

**APPLYING THINK PAIR SHARE STRATEGY TO IMPROVE
SPEAKING SKILL OF PHARMACY STUDENTS IN UNIVERSITY OF ADIWANGSA JAMBI**

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Abstract

Some problems are found in improving students' speaking skill. Most of pharmacy students were unable to develop their ideas verbally. This research belongs to quasi experimental research with factorial 2x2. This study aims to find out the effect of Think Pair Share Strategy and students' motivation toward their speaking skill of procedure text. This research was conducted in University of Adiwangsa Jambi. Pharmacy students are taken as the sample. Speaking test and questioners are used to collect the data. In order to test the significance between the groups, the independent samples t-test was used. The results of the research showed a significant difference between the students who were learned by applying Think Pair Share strategy that was more successful and had higher motivation level. Based on the findings, it indicated that this strategy had significant effect on improving speaking skill and motivation.

Keywords: *English, Speaking Skill, Think Pair Share Strategy, Procedure Text*

INTRODUCTION

Speaking as one of the communication devices which has significant purpose to transfer or deliver any messages to receiver. It is not easy to be done because someone should understand what she/he wants to say, know how to transfer the idea, and also recognize to whom its idea to be delivered well. According to Harmer (2001) there are three good reasons for speakers to speak: they want to speak something; they have some communicative purposes, and they select from their language store. Someone has to have such topic to be discussed, it becomes an idea or as the core of communication because its position as the material to be talked. Also in making a good communication both speaker and listener should arrange the purpose in doing that activity. They have to know what exactly the

aim or goal to speak, it can be used to get information, share ideas, or even feeling and emotions. Then, to be good in speaking process, the speakers should have much knowledge, high self-confidence and enthusiastic. This idea supported by Luoma (2004) states that speech can be considered to consist of idea unit, which are short phrases, and clause connected with, and or not join by conjunctions at all but simply spoken next to each other. These components are needed to achieve the main purpose of oral communication.

Based on the preliminary research in University of Adiwangsa Jambi, it was found some problems related to speaking skill of pharmacy students. First, it is related to the students' low motivation in speaking achievement. Most of the

students are reluctant and try to avoid in sharing ideas, opinion and feeling because they are afraid of making mistakes. Therefore, the different motivation gives different achievement as well. Second, the strategy used by the lecturers in teaching and learning process especially in speaking skill is the other problem. The strategy tends to use monotonous stages; giving the pictures of learning material and asking them to make a list of difficult word directly, asking the students to read the text and answering the questions below, also asking the students to retell the text by using their own word.

One strategy that can be applied in improving students' speaking skill is Think Pair Share strategy. In cooperative learning strategies, there are four essentials elements that should be considered; interdependence, face to face interaction, individual and group accountability, and interpersonal and small group. Slavin (2009) defines that Think Pair Share strategy is a cooperative learning strategy that is designed to influence students' interaction. Moreover, Kaddoura (2012) divides four steps in implementing the strategy of think pair share. First, teacher may ask a thought-provoking question of the class. Then, students are given some time to think about the question on their own, as well as the language they will need to respond. Next, students share their thoughts with a partner. It gives the students such opportunity to check out their answer with another student or

listen to another possible answer. Finally, students are asked to share though with the whole group which serves as a form of accountability for the students. In this discussion, the teacher gets feedback on what the students do or do not know though informal assessment. Briefly, this strategy gives thinking time for the students in order to reflect on a question silently, therefore they have more time to process the question, the language, or think of the language needed to convey the answer. By then discussing their answer with own partner and the class, students have the opportunity for increased interaction, and lecturer can monitor students' comprehension.

Considering the problems found, the research will be conducted on language teaching strategy especially in implementing of Think Pair Share strategy and show students' motivation to find out its effect toward students speaking skill in procedure text at pharmacy students in University of Adiwangsa Jambi.

RESEARCH METHOD

In this study, the researcher used a quantitative design, quasi experimental research. Gay (2009) state "the researcher manipulates on independent variable, control other relevant variables, and observes the effect on one or more dependent variable". This research involved two groups. They were control group and experiment group. The control group would be treated by conventional teaching strategy that commonly

used by the teacher, while the experiment group would receive the treatment by using Think Pair Share strategy. The experimental group was needed in order to investigate the effect of Think Pair Share strategy toward dependent variable namely students' speaking skill, while motivation as a moderator variable.

Two groups of pharmacy students in second grade are chosen as the sample. Total sampling are used to determine two classes. The instrument of this research is speaking test. Posttest would be given to both experiment and control group. The questionnaire is used to collect the data of students' motivation in speaking skill. The result of the questioner would analyze in order to determine students' speaking motivation (high or low) in understanding and comprehending procedure text. The hypothesis were tested statistically by using t-test and two ways ANOVA.

RESEARCH FINDING AND DISCUSSION

Think Pair Share Strategy Improves Students' Speaking Skill

The mean score of experimental class that was taught by Think Pair Share strategy was higher than control class that was taught by conventional teaching. The average of students' speaking in experimental class was 80.03 while the students in control class were 73.93 It can be conclude that Think Pair Share strategy gave

significant effect toward students' speaking skill. This finding is in line with the findings of research which was conducted by Sumardi (2011). There were some improvement in speaking skill based on this research, for instance students' intonation, grammar, diction, and expressions which have been assessed through oral presentation and indirect testing.

Think Pair Share strategy has some advantages for the language learning students. As Lie (2005) defines that Think Pair Strategy has eight advantages in teaching and learning process. First, the students will be more independent, they may find any information from various source including their friends. The students can develop their ability in expressing and comparing ideas with others. Then, through this strategy the students can be respectable with their friends, aware about their weaknesses and understand other friends much more. Next, the students realize and try to carry out their responsibility on the learning material or task through the process in the class discussion. Later, this strategy is powerful to improve students' academic achievement as well as social skill. Also, the students may break down the problem in learning without afraid of making mistakes. Moreover, Think Pair Share strategy can improve students' ability in using information and the ability to learn abstract into real life situation. At last, there are gaining points on the students. Interaction, motivation,

and stimulus during the process of Think Pair Share strategy.

The Students with High Motivation who were Taught by Think Pair Share strategy had Better Speaking Skill

After grouping students based on their motivation, it was found that the students who had high motivation in experimental class got higher score than those in control class. The mean score of high motivation students in experimental class was 103.7 and 95.2 for high students' motivation in control class. The average score of students with high motivation who were taught by Think Pair Share strategy was higher than high motivation students in control class. The average score of the higher students' motivation in the experimental class was 78.56 while the students in control class were 71.11

It might be influenced by some factors. By applying Think Pair Share strategy, the students got more opportunities to develop and share their ideas with their friends meanwhile in control class, the learning was dominated by lecturer. As Brewster and Fager (2000) stated that students who are not motivated to engage in learning are unlikely to succeed, with learning without getting bored and or giving up easily. In addition, the students with high motivation had much attention on teaching and learning process

in the class. They tended to be active in class than the students with low motivation.

In conclusion, the students with high motivation who were taught by Think Pair Share strategy had better speaking skill in procedure text that who are taught by conventional teaching.

The Students with Low Motivation who were Taught by Think Pair Share strategy had Better Speaking Skill

The average score of students with low motivation who were taught by Think Pair Share strategy was higher than high motivation students in control class. The average score of the low students' motivation in the experimental class was 68.73 while the students in control class were 65.41

Think Pair Share strategy provides opportunities for all the students to think over any ideas, share their thoughts with own pair in turn, and also increases students' sense of involvement in the classroom learning. As Simon (2013) states that Think Pair Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.

In addition, motivation deals with the factors of setting up self-condition therefore the learners will present their best abilities and skills in

academic process. Specially in teaching speaking, it is important for the teachers to motivate their learners to be active in practicing their English orally without having any negative feeling side such as shyness, anxiety, or nervous because these feeling will cause the failure in achieving their goals in learning process.

In conclusion, the students with low motivation who were taught by Think Pair Share strategy had better speaking skill in procedure text that who are taught by conventional teaching.

There was no interaction between both Techniques and Students' Motivation toward Students' Speaking Skill

The result showed that $F_{\text{calculated}}$ was lower than F_{table} . It means H_0 was accepted, there was no interaction between both strategies and students' motivation toward students' speaking skill of procedure text.

Statistically, both strategies can be used in teaching speaking without considering the prerequisite of students' motivation. Whether they had high or low motivation because it was not the variable that influence students' speaking skill achievement.

CONCLUSION

Think Pair Share strategy leads students to be active involved in expressing their ideas on the

material given. Think Pair Share strategy promotes classroom participation by encouraging high degree of pair response, rather than using a basic recitation method in which the teacher gives a question and one student offers such response. Based on the research results, Think Pair Share strategy gives significant effect on students' speaking skill achievement of procedure text, not only on the students with high motivation but also within low motivation. There is no any interaction between strategies used and students' motivation on the students speaking skill achievement on procedure text. Both strategies can be used without considering the level of students' speaking motivation.

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