



## Exploring University Students' Speaking Skills Through Think Pair Share Method in Online Learning

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### Abstrak

Penelitian kuantitatif ini menganalisis penerapan metode TPS terhadap keterampilan berbicara siswa. 27 dalam program studi pendidikan Bahasa Inggris di Universitas Muslim Indonesia berpartisipasi dalam penelitian yang menggunakan tes berbicara dan lembar observasi untuk mengumpulkan data tentang keterampilan berbicara peserta. Penelitian ini menganalisis penerapan metode TPS terhadap keterampilan berbicara siswa dalam hal akurasi dan kelancaran dalam menggunakan kosakata dan tata bahasa, serta kelancaran dan rasa percaya diri. Temuan-temuan dalam penelitian menunjukkan bahwa penggunaan metode TPS mampu meningkatkan kemampuan berbicara siswa. Hasil nilai rata-rata siswa dalam akurasi berbicara dalam hal penggunaan kosakata pada siklus I adalah 6,85, dan pada siklus II adalah 7,97, yang meningkat sebesar 1,12. Tata bahasa pada siklus I adalah 6,59, pada siklus II adalah 7,73; meningkat sebesar 1,14. Kelancaran berbicara dalam hal kelancaran pada siklus I adalah 7,10, siklus II adalah 8,22; meningkat sebesar 1,12. Rasa percaya diri pada siklus I adalah 6,62, siklus II adalah 8,54; meningkat sebesar 1,92. Penelitian ini menyimpulkan bahwa metode TPS meningkatkan kemampuan berbicara siswa. Temuan ini berkontribusi terhadap manfaat potensial yang terkait dengan metode TPS dalam meningkatkan keterampilan berbicara siswa.

**Kata Kunci: Keterampilan berbicara, Metode Think Pair Share, Pembelajaran Online**

### Abstract

This quantitative research study analyzed the implementation of the TPS method on students' speaking skills. Twenty-seven students in the English education program at Universitas Muslim Indonesia participated in the study, which applied a speaking test and observation sheet to collect data on participants speaking skills. The study analyzed the implementation of TPS on students' speaking skills in terms of accuracy and fluency dealing with vocabulary and Grammar, as well as smoothness and self-confidence. The findings revealed that the use of the TPS method was able to improve students' speaking abilities. The result of the students' mean score in speaking accuracy in terms of vocabulary in cycle I was 6.85, and in cycle II, it was 7.97, which was improved by 1.12. Grammar in cycle I was 6.59; in cycle II, it was 7.73; it was improved to 1.14. Speaking fluency in terms of smoothness in cycle I was 7.10; cycle II was 8.22, it was improved to 1.12. Self-confidence in cycle I was 6.62, and cycle II was 8.54. It was improved to 1.92. The study concluded that the TPS method improved students' speaking skills of students. These findings contributed to understanding the potential benefits of the TPS method for improving students' speaking skills.

**Keywords: Speaking skill, Think Pair Share Method, Online Learning**

## Introduction

To master English, students should develop four key skills. These include speaking, writing, listening, and reading. Writing and speaking are productive skills, whereas reading and listening are receptive skills. Since those who study a language are expected to be 'speakers' of that language. Speaking is the most important of the four language skills (listening, speaking, writing, and reading). It implies that communication in the target language is more important than merely knowing it.

Speaking is mostly used to communicate in a variety of contexts. Students participate in a range of educational activities, including Think Pair Share, discussions, presenting exercises, and role-playing.

Rigacci Ada (2020) suggested that cooperative learning is a teaching strategy in which pupils collaborate in small groups under the direction of the teacher to complete a common learning objective. The cooperative learning model is implemented through sharing process between participants to learn and to realize mutual understanding between the learners themselves; in this learning, an interaction will be created and communication between teachers and students, students and students, and students with teachers. In addition, Kagan (2009) stated that Think Pair Share (TPS) is a cooperative learning strategy that can promote and support higher-level thinking.

To achieve this goal, all researchers explore students' speaking skills through Think Pair Share (TPS) as a technique and an effort to make the students able to communicate with others. There are some purposes for working in pairs. First, it can increase the student's participation. Second, the students will have more opportunities to make their contributions. **The last is the time to build a team (Lie,2008).**

The two research questions below will be the main focus of this study: (1) How does Think-Pair-Share Method improve students' speaking accuracy in terms of vocabulary and Grammar? (2) How does Think-Pair-Share Method improve

students' speaking fluency regarding smoothness and self-confidence.? Thus, this research will hopefully benefit the learning process and uphold academic integrity for Universitas Muslim Indonesia. The other benefits of Think Pair Share for students are expected to improve their achievement in speaking skills.

## Method

To perform this study, classroom action research (CAR) was used. Each cycle in this study had four phases, as follows: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. This procedure should be done in some cycles until the target can be achieved. The researcher started by doing cycle I. If the outcome was unsuccessful, the cycle was repeated using the prior stages to address the issues. A new cycle improved the instructional choices until the desired outcome was attained.

The subject of this research was 27 students of B2 class in the academic year 2022/2023 at Universitas Muslim Indonesia. The researcher chose the class as a research subject because the students needed more motivation to speak.

**Table 1. Indicator of students' actives participation**

No	The students' active participation	Score	Indicator
1	Very Active	4	Students respond the material very Active
2	Active	3	Students respond the material Actively
3	Fairly Active	2	Students respond the material once or twice
4	Not Active	1	Students just read the chat's instruction during the activity without doing something

(Depdikbud in Nurfajriana, 2015)

In scoring, the result of students' tests was evaluated based on the speaking assessment below:

**Table 2. The student's mastery category**

No	Percentage	Grade	Category
1	80-100	A	Excellent
2	66-79	B	Good
3	56-65	C	Sufficient
4	40-55	D	Less Good
5	<30-39	E	Low

(Arikunto, 2002: )

### Findings and Discussion

#### 1. The Improvement of the Students' Speaking Accuracy

After conducting D-test, action in cycle I and cycle II, the result of the using Think-Pair-Share method in the teaching-learning process improved students' speaking accuracy dealing with vocabulary and grammar in B2 class in the academic year 2022/2023 at Universitas Muslim Indonesia.

Table 3: Students' Improvement in Speaking Accuracy

Indicators	D – Test	Cycle I	Cycle II	Improvement (%)	
				DT - CI	CI – CII
Vocabulary	6.53	6.85	7.97	0.32	1.12
Grammar	5.81	6.59	7.73	0.78	1.14
Σ	12.34	13.44	15.70	1.10	2.26
X	6.17	6.72	7.85	0.55	1.13

The preceding table demonstrated that the students' speaking accuracy improved from the test and cycle I to cycle II, with cycle II being greater than cycle I. According to the table above, the D-test's mean score was 6.17, which can be classified reasonably well. The average speaking accuracy score for the students in cycle II was 7.85, which is considered good; the highest score was in cycle I, where the average speaking accuracy score for the students was 6.72, which is considered fairly good. According to the data, there was a 1.13 improvement in speaking accuracy between Cycle I and Cycle II.

The use of the Think-Pair-Share method in the teaching-learning process was able to improve students' speaking accuracy. It was proven from the students' result in Cycle II was 1.13.

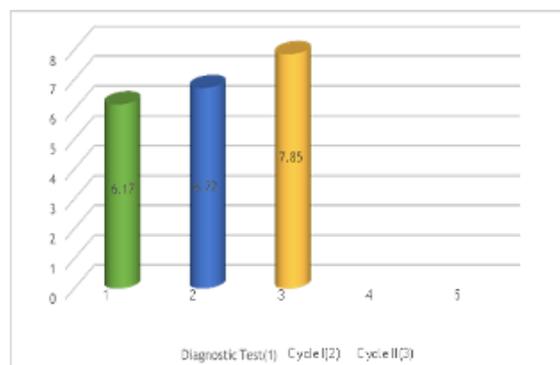


Figure 1: Students' Improvement in Speaking Accuracy

According to the preceding graph, the D-test's mean score was 6.17, which was a respectable classification. The students' cycle I speaking accuracy average was 6.72, which was considered to be a pretty good result. After examination in cycle II, the improvement in the students' speaking accuracy from test cycle 1 to cycle II (6.72–7.85) was 1.13. The score in cycle II was 7.85, which was considered good. Therefore, using the think pair share method results in a significant (pretty good) improvement in the students' speaking accuracy.

#### 2. Students' Improvement in Speaking Fluency

Through the use of a test, the Think Pair Share Method helps students speak more fluently and confidently. The findings indicated that the Think-Pair-Share method improved students' speaking fluency after the D-test, from the cycle, I to cycle II.

Table 4: Students' Improvement in Speaking Fluency

Indicators	D-Test	Cycle I	Cycle II	Improvement (%)	
				DT - CI	CI – CII
Smoothness	5.90	7.10	8.22	1.20	1.12
Self-confidence	6.10	6.62	8.54	0.52	1.92
Σ	12.00	13.72	16.76	1.72	3.04
X	6.00	6.86	8.38	0.86	1.52

The table above shows that Think-Pair-Share Method also increased their speaking fluency from test cycle I to cycle II, in which cycle II was higher than cycle I. The mean of the D-test was 6.00, which is categorized as fair. The mean score of the students' speaking fluency in

cycle II was 8.38, categorized as good, higher than in cycle I, where the mean score of the students was 6.86, categorized as fairly good in cycle I of speaking fluency. It was indicated that the improvement of students' speaking fluency in cycle I to cycle II significantly improved.

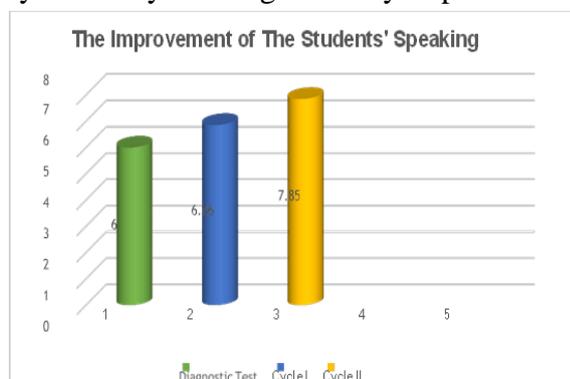


Figure 2: Students' Improvement in Speaking Fluency

The D-test's mean value, displayed in Figure 2, was 6.00, which is considered fair. The students' speaking fluency was 6.86 in cycle I, which was considered to be fairly good, as opposed to 8.38 in cycle II, which was considered to be good. This means that following the cycle II evaluation, the students' speaking fluency had improved from 6.86 to 8.38. As a result, the TPS Method was used, and the pupils' speaking fluency increased significantly (pretty good to good).

## 2. Discussion

### 1. Students' Improvement in Speaking Accuracy

#### a. Vocabulary

The TPS Method enhanced students' speaking correctness in terms of vocabulary; the improvement following the D-test, action in cycle I to cycle II through the speaking fluency, may be observed as a difference. Teaching and learning process using the Think-Pair-Share method.

The improvement of the students' speaking vocabulary through the Think Pair Share Method was effective. **After applying the strategy, the researchers found that the students' cycle I and cycle II scores were**

**6.85% and 7.97%.** During the teaching and learning process in cycle I, the researcher found that the students were difficulty speaking with a correct vocabulary it caused by their language was still influenced by their mother tongue, and most of them did not have vocabulary stocks for conveying their ideas. In solving this problem, all researchers have done cycle II and revised the previous lesson plan, giving them a profound explanation and repeating words.

All scores were acquired from the presentation of data analysis, and the improvement was presented in a higher number of students to show that the improvement was significant such as: In test cycle I, where six students (22.22%) were fair, 20 students (74.07%) was fairly good, and one student (3.70%) was good. In cycle II, it improved again, where 20 students (74.07%) were good, and three students (11.11%) were very good.

The scoring percentage above showed that the use of Think-Pair- Share Method improved students' speaking accuracy in terms of vocabulary. The vocabulary that students used when they were speaking more varied after giving action I and action II than before giving the action, where the students' vocabulary when they spoke was minimal. Based on the explanation above, it can be indicated that the students' speaking accuracy in dealing with vocabulary improved significantly.

#### b. Grammar

Improving students' speaking grammar through Think-Pair-Share Method was an effective method. The researcher found that before using Think- Pair- Share Method, the student's score in cycle I was 6.59 %, and % in cycle II, was 7.73%. During the teaching and learning process in cycle I, the researcher found that the students were difficulty speaking with correct Grammar it caused by their language was still influenced by their mother tongue, and most of them did not know the Grammar for delivering their ideas. To solve this problem, the researcher did

cycle II and revised the previous lesson plan, giving them deep explanations related to what became a problem that the students faced.

The scores were acquired from the presentation of data analysis, and the improvement was presented in a higher number of students to show that the improvement was significant: in cycle I, where 14 students (51.85%) got fair, 13 students (48.14%) got fairly good, and one student (2.85%) got good. In cycle II, it improved again, where eight students (29.62%) got fairly good, 18 students (66.66%) got good, and one student (3.70%) got very good.

The percentage above showed that the researcher did cycle I, where the number of students who spoke fair Grammar still dominated. It means that the indicator has not been achieved yet. Therefore, the researchers continued to the second cycle, and through testing, almost all students spoke fairly well of Grammar, and it was proved that the indicator had improved. Based on the explanation above can be seen that students' speaking accuracy in terms of Grammar proved that the students Grammar in speaking improved significantly.

## 2. Students' Improvement in Speaking Fluency

### a. Smoothness

The improvement of the students' smoothness in speaking through the think pair share method was effective. All researchers found that the use of the Think-Pair-Share Method through students' scores in cycle I was 7.10 % and, in the cycle, II became 8.22%, so the improvement of the student's scores in test cycle I was 1.12 %.

During the teaching and learning process in cycle I, the researchers found that the students were having difficulty speaking fluently, it was caused by their language still being influenced by their mother tongue, and most of them seldom spoke in English, which improve their fluency. In solving this problem, the researchers did cycle II

and revised the previous lesson plan, giving them more activity in speaking to train their fluency.

Think Pair Share Method improved students' speaking smoothness in speaking, where the students' mean score in cycle I was higher than in cycle II. The scores were acquired from the presentation of data analysis, and the improvement was presented in a higher number of the students to show that the improvement was significant as in the improved consist cycle I where three students (11.11%) got fair, and 24 students (88.88%) get fairly good. In cycle II, it improved again, where 26 students (96.29%) got good, and one student (3.70%) got very good.

The percentage above showed that the researchers did cycle I, where the number of students who spoke hasty and fair smoothness still dominated. It means that the indicator has not been achieved yet. Therefore, the researchers continued to the second cycle, and through testing, almost all students spoke fairly well of smoothness, and it proved that the indicator had improved. The scoring percentage above indicated that Think-Pair-Share Method improved students' speaking fluency in terms of smoothness, and the improvement was significant.

### b. Self-Confidence

TPS Method improved the students' speaking fluency in terms of self-confidence can be seen the difference from the result of the student's improvement after getting action in each cycle.

The improvement of the students' self-confidence in speaking Think Pair Share Method had an effective method. The researcher found that with the application of the think pair share method, the student's score in cycle I was 6.62% and, in cycle II become, 8.54 %; therefore, the improvement of the student's scores in test cycle I was 1.92 %.

During the teaching and learning process in cycle I, the researcher found that the students were challenged to speak fluently it caused by their language was still influenced by their mother tongue, and most of them seldom spoke in English, which improve their fluency. In

solving this problem, the researchers did cycle II and revised the previous lesson plan, giving them more activity in speaking to train their fluency.

All scores were acquired from the presentation of data analysis, and the improvement was presented in a higher number of students to show that the improvement was significant: in the improvement consisted cycle I where 3 students (11.11%) got poor, 12 students (44.44%) got fair, and 12 students (44.44%) got fairly good. In cycle II, it improved again, where 8 students (29.62%) got good, and 19 students (70.37%) got very good.

### Conclusion

This research was implemented in B2 class in the academic year 2020/2021 of Universitas Muslim Indonesia. This method successfully improved students' speaking skills using Think Pair Share Method. The research was carried out in two cycles to improve the student's vocabulary, Grammar, self-confidence, and smoothness.

Based on the result of the observation sheet and speaking test, the students made a better improvement in their speaking skills. It could be seen from the improvement of the students' speaking skills in terms of accuracy in dealing with vocabulary was indicated by students' mean scores on D-test was 6.53; cycle I was 6.85, and cycle II was 7.97. The vocabulary improvement was 1.12. The improvement of the students' speaking skills in terms of accuracy in dealing with grammar was indicated by the students' mean score on D-test was 5.81; cycle I was 6.95, and cycle II was 7.73. The grammar improvement was 1.14. The students' mean D-test score was 5.9, cycle I and cycle II got 7.10 and 8.22. The improvement of smoothness was 1.12. The improvement of the students' speaking skills in terms of fluency dealing with self-confidence indicated the students' mean score on D-test was

6.1; cycle I and cycle II were 6.62 and 8.54. The improvement in self-confidence was 1.92.

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