THE EFFECT OF THINK PAIR SHARE STRATEGY AND STUDENTS' MOTIVATION TOWARD THEIR SPEAKING SKILL IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMPN 2 BATURAJA OGAN KOMERING ULU (OKU) SOUTH SUMATERA

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Abstrak: *Artikel ini ditulis untuk menemukan pengaruh dari strategi Think Pair Share dan motivasi siswa terhadap kemampuan berbicara mereka pada teks deskriptif. Penelitian ini merupakan semi experimental dengan rancangan factorial 2x2. Data penelitian ini adalah hasil uji kemampuan berbicara dan hasil angket motivasi siswa. Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan strategi Think Pair Share memiliki kemampuan berbicara yang lebih baik pada teks deskriptif dibandingkan siswa yang diajarkan dengan pengajaran konvensional, (2) siswa dengan motivasi tinggi yang diajarkan dengan strategi Think Pair Share memiliki kemampuan berbicara yang lebih baik pada teks deskriptif dibandingkan dengan siswa yang diajarkan dengan pengajaran konvensional, (3) siswa dengan motivasi rendah yang diajarkan dengan strategi Think Pair Share memiliki kemampuan berbicara yang lebih baik pada teks deskriptif dibandingkan dengan siswa yang diajarkan dengan pengajaran konvensional, (4) tidak terdapat interaksi antara kedua strategi dan motivasi siswa terhadap kemampuan berbicara pada teks deskriptif.*

Keywords : Think Pair Share *Strategy,* ***students' motivation, students' speaking skill***

Introduction

Speaking as a certain competence which the students will be judged upon most in the real life situation. It is an important part of everyday interaction and most often the first impression of a person is based on her/his skill to speak fluently and comprehensibly. It is a significant side to be able to participate in the wider world of work because speaking is measured in terms of the ability to carry out a conversation into the language.

Here, related to the teaching and learning process at Junior High School, every educational stakeholder has to concern about the establishment of curriculum KTSP. Based on that curriculum, the students should be able to express the meaning of transactional or interpersonal dialogue, and also express the meaning with simple and short spoken language accurately, fluently, and acceptable in the form of descriptive and procedure text in order to communicate in such academic context. It means that the students should have ability in expressing ideas, opinions, feeling and understanding of any kinds of material. Therefore, the scope of English learning at Junior High School stated in

syllabus is classified into interpersonal and transactional, functional, and monolog text.

Dealing with the learning material at Junior High School, descriptive text is one of the crucial texts that should be taught at the seventh grade of the second semester. Here, descriptive text has characteristics to give any description about person, place or any object in detail. Also, it has own generic structure which consist of identification and description. Identification defines the phenomenon that has to be described, while in description there is a clear feature of the object stated in the text. Moreover, it is important for the teacher to give brief explanation about language feature involved in the descriptive text. Larson (1998: 84) explains that a good descriptive text is the text listed the characteristics of certain object. The first characteristic is usually using adjective and adverb. Second, a text describes about location, place, and so on. Then, it always stays in the form of simple present tense. Also, in descriptive text there is detail description. Finally, it sometimes followed by the pictures in order to assist in catching and understanding the ideas.

Based on the preliminary observation, it showed that both teachers and students had some problems in teaching and learning process, especially in teaching speaking. The first problem was related to the students' speaking skill. Widdowson (1984: 124) defines that speaking is an active productive skill which is regarded as oral communication or oral language skill where people manage mostly face to face communication. This skill is used to create close relationship among the students in the communication during the classroom activities. They may share ideas, opinion, feeling, or even emotion verbally. However, some of the students still had problem in restrictiveness of vocabulary knowledge. It made them quite difficult in expressing ideas, opinion, and feeling related to the learning material given by the teacher. Also, most of them could not pronounce English words correctly. English phonemes (speech sound) do not correspond with the written symbols so that it is hard for them to master the spelling system.

Furthermore, in achieving the goals of speaking activities the students have to consider three important aspects. They are students' willingness to speak up, determining own communicative purposes, choosing statements to be talked from their language provisions. Clearly, to be successful in speaking, there are three areas which have to be comprehended. According to Francis and Nunan (2005: 37) language learners have to understand the areas involved in speaking. First, the students should recognize in using right words into right statements; it deals with the mechanic area (pronunciation, grammar and vocabulary). Then, function area consists of transaction and interaction. These processes have

the function to initialize such relationship building. Finally, social and cultural rules which involve in turn taking note of speech, length of pauses between the speaker and listener in transferring any ideas into messages.

The second problem was lack of motivation to practice English in daily conversation. Most of them were reluctant and afraid to take part in speaking English activity in such conversation. Brewster and Fager (2000: 2) state that students who are not motivated to engage in learning without getting bored or giving up easily. In fact most of the students were lazy to speak because they did not have enough courage, lack of confidence and participation, etc. They were ashamed to have oral interaction in the classroom because of some reasons include; afraid of teachers, worried about making mistakes, embarrassed themselves in front of others students when they tried to speak English. As a result, they were lazy to practice English and tended to be a passive student.

In addition, the problem also came from teacher's side. Based on the observation, the researcher found that the technique used by the teacher was monotonous and still not various. She used the same teaching strategy most of the time during the learning process. It could be concluded that the teacher still used conventional teaching strategy. Serbessa (2006: 127) explains that conventional teaching strategy is the teaching in general

by using a method and strategy that usually used by the teacher. The strategy did not make the students active in the classroom. Teaching and learning process was still focused on the teacher. The teacher dominated the classroom activities, meanwhile the students were passive. As the result, students did not get enough chance to practice their English. Furthermore, the teacher also focused on the usage of language. It made the students thought much about grammar when they wanted to speak English and divert student's concentration.

Clearly, there are some strategies provided to minimize the problem. The teacher should use appropriate strategy in teaching speaking to attract students' attention, motivation, and participation and also to make them enjoy learning English in the classroom. One of the strategies proposed is Think Pair Share strategy. Slavin (2009: 52) defines that think pair share strategy is a cooperative learning strategy that is designed to influence students' interaction. This strategy is created to engage students in natural and meaningful conversation in the classroom. It can reduce students' anxiety and increase their motivation because they can work together in discussing the material and completing the task. They can share ideas and practice their conversation in pair. Here, the purpose of think pair share strategy is to give the students a few time to think about the learning material. They may ask

any questions or issues to find out the description of the material in order to gain the quality of the students' responses or the critical information. They will try to know and understand related to the new ideas based on their background of knowledge. Then, pairing stages will assist the students to be more active in expressing their own ideas, opinion, or even feeling during the communication activity in the classroom and also create awareness to the partners' weaknesses on the cooperative learning process.

Based on those explanations, the purposes of the research are:

1. To find out whether students who are taught by Think Pair Share strategy have better speaking skill in descriptive text than those who are taught by Conventional Teaching strategy.
2. To find out whether students with high motivation who are taught by Think Pair Share strategy have better speaking skill in descriptive text than those who are taught by Conventional Teaching strategy.
3. To find out whether students with low motivation who are taught by Think Pair Share strategy have better speaking skill in descriptive text than those who are taught by Conventional Teaching strategy.
4. To find out whether there is any interaction between both strategies and students' motivation toward their speaking skill in descriptive text.

Method

This research was conducted by using quasi experimental research, because the researcher investigated the effect of Think Pair Share strategy, dependent variable namely students' speaking skill while motivation as a moderator variable. This research used the *treatment by block design*. It is the same with *factorial 2x2 designs*.

The population of this research was the seventh grade students of SMPN 2 Baturaja Ogan Komering Ulu. There were 157 students who were divided into five classes, they are VII. 1, VII. 2, VII. 3, VII. 4, and VII. 5.

The researcher did cluster random sampling as a sampling form to choose two classes.Therefore, there were two groups that were involved in this research, class VII. 3 (experimental group) and class VII. 4 (control group). The researcher also chose class VII. 1 for try out in order to know the validity and reliability of the instrument. This research had been conducted in one month, since April 10th until May 15th, 2014.

The data was collected from students by giving speaking test and students' motivation questionnaires. The students were given achievement-test for both experimental and control class.

The data were analyzed descriptively to identify whether the motivation of experimental group who were taught by Think Pair Share strategy was significantly different from the control group and statistical analysis was used in order to identify whether students' speaking test of

the experimental group who were taught through Think Pair Share strategy was significantly different from the control group who learned by using Conventional Teaching strategy. The hypothesis were tested statistically by using t-test and two ways ANOVA.

Findings and Discussion

Based on the statistical analysis of the hypothesis testing,the finding of the research can be explained as follows:

Hypotheses	$t_{calculated}$	t_{table}	**Note**
Hypothesis 1	10.06	1.670	Ha: accepted
Hypothesis 2	9.06	1.746	Ha: accepted
Hypothesis 3	9.26	1.746	Ha: accepted

The finding for hypothesis 4 can be seen in the table below:

$f_{calculated}$	f_{table}	note
0.03	**4.149**	**Ho: accepted**

1. **Think Pair Share was better than conventional teaching to students' speaking skill in descriptive text**

From the result of the first hypothesis, it could be seen that the mean score of experimental class which was taught by Think Pair was higher Share than control class which was taught by conventional teaching. It can be concluded that Think Pair Share gave significant effect toward students' speaking skill. This finding is in line with the findings of research which was conducted by Izzati (2011). She found that the students' score showed the progress of speaking skill.

The average score of students' speaking in the experimental class was 70.62 while the students in control class were 64.38. The students in experimental class who were taught by Think Pair Share got more opportunities to develop and share ideas with their friends. Students were trained to communicate their idea in pairs. Students have superiority in developing and communicating their idea of the material given orally and they can also develop their own social skill through interaction with partner. As Schlemmer (2008 in Kagan) stated Think Pair Share strategy is grouping strategy that lets students collaborate on ideas, opinion, research topics, problem solving procedure, debate resolution, textual analyses, and small group activities.

In addition, Slavin (2009) states that think pair share strategy is a cooperative learning strategy that is designed to influence students' interaction. All of the students might work cooperatively. When one student got confuse, the partner could help by giving and sharing his/her idea, and also opinion. Here, among the students had such interaction to unite ideas and conclude to be a good text as the teacher explained on the material learning given.

However, students in control class who were taught by conventional teaching strategy were not able to develop their ideas, therefore they got such difficulties in describing the pictures by their own words orally. It was due to the teacher that only asked to describe the picture and after that they told it in front of the class. It made the students bored and also frustrated in English learning especially on speaking skill.

2. The students with high motivation who were taught by Think Pair Share had better speaking skill in descriptive text than who are taught by conventional teaching

Based on the hypothesis two, students with high motivation who were taught by Think Pair Share had higher score than students' higher motivation who were taught by conventional teaching. This finding is line with the findings of research which was conducted by Jannah (2013). She found that the average score of students with higher motivation who were taught by Think Pair Share was higher than the students with higher motivation in control class.

The average score of the higher students' motivation in the experimental class was 76.11 while the students in the control class were 71.67. It was influenced by some factors. First, the experimental class who were taught by Think Pair Share got more opportunities to develop and share their ideas with their friends. It was different with the control class. Students in the control class did not get the same chance to develop and share their ideas with their friends. In that class, the learning was dominated by the teacher.

Students with high motivation had much pay attention on the teacher and all the activities in the class. They tended to be active in class than students in low motivation. High motivation made the students can share their ideas and background knowledge with their friends in in pair. Krause, K. L, et. al (2003) define that the concept of motivation is linked closely to other constructs in education and psychology such as construct of attention, needs, goals, and interests which are all contribute to stimulate students' interest in learning and their intention to engage in particular activities and achieve various goals. It means, motivation deals with the factors of setting up self condition therefore the learners will present their best abilities and skills in academic process. Specifically in teaching speaking, it is important for the teachers to motivate their learners to be active in practicing their English orally without having any negative feeling side such as shyness, anxiety, or nervous because these feelings will cause the failure in achieving their goals in learning process.

As Reid (2007) states motivation in the key success in learning. Here, motivation is stated as the main point to be successful during teaching and learning process especially for

the students as the main subject in that process. It can be seen from the achievement or goal of the material given through students' understanding and comprehending.

3. **Students with low motivation who are taught by Think Pair Share had better speaking skill than those who are taught by conventional teaching**

The students with lower motivation who were taught by Think Pair Share had better speaking skill than those with lower motivation who were taught by conventional teaching. This findings is in line with the findings of research conducted by Jannah (2013), she found that the average score of students with lower motivation who were taught by Think Pair Share strategy in experimental class was higher than those with lower motivation in control class.

The average score of the lower students' motivation in experimental class was 63.33 while the students in control class were 59.44. The students in experimental class who were taught by Think Pair Share got opportunity to communicate with their partner. The interaction among the students can avoid their anxiousness to use their language, although they have low motivation. As stated by Brewster and Fager (2000) students who are not motivated to engage in learning are unlikely succeed, with learning without getting bored and or giving up easily. On the other hand, the students in control class could not get the opportunity to communicate with their partner. In short, the learning activity in the control class was boring as the learning process dominated by the teacher.

Students in low motivation did not pay attention to the teacher and material given. They were not interested to join in the teaching and learning process; they tended to be passive. Also, they were afraid, lazy and uncomfortable in finding new information of the language that they were learned and in expressing what they knew. It became the reasons why the students with low motivation had low speaking skill than those who had high motivation. Here, it can be concluded that students with low motivation who were taught by Think Pair Share got better speaking skill than who were taught by conventional teaching.

Generally, low motivated students tended to be passive in the class while high motivated students tended to be active and had much attention on the learning material given. Particularly Krause (2003) explains that the concept of motivation is linked closely to other constructs in education and psychology such as constructs attention, needs, goals, and interests which are all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals. In this research it was found that students with high motivation performed better their abilities in academic setting. However, different treatment gave different result.

4. There was no interaction between both techniques and students' motivation toward students' speaking skill in descriptive text

The significant interaction both of the strategies used showed that motivation $F_{calculated}$ was lower than the F_{table} value. It means that H_o was accepted, there was no interaction between both strategies and students' motivation toward students' speaking skill of descriptive text. In other words, the strategy can be applied without considering students' prerequisite motivation. This phenomenon showed that motivation is not ones of moderator variables that influence students' speaking skill.

Besides that, the average speaking score between experimental and control group were different. The average score of speaking in experimental class higher than the average score of speaking in control class. In addition, the average score of students' speaking that have high and low motivation in experimental class were higher than the average score of students' speaking that have high and low motivation in control class. It was proved by their participation on the speaking learning process. At first, every student had to think individually related to the learning material given, so that she/he had own ideas or opinion on. It is appropriate as Ulrich and Glendon (2005 in Kagan 2009) state that Think Pair Share strategy allows students' time to process the task individually before sharing it to another students, also every student involved and no one is permitted to sit passively. All of the students have to take a part into such verbal participation during the process of learning through the material given by the teacher. They should be active and courage in giving any ideas without getting embarrassed or reluctant.

Based on statistically analysis, it can be said that both of these strategies can be used in teaching speaking without considering the prerequisite of students' motivation. In this case, it showed that motivation was not the only variable may influence students' speaking skill. It can be seen from the interactive graph that the students' who were taught by Think Pair Share strategy got higher average score of speaking than those who were taught by Conventional teaching strategy. Besides, the average score of students with high and low motivation in experimental class were higher than the average score of speaking skill with high and low motivation in control class.

From those explanations, Think Pair Share strategy which used in experimental class was more effective than Conventional teaching strategy. Think Pair Share strategy can be applied by any teachers and any classes, since it is still appropriate with the level of students. Also, the students can develop their speaking skill and

fulfill the minimum score of the subject.

Based on the results of the data analysis and findings of the research, there are some conclusions. First, Think Pair Share strategy gives a significant effect on students' speaking skill achievement of descriptive text compared to Conventional Teaching strategy. It can be seen from the mean score of students' speaking from both of the classes and also in the result of first hypothesis testing. Second, students with high motivation who are taught by using Think Pair Share strategy get better result in speaking skill achievement of descriptive text than the students with high motivation who are taught by conventional teaching strategy. The finding shows that the students with high motivation who are taught by Think Pair Share strategy get better speaking skill of descriptive text than the students with high motivation who are taught by Conventional teaching strategy. Third, students' speaking skill of descriptive text with low motivation who are taught by Think Pair Share strategy is higher than students' speaking skill with low motivation who are taught by Conventional teaching strategy. Think Pair Share strategy helps the students to improve their speaking skill achievement of descriptive text although they are low motivated, as it can be seen from their mean score. Fourth, there is no any interaction between strategies used and students' motivation on the students speaking skill

achievement on descriptive text. Both strategies can be used without considering the level of students' speaking motivation.

Suggestions

1. This research finding indicates that Think Pair Share was one of the effective ways to help the students in speaking at grade VII of SMPN 2 Baturaja OKU. Therefore, it is suggested that English teachers at SMPN 2 Baturja OKU apply Think Pair Share strategy as a variation of teaching speaking.

2. English teachers are suggested to apply Think Pair Share strategy in teaching speaking although their classroom consist of both high and low motivation. The research shows that Think Pair Share strategy is equally powerful in improving students' speaking skill achievement of descriptive text. It is important for them to find out the appropriate strategy to excite students' motivation by considering the position of the students as the center of learning process.

3. This research is only limited on speaking skill achievement, therefore it is suggested for others researchers to attempt in conducting a research on others skills like listening, reading and writing and also to other kinds of texts beyond on descriptive text. In addition, It is suggested for the further researcher to develop this research on the larger population and sample in order to get the knowledge and the empiric data, and also to conduct the same

research for other skills and other kind of texts.

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