USING THINK PAIR SHARE COMBINED WITH PICTURES TO DEVELOP THE SPEAKING SKILLS OF THE VOCATIONAL HIGH SCHOOL STUDENTS

Mariana Suryanti[1], Ida Bagus Nyoman Mantra[2], Anak Agung Istri Yudhi Pramawati[3]
Universitas Mahasaraswati Denpasar
marianasuryanti377@gmail.com, bagusmantra@unmas.ac.id, agunkprama@unmas.ac.id

ABSTRACT

Having good speaking skills is highly important for us to communicate in English. This is due to the fact that speaking is the first impression in communicating with others. Therefore, this study intends to improve students' speaking skills through think pair share combined with pictures. Preliminary research showed that vocational high school students encountered problems in speaking, particularly fluency, comprehension, and grammar. Moreover, the research objective was to know whether the speaking skill of vocational high school students could be improved through think pair share combined with pictures. This study made use of a classroom action research design. The research instruments administered to collect the data were in the form of a test and a post-test. The data were analyzed by comparing the pre-test and post-test results. As the supporting data, the questionnaire was also administered at the end of the last cycle. The results showed positive responses on the implementation of think pair share combine with picture. Based on the research findings, the speaking skills of vocational high school students could be improved using think pair share combined with pictures.

Keywords: Speaking, Skill, Think Pair Share

INTRODUCTION

Speaking is one of the essential skills that students should acquire to communicate fluently and clearly in English. Speaking involves interacting with one or more participants. It means that effective speaking requires much listening as well. Speaking is essential in a person's life because it allows someone to interact with another person (Mantra et al., 2019). Nevertheless, the function of the ability to speak is to express thoughts and feelings spontaneously expressed orally. Speaking skills are closely related to listening and speaking (Mulyadi et al., 2021). Because speaking is not just memorizing and memorizing written sentences, but speaking is done spontaneously to verbally present the student's thoughts (Mantra et al., 2018).

Speaking skill is the capacity to talk fluently, presupposed now no longer the handiest information of language features.

However, additionally, the capacity to manner records and language instantly calls for the capacity to cooperate within the control of talking turns and nonverbal language (Wallace et al., 2004). It occurs in an actual scenario and has little time for specified planning. Through talking,

humans can talk with every other, proportion their opinion and concept to acquire specific goals, or explicitly their opinions, intentions, hopes, and viewpoints (Mantra et al., 2018). However, teaching speaking is taken into consideration to be taught to support other language skills. Teachers are suggested to create a conducive learning condition to engage students in classroom activities (Handayani, 2020).

Speaking is so much a part of daily life that we take it for granted. Speaking is interactive and requires the ability to cooperate in managing speaking turns. It also typically takes place in real time, with little time for detailed planning. Speaking represents a real challenge to most language learners (Sripradith, 2019). Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language-learning process (Widiastuti et al., 2021). Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about the language they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructions help students learn to speak so that students can use speaking to learn (Mantra & Maba, 2018).

Based on the researcher's observation of the vocational high school students, it was found that they could not speak fluently and grammatically in delivering information. They had a crucial problem that made them often miscommunicate. Therefore, the students were reluctant to participate in the learning process because they lacked knowledge. Moreover, they mostly used their mother tongue or Indonesian language to communicate when they were studying English. In addition, the students were not confident in speaking English because they were afraid of making mistakes, and sometimes, they needed help understanding what they wanted to say. Speaking was quite hard for them because some important speaking components still needed to be mastered in language performance, particularly fluency, comprehension and grammar.

Moreover, how the teachers teach English in the class can also be a problem for the students in learning English because they practice inappropriate teaching skills. Based on the preliminary research by interviewing the teacher, it was found that the teacher often used monotonous techniques (read aloud) like in the other class. The teacher only explained the material and did not run well because the teacher needed to allow the

student to explore more significantly what they had to learn. This technique made students unable to display their best potential and made them bored and unable to practice their speaking skills maximally.

Based on the problem above, the researcher was highly recommended to apply think pair share combined with pictures in teaching speaking to solve the students' crucial problem. Think Pair Share combined with the picture is an appropriate teaching technique for students to practice speaking English. It can positively support or motivate the teaching and learning process of speaking. It can help the students improve their speaking skills (Kurjum et al., 2020). If the students could enjoy the learning process, it would improve their learning achievement and be serious about learning. Think pair share is a structure sequence generator since there are many ways to think, pair up, and share with the class (Styers et al., 2018). By applying the appropriate teaching method, students are expected to become more actively involved in classroom activities (Mantra et al., 2021).

Students become more creative and communicative by implementing Think Pair Share combined with pictures as the teaching media. Students can be more active in speaking class if it is balanced by providing several clear examples;

therefore, they at least have a deeper understanding of the teacher's material. There are several benefits of think pair share, such as; enabling students to hone their skills confidently, optimizing their participation and giving them the opportunity to demonstrate their participation to others. These benefits can bind their kinship, feel free to express opinions, summarize other people's ideas, and analyze. These are the appropriate combination to be implemented in-class activities.

According to the statement above, the teacher's teaching technique may affect the students learning achievement it could increase their motivation in the learning process through this teaching technique. The researchers were highly interested and motivated in implementing think pair share combined with the picture to the vocational high school to improve students' speaking skills.

RESEARCH METHODS

This study made use of a classroom action study (CAR). It is a research design used to improve teaching quality and to learn in class. This study was conducted in a vocational high school in Bali. One class was chosen as the subject of the study, and 30 students were participants. In this classroom action study, the teaching and

learning process was divided into two cycles, each consisting of four sessions. Each session consists of four steps: planning, action, observation, and reflection.

This classroom action investigation is made of a collection of pre-test and post-test research designs. Hence, this classroom action study was concerned with teaching speaking by using two kinds of tests: initial reflection or pre-test and reflection or post-test. Initial reflection (IR) is intended to evaluate the pre-existing speaking ability. In contrast, reflection (R), administered at the end of each session, is meant to reveal the expected increase in the students' speaking achievement after they have been taught speaking using think pair share combined with picture.

FINDING AND DISCUSSION
Finding

The present study was intended to overcome the problems faced by the subjects in learning English, especially speaking. The present research findings were obtained by collecting the required data gathered using research instruments. In the present study, the researcher used classroom action research designed to solve the subjects' problems. Moreover, in improving the subjects' speaking skills,

the researcher implemented Think Pair Share combined with pictures as the teaching technique. The speaking skill which was improved in the present study was focused on constructing a short description, especially in descriptive monologue.

In the present study, two kinds of research instruments were used by the researcher to collect the data. They were tests and a questionnaire. The tests were divided into two tests; they were pre-test and post-test. Furthermore, the pre-test administered before think pair share combined with picture was given to know the pre-existing ability of the subjects' ability in speaking. Meanwhile, a post-test was administered at the end of cycles I and II to measure the improvement of the subjects' speaking after implementing think pair share combined with picture. In addition, a questionnaire was given at the end of the activity to determine the subject's response after being taught to speak through the application of think pair share combined with pictures.

The data to answer the research problem were collected by administering the research instruments. The present classroom action research was preceded by a pre-cycle and followed by two cycles. There were three scores for the pre-test, post-test 1, and post-test 2. There was a

significant improvement in subjects' speaking skills after they were taught by using Think Pair Share combined with pictures. Those were pre-test scores given before applying the teaching technique to know the pre-existing knowledge. Furthermore, the post-test scores were used to measure subjects' achievement in each cycle.

To collect the supporting data, the researcher also administered the questionnaire at the end of cycle II. The questionnaire data were used to know the subjects' responses toward the use of think pair share combined with pictures in the teaching and learning process in improving speaking skills in the classroom, which was written in *Bahasa Indonesia* in the form of a structured questionnaire. It consisted of ten items. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Discussion

This classroom action research was conducted to improve students speaking skills. There were two learning cycles were carried out in this study. Each learning cycle consists of planning, action, observation and reflection. Pre-test, post-test and a questionnaire were administered to collect the data.

In the result of the pre-test, it was found that the mean score was 64.06. Five students could reach the minimum passing grade. That meant that pre-existing speaking skill of the students was still low and needed improvement. The students could have spoken better and needed to be more apparent. They needed help comprehending their speaking monologue when their practice. There were still difficult to speak with correct grammar because they were also shying, afraid, confused, and not confident about what needs they said. Besides, in teacher learning, they could have followed the class better, and they just disturbed each other when the researcher as a teacher explained the material. And then, the students needed help understanding the material the teacher gave and explained to them when they did practice. Therefore, the researcher as was applied the think-pair-share technique combined with pictures in teaching speaking skill to improve their speaking skill.

In cycle I, the present classroom action research, the researcher implemented think-pair-share combined with pictures in the teaching-learning process for teaching speaking. The technique combined with pictures allows

the students to practice their speaking skills under study. After implementing the think-pair-share combined with pictures in cycle I, post-test one was administered to the students to know their improvement in their speaking skills. The result of post-test 1 showed there was a significant improvement in their speaking skill. The mean score obtained from the result of post-test 1 was 76.06. Twenty students could reach the minimum passing grade. Besides, the students were only able to improve fluency and bit comprehension, and for grammar, the students still needed to improve. Therefore, the result showed that the students struggled to understand the material thoroughly and were still shy, confused and difficult to concentrate on because they made noise in the teaching-learning process. And then, the researcher decided to continue the research by conducting cycle II and making some revisions to improve students speaking skills in the teaching-learning process.

In cycle II, the data pointed out the improvement of the students' speaking skills, as seen in the result of post-test 2. The data showed that the increasing mean score was a figure of 93 in post-test 2. There were 26 of 30 students who achieved the minimum passing grade; it can be seen from the performance result that they made only a few mistakes in grammar. The students could speak English monologues when they performed in front of the class. The students also had good pronunciation, fluency and comprehension when they spoke English. The students were confident when practising their speaking monologue. Based on the researcher's observation, the students were also more interested, confident, active and focused in following the teaching-learning process.

Moreover, the students did not disturb each other and made some noise in the teaching-learning process. The researcher can be concluded that the implementation of the think-pair-share combined with picture improved the students' speaking skills because the students had achieved the success indicator of the present study. Therefore, in this present study, the research can be stopped.

Besides administering pre-test and post-test, the researcher in the present study also administered a questionnaire to know the students' responses about the implementation think-pair-share technique combined with pictures in the teaching-learning process. The questionnaire result showed that more than 96% of the responses showed that the students agreed on the implementation of think-pair-share combined with pictures in improving the students' speaking skills: The result

showed that the students" responses toward the implementation of think-pair-share combined with pictures were positive. The students showed positive responses and were more interested and active in a teaching-learning process conducted through think-pair-share combined with pictures. It was an excellent technique to engage, stimulate, and explore their ideas. In line with the questionnaire result, think-pair-share combined with pictures could gain the students' ideas and let them be creative thinkers. The students were more enthusiastic and active in following the teaching-learning process. The most significant improvement showed that the students could create a good speaking monologue and perform in front of the class with good performance.

Based on the data and the elaboration above, the present classroom action research was regarded successfully to achieve the success indicator. It was indicated that there were significant improvements in the students' speaking. It can be seen from the obtained data from pre-tests and post-tests (post-tests 1 & 2). Furthermore, the questionnaire result also revealed that the students had positive responses toward implementing think-pair-share combined with pictures. In conclusion, the speaking skill of

vocational high school students could be improved through the implementation of think-pair-share combined with pictures.

CONCLUSION

This study was conducted to improve the speaking skills of vocational high school students. Based on the observations, the researchers found that there were significant problems. Therefore, this research began by conducting a pre-cycle where the subject is given a pre-test, and the teaching and learning process in cycles one and two begins to apply the think pair share combined with pictures and is given a post-test. The mean score of the pre-test was 64.06, while only 5 out of 30 subjects could pass with the minimum score. While in post-test one, the average value increased to 76.06. In this session of 30 subjects, there were 20 subjects passed. The average score in cycle two has increased to 83.86, and the number of subjects who passed the minimum passing score increased to 26 out of 30.

Besides, the results of the questionnaire also showed that the subject gave a positive response to the use of the think pair share combined with pictures of 30 subjects, 26.95% of the subjects strongly agreed, and 60.36% of the subjects agreed, 12.44% of the subjects

doubted, 0.25% of the subjects disagreed, and 0.0% of the subjects strongly disagree. More than half of the subjects gave a positive response which means the subject accepted this technique. Therefore, students speaking skills can be improved through the think pair share technique combined with pictures.

The results above showed that the think pair share combined with pictures can improve the speaking ability of vocational high school students. This study suggests that English teachers are advised to create an exciting classroom atmosphere in learning so that students do not feel bored and bored while participating in learning. Teachers can browse some materials and exciting techniques on the internet to support the learning process. Besides that, the technical thinking pair share combined with pictures can be used as an alternative way to improve students' speaking skills. Other researchers who want to conduct a similar study can adopt this study as guidance for their research. Some theoretical reviews in this study also can be used to add references. In addition, other researchers are suggested to be more active and creative in applying this technique.

REFERENCES

Handayani, N. D. (2020). *Teaching And Learning Strategies Practiced By Language Teachers To Actively Engage Their Students In Learning. International Journal of Linguistics and Discourse Analytics (IJOLIDA)*, *2*(2), 15–21.

Kurjum, M., Muhid, A., & Thohir, M. (2020). Think-pair-share model as solution to develop students' critical thinking in Islamic studies: Is it effective? *Cakrawala Pendidikan*, *39*(1), 144–155. https://doi.org/10.21831/cp.v39i1.287 62

Mantra, I. B. N., Astawa, I. N., & Widiastuti, I. A. M. S. (2018). Integrating Innovative Experiential Learning in Cyclic Teaching Sessions of English Speaking Classes. *SOSHUM : Jurnal Sosial Dan Humaniora*, *8*(2), 185–190. https://doi.org/10.31940/soshum.v8i2. 992

Mantra, I. B. N., Handayani, N. D., & Suwandi, I. N. (2019). Quantum Learning As A Natural Way To Improve Students Language Competence. *International Journal of Applied Science and Sustainable Development (IJASSD)*, *1*(2).

Mantra, I. B. N., Indrawati, I. G. A. P. T., Suwandi, I. N., Sukanadi, N. L., & Laksmi, A. A. R. (2021). Learning From The Past: The Usefulness And Challenges Of Online Learning. *International Journal of Social Science*, *1*(4), 315–320.

Mantra, I. B. N, & Maba, W. (2018). Enhancing The EFL Learners' Speaking Skill Through Folktales Based Instruction. *SHS Web of Conferences*, *42*, 00017. https://doi.org/10.1051/shsconf/20184 200017

Mulyadi, D., Wijayatiningsih, T. D., Swaran Singh, C. K., & Prastikawati, E. F. (2021). Effects of technology-enhanced task-based language teaching on learners' listening comprehension and speaking

performance. *International Journal of Instruction*, *14*(3), 717–736. https://doi.org/10.29333/iji.2021.1434 2a

Sripradith, R. (2019). An Investigation of the Round Robin Brainstorming in Improving English Speaking Ability Among Nakhonphanom University's Second Year Students in Thailand. *Journal of Education and Learning*, *8*(4), 153. https://doi.org/10.5539/jel.v8n4p153

Styers, M. L., Van Zandt, P. A., & Hayden, K. L. (2018). Active learning in flipped life science courses promotes the development of critical thinking skills. *CBE Life Sciences Education*, *17*(3), 1–13. https://doi.org/10.1187/cbe.16-11-0332

Wallace, T., Stariba, W. E., & Walberg, H. J. (2004). Teaching Speaking, Listening and Writing. *International Academy of Education*, *May*, 13.

Widiastuti, I. A. M. S., Astawa, I. N. D., Mantra, I. B. N., & Susanti, P. H. (2021). The Roles of English in the Development of Tourism and Economy in Indonesia. *SOSHUM : Jurnal Sosial Dan Humaniora*, *11*(3), 305–313. https://doi.org/10.31940/soshum.v11i 3.305-313