Improving Student's Speaking Skill Using Think-Pair-Share Method with Flashcard Media

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Abstract:

Speaking has become an important skill in learning English as foreign language. The importance of speaking is shown by its function in the communication. By speaking English, we can communicate fluently with other people in the whole world. There are many factors which have influenced the students' speaking skill, one of them are teaching methods or strategies as external factor. Think-Pair-Share (TPS) or thinking in pairs is one type of cooperative learning method designed to influence the pattern of students' interaction. This research will give evidence that TPS method more effective than Direct Instruction method to teach speaking skill. This research is a classroom action research which consists of four steps to do: planning, action, observation and reflection. To collect the data of speaking skill, the researcher needs the instrument which is called a test. Beside speaking test instrument, researcher also use observation sheet to collect activities and development data. There is significant improvement on students speaking skill who taught by Think Pair Share method with flashcard media. It proved by the enhancement of average speaking score from 63,1 at the pretest result, become 73,25 at the first cycle and still increase to be 81 at the second cycle. The flashcard media were useful and effective to improve students' speaking skill as described in finding and result of this study, as it improves class mastery achievement from 17,5% on the pretest, become 60% on the first cycle, and become 87,5% on the second cycle.

Keyword: Speaking, Think-Pair-Share, Flashcard

1. Introduction

Speaking has become an important skill in learning English as foreign language. The importance of speaking is shown by the function in the communication. By speaking an international language like English, we can communicate fluently with other people in the whole world. We can know and understand what the foreign people say. We need speaking skill to express our feeling, idea, describing something to others, and even we can use speaking skills to have a special relationship with others.

Speaking has the most important role in the success of communication. O'Malley and Pierce (1996: 57) states "among the four skills, speaking seems to be an important skill that a learner should acquire since one of the responsibilities of any teachers working with English language learners is to enable students to communicate effectively through oral language." But unfortunately, speaking among the students become a "devil" and "horrible" things to be learnt, even for the students in university.

Generally, there are internal and external factors. The students' mastery of linguistics features, students' willingness to speak, students' level of risk taking, students' motivation, students' self-esteem, students' self-actualization, students' confidence, etc. belong to internal factors. Meanwhile, there are also external factors influencing the students' speaking skill, those are learning process, and also teaching strategy. Suitable strategy, methods, or approach to teach speaking is needed. And there are many famous strategies, methods, or approaches which can be used by the teachers in the classroom activities.

One of the method that can be applied in teaching speaking is Think-Pair-Share. It is a part of cooperative learning. In Think Pair Share method, the students are given opportunity to solve the problem in pair or within group. It will increase the students' speaking skill. Trianto (2007: 61-62) states that TPS or thinking in pairs is one type of cooperative learning designed to influence the pattern of students' interaction. It is an effective way of varying the flow of classroom discussion. There are three steps in TPS methods, those are: Think, Pair, and Share. When the student works in pairs or within group, each step of TPS will increase the students' speaking skill.

Besides the suitable method, the role teaching media is also very important in the success of the teaching and learning process in the classroom. As a teaching media flashcards had many advantages for using in language teaching. Besides Flashcards were easy to apply and teacher can make them by himself, can be used for practicing variety activities and games. It also effective and applicable for any level of students. According to

Wozniak (1990:56), flashcards were sets of cards bearing information as word, words, or numbers, on either or both sides. Haycraft (1978:40) also says that there types of flashcard. Words flashcards were cards which contained of a word or some words that form a sentence, command, or instruction, when the picture flashcards were a card with printed picture. The picture with word flashcards were a flashcard with printed picture and words on it.

According to the background above, the writer had done a study about the effects of teaching methods, in this case Think Pair Share method with using flashcard media, to the students' speaking skills. This research entitled: "Improving Students Speaking Skill using Think Pair Share Method with Flashcard at the Eight Grade Students of MTs Negeri Kedunggalar Ngawi in the Academic Year of 2017/2018."

2. Related Literature

2.1 Teaching Speaking

The ability to speak foreign language is crucial part to the learners. Luoma (2004: 1) states that speaking skill is required for the curriculum in language teaching and learning. Speaking should be taught effectively in order that students can express themselves and learn how they communicate not only inside the classroom but also outside the classroom.

According to Kayi (2006: 1) the meaning of teaching speaking to ESL learners is to produce the English speech sounds and sounds patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences, and to organize their thoughts in a meaningful and logical sequence. Speaking also means to use language as a means of expressing values and judgments, and to use the language quickly and confidently with few unnatural pauses which is called as fluency (Nunan, 2003: 1)

2.2 Think-Pair-Share Method

Think-Pair-Share is a cooperative discussion method that has 3 parts of the process-students think about a question or an issue, they talk with a partner about their thoughts, then some children share their discussion and think with the class (McCandlish, 2012). This method has been developed by Frank Lyman from the University of Maryland. It provides the students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with other students. It is a learning strategy developed to encourage the students' participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task (Richards and Rodgers, 2001: 198). Lyman (1987: 1-2) states that TPS is a "multi-mode" strategy developed to encourage students' participation in the classroom activities.
The procedures of Think Pair Share based on Barkley, et al. (2005: 104) are as follows:
1. Step 1 Think (3-5 minutes)
   Individually think about the following:
   - What information do you need to solve the problems?
   - What information do you already know?
   - What tools and strategies could you use?
   - What questions do you need to ask your group?
1. Step 2 Pair (2-3 minutes)
   With a partner, jot down ideas to help you get started with the problem. You may use any of tools provided in the classroom, including dictionary etc
2. Step 3 Share (3-4 minutes)
   Take turns sharing ideas in larger group

2.3 Flashcard Media

Flashcards were sets of cards bearing information as word, words, or numbers, on either or both sides (Wozniak, 1990:56). Haycraft (1978:40) says that there are three types of flashcard. Words flashcards were cards which contained of a word or some words that form a sentence, command, or instruction, when the picture flashcards were a card with printed picture. The picture with word flashcards were a flashcard with printed picture and words on it.

3. Research Method

3.1 Design

In this research, the writer uses a classroom action research. Class action research was a form of a research in which researcher reflect systematically on their practice, implementing informed action to bring about improvement in practice. This classroom action research has four steps that we have to do: planning, action, observation and reflection (Sanjaya: 2013).

3.2 Setting of The Research

This research has been conducted in MTsN Kedunggalar Ngawi. It is held on VIII B class academic year 2017/2018 that consists of 40 students.

3.3 Data Collection

To collect the data of speaking skill, the researcher needs the instrument which is called a test. Test means measuring the knowledge or skill of an individual or group. The researcher used test to know the students' speaking skill. The objective of this test is to know the result or score of the students speaking skill after they are taught by using Think Pair Share method using flashcards. The instruction in the speaking test will be written in a piece of paper.

Before administering a test to the students, the researcher should firstly check the readability of the instruction. The instruction which will be made must be readable because it can influence the students' understanding. According to Richards, Platt, and Platt (1992: 306), readability is how easily written materials can be read and understood. Meanwhile, Pikulski (2002: 1) states that the level of ease or difficulty with which text material can be understood by a particular reader who is reading that text for a specific purpose. Here, the students must understand the instruction in order that they can do the instruction correctly based on the competence that the researcher wants to assess.

In scoring students' speaking test the researcher used two persons to get objective result of the score. The researcher scores students' speaking test in five major elements of speaking; pronunciation, vocabulary, grammar, fluency and content. The scoring rubric can be seen in table 1.

Beside speaking test instrument, researcher also use observation sheet to collect activities and development data carried out by teachers and students during the learning process. The collaborator observed both the teacher and the students during teaching learning process by feeling the observation sheet.

3.4 Procedure

Classroom action research using cycles in doing the research and this research was held in two cycles. Both of that cycles consist of four step of research procedure.

3.4.1 Plan.

Researcher planning on implementation process of the research. It consists of arranging the lesson plan which include the activities of using flashcard as a media, preparing and choosing flashcards as a lesson material, and preparing observation checklist for both teacher and students.

3.4.2 Action

In this step, researcher implementing the lesson plan to teach student using flashcards media listed. The mayor steps on applying flashcard media with Think Pair Share method was below:

- The teacher showed a flashcard to students
- The teacher asked them to think about the flashcard contents.
- The students tried to explain that showed on flashcard media with their pairs and hear their friend's explanation.
- The teacher appointed some student to explain about the flashcard in front of the class.
- The teacher and students discussed about the flashcards.
- The teacher gave an exercise to the students

3.4.3 Observation

Observation was held to identify and record all activities through its indicator of teaching and learning process. The researcher was helped by the collaborator to observe the learning activity. The collaborator used observation sheet to checked all the student and teacher interaction activity that listed on the checklist.

Table 1 Scoring Guide for Assessing Speaking

Indicators of Speaking	Scores	Criterion
Pronunciation	4	Have few traces of foreign accent.
	3	Always intelligible, through one is define of accent.
	2	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	1	Very hard to understand because of pronunciation problems. Must be frequently asked to repeat.
	0	Pronunciation problems so severe as to make speech virtually unintelligible.
Vocabulary	4	Use vocabulary and idioms is virtually that of a native speaker.
	3	Sometimes use inappropriate terms and/or must rephrase ideas of inadequate vocabularies.
	2	Frequently use of the wrong words; conversation somewhat limited because of inadequate vocabularies.
	1	Misuse of words and very limited vocabulary make comprehension so quite difficult.
	0	Vocabulary limitations so extreme as to make conversation virtually impossible.
Grammar	4	Make few noticeable errors of grammar or word order.
	3	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	2	Some grammatical inaccuracies, occasional imperfect control of few patterns.
	1	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic pattern.
	0	Errors in grammar band word order so severe as to make speech virtually unintelligible.
Fluency	4	Speech as fluent and effortless as that of a native speaker.
	3	Speed of speech seems to be slightly by language problems.
	2	Speech and fluency are rather strongly affected by language problems.
	1	Usually hesitant, often forced silence by language limitations.
	0	Speech is so halting and fragmentally as to make conversation virtually impossible.
Content	4	Relevant and adequate response to task set.
	3	Response for the most part relevant to the task set, though there may be some gaps or redundancy.
	2	Response of limited relevance to the task set, possibly major gaps and/or pointless repetition.
	1	Response of very limited relevance to the task set, possibly major gaps.
	0	Response irrelevant to the task set, totally inadequate response.

(Weir, 1998: 147-148)

3.4.4 Reflection

Here, the researcher analyzed, reviewed and responded to the previous learning process in the first cycle, then created the next plan for the second cycle until the expected condition reached.

4. Findings And Discussions

4.1 Findings

The research data were gained from the students speaking scores which were taken from the class taught by using Think Pair Share method with flashcard media. The speaking scores that obtained on first cycle then compared with its score on pretest, and so the second cycle data.

Table 2 Summary of student speaking pretest result

No	Description	Pretest result
1.	Average score	63,1
2.	Students who passed minimum standard score	7 students
3.	Percentage	17,5%

From the table above, the researcher analyzed the result of students' speaking skill mastery before using flashcard media shows that the average score of the class are 63,1. Only 8 of 40 students who passed the minimum standard score (75). It just about 17,5% of the class mastery achievement reached.

Table 3 Summary of student speaking test result at first cycle

No	Description	1st cycle test result
1.	Average score	73,25
2.	Students who passed minimum standard score	24 students
3.	Percentage	60%

From the table above it can be conclude that with using flashcard media to teach speaking, the experimental class gained average speaking score 73,25 at the first cycle. From total of 40 students, there are 24 students who passed the minimum standard score (75). It is about 60% of the class mastery achievement reached. It's still below the class mastery achievement target that are set on 80%.

Table 4 Summary of student speaking test result at second cycle

No	Description	2nd cycle test result
1.	Average score	81
2.	Students who passed minimum standard score	35 students
3.	Percentage	87,5%

From the table above it can be conclude that with using flashcard media to teach speaking in second cycle, the class gained average speaking score 81. From total of 40 students, there are 35 students that gain score over the minimum standard score (75). It is about 87,5% of the class mastery achievement reached, so it has reached the class mastery achievement target that are set on 80%.

4.2 Discussion

This class action research had conducted in 2 cycle to study and prove that using flashcard as media with Think Pair Share Method can improve the students' speaking skill at 8th grade students. After finalizing this research and found the improvement of the students' speaking skill, the researcher found some factors that influence the improvement of students speaking skill. Some of that factors are:

1. Material
   Teacher have to be creative for selecting appropriate design and contents of the flashcard media, because it will influence in increasing of students' interest on the lesson. If the teacher more creative in using flashcard, the students will be more interested and active in learning process, so it will improve their understanding on the lessons.
2. Implementation of Media
   The process of applying the flashcard also has it effect in increasing students' speaking skill. How interesting the teachers presents their media in front of class will increase students interest on the lesson.
3. Teacher Support
   A teacher will be a facilitator and motivator to their students in their class. A teacher should involve students in learning activities in class, either in the form of presentations, question and answer, discussion, or other

activities. And as a motivator, teachers gives motivation and spirit to their students that can build the confidence from the students.

5. CONCLUSION AND SUGGESTION

Based on the result of the activities of the improving students' speaking mastery by using Think Pair Share method with flashcard media, there were some conclusion that can be drawn.

1. There is significant improvement on students speaking skill who taught by Think Pair Share method with flashcard media. It proved by the enhancement of average speaking score from 63,1 at the pretest result, become 73,25 at the first cycle and still increase to be 81 at the second cycle.
2. The flashcard media were useful and effective to improve students' speaking skill as described in finding and result of this study, as it improves class mastery achievement from 17,5% on the pretest, become 60% on the first cycle, and become 87,5% on the second cycle.

It suggested For the English teachers to implement Think Pair Share method using flashcard media to teach students speaking skill because it has been proven to be a good method.

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