Improving Students' Speaking Ability in Expression Opinion Through Think Pair Share Method

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Abstract
A difficult speaking in English has become one of the student problems in English learing. The application of using Think Pair Share method is needed for students to improve students' speaking ability in expressing opinion.This is classroom action research which has purpose to describe whether think pair share method can improve students' speaking ability in expressing opinion. The research procedure consist of four steps, namely: planning, implementation, observation and reflection. Each cycle consist of two meetings and one assessment to measure students' speaking ability in expressing opinion, each meeting lasted for 70 minutes. The second cycle was a remedial of the first cycle by revising some components that used in the learning process. To collect the data, the researcher use d oral test and observation sheet. The data is analyzed by summing the score and counting the percentage. The percentage is used as learning indicator that has been approved by the researcher and collaborator. The standart score of speaking is 70. If the targeted percerntage is reached 90% or more it means that the implementation of Think Pair Share method in expressing opinion said succeed. From the data analysis, the percentage of students' activity in the first cycle is 72%, and it increases into 100% in the second cycle. Meanwhile, the teacher's activity also increases from 75% in cycle 1 into 97,5% in cycle 2. So, it can be concluded that Think Pair Share method can improve students' speaking ability in expressing opinion at eighth grade of SMPN 1 Kotabumi.

Keywords: speaking skill, Think Pair Share, English Learning

1. INTRODUCTION

Basically, there are for skill that should be mastered in English, they are listening, reading, writing and speaking. Speaking is one of important skills that is priority in the world of scientific, commercial, economic and technlogy. Ichard and renandya state that speaking is one of the central elements from the four basic skills in learning foreign language besides writing, listening and reading (Richard & Renandya, 2002). By speaking, people can interact with others in social interaction in order to get the information from this process. EFL learners face the students' won't talk problem (Gebhard, 2006). The students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many changes to speak or because the teacher always gave critics and correction on their mistakes right away (Fauzan, 2014).

Based on curriculum of junior high school, the students should be able to develop their competence in communication orally and writtenly. In fact, the students'speaking competency is still low. This condition happens because there are some problems which cause students difficult in speaking English. The first problem is that the students face the difficulties to express their

opinion in English because they lack vocabulary, grammar and pronounciation. The second problem is that most of students lack practice orally, they only speak by using Indonesian Language to communicate with others. The third is that some students may live in the environment where English is not used to communicate in their daily interaction. Therefore, these conditions can influence the students' ability to speak English. Some techniques are needed to be implemented in the classroom. One of the method which can be used to teach speaking is Think Pair Share method. Think pair share is one of learning methods in cooperative learning which has the basic in group discussion in class. This method can help the teachers make their students easier to create some ideas and also deliver their opinion by using English.

The concept of speaking ability

Basically, speaking is very important part in studying English. People need to speak in order to communicate one and another and to make a good communication. Speaking is one of the language arts that most frequently used by people in the world. Cameron states that speaking is the way to express the meaning, ideas, opinion and statement by language (Lynne, 2001). In addition, Bashir states that speaking is a productive skill which is produced orally. It is an action that produces more than one pronouciation (Bashir et al., 2011).

The concept of expressing opinion

The people should be able to express their opinion and ideas in order to make the other people understand about their thught because everybody have different think of something. Hornby states that expression is a look on a person's face that shows a mood or feeling. This action can make other people known about person's feeling, opinion and ideas. From this expression, the people can deliver their ideas, opinion and also their feelings (Hornby, 1995).

The concept of Think Pair Share Method

Think Pair Share is one of learning methods in cooperative learning which has the basic in group discussion in class. According to Lyman and his collageague at the University of Maryland in Slavin think pair share is the method can make the students to think individually and make a pair to get the same result about the answer in the topic of the problem that is given by the teacher (Whent et al., 2010). It means that this method can make the students be responsible with their task, and also their friends. In addition, Kagan also state that Lyman created a very powerfull frame sequencing three structures called Think-pair-Share. Since there are many ways to think, many ways to pair up, and many ways to share with the class. Think-Pair-Share is a cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answers in pairs (Kagan, n.d. 2009).

Mc Candlish states that Think-Pair-Share is a cooperative discussion that has 3 parts to the process – student think about a question or an issue, they talk

with a partner about their thoughts, then some student's share their discussion and thinking with the class (Sapsuha & Bugis, 2013). According to Trianto the students work by using three steps in think pair share methos, they are thinking, pairing and sharing (Widoyoko, 2012). Firstly, The teacher begin by asking the question or problem that is related with the material and then the teacher ask their student to use few minutes for thinking individually about the answer or to solve the problem. Secondly, the teacher put students in a pair. Then the teacer gives about four until five minutes for the students to discuss with their pair to solve the problem. They should be able to deliver their ideas, their thought and their opinion about the topic. Finally, the teacher asks the pairs to share their result with the other pairs in the class. This is the effective way for the teacer and students to know about the ideas in each pair.

Based on the meaning above, the researcher concludes that Think Pair Share is effective to apply in the teaching students' speaking ability because it is a good technique. Certainly it make interest and to make easier the student to understand the material.

2. RESEARCH METHODOLOGY

This research is a classroom action research because this research focuses to increase the quality of the teaching and learning in the class, especially in speaking ability by using Think Pair Share method. There are four steps in every cycle, firstly about planning. Planning in actioon research is the process to prepare the material that is used in teaching and learning process. Planning is made by the researcher to prepare the materials of teaching such as observation sheet, lesson plan and media. Secondly about implementation. The researcher used their lesson plan that is divided into three steps. They are: pre-activity, main activity and post-activity. Pre-activity is preceded by greeting, motivating the students. In the pre-activity, the researcher gives questions relate to the topic being discussed and stimulate the students to grow their mind about their material. Expressing opinion is kind of material that is used in this activity. The next step is main activity. The teacher introduce the material about expressing opinion by using think pair share method. The last step is post activity. The teacher does the post-activity in about 10 minutes. In this step, the researcher reviews the explanation about expressing opinion.

The third part is observation. The researcher and collaborator conduct the observation while implementation is in progress. To do the observation, the researcher and collaborator involve directly in the teaching and learning process. The teacher prepare the observation sheet to get the data about the test and observation with the target which has been set. In reflection, the researcher finds the result of teaching and learning process by using think pair share helped by collaborator.

This research is conducted into two cycles. Each cycle consist of planning, implementation, observation and reflection. The research procedure according to Arikunto is illustrated as follows (Arikunto, 2021):

Picture 0.1. The Scheme of The Classroom Action Research
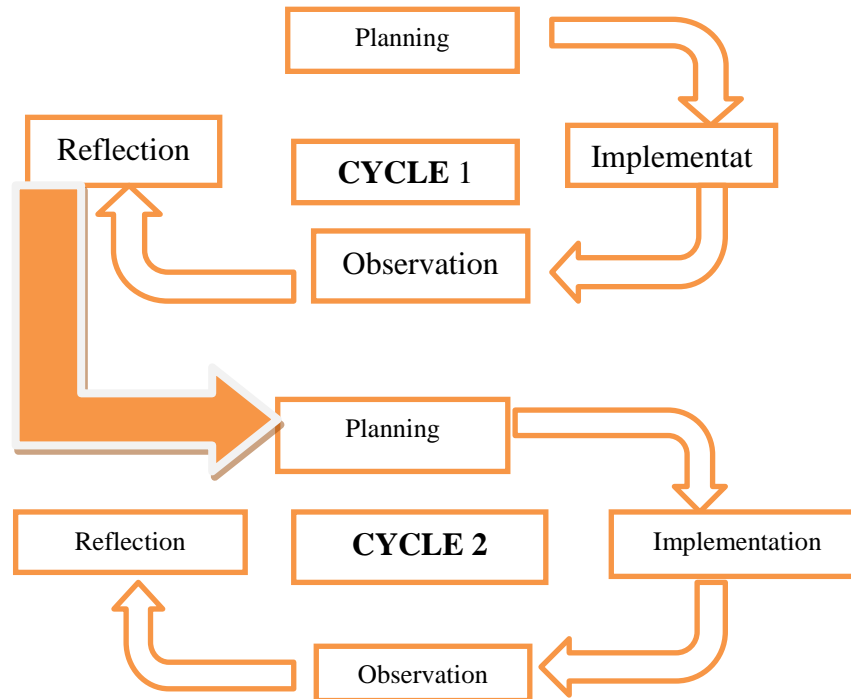
Research Instrument

To collect data, the research instruments that are used in this action research are observation sheet, and test. In observation sheet, the researcher acts as the teacher. The researcher asks another teacher to help her to observe the teacher's ability and student's activity. Think pair share method is used to analyze the number of student's activity and ability in expressing oppinion during the teaching and learning process. The researcher also gives oral test to the students after she makes the lesson plan. The teacher give the presentation time to students show and express what they think. The students explain about the project and share knowledge to other students. In this test, the researcher is analyzed how far students have achievement to show their ideas and opinion about the problem which is given by the teacher.

Data Collecting Technique

There are two data which are collected in this research: qualitative and quantitative data. Qualitative data is the data is taken from the activity of students and teacher in the class. The researcher was helped by the collaborator to observe and give checklist in the observation sheet. The data that is taken by the test is called by quantitative data.

Research indicator
There are three indicators of success that are reached, the research indicators in this research are:
1. At the end of cycle, there is an increasing of the result in the test of speaking, it is hoped that the percentage of the result of the speaking test to reach 90% from the ideal score.
2. In the end of the cycle, there is an increasing of percentage of student's activeness, there are 90% of students who get score 70 or more than 70.
3. In the end of cycle, it is hoped that the percentage of teacher's activeness to reach 90% from the ideal score.

Data Analysis
The data analysis of data activity is done after collecting the data at the end of this research activity. According to Hatch and Farhady (2012:36) to gain the percentage of data which is presented can use this following formula:
1. Students' learning activity data

$$\% Ai = \frac{\sum Ai}{\sum A} \times 100\%$$

Note:
%Ai = Percentage of students' activity in every meeting
$\sum Ai$ = Total of Students' activity in every meeting
$\sum A$ = Total of all activities
2. Students' Learning Achievement Data
Students' learning achievement is got from the result of students score when do the percentation time in the end of every cycle. In this case, students who have score more than seventy is succees, and the minimum of percentage of succesfull is 90%.

$$\% Ni = \frac{\sum Ni}{\sum N} \times 100\%$$

Note:
%Ni = Percentage of successful students' in Learning
$\sum N$ = Total Students who are successful in learning
$\sum N$ = Total of all students
3. Teachers' activity data
Teachers' activity data in this research is taken from the observation sheet which has been given checklist from thw collaborator. It is analyzed by this modified formula:

$$\% Ti = \frac{\sum Ti}{\sum T} \times 100\%$$

%Ti = Percentage of teachers' activity in every meeting
$\sum Ni$ = Total of teachers' activity in every meeting
$\sum N$ = Total of all activities

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3. RESULT AND DISCUSSION

First Cycle

The first cycle consisted of two meetings and one assessment. The material which was given in this cycle was "expressing opinion' with the topic about sport. In this situation, students in the class could think about opinion because in discussing the topic they had different opinion about it. While the students presenting their paper, the teacher scoring their speaking ability. The score of students'speaking ability in the first cycle is described in the following table.

Table 1.1. Th Score of Students' Speaking

Interval score	Number of students
41-46	4
47-52	2
53-58	2
59-64	3
65-70	1
71-76	18
77-86	6
Total of Students	**36**

Note: students speaking score of VIII F class in SMP Negeri 1 Kotabumi at the first cycle

After the scores are collected, it can be seen that the average of achievement of the first cycle is 66,47 and the percentage of average achievement is 66%. The students who had got score ≥70 are 24 students.it means that the indicators of successes of students in the first cycle had not been reached. It happens because some students did not have enough ideas to express their opinion directly. Students also did not know some of new vocabularies which had been listened. Besides, the students were nervous when spoken in front of many students.

Second cycle

In the planning of the second cycle, the researher and the collaborator must undestand to allocate the time in presenting the material. The second cycles consist of two meetings and one assessment. The material was still the same with the first cycle "expressing opinion" with the topic about technology. In this cycle, every pair made presentation paper consisting of different opinion from their mind. Then, they combined their opinion to make good result in paper presentation. The teacher always motivated and suggested that the students have good social interaction with others and hlp the other students in finishing the task.

At the end of the second cycle, it was conducted an assessment for students to know how far the students' understanding related to the material.

The score of the test from second cycle would be compared with the score from students' score in the first cycle. Thus, it would be known how many percentages the improvement of students' speaking ability in expressing opinion during teaching and learning process.

Table 1.2. The Score Of Studdents'speaking Ability In The First Cycle Is Described In The Following Table.

Interval score	Number of students
71-72	14
73-74	3
75-76	5
77-78	5
79-80	3
81-82	2
83-86	4
Total of Students	**36**

Note: students speaking score of VIII F class in SMP Negeri 1 Kotabumi at the second cycle

After collecting the data, based on the students' assessment, it is found that:

1. The average score of achievement of test in second cycle is 75,83
2. The percentage of students' active is 100%

Active student were 36 students. So, the percentage of active students is 100% fom the ideal score. It is the ideal score that would be reached. There were no students which is not active during the teaching and learning process. In conclusion, the indicator of success of students' activity which was expected had reached the target score. The improvement is for about 34% compared to the test of the first cycle in which 66%. The students who got score > 70 are 36 students. It means the indicator success of students'achievement in the second cycle had been reached.

Table 1.3. The Result Of Students' Activity

Cycle	∑ active students	The percentage of active students (%)
1	26	72%
2	36	100%

Table 1.4. The Result Of Teacher's Activity

Cycle	∑ activity	The percentage of Teacher's activity (%)
1	60	75%
2	78	97,5%

Table 1.5. The Result Of Students' Achievement

The students' achievement	Cycle 1	Cycle 2
The percentage of failure students	33,3%	0%
The percentage of successful students	66%	100%

Based on the result of the students' achievement, it shows that think pair share method was able to increase students' achievement and also students' activity.

4. CONCLUSION

Based on the result of the research and discussion on the application of Think Pair Share method showed that by two cycles which are conducted in Classroom action Research, there has been improvement students' speaking ability in expressing opinion through think pair share method. The increasing in percentage of score covers the students' activity, teachers' activity and students' speaking ability achievement. The result shows that:

1. The percentage of students' score success increased from 66% (cycle 1) to 100% (cycle2)
2. There was increase in students' activity from 72% (cycle 1) to 100% (cycle 2)
3. There was also improvement of percentage of result of teachers' activity that reflected think pair share from 75% (cycle 1) to 97,5% (cycle 2)

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