Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at Stain Ternate

Abdurrahman Hi. Usman, S.Pd, SH, M.Pd.
State Institute for Islamic Studies (IAIN) Ternate

Abstract
This research was conducted to improve students' English speaking ability by using the think-pair-share strategy designed in CAR. The findings in Cycle 1 was unsuccessful because the students' average scores was 74.18 and classroom atmospheres were "mid" that did not meet the criteria of success. Therefore, the implementation of the strategy was continued cycle 2 by revising the plan. The students' average score in cycle 2 achieved 81.68 and classroom atmospheres were "mid". It means that the results in cycle 2 met the criteria of success and judged as successful. So, it can be stated that the think-pair-share strategy was effective to be implemented at STAIN Ternate in order to improve the students' speaking ability.
Keywords: teaching, speaking, the think-pair-share strategy, Islamic studies

Speaking is defined as an interactive process constructing meaning that involves producing, receiving, and processing information orally using organ of speech. Ideas are someone's messages would like to be transferred to another. It means that another person should person should understand the messages well. In order to understand the messages well, one's speaking should provide natural communication which has certain features (Aminuddin, 2006:1-3).

The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language on the spot (Harmer, 1992:269). Ideas are someone's messages that would like to be transferred to another. Speaking is perhaps the most demanding skill for the lecturer to teach (Scott and Ytreberg, 2005:33). It means that another person should understand the messages well. In order to understand the messages well, one's speaking should provide natural communication which has certain features (Aminuddin, 2006:1-3). One more thing that has to be remembered is that the most efficient communication in a foreign language is not always the person who is best at manipulating the strucrures but the one who is most skilled at processing the complete situation involving himself and his hearer, talking account of ehat knowledge is already shared between them (Littlewood, 2002:4).

The ability of someone to make a social contact is determined by his ability of speaking. It means that speaking is absolutely needed to fulfill all needs of human beings (Holmes, 1992:285-286). Talking about speaking means that talking about communication because sepaking is a part of communication.

In communicative activities, there are at least two people—a speaker and a listener. In addition, communicative activities require other components of communication, namely, the topic, and the place or media of communication. A process of communication can take place if all the components of communication work together in a context where the communicators—a speaker and a listener—are. The context of communication can determine the meaning of each word and sentence.

In theory, communication is said to have taken place if the information received is the same as that one of being sent. In practice, one has to allow for all kinds of interfering factors, or 'noise', which reduce the efficiency of the transmission. In other words, a process of communication takes place if there is a process of questioning and answering performed by at least two people (the speaker and the listener or the writer and the reader). The answers or response performed by someone is usually based on the question asked by the questioner. There is no question without answer. There is no response without stimulus (Crystal, 1985:57).

Communication is a fundamental notion in the study of behavior, which acts as a frame of reference for linguistic and phonetic studies. Communication refers to the transmission of information (a message) between a source and a receiver using a signaling system: in linguistic contexts, source and receiver are interpreted in human terms, the system involved is a language, and the notion of response to (or acknowledgement of) the message becomes of crucial importance (Crystal, 1985:57)

Dealing with the communication and speaking, there are some features of natural communication as proposed by Cross (1992). They are purpose, unpredictability, slip and hesitations, creativity, spontaneity, economy, stress and intonation, comprehension checks, and turn taking.

Purpose deals with performing speaking is a purposeful activity. Someone who is speaking to another must have a certain purpose such as greeting, apologizing, criticizing, enquiring, or informing something. *Unpredictabilit*y deals with ambiguity of the meaning of sentences in speaking that cannot be easily predicted by the listeners. Mispronunciation can be one of the influences in the communication process as well (Cross, 1992). *Slip and hesitations* deals with producing sentences at the moment of speaking can be possibly be hadicaped by mistakes or slips and doubt in producing sentences at the moment of speaking. (Cross, 1992). *Creativity* covers

the difficulties of comprehending literary worksfaced by many readers. But for some speakers, it is easy for them to do this depending on their creativities to manage their ideas to be their own schemata to perform in other styles of producing language, especially in oral performance (Cross, 1992). *Spontaneity* describes producing words, phrases, and sentences normally without planning to produce them before in the process of speaking (Littlewood, 2002:20-21). *Economy* deals with the tendency of the speaker to speak less but he/she wants listener to understand his/her speaking more completely (Wahab, 1998:25-26). *Stress and intonation* are understood as the process of speaking that contain some ideas transferred by a speaker to a hearer by stressing particular ideas with different intonation to be understood differently by a hearer. *Comprehension checks* deal with checking understanding done by the speaker to ensure that his/her messages are well understood or not by the listener (Littlewood, 2002:2-7). *Turn taking* the expectation of the speaker to the listener to understand and respond what he/she is speaking.

As we know that someone cannot fulfill all his/her needas without any help from others. A kind of need can be provided by someone and another kind of need is provided by another one, while someone has to fulfill all kinds of need. To get all of them, it is very important for everyone to make a contact one another. The contact develops from small contact to the wider contact in the form of social interaction. The social interaction cannot occur without communication as a medium of taking and giving information or anything else. The communication is dealing with speaking (Holmes, 1992:285-286).

Based on the *Standar Kompetensi Lulusan (SKL)* of English in the State College for Islamic Studies (STAIN) Ternate, the graduates have to perform English well in the four language skills. One of the skills is speaking. Dealing with the speaking skill, all the graduates have to be competent to speak English fluently, accurately and systematically, to discuss some academic subjects especially in their context (Islamic context), and to perform public speaking. The teaching of English at STAIN Ternate has to achieve the standards above (English Syllabus at the Islamic Education Department of STAIN Ternate, 2009:187).

In the Islamic Education Department of STAIN Ternate, the syllabus requires the students to communicate English effectively because they are the candidates of Islamic religion teachers that have to use English if they teach in international schools. They will also be asked to discuss in academic situations as well as performing public speaking dealing with Islamic education especially in the globalization era. Because the students have to be good and professional teachers, they are expected to communicate or speak English for Islamic studies both inside and outside the classroom, to teach religion by using English, and to perform public speaking in Islamic context (English Syllabus at the Islamic Education Department of STAIN Ternate, 2009:187).

To achieve the competence standards of English at STAIN Ternate, the English lecturers are required to provide good classroom atmospheres in the teaching and learning process by implementing effective teaching strategies. The speaking skill should be focused in the process of English language teaching and learning in this department.

The fact indicates that most of the students have not achieved the indicators above yet. The materials are not mastered maximally. The students do not meet the competence standards of speaking. Many students at STAIN Ternate cannot perform the speaking skill of English well. This is based on the the students performance the in teaching and learning process of English at the Islamic Education Department of STAIN Ternate. The facts are: Firstly, there is no speaking activity in English teaching-learning process, and the students do not speak English fluently. Secondly, the students cannot do their tasks well (home assignments, presentation, and final tasks) even in elementary level. Thirdly, the students do not enjoy studying English during the class. Next, the students have no self-confidence to express their ideas orally even with their classmates in short conversations; and fifthly, the students get low scores in English through some steps of assessment (ongoing assessment, mid-term test, and final test) based on the lecturer 's final evaluation as an English lecturer of STAIN Ternate (See Appendix 7).

One of the causes of the problem is the teaching strategies applied by the English lecturers. They do not apply effective teaching strategies. The teaching strategies appleied are not suitable with the context nowadays. The classroom atmospheres do not reflect the students' speaking activities. This cannot improve the students' speaking skill. As a result, the students have low scores. This is based on the rerearcher's experience, observation and informal interview with the students and the English lecturers at STAIN Ternate.

These problems have to be solved immediately. If they are not solved immediately and effectively, there will be bad impacts for the students and the institution (STAIN Ternate). Firstly, the students cannot perform English better that can hamper them in learning their academic subjects . Secondly, if they graduate, they cannot compete with others in seeking a job at any kind of work places. It will be difficult for them to get a job as what they expect.

To solve the problems the researcher tries to find the effective teaching strategies in order to help the students improve their speaking skill. One of them is the *think-pair-share* strategy. The *think-pair-share* strategy can solve the students' the problem in speaking skill (Lyman, 1987:48).

The *think-pair-share* strategy is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman to encourage student classroom participation The *think-pair-share* strategy is a cooperative discussion strategy to help students work in group. In applying this strategy, the lecturer poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, 1987). The students can share their ideas that appear in their minds as the responses to the lecturer ' questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. The caliber discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization (Jones, 2006).

By considering the benefits of the *think-pair-share* strategy as stated in the previous research findings, it can be stated that the strategy is also very effective to be implemented in the Islamic Education Department of STAIN Ternate. Therefore, this study deals wilh the *think-pair-share* strategy in order to improve speaking ability of the second semester students at the Islamic Education Department of State Colleger for Islamic studies of STAIN Ternate academic year 2011/2012. This study also is working with the classroom action research (CAR) as done by the previous researchers as stated above. The research will be carried out in a cyclical process as well. Every cycle applies the procedures of CAR in order to make the result meet the criteria of success as the judgment of the effectiveness of this strategy in the teaching of speaking.

As a part of cooperative learning technique the *think-pair-share* strategy that was implemented in the classroom action research at STAIN Ternate encourages individual participation of the students because is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: Fisrtly, *think*: Students think independently about the question that has been posed, forming ideas of their own. Secondly, *pair*: Students are grouped in pairs and then discuss their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others. Thirdrly, *share*: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process (http://www97. /Think_Pair_Share.htm).

In implementing the *think-pair-share* strategy, the following steps suggested by the experts can be followed in the teaching and learning process. As proposed by the Lecturer Vision (Online, 2007), this strategy is applied in three steps. They are *thinking, pairing,* and *sharing*. But before, the lecturer can decide on how to organize students into pairs (counting heads, A-B, A-B, male/female, etc.). Then, the lecturer poses a problem or asks an open-ended question to which there may be a variety of answers. In this session, the lecturer gives the students 'think time' and directs them to think on their own about the question. Following the 'think time', students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. The lecturer then asks the students to pair with their partner and share their ideas that they have thought before. The pair then share their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own. The lecturer can call on a few students to share their ideas with the rest of the class.

By implementing the *think-pair-share* strategy, this study is intended to describe how t`he *think-pair-share* strategy can improve speaking ability of students at STAIN Ternate.

Methods
This study is designed as a collaborative classroom action research (CAR). This design is chosen because of the problem faced by the lecturer in teaching speaking at the Islamic Education Department of STAIN Ternate. The *think-pair-share* strategy is expected to solve this problem to be implenced in the process of CAR. This design is implemented in a cyclical process that consists of four steps. They are planning, implementation, observation, and reflection (Kemmis & McTaggart, 1988:15).

To implement the *think-pair-share* strategy well, this research were conducted by the lecturer as a researcher and a collaborator as an observer. If the students' performance in speaking does not improve or meet the criteria of success in the first cycle, the reseach will be continued to the second cycle. If the students do not improve their achievement in the second cycle as expected in the criteria of success, the reseach will be continued to the third cycle, and so on. But on the contrary, if the first cycle has met the criteria of success, the action will be stopped. Or, if the students' speaking performance in second cycle has increased as expected in the criteria of success, the action will be stopped in the second cycle, and the research results will be reported.

In the first step (planning) the researcher prepared the teaching strategy, designed lesson plans for the course, prepared teaching materials and media, observation checklist, field notes, scoring guide, and the criteria of success in order to implement the *think-pair-share* strategy well.

The second step is implementing. In implementing the strategy, the lecturer divided the students into

groups of 2 (two). Each group was posed with some questions to be shared with their pairs about the topics in terms of Islamic studies provided by the lecturer. The students shared the topics in the their own pairs and then presented to the whole class.

In the process of implementing the strategy, the collaborator observed the process of teaching and learning by noting particular events to be analyzed. The events covered the students' involvement from beginning to the end of the class, the lecturer s' activities in the classroom, and the classroom atmospheres during the teaching and learning process. During the implemetation of the strategy, the collaborator observed the teaching and lerarning process based on the observation checklist. The observation focused on the classroom atmospheres dealing with the students' involvement in the classroom.

The last step is reflecting. The focus of this step is synthesizing and analyzing the data collected in the observation step about the classroom atmospheres. In this session, the data obtained from the subjects (students) were synthesized and analyzed whether qualitatively or quantitatively depending on the kind of data. The data analyzed were then matched to the criteria of succes in order to judge whether the implementation of the strategy is stopped or continued to the next cycle based on the judgment on the students' improvement in speaking skills.

This action research was conducted at the Islamic Education Department of STAIN Ternate in 2010/2011 academic year. There were twenty students at the first year of the Islamic Education Department of STAIN Ternate in 2010/2011 academic year. They came from two different classes; 10 students from PAI-1 class and 10 students from PAI-2 class. While PAI stands for Pendidikan Agama Islam.

The procedures of the study covers the preliminary study, planning, implementing, observing, and reflecting that are closely related and conducted in cyclical process and systematic way.

In the preliminary study, the students were observed to know their background knowledge or performance in speaking. The observation was based on the lecturer 's everyday teaching and the test results of the students (scores) in the previous semester as the starting point to identify the problem and reason why students would be researched in the form of CAR by implementing the *think-pair-share* strategy. The students' test results were the first data to judge their ability in speaking. It means that their scores in the previous semester was the first data. Their scores were also based on the final test and ongoing assessment during the previous semester.

In planning the teaching and learning process, there were some kinds of preparation to be prepared and described in this session. They were designing lesson plans for the speaking class, preparing teaching strategy, preparing instructional media, preparing the scoring guide, and preparing the criteria of success.

In this study, the strategy was planned to be implemented in 4 (four) meetings for each cycle. After implementing the action, the students would be assessed to know their improvement in speaking skills.

To implement this strategy, the researcher dealt with three steps, namely *thinking, pairing,* and *sharing*. Before deciding the way how to organize students into pairs (counting heads, A-B, A-B, male/female, etc.), the lecturer posed a problem or asked an open-ended question to which there might be a variety of answers. In this session, the lecturer gave the students 'think time' and directed them to think on their own about the question. Following the 'think time', students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. The lecturer then asked the students to pair with their partner and shared their ideas that they had thought before. The pair then shared their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own. The lecturer can call on a few students to share their ideas with the rest of the class (Lecturer Vision Online, 2007).

The third step of action is observation. In the process of observing activities, the collaborator observed the *think-pair-share* strategy being impelented in the teaching and learning process conducted by the lecturer. In this process, observation checklist and field notes were employed and performed by the collaborator.

The fourth step of action is reflecting. The focus of this step was synthesis and analysis of the data collected in the observation step. By synthesizing and analyzing the data collected in the observation step, the lecturer can conclude the students' improvement before and after being treated by using the *think-pair-share* strategy. The conclusion becomes a judgment about the effectiveness of the strategy by employing the criteria of success.

To collect the data from the process of implementing the action, it is important to provide some instruments. The instruments are employed to get the data both primary and secondary data. They are the test, tape recorder, camera, observation checklist, and field notes.

The students' scores as the primary data are the ones that will be analyzed. The scores are obtained by conducting test. The assessment or test will be carried out in the form of spoken test. Test items are used to assess the students at the end of the treatment. Because the treatment is conducted in 4 (four) meetings, the assessment is carried out in fifth meeting. The process of test will be recorded by using a tape recorder. The students' scores will be analyzed to get the conclusion about the effectiveness of the strategy.

The classroom athmospheres and the students' activities in the process of implementation were also

Journal of Education and Practice
www.iiste.org
ISSN 2222-1735 (Paper)   ISSN 2222-288X (Online)
Vol.6, No.10, 2015
IISTE

recorded by employing the field notes. Another technique of collecting data is carried out by recording the the students' performance during the teaching and learning process. This technique employs observation checklist to get information from the students about the implementation of the strategy. The way to use this kind of instrument is by putting checklist mark (√) on the performance column which are parallel to the column of the students' activities.

After collecting the data from the students in the form of the students' scores through the implementation of *think-pair-share* strategy, they were analyzed quantitatively. The classroom atmospheres were also analyzed by describing them descriptively as the qualitative data. The techniques of analyzing data lead the lecturer to get research findings that produce conclusions about the effectiveness of the strategy after being implemented.

The Findings of the Study

As we have known that this research is conducted in order to solve the problems of the students of the Islamic Education Department of STAIN Ternate in speaking. They cannot speak English well. So, the *think-pair-share* strategy was implemented as the solution of the problems. This session presents the results of the students' speaking performance, the observation of the teaching and learning process, the reflection and analysis of the students' speaking activities in first cycle, and the revision of first cycle.

The findings covers all of the meetings conducted in two cycles which are elaborated separately. After elaborating separately, the findings of both cycles are recapitulated to be discussed and analyzed as judgment of the effectiveness of the *think-pair-share* strategy that has been implemented. The findings are elaborated based on the points stated in the criteria of success, namely the students' scores after being assessed in the form of spoken test and the students' active involvement during the teaching learning process.

Based on the results of the test, the implementation of the action in Cycle 1 does not give significant success. Most of the students still get low scores in the test of Cycle 1. There were only 4 (four) of 20 (twenty) students (20%) achieved the qualification of "good" (80-85). Most of them achieved less than 80 (80%). There was no student obtained the highest classification (96-100) classified as "excellent". None of the students obtained 86-95 classified as "very good" as well.

There were 16 (sixteen) students or 80% of the students got the range score of 65-79 classified as "fair", No student gained the range scores of 54-64 as the classification of "weak", None of them got the range scores of 0-53 classified as "unacceptable". Although there was no student got the lowest classification (unacceptable), it does not mean that the strategy implemented in this cycle was judged as successful.

All the students' scores must be accumulated and divided by the total number of the students in order to get the avarage scores. The avarage scores of the students is not the only one aspect which determine the success of the implementation of the strategy but also the students' active involvement of the students during the teaching and learning process. It means that the students' active involvement has an important role to support the judgment of the effectiveness of the strategy.

It is important to state again that based on the criteria of success, the strategy implemented in this action research is categorized as successful if: Firstly, the students' avarage scores of speaking is at least 80 (eighty) consisting of 20 for grammar, 16 for vocabulary, 24 for fluency and 20 for pronunciation that qualified as "good". Secondly, the students are actively involved in the teaching and learning process and do their tasks well. Thirdly, students are able to share their ideas, asking and answering questions.

The students' scores were still low that indicates the unsuccessful implementation of the *think-pair-share* strategy. The following figure is the description of the students' scores as the reflection of the students' speaking ability after being treated by using the *think-pair-share* strategy in Cycle 1. This figure can be one of the considerations to judge whether the implementation the *think-pair-share* strategy in Cycle 1 is effective or not.

It was recorded by the field notes that not all students were actively involved and they did the tasks assigned by the lecturer in the process of implementing the strategy. Thinking, pairing, and sharing were applied by the students. However, their involvement did not give significant improvement in speaking skills. This was caused by their activities of speaking especially in sharing their ideas were mostly written in peaces of paper. They wrote their ideas during the thinking activities and read their peaces of paper in asking and answering questions during the implementation of the strategy. It means that their speaking ability were not improved by the activities of speaking because of cheating notes. In addition, some students were not serious to join the class. They did not do their tasks during the implementation of the *think-pair-share* strategy. They talked about other things out of the topics and some of them handled their handphones.

Dealing with the classroom atmospheres, the observation checklist describes different category performed by the students in each meeting. The points of the students' active involvement in the first meeting was 67.50%, in the second meeting was 55%, in the third meeting was 83.33%, and in the fourth meeting was 59%. To clarify the the level of the students' involvement in this cycle for every meeting, it is important to

Journal of Education and Practice
www.iiste.org
ISSN 2222-1735 (Paper)   ISSN 2222-288X (Online)
Vol.6, No.10, 2015

display the follwing recapitulation of the points in the observation checklist.

Since the implementation of the *think-pair-share* strategy in Cycle 1 did not meet the criteria of success, the researcher made a revision or modification in some items for Cycle 2. It was based on the design of classroom action research (CAR). In this study, there were some items to be revised. The rivision was done in the plan and administered in the lesson plan.

After revising the plan in Cycle 1 and contined to Cycle 2, the implementation of the action in indicates significant success. Almost all the students' scores got higher than before (in Cycle 1). The low scores obtained by the students in the test in Cycle 1 increased in cycle 2. The table above describes the different scores of the students given by the collaborator indicated as "Rater 1" and the reseracher indicated as "Rater 2". The scores were accumulated and divided by two as the average scores in the Cycle 2.

In Cycle 2, the range of the students' scores were 89.50 (eighty-nine point fifty), the lowest score is 75 (seventy-five), and the highest score were 89.50 (eighty-nine point fifty). There were 13 (thirteen) students or 65% of them achieved the minimum scores of 80-85 classified as "good" as required by the criteria of success. Only three kinds of classified achieved by the students. They were "good" (80-85), "fair" (65-79), and "very good" (86-95). The dominant classification achieved by the students was the classification of "good" (65%). The second rank was "fair" which was achieved by 4 (four) students or 20%, and the third one was "very good" which was achieved by 3 (three) students or 15% of the whole students. None of them got the classification of "excellent" (96-100), "weak" (54-64), and "unacceptable" (0-53) were not achieved.

Although the students' scores indicated that there was a significant increase in Cycle 2, but it does not mean that implementation of the action was successful. All the students' scores must be accumulated and divided by the total number of the students in order to get the avarage scores. If the avarage scores of the students meet all the indicators in the criteria of success, they can support the success of the implementation of strategy. In addition, the students active involvement can also determine the judgmenet of the effectiveness of the strategy. If both of the criteria (students' scores and the classroom atmospheres) have been suited by the students' performance in speaking skills, the researcher can be judged that the implementation of strategy is successful or the *think-pair-share* strategy is effective to be implemented at the second semester students of the Islamic Education Department at STAIN Ternate.

Therefore, it is important to describe the students' performance in speaking skills in the form of figure that in order ro make the scores clearly and easily understood. By understanding the scores, it is also easy to make a judgment on the success of the strategy being implemented. The following figure is the description of the students' scores as the reflection of the improvement of the students' speaking ability after being treated by using the *think-pair-share* strategy in Cycle 2.

It was stated in the field notes explains that in Cycle 2, all students were actively involved and they did the tasks assigned by the lecturer in the process of implementing the strategy. Thinking, pairing, and sharing were applied by the students. The students' involvement gave significant improvement in speaking skills.

After matching the students' scores shown by the spoken test results and their active involvement during the class indicated by the observation checklist and field notes to the criteria of success which achieved the average scores of 81.68%, it can be concluded that the students were mostly successful. That is why, It can be judged that the *think-pair-share* strategy implemented in Cycle 2 of the action research was successful because the students' speaking performance had met the criteria of success.

Discussion

As a part of cooperative learning strategy, the *think-pair-share* strategy is also stated as an effective teaching strategy. The effectiveness of this strategy indicated by the procedures of the implementation that mostly focusses on the students to perform their ability and togetherness in doing all the classroom activities in order to improve their competence in language skills. This strategy enables students to improve their competence fast because it gives students time to think, to ask and answering questions, to share ideas, and to help each other in doing academic tasks to be successful together (Arends, 1997:35). The *think-pair-share* strategy increases the kinds of personal communication that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Lyman, 1987:26).

Dealing with its effectiveness, the *think-pair-share* strategy also has been effectively implemented in the teaching of reading to the second year students at SDN Sumbersari, Malang in 2006 conducted by Pattiiha. Based on the findings and the analysis of the data collected, Pattiiha concluded that the *think-pair-share* strategy could significantly improve the students' reading skill through the planning, implementation, and evaluation steps of this strategy. The study was conducted not only by Pattiiha but also by the other researchers such as Safarudin (2004) and Siwu (2005). All of them have the same conclusion that to improve the students' language skills, group work is very important to be employed as one of the ways to empower the students in order to provide their critical thinking, creativity, individual accountability, equal participation, and simultaneous

interaction in the social context.

Dealing with this study, the findings indicate that there was a significant improvement performed by the first year students of the Islamic Education Department of STAIN Ternate in 2010/2011 academic year. Starting from the students' scores in the preliminary study (the students have not been treated by using the *think-pair-share* strategy yet) conducted in this department, it can be stated that there was a significant improvement performed by the students after being treated by using the *think-pair-share* strategy in the first cycle even the findings did not meet the criteria of success. After being treated by using this strategy in the second cycle, the students got better achievement than that one of the first cycle both their scores in the spoken test and the their active involvement during the teaching and learning process (See Appendix 5e, Appendix 5j, Appendix 7, Appendix 8c, and Appendix 8f).

The implementation of the *think-pair-share* strategy that produced the findings above also employed the classroom action research that covered the four steps, namely planning, implementing, observing, and reflection the action of each cycle. The procedures of the implementation of the *think-pair-share* strategy were also applied during the teaching and learning process which consist of three main activities, namely thinking, pairing, and sharing ideas in the group of two. The data in the observation step were contributed by a collaborator.

Based on the achievement of the students as elaborated above, it can be stated that the *think-pair-share* strategy is very effective to be implemented in the first year students of the Islamic Education Department of STAIN Ternate in 2010/2011 academic year. This strategy is also assumed to be effective if it is implemented in the other classes both reading and speaking skills.

Conclusions and Suggestions

Based on the results of the data analysis in the study, it can be concluded that the *think-pair-share* strategy is successful to improve the speaking ability of the first year students at the Islamic Education Department of STAIN Ternate after being implemented in two cycles that considers two criteria, namely the students' spoken test results and the students' active involvement during the implementation of the strategy.

Although the students' average score and the percentage of their active involvement in Cycle 1 after being treated using the *think-pair-share* strategy did not meet the criteria of success, it can be stated that this strategy is effective because there was a significant improvement performed by the students from Cycle 1 to Cycle 2. The students' significant improvement was indicated the indicators of the criteria of success. In addition, if the findings in Cycle 1 with the implementation of the *think-pair-share* strategy is compared with the students' scores obtained in the preliminary study that used conventional strategy, the results also indicate the significant improvement of the students after being treated by using the *think-pair-share* strategy for several meetings. The classification of the students' scores of "good" after being treated and assessed by employing spoken test is the evidence of the effectiveness of the *think-pair-share* strategy. In addition, the category of "high" from the students' active involvement during teaching and learning process by employing the observation checklist is the evidence that the *think-pair-share* strategy an effective strategy to teach speaking to the first year students at the Islamic Education Department of STAIN Ternate.

Therefore, the English lecturers at STAIN Ternate are suggested to implement this strategy because it is effective to teach English, especially speaking skills. Secondly, the English lecturers at STAIN Ternate to improve their teaching performance by conducting classroom action research (CAR) in any kind of teaching strategy in order to improve students English proficiency, and speaking skills particularly. I
of STAIN Ternate to increase the budget of research for all the lecturers at STAIN Ternat
teaching strategies dealing cooperative learning by employing CAR.

REFERENCES

Ali, M. 2004. *Guru Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.

Aminuddin. 2006. *The Teaching of Speaking*. (Unpublished Thesis) Graduate Program of State University of Malang.

Anderson, A. S. (Ed.). 2004. *Mainstreaming Digest*. College Park, MD: University of Maryland College of Education.

Ary, D., Jacobs, C.L. & Razavieh, A. 2002. *Introduction to Research in Education*. Belmont: Wadsworth.

Buharsa, E. 2008. *Implementing the Think-Pair-Share strategy to improve the reading comprehension of the second year students at MTs. Negeri Sanggau West Kalimantan*. Unpublished Thesis of Graduate Program in English Language Education, State University of Malang.

Cross, D. 1992. *A Practical Handbook of Language Teaching*. Prentice Hall International.

David & Johnson, R. 2001. *An Overview of Cooperative Learning*. [Online]. <http://www.clcrc.com/pages/overviewpaper.html>.

Falk, J.S. 1978. Linguistics and Language: *A Survey of Basic Concepts and Implications*. Second Edition. Canada: John Wiley & Sons.

Flowers, J. C. & Ritz, J. M. 1994. *Cooperative Learning in Technology Education*. Monograph of the Virginia Council on Technology Teacher Education: Old DominionUniversity.(Online).(http://teched.vt.edu/vctte /VCTTEMonographs/VCTTEMono13(CoopLearn).html, accessed on April 10th 2007).

Folse, S.K. 2009. *The Art of Teaching Speaking, Research and Pedagogy for the ESL/EFL Classroom*. Michigan: the University of Michigan Press.

Ghaith, G. 2003. Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation. *Bilingual Research Journal*. American University of Beirut. (Online), (http:// brj.asu.edu/content/vol27_no3/art5.pdf. accessed on March 23rd 2007).

Gay, L. R. 1992. *Educational Research: Competencies for Analysis and Application*. Macmillan.

Gebhard, J.G. 2000. *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Michigan: University of Michigan Press.

Golub, J. (Ed.) 1988. *Focus on Collaborative Learning*. Urbana, IL: National Council of Teachers of English.

Harmer, J. 1992. *The Practice of English Language Teaching*. New York: Longman.

Haskew, L.D. & McLendon, J. C. 1968. *This is Teaching (3rd Edition)*. Scott, Foresman.

Hill, L.A. & Dobbyn, M. 1984. A Teacher Training Course: *Lecrurer's Book*. Cassel.

Huda, N. 1999. *Language Learning and Teaching: Issues and Trends*. Malang: Universitas Negeri Malang Press.

Jacob, E. 1999. *Cooperative Learning in Context: An Educational Innovation in Everyday Classroom*. New York: State University of New York.

Jones, R. 2006. http://www.readingquest.org/strat/tps.html. Updetd from Lyman, 1981.

Junette C.T. 2009. *Thesis: The Implemetion of Cooperative Learning in Developing Students' Speaking Ability SMA Negeri 1 Malang*.

Kagan, S. 2001. *Cooperative Learning Resources for Teachers*. San Juan Capistrano, CA: Resources for Teachers.

Kemmis, S. & McTaggart, R. (Eds.) 1988. *The Action Research Planner*. Victoria: Deakin University Press.

Latief, M.A. 2003. *Penelitian TIndakan Kelas Pembelajaran Bahasa Inggris*. Jurnal Ilmu Pendidikan, Jilid X, No 2.

Littlewood, W. 2002. *Communiacative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.

Lyman, F., 1987, *Think-Pair-Share: An Expanding Teaching Technique:* MAA-CIE Cooperative News.

Nagata, K. & Ronkowsk, S. (1998). Collaborative Learning: Differences Between Collaborative and Cooperative Learning, The Office of Instructional Consultation, University of California Santa Barbara.

Nurcholis, I.A. 2007. *Improving Students' Speaking Performance Using Pictures Cue Technique*. Unpublished Tesis of Graduate Program in English Language Education, State University of Malang.

O'Malley, J.M. & Pierce L.V. 1996. *Authentic Assessment for English Language Learners*. Addison – Wesley.

Pattiiha, H.2006. *An Application of the Think-Pair-Share to Improve the Implementation of the Learning of Beginning Reading Among Second Year Students at SDN Sumbersari II Malang*. Unpublished Thesis of Graduate Program in English Language Education, State University of Malang.

Richards, C. & Renandya, W.A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Rivers, W.M. & Temperley, M.S. 1978. *A Practical Guide to the Teaching of English as a Second and Foreign Language*. New York: Oxford University Press.

Safarudin.2004. *Improving Reading Comprehension Achievement of the Third Year Students of SLTPN 6 Malang by Using Think-Pair-Share-Square (TPPS) Strategy*. Unpublished Tesis of Graduate Program in English Language Education, State University of Malang.

Scott, W.A. & Ytreberg L.H. 2005. *Teaching English to Children*. New York: Longman.

Siwu, M. M.E. 2005. *Improving Speaking Skill of the Second Grade Students of SMP Negeri 5 Tahuna by Using Role-Playing Technique*. Unpublished Tesis of Graduate Program in English Language Education, State University of Malang.

Slavin, R. E. 1995.*Cooperative Learning*. Theory, Research, and Practice. Second Edition. London: Allyn & Bacon.

Smith, K. A. 1986. *Cooperative Learning Groups*. Minneapolis: Office of Educational Development Programs, University of Minnesota,.

Syamsurizal, M. 2008. *Thesis: Improving Speaking Ability of the Students of English Department of Gorontalo State University through Improvisations and Peer-Feedback*. Unpublished Tesis of Graduate Program in English Language Education, State University of Malang.

Teacher Vision. *Cooperative Learning*. (Online). (http://www.*teachervision*.fen.com/group-work/cooperative-learning/48547.html. accessed on March 23rd 2007).

Ur, P. 1996. A Course in Language Teaching: *Practice and Theory*. Cambridge: Cambridge University Press.
Wahab, A. 1998. Isu Linguistik: *Pengajaran Bahasa dan Sastra*. Surabaya: Airlangga University Press.
Silabus Mata Kuliah Bahasa Inggris STAIN Ternate Tahun 2009.
http://www.oic.id.ucsb.edu/Resources/Collab-L/Differences.html February, 2007
http://www.kaganonline.com/Newsletter/index.html
http://www.Online Teaching Resource//Workshop.on.ca Queen's Pronter for Ontario, 2006.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar