

THE USE OF THINK PAIR SHARE COMBINED WITH VIDEO TO IMPROVE SPEAKING SKILL IN SMA (SLUA) SARASWATI 1 DENPASAR

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ABSTRACT

This research was conducted to figure out whether the subjects' speaking skill can be improved use the Think Pair Share Combined with Video. The subjects were the eighth-grade students of SMA (SLUA) Saraswati 1 Denpasar. There were 22 subjects which consist of 16 females and 6 males. The design was classroom action research design. The data which were needed for the present study were collected through Think Pair Share Combined with Video technique in two cycles and the obtained data was analyzed quantitatively from the pre-test, post-test 1 and post-test 2; then qualitatively from the questionnaire. The result showed that the students' mean score had significant improvement from the pre-test was 63.71 to 71.5 in post-test 1, and 80.13 in post-test 2. Furthermore, to collect the additional supporting data; the researcher administered the questionnaire at the end of cycle II. It showed positive responses toward the implementation of Think Pair Share Combined with Video. In conclusion, it could be concluded that speaking skills of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 could be improved use Think Pair Share Combined with Video.

Keywords: improving, think pair share, video, speaking skill

INTRODUCTION

In learning English, speaking skill is one of the most important English skills. The purpose of teaching speaking skills is to improve students' communicative skills when students talk with their friends or with their teachers. Speaking skills must be taught and practiced in the classroom so that students can express themselves to make some improvements in aspects of speaking skills. In learning a foreign language, speaking skill is one of the important skills to be learned. By talking, one can interact with one another to support good communication.

Furthermore, speaking is the highest target in learning English because it is the basis of communication, which becomes a function of language learning. Harmer (2007) states that if students want to speak fluently in English, they need to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. Speaking can help us to interact and use language to express ideas, feelings, and thoughts (Ditya, Joni & Arsana, 2022). With our speaking skills, we can share information, suggestions, and comments with others. Moreover, speaking is a complex skill because it is concerned with components of

fluency, comprehension, and grammar. Students who can communicate in English with good fluency, comprehension, and grammar will be considered to have skills in English (Joni, 2015). However, achieving the highest target of English is not an easy thing because when the students speak using the language, they should also think about speaking components simultaneously.

In addition, speaking skills are a description of spoken language as an interaction based on social and situational interactions. By talking, someone will communicate, and share experiences, ideas, and knowledge through conversations that are carried out (Milla, Joni & Arsana, 2022). Based on this explanation, it can be seen that speaking is an important aspect of language learning in daily communication. In this case, a person provides information to others directly and the other person directly obtains information by understanding what is being discussed. Likewise, when students learn English, they learn and are taught to express their ideas, feelings, and desires to others by using a second language. With the teacher and friends as facilitators and interlocutors, it is hoped that students will find it easier to always practice their language skills, especially in speaking.

Moreover, Luoma (2004) states that speaking skills are an important part of the curriculum in language teaching and learning, making them an important object of assessment as well. This statement means that in the process of teaching and learning a language the teacher must teach and assess students' speaking ability. Students' progress in speaking skills should be assessed objectively. Besides, speaking is an interactive process of constructing meaning that may involve producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. It is often spontaneous, open-ended, and evolving. The students should produce words and use them in communication in this skill, including good accuracy and fluency (Joni, 2020).

Based on the researcher's interview with an English teacher at SMA (SLUA) Saraswati 1 Denpasar, tenth-grade students still have difficulties in speaking skill. Speaking in front of the class is one of the difficulties they faced. In addition, they do not know the correct pronunciation. Mastery of vocabulary that is still a bit is also a problem for students. Describing the product of the sentence unity is also

difficult for students. In addition, incorrect sentence structure and grammar are also obstacles faced by students. Therefore, students are less interested in speaking because of the difficulties they face. Helping them develop speaking skill is not merely so that they can pass the examination but also for more general use when they want to use English to communicate and express their ideas.

Many factors can affect the improvement of students' skill, one of them is the teacher's teaching technique. Based on the interview with one of the English teachers in SMA (SLUA) Saraswati 1 Denpasar. The teacher focuses on Teacher-Centered Learning where the teacher explains the material without students' involvement. This teaching technique is focused on the teacher as the source of the knowledge. The students tend to be passive since they just listening to what the teacher said. In addition, the teacher explains the material generally based on the textbook. This kind of teaching tend to cause the students easily forget the learning material which affects their achievement

The use of teaching techniques in the teaching-learning process is very crucial. It can affect the result of the lesson, one of them is the students' improvement. The teacher needs to pay attention in using teaching techniques. Teachers should use a

technique where they can make an interesting and exciting class. However, based on the problem above, the researcher concludes that the teacher's technique is not effective in teaching speaking. Many interactive techniques and media can be used to improve students' speaking skill, one of those many techniques and media are think pair share combined with video. It is hoped that students will prefer learning English because they learn English while watching videos

One of the appropriate techniques to use in teaching speaking is Think Pair Share. Think pair share is a technique that gives students the opportunity to think, collaborate with friends or alone and then express what they think. The advantage of this technique is the optimization of student participation, which gives eight times more opportunities for students to be recognized and show their participation to others. This technique helps students to be more active in class and able to interact well. Think pair share combined with video can also train students mentally to be able to discuss to find answers to a given problem because video will catch students' attention easily (Joni, 2020).

Media in learning to write descriptive paragraphs are pictures. Video is a collection of images that are processed in such a way in such a way as to produce

movement. Animated video is also a moving image that comes from a collection of objects arranged in such a way that the objects can be in the form of writing, pictures of animals, plants, humans and so on. By using these techniques and media, it is hoped that students will be more interested and motivated in learning to speak. Students are also expected not to feel bored in the teaching and learning process. Furthermore, this technique has simple steps that are easy to follow manage and not spend a lot of money. Think pair share with video is the perfect combination that can be used to improve students' speaking skills.

Based on the research background, the researcher tried to apply think pair share combined with videos in teaching speaking. The researcher considers think pair share combined with video is the right teaching technique and media to improve students' speaking skills in carrying out conversations. By using think pair share combined with videos, teachers can attract students' attention and motivate them before explaining the material. It can also stimulate them and help students to get a better understanding by watching videos. When students understand the material, they can produce better written compositions. Based on the statement above, the researcher is very interested in conducting research entitled "The use of

Think Pair Share Combined with Video to Improve Speaking Skill of Tenth-Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2022/2023"

RESEARCH METHODS

In this study, the subjects were students of class X SMA (SLUA) Saraswati 1 Denpasar in the academic year 2022/2023. Class X.1 students were selected as research subjects consisting of 22 students. This class was selected based on a previous interview with an English teacher at SMA (SLUA) Saraswati 1 Denpasar. Students have problems in speaking such as lack of mastery of grammar and lack of fluency in speaking. Therefore, their speaking skills need to be improved. Therefore, the researchers applied the Think Pair Share technique combined with Video to solve the problem. They were difficult in delivery their ideas fluently, comprehensively, and grammatically. Therefore, further studies would be carried out by applying think pair share to improve their speaking.

The design consists of several cycles. Each cycle includes planning, action, observation, and reflection on the teaching-learning process based on the lesson plans that have been prepared for several meetings.

According to Burns (2010), action research was part of a broad movement that has been going on in education, generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. This kind of research motivated the researcher to reflect on his or her action in the classroom. Moreover, in the action research, teachers become an investigator or explorer of teachers' personal teaching context, while in the same time teachers were also being one of the participants in the teaching process. The main idea of action research was to bring about changes and improvements in practice during the classroom teaching process. The students could also get more understanding of the researchers or educators to involve themselves in the learning process. The teacher, as the facilitator, gave the material for students to solve the problem together. A facilitator means the teacher facilitates the students to answer or give suggestions.

In classroom action research, the teaching and learning process was carried out in several cycles. There were two sessions in each cycle. Each session consisted of four interconnected activities: planning, action, observation, and reflection. The purpose of the action research should be done by the researcher. The first step was planning which the

researcher identifies the problem and had some plan and then prepare the material and the media based on the technique that used. The second step was action which the researcher used Think pair share combined with video. The third step was observation. In this phase, the researcher observed the effect of the action. It can be done during the teaching and learning process. The last step was reflected which was done in the end of the cycle to know the students' achievement.

FINDINGS AND DISCUSSION

Findings

The present study was intended to overcome the problems that were faced by the subjects in learning English, especially speaking. The present research findings were obtained through the process of collecting the required data, which were gathered using research instruments. Moreover, in improving their speaking skills, the implemented think pair share as the teaching technique. The speaking skill that was improved in the present classroom action research was mainly focused on performing a short descriptive monologue.

In carrying out the present study, the researcher interviewed the English teacher to know the class that had a problem in English. After interviewing the English teacher, the researcher decided to conduct

scientific research on the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in the academic year 2022/2023 especially in class X1 because they have low skills in speaking. The subjects had difficulties in delivering their ideas fluently, comprehensively, and grammatically. They also had a lack of interest in speaking performance since they thought that speaking was a difficult language skill. Therefore, the researcher implemented think pair share as an interactive teaching technique to solve the subjects' speaking problems during the teaching and learning process.

To collect the required data for the present research, the research instruments were administered to the subjects. In the present study, the researcher used two kinds of research instruments to collect the data. They were tests and a structured questionnaire. The tests were divided into two tests; they were pre-test and post-test. Furthermore, the pre-test was administered before think pair share was applied to know the pre-existing abilities of the subjects' abilities in speaking. Meanwhile, post-tests were administered at the end of cycle I and II to measure the improvement of their speaking performance after implementing the teaching technique. Moreover, the questionnaire was given at the end of the last cycle to determine their responses after

being taught speaking through think pair share.

To answer the research problem, the data were collected by administering the research instruments. By implementing think pair share, this research was successfully carried out through a classroom action research cycle. This classroom action research was preceded by a pre-cycle and followed by two cycles. There were three sets of scores of pre-test, post-test 1, and post-test 2. The scores showed the improvement of the subjects' speaking skill scores after they were taught using think pair share combined with video. The pre-test was given before applying the technique to know the pre-existing knowledge. Furthermore, the post-tests were used to measure their achievement in each cycle. Furthermore, the additional supporting data were collected by administering the questionnaire at the end of the last cycle to know their responses towards the implementation of think pair share in the teaching and learning process. The questionnaire was in the form of a structured questionnaire, and the results were analyzed using a Likert rating scale of 5-1. The questionnaire consisted of ten statements written in Bahasa Indonesia to make the subjects, the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar easier to understand the questionnaire

statements. Besides, the structured questionnaire had five options; they were Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The questionnaire results were analyzed using a Likert rating scale from five (5) to one (1). The data showing the subjects' total responses to an item. The tables above were the pre-test and post-test results that showed the subjects' progressing improvement in speaking, which was taught through the implementation of think pair share combined with video, and the results of the subjects' responses on the implementation of think pair share in teaching speaking. Besides, those tables showed the effectiveness of think pair share in teaching speaking. The research was conducted in the form of cyclical processes, which were started by a pre-cycle. Furthermore, there were two cycles, cycle I and cycle II, which were carried out. The explanation of the cyclical processes that were carried out in the present classroom action research could be briefly elaborated as follows.

Pre-cycle

The research was started by conducting preliminary research. It was an interview with the English teacher who taught the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic

year 2022/2023, especially in X.1. It was intended to find out existing data that showed their speaking ability. In the pre-cycle, the researcher also observed the online classroom situations and strategies applied in the online class while the teacher taught them. The researcher also conducted a pre-test before implementing the teaching strategy in the teaching and learning process to get more comprehensive data. The purpose of the pre-test was to find out the pre-existing knowledge about speaking skills. Thus, the data were useful for preparing the first cycle of this study to get clear results.

Based on the interview results with English teacher who taught in class X.1, it was clearly shown that there were problems in speaking skill faced by the subjects. They had difficulty in terms of fluency, comprehension, and grammar when they did speaking performance. The interview also revealed that the minimum passing grade for English in SMA (SLUA) Saraswati 1 Denpasar was 75. Furthermore, the technique used by the teacher in the class was not effective in solving the problem because the teacher emphasized more on reading rather than speaking. As a result, it cannot increase the subjects' understanding and their willingness and motivation to learn English, especially in speaking. Therefore, the researcher applied

think pair share as a teaching technique to solve their speaking problems.

Before implementing think pair share combined with video technique, the researcher made observations to determine how the subjects' responses to the teaching and learning process, especially speaking. The observation was conducted during the online teaching and learning process by the teacher. As a result, it showed that the subjects had difficulties in speaking, and it was the same as what the English teacher had said. During the observation, the researcher found that they still had difficulty in delivering their ideas since they were not interested and bored with the learning process. The researcher had to improve the subjects' speaking skill and create an interesting atmosphere in the teaching and learning process. To obtain the subjects' pre-existing speaking ability, the researcher administered a pre-test before the action was carried out in the teaching and learning process.

To find out the pre-existing data of the subjects' speaking ability, the researcher administered the pre-test before conducting the research to the subjects of the study. The pre-test was given to the subjects to figure out the real problems and quantify the subjects' initial speaking score. In administering the pre-test, the researcher gave them two different topics, and they

constructed a descriptive monologue based on one of the selected topics. Moreover, they should perform the descriptive monologue by using video. Besides, the researcher scored their performance by using the scoring rubric, which had three criteria. The speaking criteria were fluency, comprehension, and grammar. Based on table 4.1, the total scores of the pre-test followed by 22 students were 2079.

Cycle I

Cycle I was carried out after the pre-cycle was conducted. Pre-test results in the pre-cycle were very far from the minimum passing grade. Therefore, the appropriate teaching technique was needed to improve the subjects who had difficulties in speaking. As what has been mentioned before, the pre-test results showed that the subjects in class X.1 had low speaking skill and needed improvement. The researcher implemented think pair share combined with video technique as a strategy in the teaching and learning process. Cycle I consisted of four interrelated activities, namely planning, action, observation, and reflection. Those activities were connected with each other, and it would be described in detail in the following section.

Cycle I was started with planning. The researcher prepared what was needed for teaching speaking through the implementation of think pair share

combined with video. The researcher prepared a lesson plan, learning material, worksheet, and post-test to be applied in the action. In the lesson plan, the researcher constructed the lesson plan, which was in line with the English subject syllabus for the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar. Besides, the time allotment was 90 minutes, the researcher also prepared the learning material for the subjects. In this cycle, the researcher presented the learning material about descriptive monologue. Moreover, the worksheet was also prepared to practice their speaking skill in the form of a short video descriptive monologue performance. Next, for the second meeting of cycle I or at the end of cycle I, the researcher prepared a post-test for the subjects based on the learning material that has been previously taught.

This method had been agreed upon among English teachers, students, and the researcher. The teaching-learning activity in class X.1 also made use of WhatsApp and Google classroom application. In session 1, observing, questioning, exploring and associating, and communicating were carefully conducted through offline learning. In session 1, especially in observing, the researcher delivered the learning material and gave an example of a descriptive monologue

entitled “Johnny Depp is an actor”. The researcher guided the subjects to identify the text structure and language features of the descriptive monologue. In questioning, the researcher stimulated them to asked questions about descriptive monologue. In exploring and associating, the researcher provided a worksheet that consisted of two different topics. Furthermore, the researcher asked them to think about the topic and construct a descriptive monologue based on the topic that has been given. They were also asked to make some pairs consisting of two subjects and asked them to discuss their ideas. Then the researcher asked them to construct a short descriptive monologue video based on the topic that they chose. In communicating, the researcher asked them to share their ideas in the form of a descriptive monologue using video send to the WhatsApp group and asked the other subjects to pay attention to their friends' performance. Furthermore, the subjects were asked about descriptive monologue as what has been done in session 1. Then the researcher asked them to check the descriptive monologue, which has been revised with their pairs. After that, the researcher asked them to share their descriptive monologue using video and send to WhatsApp group, pay attention to their friends' performance, and give

suggestions. Moreover, this cycle was ended by administering a post-test followed by all subjects to improve their speaking. Besides, the clear steps of the action in cycle I can be seen in appendix 3.

During the teaching and learning process, the researcher also did an observation. The observation aimed to know the subjects' responses towards the implementation of think pair share combined with video. According to the observation, compared with the previous observation in the pre-cycle, the subjects still had doubts in delivering their ideas since they were not interested and bored with the learning process. Meanwhile, in cycle I, the researcher observed that a few subjects showed their improvements and interests in the learning process. They were active, and they gave an instant response when the researcher gave the questions. It showed an increase in their interest in the learning process, but some subjects paid less attention the teaching and learning process of speaking. As a result, the subjects were confused with the material and difficult to answer the worksheet. The situations in this cycle should be taken care of in the next cycle to make better results.

Moreover, to get the subjects' improvements after the implementation of think pair share, the researcher gave a post-test. Post-test 1 was administered at the end

teaching in cycle I, and the post-test was administered to evaluate the subjects' improvement in speaking skill after applying think pair share combined with video. The post- test was followed by 22 subjects. After conducting the post-test in cycle I, the researcher obtained the data of the subjects' progress in speaking, which can be seen in table 4.1. It displayed the improvement of the subjects' speaking skills after being taught through think pair share combined with video. It could be seen from the findings of post-test 1. The total scores obtained by the subjects' in post-test 1 were 1573.

Cycle II

After analyzing the results of cycle I, the researcher needed to proceed to cycle II. Cycle II was conducted based on the results of post-test 1 in cycle I. the steps that were done in cycle II were as same as cycle I, which also consisted of two sessions. The researcher taught the subjects in the teaching and learning process by applying think pair share. Cycle II was carried out to get better improvement from the previous cycle, to improve the subjects' speaking skills, and also to achieve the success indicator. In addition, cycle II the researcher taught speaking performance by using think pair share combined with video as the teaching technique. As what has been

explained in the previous cycle, the descriptive that were carried out in cycle II were also done in the same ways. This cycle also consisted of four interconnected activities: revised planning, action, observation, and reflection. In cycle II, the planning activity was called revised planning. Revised planning was prepared based on the results of the subjects' speaking scores obtained in the previous cycle. It was done to make cycle II more successful than cycle I. Revised planning in cycle II was needed to improve the subjects' speaking skill, which was expected to be much better than in cycle I through think pair share combined with video. The researcher also prepared a lesson plan, learning material, worksheet, post-test, and questionnaire in the revised planning. The lesson plan in cycle II was into only one session. The time allotment was 90 minutes. The researcher also prepared the learning material about the definition and purpose of descriptive monologue, the generic structure of descriptive monologue, the language features of descriptive monologue, and an example of descriptive monologue. Besides, the researcher prepared the worksheet for the subjects to practice their speaking. After preparing the lesson plan, learning material, and worksheet, the researcher also constructed a post-test to determine their progress in

speaking. The post-test would be administered at the end of cycle II. In cycle II, the researcher also prepared a structured questionnaire to determine the subjects' responses on the implementation of think pair share as the teaching technique.

After the planning was completed, cycle II was carried out as was planned based on the lesson plan. The teaching-learning process of cycle II was also held in the classroom as same as cycle I. The offline teaching-learning activity in class X.1 also made use of the WhatsApp application and Google classroom. In the action of cycle II the teaching-learning process was also as same as in cycle I that has been conducted in the previous meeting with three activities, namely pre-activity, whilst-activity, and post-activity. The time was also as same as cycle I, which was 90 minutes. In cycle II, the researcher gave an example of descriptive monologue, especially in observing, the researcher gave a descriptive monologue entitled "Lovina Beach". The researcher asked the subjects to observe and identify the procedure of monologue text structure and the language features. In questioning, the researcher stimulated them to ask questions related to the procedure monologue. In exploring and associating, the researcher gave the worksheet with two different topics. Besides, the researcher applied think pair

share combined with video. The researcher asked the subjects to choose one topic to think about and construct a descriptive monologue video based on the topic that has been given. Moreover, the researcher asked them to make some pairs and asked them to discuss their ideas about the topic. Then the researcher asked them to construct a short descriptive monologue video based on the topic that they chose. In communicating, the researcher guided some groups to share their ideas in a descriptive monologue in front of the class. The researcher also asked the other subjects to pay attention to their friends' performance and give suggestions. At the end of cycle II, the researcher administered post-test 2 to the subjects, followed by all subjects to get the data of their improvement. They were asked to perform their short descriptive monologue video in a maximum of three (3) minutes and send it to WhatsApp. After they did the performance, they were also asked to fill out the questionnaire to quantify their responses on the implementation of think pair share combined with video.

The teaching-learning process, the researcher also observed the subjects' changes. It was applied to know the subjects' improvement and responses toward the implementation of think pair share combined with a video of the teaching

and learning process. The researcher could compare the enthusiasm of the subjects from the first and second cycle. There were better improvements in cycle II. They were more engaged with the learning material because they were more engaged with the materials and more interested in speaking performance. It showed that they became more focused on following the teaching and learning process. It can be seen from their responses in class, and they were brave enough to perform their descriptive monologue. Moreover, their fluency, comprehension, and grammar were clearer and more understandable. Besides, in cycle II, the subjects were more active and paid attention from the beginning of the session. Thus, it made the teaching and learning process more comfortable, and they could understand the material. In addition, the researcher administered the post-test at the end of cycle II. The test was in the same form as in cycle I. The subjects were asked to construct a short descriptive monologue video. The subjects were asked to perform the short descriptive monologue video and send to the WhatsApp, and the time allotment was in maximum 3 minutes. The subjects' performance criteria that should be fulfilled required them to perform the short monologue fluently, comprehensively, and grammatically. After conducting the post-test, the researcher

obtained the data of the subjects' progress in speaking, which can be seen in table 4.1. It displayed the improvement of the subjects' speaking skill after being taught through think pair share. Furthermore, the total scores of the post-test, which was followed by 22 subjects, were 1741.

The additional data of the questionnaire that were presented in Table 4.2 showed the subjects' responses to each option: strongly agree, agree, undecided, disagree and strongly disagree after being taught speaking skill through the implementation of think pair share. Moreover, the responses of the questionnaire were scored by using a Likert rating scale of 5-1 in which the total responses of an item on the implementation of think pair share for strongly agree were 373 responses; agree, 448 responses; undecided, 81 responses; disagree, 6 responses, and 2 of the subjects who responded strongly disagree. The total responses of all items were 991 responses.

Discussion

In the present study, the researcher conducted a research to find out the results of implementing think pair share combined with video at the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 to improve speaking skill. The design of the present

study was classroom action research. The research consisted of four interconnected activities, such as planning, action, observation, and reflection. It was started by conducting a pre-cycle at the beginning of the present classroom action research. Furthermore, the present research was divided into two cycles in which each cycle consisted only one sessions. There were two instruments that were used to collect the data, namely tests (pre-test and post-test) and questionnaires. Based on the pre-cycle, cycle I and cycle II findings, it was needed to do deep discussion to make a deeper understanding of speaking performance.

In the pre-cycle, the researcher did an interview with the English teacher of SMA (SLUA) Saraswati 1 Denpasar and did an observation to find out the real pre-existing data of the subjects. To find out the pre-existing speaking skill, the researcher administered the pre-test. The researcher found that the pre-test showed the subjects had low speaking skills since they were hard to speak fluently, comprehensively and grammatically. The researcher also scored the subjects' performance by using a scoring rubric based on the three criteria: fluency, comprehension, and grammar. The mean score of the pre-test followed by 22 subjects was 63.72, and only 6 subjects could pass the minimum passing grade.

Moreover, the results of the subjects' pre-test showed that their speaking skill was still low. The English teacher said that the subjects needed help to increase their speaking skills since the speaking class often did not give good results. Based on the observation, the subjects were not active with the teaching and learning process especially speaking. Therefore, the researcher decided to conduct cycle I with an interactive and fun environment in the teaching and learning activities. Therefore, the subjects would be more interested and enjoyed the learning material which was delivered.

In cycle I, the researcher taught the subjects by applying think pair share combined with video. The subjects showed improvement in performing a short descriptive monologue video. Which was proven by the mean score. Based on the data analysis after administering the post-test at the end of cycle I, the mean score of post-test 1 followed by 22 subjects was 71.5. There were 12 subjects under study who could achieve the minimum passing grade. Based on the findings, it was found that some of the subjects under study could speak better than in the pre-cycle and the researcher asked them to have more practice. In this cycle, there were only a few subjects that focused on learning. In addition, they were more active in

answering some questions that were given by the researcher. However, there was an improvement in the subjects' speaking skills. Some of the subjects could construct and perform a short descriptive monologue video better than in the pre-cycle. Even though they could create a short descriptive monologue that was easy to understand with the exact content, they remained unable to speak fluently. They made some pauses when performing a short descriptive monologue video and often made grammar mistakes that influenced the meaning. The implementation of think pair share combined with video showed the improvement of the subjects' speaking skill. However, the success indicator was not yet achieved in cycle I. To get a better result, the researcher then decided to continue to the next cycle by revising the planning of the cycle.

In cycle II, the mean score of post-test 2 was 80.13. In this cycle, there were 18 subjects who passed the minimum passing grade. The results of cycle II also showed that the subjects' speaking skill could be improved through the implementation of think pair share combined with video. The mean score also showed a significant improvement of their speaking performance. The subjects were more active and could enjoy the online learning process. They could construct a

short descriptive monologue video grammatically. Moreover, they could perform descriptive monologue fluently with a few pauses. This cycle also showed their speaking improvement which can be seen from the pre-cycle, cycle I and II. Moreover, their fluency, comprehension, and grammar were much better. The subjects' speaking skill had improved and they were able to speak better because think pair share combined with video facilitated them to engage with the learning material. The subjects' mean score improved if it was compared with the pre-test and post-test 1 in cycle 1. Consequently, the present classroom action research could be finally ended in the second cycle as it has reached the previously determined success indicator.

The other supporting data were obtained by administering a questionnaire to know the subjects' responses toward the use of think pair share combined with video in the teaching- learning process. The questionnaire data clearly pointed out that most of the subjects gave positive responses about the implementation of think pair share combined with video in improving their speaking skill. The data showed that more than 90% of the responses showed that the subjects agreed on the implementation of think pair share combined with video in improving their

speaking skill. During learning speaking, the implementation of the technique built and created a good atmosphere to increase the subjects' interest in speaking. It was really helpful for them because it motivated them to develop their ideas that appeared in their mind, and it helped them create confidence because they can compare and discuss their thoughts with their friends during the teaching and learning process, particularly on the implementation of the teaching technique.

The present classroom action study revealed the improvement of speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar. Furthermore, as what has been explained, it could be concluded that think pair share could help the subjects to improve their speaking ability. It could be seen from the results of the pre-test, post-test 1, and 2 significantly improved after the implementation of think pair share as the teaching technique. It was also supported by the structured questionnaire results, which showed the subjects' responses were positive toward the application of think pair share. Based on the research findings of the present classroom action research, it can be concluded that the speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in the academic year 2022/2023 could be improved through the

implementation of think pair share combined with video.

CONCLUSION

In the present study, the researcher used classroom action research as the research design. It helped the subjects to improve their ability. The present research was conducted to improve the speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 especially X.1, by implementing think pair share. Besides, there were two cycles conducted by the researcher. At the end of each cycle, there was a post-test administered to the subjects. The data obtained by administering the pre-test in the pre-cycle and the post-test at the end of the cycles were to know their improvement after the implementation of think pair share combined with video. Besides, the additional supporting data were collected by administering a structured questionnaire.

Based on the findings, the pre-existing data showed that the subjects still had low English skills, especially in speaking. The pre-test showed that only 6 subjects can pass the minimum passing grade. In line with the post-test of cycle 1. The data showed that 12 subjects could pass the minimum passing grade. Finally, the results of post-test 2 showed that were 18

subjects who passed the minimum passing grade. The mean scores of the pre-cycle, cycle 1 and cycle 11 respectively increased in a figure of 63.72, 71.5 and 80.13. This showed that the subjects' speaking skills could be improved by implementing think pair share. Thus, based on the pre-determined success indicator, this research can be successfully ended.

In addition, the supporting data that were taken by administering the questionnaire also showed a good finding in terms of the subjects' responses toward the implementation of think pair share combined with video. It can be seen that more than 90% of the responses showed that the subjects agreed that think pair share combined with video could improve their speaking skill. This means that the subjects highly accepted this technique. Moreover, the figures showed that most of them gave positive responses to the technique. The technique that was applied in the present study was effective to be implemented in the teaching and learning process of speaking. The researcher could make the subjects more active and interested in the learning process of speaking.

Based on the data discussed above, the present classroom action research was mainly undertaken to help the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar who had problems in speaking

skills. The findings showed that the students' problems could be overcome by practicing a short descriptive monologue video since the effective use of think pair share combined with video has been widely recognized to help the subjects improve their speaking skills. Based on the present research findings that have already been presented and elaborated, it can be concluded that the speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 could be improved through think pair share combined with video.

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