and how people react uniquely, sometimes differently and often creatively, to various environmental or situational. The main focus of interest is on the creation of theories that offer explanations for each individual's difference ways of responding to the students physical, social, and environments.

In the act of responding others, Manurung & Saputra (2017) states that based on their traits, people can be divided into extroverted and introverted students. In school, extroverted students are alright with the system, because that is simply their nature, but not to introverted students who are the opposite of the extroverted students which are usually eager to raise hand, speak up or even share their opinions. Introverted students are afraid to share their thoughts to the entire class without having the chance to think through things on their own. If they are suddenly asked when a teacher calls on them, they will stammer and sputter over their words, as the result the teacher would assume they are not paying attention.

2.3. Concept of Speaking

Speaking is one of the basic language skills, so that, people have to master due to its significant and its use for communication. It is very important to be able to

speaking English regarding that it is the most commonly accepted language in the world in order that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. Many people utilize speaking skill to get some jobs, take for example as master of ceremony or usually called as MC, then, they can also use it for debate or just to interact with other to convey our opinion about something. Giving or presenting opinion is important in real life due to get the best decision with something. We have to express our opinion; feeling and ideas correctly in order that person can understand the message.

Moreover, speaking is established as the one of significant skills which is used to communicate with others orally. Being able to speak with others people in order to get or give information is the thing that should be done after doing language teaching learning process. It can be assumed that a successful process of teaching learning if the students can communicate with the language properly and correctly. Speaking uses language in simplest way by producing ordinary sound. It is not only used to communicate with other people but we can get new information, share our ideas with other. Communication can be done at least by two people; speaker and hearer. The hearers must listen and understand what speakers say, then giving reaction.

In line with the explanation above, Zyoud (2016) also states that speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language. Briefly, speaking is very important as a way to convey information and communicate with people. Harmer (2001) defines speaking skill as the ability to express the speech sound or the other words express

the idea, message, or feeling. In conclusion, students need to master speaking skill due to its importance. Then, the learners should know how to use and apply it in the context.

2.4 Aspects of Speaking

Speaking is one of the important skills of communication in process of teaching learning. As language's skill in language learning, speaking has several aspects which are used to measure the ability of the students. According to Brown (2001) there are several aspects of speaking. Those the aspects of speaking skill are pronunciation, fluency, vocabulary, accuracy and clarity.

2.4.1. Pronunciation

Pronunciation is the most important thing that we have to master. Brown defines pronunciation as the way certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. According to Penny Ur (2001); Richard (2002), Pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds. Moreover, Otlowski (2004) stated that pronunciation is a way that is accepted or generally understood.

2.4.2. Fluency

Fluency is probably best achieved by allowing the "stream" of speech to "flow"; then, as some of this speech spills over beyond comprehensibility the "riverbanks" of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course. Harris and Hodges (2002) also state that

fluency is an ability to speak quickly and automatically. How orally fluent one is can therefore be understood in terms of perception, and whether these qualities of speech can be perceived as expected and natural or unusual and problematic

2.4.3. Vocabulary

According to Brown, vocabulary means a set of lexemes, consisting single words, compound words and idioms that are typically used when talking something. Moreover, Hornby (1974) defines vocabulary as range of words known or used by a person in a trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea. Everybody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from the other skills. In speaking, students need to know about pronunciation, fluency, vocabulary, accuracy and clarity

2.4.4. Accuracy

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. According to Longman dictionary (2000), accuracy is the ability to produce sentences or utterance with correct grammar as stated in. The speakers need to follow the rules of language such as grammar and structure to be able to speak accurately.

2.4.5. Clarity

Clarity concerns the quality of speech transfer to the listeners. In a reverberant room with disturbing background noise, it can be difficult to pick up speech. According to Cambridge University Dictionary, clarity is the quality of

being clear and easy to understand. It means as the speaker, we have to make sure that the listeners are clear enough to understand the information or can be defined that clarity is the state, or measure of being clear, either in appearance, thought or style; lucidity. Its synonyms are clearness, obviousness and transparency.

2.5. Teaching of Speaking

As we know, the teaching of English in Indonesia is considered as the teaching of English as a foreign language. In the teaching of English as a foreign language, there are four skills that have to be developed. Speaking is one of those language skills which are listening, speaking, reading, and writing. It has become one of the central elements of communication. As we know that language is revered to the speaker of that language. So, mastering speaking is the most important aspect of learning a second or foreign language. The success of learning a second or foreign language is measured in term of the ability to carry out conversation in the language.

From the paragraph above, it is clear that language is important to communicate and cannot be denied that the teaching of English language in Indonesia should be developed. According Harmer (2004), there are three main reasons for getting students to speak in the class room:

1. Speaking activities provide the opportunities to practice real life speaking in the safety of the class room.
2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well

they are doing: both how successful they are, and also what language problems they are experiencing.

3. More students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become.

As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. Therefore, it is essential that language teachers' pay great attention to teaching speaking. For the teacher, teaching speaking means to help students to know about the language and most importantly to know about how to use the language communicatively in every context in their everyday life.

Since speaking is skill, to teach speaking also means to help students to develop ability to carry out meaningful conversation in the target language. The implementation of school based curriculum, the teaching of English at senior High School is aimed at developing student's ability to communicate in written and spoken form. Understand the importance of English to improve the ability to deal with the real world, and to develop students' knowledge of the correlation between language and culture.

Thus, students of senior high school are expected to be able to understand and produce spoken and written text which emphasizes on all. The four language skills there are listening, speaking, reading and writing. In the case of teaching speaking skill, the teachers have responsibility to enable the students to use the target language communicatively and appropriately.

2.6. Technique of Teaching Speaking

In teaching and learning process, both the teachers and the students give great contribution to the success of teaching. As result, the teacher should pay attention to the way of teaching, including the techniques which are chosen and implemented.

Brown (2001) gives several principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, vocabulary, and fluency.
2. Provide intrinsically motivating techniques. It means that the teachers should try at all times to appeal to students ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and being all they can be.
3. Encourage the use of authentic language in meaningful contexts. Although it is not easy to do it, the teacher should try to provide authentic contexts and meaningful interaction.
4. Provide appropriate feedback and correction. Feedback and correction is significantly needed by the students in developing and improving their linguistic competence. Feedback can motivate students to do better and correction makes them understand what is wrong and what is should be.
5. Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. As the

teachers are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other.

6. Give students opportunities to initiate oral communication. It is important as part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change the subject. Teacher should use speaking techniques which allow initiating language.

7. Encourage the development of speaking strategies for accomplishing oral communicative purposes. Make sure that the students become aware and have enough chance to practice such strategies in the class to produce oral language such as:

a). Asking clarification (what?). b). Asking someone to repeat something (excuse me?). c). Using filler (I mean, well, ah), expressing something when someone face some problem. d). Using conversation maintenance cues (uh, huh, right, yeah, okay, hum). e). Getting someone's attention (Hey, Guys). f). Using paraphrasing sentence structure when someone cannot understand easily. g). Appealing for assistance from the interlocutor (to get a word or phrase, for example). h). Using formulate expression (at the survival age) how much does...cost? How do you get to the...?). i). Using mime and nonverbal expression in convey meaning.

Based on the principles for designing technique in teaching speaking above, should be careful in using the technique or the way of teaching speaking. It is because most of the students need comfortable atmosphere in the class. There for, the teacher should have to appropriate the techniques with the condition of the students.

2.7. Concept of Think-Pair-Share

The think-pair-share technique is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This technique is a learning technique developed by Lyman (1981) to encourage student classroom participation. The think-pair-share technique is a cooperative discussion technique to help students work in group.

As a type of cooperative learning, Think-Pair-Share gives opportunities for students to think, pair up or work with partners, share, and help each other, so as to be able to add variety to the model learning that is more interesting, fun, increases activity, and cooperates students. This type of learning places students as subjects of learning. The advantage of Think-Pair-Share Cooperative Learning is the optimization of participation students. Compared to classical methods that allow only one student to progress and share the results for all classes, this type of Think-Pair-Share provides an opportunity at least eight times more for students to recognize and show participation them to others.

The technique requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the technique incorporates various learning styles which results in a greater amount of involvement and interaction from more students. The technique usually begin with divide class into several group consist of two until four students. Then, they will receive some tasks to be discussed in a group and the result of the discussion will be presented in front of class.

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning technique that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

2.8 Concept of Teaching Speaking Through Think-Pair-Share Technique

Kagan (1994) states that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, ABAB, male/female, etc. Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class. From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs

The students can share their ideas that appear in their minds as the attitudes to the teacher's questions in the teaching and learning process. Students then turn to a partner and share their ideas with others. During the third step, students' ideas can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. By considering the benefits of the think-pair-share technique as stated in the previous research findings, it can be

stated that the technique is also very effective to be implemented in the eleventh grader students in Senior High School.

2.9. Notion of Students' Attitude to Think-Pair-Share

Icek Ajzen (2005) states attitude is disposition for attitudes that support or do not support an object, personal, institutional, or event. Attitude changes can describe a person's attitude to an object that might change such as the environment or situation. Mar'at (1982) concludes that attitude has three components:

- 1) The component of cognition that relate to beliefs, ideas, and concepts. Cognitive is related to someone's knowledge, skills and information about something. This attitude arises when there is a change in what is understood or perceived by the public. The component of cognition is showed in appendix page 87, number 1, 2, 3, and 4.
- 2) The component of affection that concerns someone's emotional. Affective attitude is related to emotions, the attitude and value of someone towards something. This attitude arises when there is a change in what people like about something. The component of cognition is showed in appendix page 87, number 5, 6 and 7.
- 3) The component of conative which is a tendency to behave. Attitude related to real behavior, including actions, activities, or habits of behavior. In other words this attitude shows the intensity of attitude, i.e. the tendency to act or behave towards an object attitude. The component of cognition is showed in appendix page 87, number 8, 9, and 10.

Finding out the students' attitudes toward the implementation of think-pair-share technique is also useful for teacher. So that, in this research, the researcher gave the students a questionnaire of attitude by using close-ended questionnaire that had "yes/no" question. Centra & Gaubatz (2000) also add that apart from teaching effectiveness that gives impact to student achievement, students' attitude or perceptions or can be defined as attitudes are seen to have some relation with students' achievement. In other words, students' attitudes or perceptions are needed for the teacher in order to know the effectiveness of think-pair-share technique.

3.0. Advantages and Disadvantages of Think-Pair-Share Technique

3.0.1. Advantages

Lie (2008) states the advantages of the Think-Pair-Share (TPS) technique are as follows:

1. Increase student participation in learning. The other main use of Think-Pair-Share technique is to improve the students' interest to join the class. By using this technique, hopefully the students follow everything done in the class. After the class is divided into several pairs, the teacher will share some topics which should be done by the group. So that, each pairs is expected to be active in class.
2. Suitable for simple tasks. Think-Pair-Share technique is a simple technique and it is compatible to do simple task too. The application of this technique is convenient, and its use can also be applied to subject such as speaking, writing, listening and also in reading.

3. Provide more opportunities for the contribution of each group member. The goal of this technique is to make the class be active. After dividing the class into several groups, each group should be in the discussion. They have to presenting what they discussed. This action gives more opportunities to each group delivering their idea.

4. Interaction between partners is easier. According to Boeree (1998) mentions in his Big Three Universal Traits that introverted are quite, introspective individuals who are oriented toward inner reality and who prefer a well-oriented life. So that, TPS technique demands the students to have good interaction with her/his pair.

5. It is easier to form groups. The Think-Pair-Share only need a small group with consist of two students each group. The students can be divided into two by them self or by the teacher.

3.0.2. Disadvantages

However, there are some disadvantages of TPS technique. Allen in Palupi (2013) states the disadvantages of the Think-Pair-Share (TPS) technique are as follows:

a. This technique spends much time when the process does not run well. When implementing the technique, there will be many groups in class. Each group has their own conversation based on a given topic. If the class doesn't run the process well, it will spend much time to do.

b. The teacher cannot fully monitor each pair. Because the technique only need two students in a group, there will be many groups in class. So that, the teacher will find it difficult to monitor each group one-by-one.

c. The information received by the students is limited. Because of the limitation of member in one group only two students, the information gotten from each pair is limited.

3.1. Theoretical Assumption

In the process of learning, introverted and extroverted students are assumed to have bad participation in class. The teachers responsibility is needed to make them can follow the lesson and motivate them to improve their speaking skill. Therefore, teachers have to implement appropriate and interesting techniques in teaching speaking. Considering the use of Think-Pair-Share technique to increase the students' participation in the class, it is speculated that this technique will improve the introverted and extroverted students' speaking ability.

This assumption appears based on the previous studies which were done by many researchers. Abdurrahman (2015) states that think-pair-share is successful to improve the students' speaking ability. His statement is supported by Manurung & Saputra (2017), they have implemented this technique and the result show an enhancement on their result.

According to the previous paragraphs, the writer assumes that Think-Pair-Share (TPS) technique can improve the students' speaking ability and they will perform better in speaking.

3.2. Hypotheses

Based on the theoretical assumption above the researcher made hypothesis as follows:

H₁: There is a significant improvement in introverted and extroverted students' speaking ability after the implementation of Think-Pair-Share technique.

This chapter already explained about previous studies, personality, speaking, aspect of speaking, teaching of speaking, technique in teaching of speaking, think-pair-share technique, teaching of speaking through think-pair-share technique, advantages and disadvantages, theoretical assumption, hypothesis. In the end of the chapter, the researcher has written the possibility case related to the result of the study which is helpful for the other future researcher.

III. METHODS OF THE RESEARCH

In this chapter, there are discussions about the methodological steps which underlie this study. Therefore, the research design, research subject, research setting, research procedure, research instrument, data collection techniques, the validity and reliability of the instruments, and data analysis techniques will be presented further.

3.1 Design of the Research

This research was a quantitative and qualitative in nature based on the experimental class. It was focused on the students' personality and the effect of the student's personality on students speaking ability after the implementation of Think-Pair-Share technique. Quantitative research is a kind of research in which the data used to tend to use statistic measurement in deciding the conclusion (Hatch and Farhady, 1982). Then, Ospina (2004) states that qualitative research as a form of systematic empirical inquiry into meaning. The quantitative data is run by using one group pre-test post-test design. It meant that the researcher found out the improvement by comparing the pre-test with the post-test result. The use of t-test is to know the students' speaking improvement between two classifications of

personality. While, the qualitative data was gotten from attitude' questionnaire and was analyzed after the treatment.

The students' personality traits were determined by using Eysenk Personality Inventory questionnaire. The class was divided into two categories based on their personality which was introverted and extroverted. Hence, to address the research questions, the data were taken from the pre-test to post-test, and both data were compared. Referring to Setiyadi (2000:40), the design presented as follows:

$$T1 \times T2$$

The formula above can be illustrated as follows:

T1 refers to Pre-test

X is concerned with Think-Pair-Share Technique

T2 relates to Post-test.

(Setiyadi, 2006)

3.2 Population and Sample

The research was the eleventh grade students of SMA Swadhipa Natar in academic year 2018/2019. This research needed the students who already have background knowledge about English, so the senior high school students were chosen. There were six classes and the researcher chose one randomly by using random sampling which meant that every class had the same chance to be a sample. After the researcher doing lottery, XI IS 3 was selected to be sample

which consisted of 17 students. Then, each student in the chosen class was given a questionnaire.

3.3 Instruments of the Research

One of most important activities in doing research was how to get and collect the data needed. Research instrument was assumed as device used by researcher in collecting the data to make her/his work became easier and to get better result, complete, and systematic in order to make the data easy to be processed. In this study, the researcher gathered the data by using instrument namely, questionnaires and speaking test.

3.3.1. Concept of Questionnaire

This research conducted two kinds of questionnaire:

a. Eysenck Personality Inventory (EPI)

Every question was a part of hypotheses which wants to be experimented. Questionnaire is used to collect data about the students' personality. The kind of this instrument was direct questionnaires by giving questions to all respondents directly. It consisted of a number questions should be answered by respondent asking about their actions and belief. The researcher gave questionnaire for all the students before treatments, in order to determine which students were categorized as introverted and extroverted students. To know the students' personality, the researcher used Eysenck Personality Inventory (EPI) which had been used for many times. In order to make it easy to understand, the questionnaire was translated into Bahasa Indonesia.

Table 3.1 Specification of EPI's questionnaire

Here was the specification of the Eysenck Personality Inventory (EPI) questionnaire:

No .	Variable	Total Items	Scale	Note
1.	Extroversion	12	Yes/No	The more respondent answers yes, the more extroverted he/she is
2.	Neurotic	12	Yes/No	The more respondent answers yes, the more neurotic he/she is
3.	Lie	9	Yes/No	The more respondent answers yes, the more likely he/she is being dishonest when answering the questionnaire

b. Attitude's Questionnaire

The questionnaire was delivered after the treatment which was used to know the students' attitude after the implementation of the technique. The item was taken from the previous study and it consisted of "Yes" or "No" question. The questionnaire took Bahasa Indonesia to make it more easily to understand by the students. The questionnaire was made by Kiptiah (2015) and it is modified in order to make it appropriate with the discussion. Then, the result data analysis was run by using Guttman's Scale analysis.

Table 3.2 Specification of attitudes questionnaire

Variable	Number of Items	Scale
Cognitive	1,2,3,4	Yes / No
Affective	5,6,7	Yes / No
Conative	8,9,10	Yes / No

3.3.2. Speaking Test

In this research, the researcher used oral pre-test and also in the post-test. According to Brown (2001), testing is a number measuring a person ability, knowledge, or performance in a given domain. Testing is used to measure the students' speaking ability after the implementation of think-pair-share technique. The test will be recorded using camera. The standard of the speaking test by the students will be measured by scoring rubric which is presented by Brown (2001).

Table 3.3 Specification of Speaking Rubric

Criteria	Scoring Scale	Description
Fluency	0-4	Speaking with many pauses
	4-8	Speaking too slowly
	8-12	Speaking generally at normal speed
	12-16	Speaking at normal speed and clear
	16-20	Speaking Fluently
Pronunciation	0-4	Speaking words incomprehensibly
	4-8	Speaking with incorrect pronunciation with low understandable
	8-12	Speaking with incorrect pronunciation but still understandable
	12-16	Speaking with several incorrect pronunciation
	16-20	Speaking with correct pronunciation
Accuracy	0-4	The serious errors present in speech makes the message difficult to understand
	4-8	The errors presents in speech frequently create confusion
	8-12	The speech is still understood although it consist of many errors
	12-16	The errors present in speech are so minor so the message would be easily comprehended
	16-20	The error is very minor and the speech can be understood well
Clarity	0-4	Cannot be understood, so many misspelled words
	4-8	The speech can be understood although still many misspelled words
	8-12	Speaking clearly and distinctly but still

	12-16	many misspelled words Speaking clearly and no more than 3 misspelled words
	16-20	Speaking clearly and no misspelled words
Vocabulary	0-4	Using only basic vocabulary and expression
	4-8	Using limited vocabulary and expressions
	8-12	Uses more vocabulary but many error in word choice
	12-16	Using a variety of vocabulary and expression but makes some error in word choice
	16-20	Using a variety of vocabulary with no error in word choice

$$\text{Amount} = \frac{\text{Value earned}}{\text{Maximum score}} \times 100\%$$

3.4. Validity of the Instrument

3.4.1. Speaking Test

Meizaliana (2009) states that the data is valid if the instruments used are also valid, and a test is reliable if it is constant, or it is reliable if the results of test show their constancy. Hatch & Farhady (1982) defined validity as “the extent to which the result of the procedure serves the uses for which they were intended”. Content validity, the test is a good reflection of what is thinking and the knowledge which the students to know. Shoamy (1985) states that is construct validity to measure the test will be examining to reflect what language. Based on that quotation, validity referred to the extent which the test measures what it was intended to measure. The test measured based on the indicator.

1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum (Setiyadi, 2006). Content validity means that the test was good reflection of what had been taught and of the knowledge that the observer wanted her students to know, here, was content validity. The test needed to reflect what had been taught to the students. Here, the researcher tried to correlate the test with the syllabus used by the teacher. By taking a look at the syllabus, the researcher made sure that his speaking tests was relevant with the materials that had been given to the students.

2. Construct Validity

Construct validity is concern with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985) that is being measured, it will examine whether the test questions actually reflect what it means to know a language. Construct validity was achieved by looking if the test measures just the ability which it was supposed to measure. In this research, the researcher measured speaking skill referring to the aspects of speaking (fluency, pronunciation, vocabulary, accuracy, and clarity). To make it clear to the students, the researcher arranged the test by mentioning what aspects were being taken into score. This way, the students focused on those aspects when they were giving opinion.

3.4.2. Questionnaires

Validity is a matter of relevance; it means that the test measures what is claimed to measure. To measure whether the test has a good validity, there are two kinds of validity; content and construct validity. Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be valid measure it is supposed to measure. While construct validity focused on the test that was used to measure the ability. Since the purpose of the test was to measure as well as to know students' personality and also the students' attitude after the implementation of Think-Pair-Share technique, the researcher applied a questionnaire which already taken and modified based on the context of the students. Furthermore, the result from speaking test will support the validity of the test.

3.5. Reliability of the instruments

In doing the research some instruments were used and those instruments should be proved whether the instruments had fulfilled the reliability aspects. Reliability aspects concern with the consistency of measurement of a research, or the ability of a measurement to measure the same research subjects in a different time and gives consistent results (Setiyadi. 2006).

3.5.1. Speaking test

Inter-rater reliability of the test was examined by using statistical measurement using the following formula:

$$r = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

Where:

r means Coefficient rank of correlation

N refers to Number of student

D relates to Different rank of correlation

I-6 means Constant number

The standard of reliability

A. a very low reliability ranges from 0.00 to 0.19

B. a low reliability ranges from 0.20 to 0.39

C. an average reliability ranges from 0.40 to 0.59

D. a high reliability ranges from 0.60 to 0.79

E. a very high reliability ranges from 0.80 to 0.100

(Slameto: 1995)

3.6. Research Procedure of the Research

In gaining the data, some technique was used as follows:

1. Distributing personality questionnaire

In the beginning of the meeting, the questionnaires were administered to all students to check the students' personality before implementing the method and doing pre-test.

2. Administering a pre-test

The pre-test was given at the beginning in order to measure the students' ability in speaking before implementing Think-Pair-Share in teaching learning process. In the pre-test, the student was asked about certain case, and they had to think and spoke out in order to know the students' ability in delivering opinion. The pre-test was done in approximately 10 minutes for student to make the answer and 2 minutes for students' performance. The performance was recorded using camera by the researcher in order to case the researcher in analysing it.

2. Choosing materials and giving treatments

The topic of material was decided based on the result of pre-test and discussion with the English teacher as the second ratter. The treatment was conducted once using think-pair-share technique.

3. Administering a post-test

The post-test was administered to see the influence of Think-Pair-Share in students speaking ability after implementing the treatment. The form and the length of post-test was the same of pre-test but the topic given was decided. The performance was also recorded by using camera in order to match the data from scoring rubric and students' performance. After that the researcher compared the result of pre-test-post-test and questionnaire given before.

4. Administering attitude questionnaire

The second questionnaire was transmitted in order to know the students' attitude after the implementation of think-pair-share technique. The scale was using yes-no questions.

3.7. Data Collecting Technique

The data are gained based on the students' the pre-test, post-test and questionnaire.

1. Personality Questionnaire

In the beginning of the research, the researcher distributed a questionnaire in order to get the data about students' personality. The questionnaire was conducted from Eysenk Personality Inventory which had been translated into bahasa Indonesia to make it easy to be understood by students.

2. Pre-test

The students were given a pre-test to know the score before the treatment applied. The teacher provided a discussion topic or question to the students. Then the students were asked to share their ideas to the class.

3. Post-test

The post-test was given after the treatment applied. The goal of this test was to know the students' score after the implementation of think-pair-share technique. Furthermore, the aim of post-test was to know the improvement of the students' score from the pre-test and the post-test.

3. Attitude Questionnaire

The questionnaire was given in order to know the students' attitude after the implementation of the treatment. It was administered after the treatment given to the students. After that, the data was transmitted to get the qualitative data.

3.8. Data Analysis

The data was analyzed by using quantitative and qualitative analysis. The result of the pre-test and post-test gained from two assessors and analyzed by comparing their mean through dependant t-test to find out whether the difference between the pre-test or post-test and the questionnaires before-after implementing the think-pair-share mean scores were significant or not. The dependant t-test was used to determine the degree of relationship between pair of two or more variables (adopted from Hatch & Farhady 1982) the dependant t-test was calculated by using SPSS 16.0 for windows.

Next, the researcher analyzed the result of students' test and students' questionnaire. It was classified based on the scoring rubric of speaking containing five aspects of speaking. They were: pronunciation, accuracy, clarity, fluency, and vocabulary.

Furthermore, all of the data above were analyzed by pearson product moment correlation to know the correlation between TPS method and students' speaking achievement as Setiyadi (2006) states that pearson product moment correlation is used to measure the correlation between two variables continuous. Therefore, the researcher checked whether or not the data comparable with one of the hypothis.

3.9. Hypothesis Testing

After collecting the data, the researcher formulated some hypothesis. Hypothesis was formulated to draw a connection between two variables (Harikunto, 2006). The hypothesis was alternative hypothesis (H_1) as follows:

The formula of criteria of acceptance is as follows:

H_1 is accepted if significance $< \alpha$

H_1 is a significant improvement of students' speaking ability of introverted and extroverted students after the implementation of think-pair-share technique.

3.10. Normality Tests

To find the data of speaking tests were well distributed or not, the researcher did normality test of each personality in *Shapiro-Wilk* test. The result of normality tests and the hypothesis of normal distribution could be described as below:

H_0 means the distribution of the data is normal

H_1 means the distribution of the data is not normal

Table. 3.4. Result of Normality Test (Introverted)

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.179	11	.200(*)	.943	11	.559
POSTEST	.158	11	.200(*)	.958	11	.750

The criteria for the hypothesis was accepted if the significance of the pre-test of post-test was higher than 0.05. From the data above, it could be seen that the number of significance in pre-test (Saphiro-Wilk) was 0.599 which means > 0.05 , and the significance of post-test was 0.750 or bigger than 0.05. Therefore, it can be stated that there was a significant value in introvert's students speaking performance because its' significant was higher than 0.05.

Table. 3.5. Normality Test (Extroverted)

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.174	6	.200(*)	.940	6	.661
POSTETS	.283	6	.143	.834	6	.115

In accordance with Table 4.7, the result of normality of pre-test and post-test in extroverted showed the value of two-tailed significance higher than 0,05 ($\text{sign} > \alpha$). The pre-test of extroverted was $0.661 > 0.05$, and the post-test showed $0.115 > 0.05$. Since all of the significant values were more than 0.05, therefore the data had normal distributions. After that, in order to know whether the hypothesis was accepted or not, the researcher used *Paired-Sample Test*.

Indeed, there were discussions about the methodological steps which underlie this study. Therefore, the research design, research subject, research setting, research procedure, research instrument, data collection techniques, the validity and reliability of the instruments, and data analysis techniques. The data was taken from the result pre-test, post-test, and questionnaire.

V. CONCLUSION AND SUGGESTIONS OF THE RESEARCH

This chapter contain the conclusion of the research findings and suggestions of the research findings. The suggestions are proposed for teachers and for other researchers who are going to conduct the similar research.

5.1. Conclusions of the Research

After conducting the research at the eleventh grade students of SMA Swadhipa Natar, the conclusions from the researcher are as follows:

1. There was a significant improvement of introverted and extroverted students' speaking ability in giving opinion after the implementation of Think-Pair-Share (TPS) Technique. It could be seen from the result of hypothesis testing by using *Paired Sample T-test*. Both personalities showed that the significance value was lowest than 0.05. In other words, we could say that the implementation of think-pair-share technique could improve the students' speaking ability. In the introverted students, the mean score increased from 43 to 70.4 and the mean score of extroverted students increased from 48.1 to 74.4. While the result of paired-sample

was less than 0.05 which meant the test significantly improved the students' ability in speaking.

2. The students' indicated that the major students (more than 80%) gave positive attitude toward the implementation of *Think-Pair-Share* technique.

5.2. Suggestions of the Research

According to the conclusions above, the researcher would like to give some suggestion concerning the research findings as follows:

5.2.1. Suggestions for English Teacher

1. The English teachers are suggested to understand their students' conditions, especially the characteristic of the personality of the students. By knowing their characters, the teachers are easier to deliver the material they have chosen.
2. The teachers are suggested to use an interesting media in order to make students' creativity improved more.

5.2.2. Suggestions for Future Researcher

1. The future research can try different level of school, for example in Junior High School because this research was conducted in senior high school.
2. The research can be developed by adding control class to make the data more valid.

3. The future researcher can try to find out which aspects improved better after the implementation of Think-Pair-Share (TPS) technique in order to make the research more interesting.

Briefly, those are the conclusion and suggestions of the findings for the English teacher and future researcher who want to try to implement the Think-Pair-Technique to improve students'

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