

THE IMPLEMENTATION OF THINK PAIR SHARE WITH FLIPGRID TOOL IN IMPROVING STUDENTS' SPEAKING ABILITY

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ABSTRACT

Speaking is a crucial language skill to be mastered in this era. However, most of the students faced problems with their speaking ability. It happens at SMP (SLUB) Saraswati 1 Denpasar. Thus, this study aimed at finding out the improvement of the eighth-grade student with the implementation of Think Pair Share (THS) combined with Flipgrid. Classroom Action Research was used as the research method. Pre-test, post-test, and questionnaire were administered to collect data. The result of the post-tests I and II were 79.9 and 79.24. Moreover, the questionnaire result showed that the students were actively engaged and motivated after the implementation of TPS combined with Flipgrid. To sum up, the present classroom action research proved that the students' speaking ability could be improved. In Addition, the subjects also responded positively. The implication of the study is a fun and enjoyable ambiance in the teaching and learning process should be accommodated in the speaking activities.

Keywords: Speaking, Think Pair Share, Flipgrid.

ABSTRAK

Berbicara merupakan keterampilan berbahasa yang penting untuk dikuasai di era ini. Namun, sebagian besar siswa menghadapi masalah dengan kemampuan berbicara mereka. Hal itu terjadi di SMP (SLUB) Saraswati 1 Denpasar. Oleh karena itu, penelitian ini bertujuan untuk mengetahui peningkatan siswa kelas VIII dengan penerapan Think Pair Share (THS) yang dikombinasikan dengan Flipgrid. Penelitian Tindakan Kelas digunakan sebagai metode penelitian. Pre-test, post-test, dan kuesioner diberikan untuk mengumpulkan data. Hasil post-test I dan II sebesar 79,9 dan 79,24. Selain itu, hasil angket menunjukkan bahwa siswa terlibat aktif dan termotivasi setelah penerapan TPS yang dikombinasikan dengan Flipgrid. Kesimpulannya, penelitian tindakan kelas yang dilakukan saat ini membuktikan bahwa kemampuan berbicara siswa dapat ditingkatkan. Selain itu, subjek juga memberikan respon positif. Implikasi dari pembelajaran ini adalah suasana proses belajar mengajar yang menyenangkan dan menyenangkan harus diakomodasi dalam kegiatan berbicara.

Kata Kunci: Berbicara, Think Pair Share, Flipgrid.

INTRODUCTION

According to Harmer (2007), speaking belongs to a productive skill, in which the student uses this language skill to produce a language itself. It is a vital language skill to be mastered by the student to produce a language for communication besides writing. Speaking makes students pay attention to conveying

ideas and messages to others as a form of oral presentation (Phan et al., 2022). It can also be used by students to express their ideas or opinions to respond to the questions from the teacher. In addition, leading the student to master speaking ability indeed plays an important role in finding appropriate teaching strategies for teaching speaking.

A good teaching activity for teaching speaking is that students can fully be involved during the learning process (Harmer, 2001). In other words, all students must have an opportunity to practice their speaking in the class. They take responsibility for their learning (Abdullah et al., 2019). As an implication, the teacher should be interactive in enhancing the student's involvement during the learning process. If the interaction has occurred between teacher and student or student to teacher regularly, they will practice their speaking a lot. Besides, the students can also share knowledge and ideas with each other through oral communication. Furthermore, the activeness of students in the learning process especially, in responding and asking questions, can also practice their high-order thinking skills (Rahmadani & Aryuliva, 2021). It can be concluded that leading the student to be interactive in verbal communication in class will be able to improve their speaking ability.

Furthermore, Harmer (2001) states that teaching speaking should make the classroom become the culture of speaking and the classroom is required to become a "Talking Classroom". It means that in teaching English speaking, the teacher should lead the classroom as interactive as possible in interacting through oral communication. The teachers could build a strong strategy to create a fun and enjoyable classroom atmosphere with the use of technology so that students will be much more confident to speak up (Hang & Van, 2020). Besides, the teacher should build a speaking habit for the students' speaking improvement (Parmawati & Inayah, 2019). It can be done by implementing such cooperative learning

which might have the student more interactive in communicating with other students orally. Therefore, if this kind of speaking activation is implemented regularly in the learning process, their speaking ability will significantly improve.

Based on the researcher's interview with one of the English teachers in SMP (SLUB) Saraswati 1 Denpasar, the eighth-grade student of the VIII C class faced some problems in speaking. The problem that the students faced in the class, they were shy and afraid to express their ideas. In this case, the students were quite passive and did not want to try to speak up in responding to the question in English. In addition, they intended to communicate in Bahasa with the teacher frequently so they tend to not empower their English speaking entirely. Furthermore, some students had already dared to express their ideas in English orally, but they found it very hard to express their ideas in speaking. Moreover, the main weaknesses of students' speaking abilities are in terms of grammar, comprehension, and fluency.

Next, many factors could affect the improvement of a student's speaking ability, one of them is the teacher's teaching technique. Based on the observation that the researcher directly saw the teaching-learning process which was done by one of the English teachers in SMP (SLUB) Saraswati 1 Denpasar, the teachers used an unknown and it is quite a monotonous technique. The teacher was intended to emphasize teacher-centered learning. In this case, the teachers mainly spent a lot of time explaining the material in conference meetings on Google Meet, rather than allowing them to speak up. This technique is focused on the teacher as the source of the knowledge, while the

students are only the receiver of the knowledge without being involved in the learning process. This teaching technique tends to cause the students to not remember the learning material for long-term memory.

Moreover, the teacher's technique is opposite to what has been stated above that in teaching speaking the classroom should become a "Talking Classroom" which must be a talkative classroom (Harmer, 2001). Therefore, the teacher should figure out the appropriate technique to support the classroom to become more interactive and talkative so that the student's speaking ability can be improved. In this case, the teacher should be creative and innovative to make the students actively participate in the learning process (Suwartono et al., 2022). Furthermore, the interaction between students to students or student-teacher must be preserved well so that they can practice their speaking regularly. Therefore, the teacher must figure out appropriate teaching techniques to support their improvement in speaking ability.

Relating to the problems of the students' speaking skills, the researcher implemented TPS combined with Flipgrid as the solution to bridge this research problem. TPS is a technique that consists of three interrelated activities; Thinking, Pairing, and Sharing (Bamiro, 2015; Kaddoura, 2013). This technique can increase their critical thinking, collaboration, and speaking abilities (Apriyanti & Ayu, 2020; Warliati et al., 2019; Wuryandari & Herwin, 2021). Flipgrid is an online learning platform that can be used as an online video-based learning tool for discussions, reflections, presentations, field-based learning, and many other uses (Keiper et al., 2021).

Furthermore, as the nature of Flipgrid is an online-based mode, it could be also set in a hybrid and flexible mode (Pramerta et al., 2022) for teaching speaking (Syahrizal & Pamungkas, 2021). The combination of Think Pair Share combined with Flipgrid could support their 21st-century skill such as critical thinking and digital literacy. Besides, technology will be better and more fun when teacher combines teaching with the use of technology (Adnyana, 2023; Pramerta, 2019). Therefore, combining Think Pair Share with Flipgrid would definitely support and improve the student's speaking ability.

RESEARCH METHOD

This present study uses classroom action research. The study is divided into four stages of the cycle process. As stated by Burns (2010), classroom action research has four steps: planning, action, observation, and reflection. There are two types of instruments: tests and questionnaires. Both the pre-test and post-test are scored by adapting the scoring rubric from Brown (2004). Furthermore, the items of the questionnaire are analyzed by using Likert 5-1 scale. The data obtained from the tests were calculated to get the mean score. The success indicator of the present study was considered successful and can be ended if 80% or at least 26 students of a total of 33 students could obtain the minimum passing grade of 72 points. The passing grade is based on school regulations.

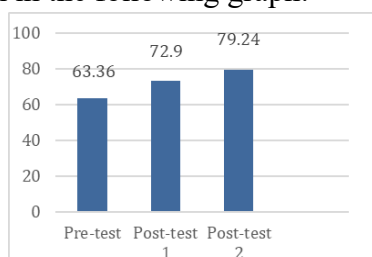
RESULTS AND DISCUSSION

To know the students' pre-existing ability in speaking, the researcher administered a pre-test. The test was in the form of a recount monologue. The students

had to perform their monologue in front of the class. The mean score was 63.36. There were only 10 students who could reach the minimum passing grade. It can be concluded that the ability of the students to speak was still low and away from the success indicator of this study. Therefore, cycle 1 was conducted.

Cycle 1 was conducted to improve students' speaking ability. In this cycle, the researcher implemented Think Pair Share combined with Flipgrid in the teaching and learning process. To know the students' improvement, the researcher administered a post-test. The result of the mean score was 72.90. There were 19 students out of 33 who could reach minimum passing grades. Besides, regarding the mean score, there was an improvement compared with the pre-test conducted. However, the success indicator was not achieved yet. Therefore, the next cycle was conducted to improve the student's speaking ability.

In Cycle 2, the revised planning was implemented. It resulted in 79.24 as the mean score. In this cycle, there were 30 students out of 33 who could achieve the minimum passing grade of 72. It was a way of what being expected that 30 students passed the minimum passing grade and it exceeded the success indicator of 80% of total students. The students' mean score improvement in each cycle can be seen in the following graph:



Graph 1. The students' improvement

Furthermore, the results of the questionnaire also clearly stated the positive responses of the students toward the treatment. This is in line with the results of previous studies (Mango, 2019; Shin & Yunus, 2021). It could be proven by the number of students who gave positive responses. The result shows that 53.10% of the students chose strongly agree, 43.31% responded to agree, 2.89% responded undecided, 0.65% responded to disagree, and 0% responded to strongly disagree toward the integration between the TPS technique and the Flipgrid as online learning media who could be an effective way in improving speaking ability (Lai et al., 2021). It brings innovation and benefits to English learning (Budiarta & Santosa, 2020; Damayanti & Citraningrum, 2021). This is in line with the previous research which stated that students could enhance their digital abilities and gain more dynamic and enjoyable learning by utilizing learning technologies, and applications (Riyanti et al., 2023).

Conclusion

Based on the findings that have already been presented and elaborated, it can be concluded that the speaking ability of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023 could be improved through Think Pair Share combined with Flipgrid. The use of technology provides benefits and innovation for supporting speaking activities. However, this study is limited in the number of participants so a bigger amount should be conducted in the future to confirm the effect of the Think Pair Share strategy with the support of Flipgrid.

The implication of the study is a fun and enjoyable ambiance in the teaching and learning process should be accommodated in the speaking activities.

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