STUDENTS' VIEWS TOWARD THE USE OF THE THINK-PAIR-SHARE TEACHING STRATEGY ON STUDENTS' ORAL COMMUNICATION SKILL IN AN EFL CONTEXT

SKRIPSI

by

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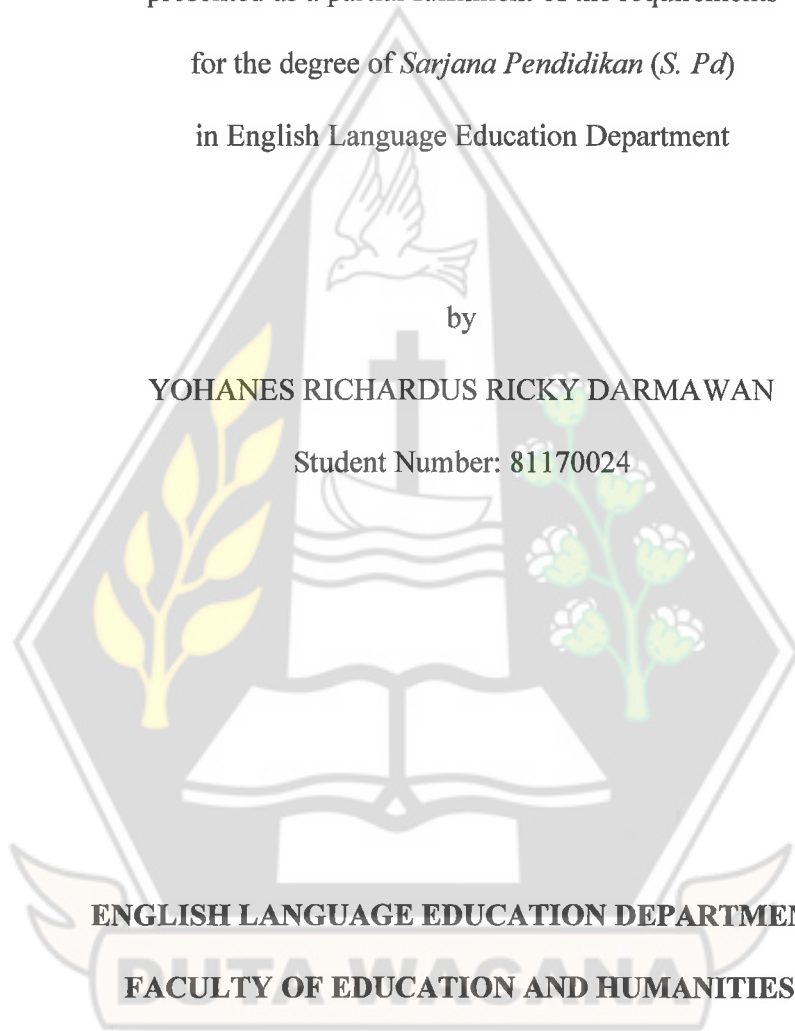for the degree of *Sarjana Pendidikan* (*S. Pd*)

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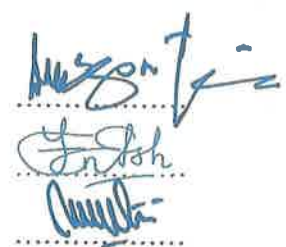**Defended before the Board of Examiners**

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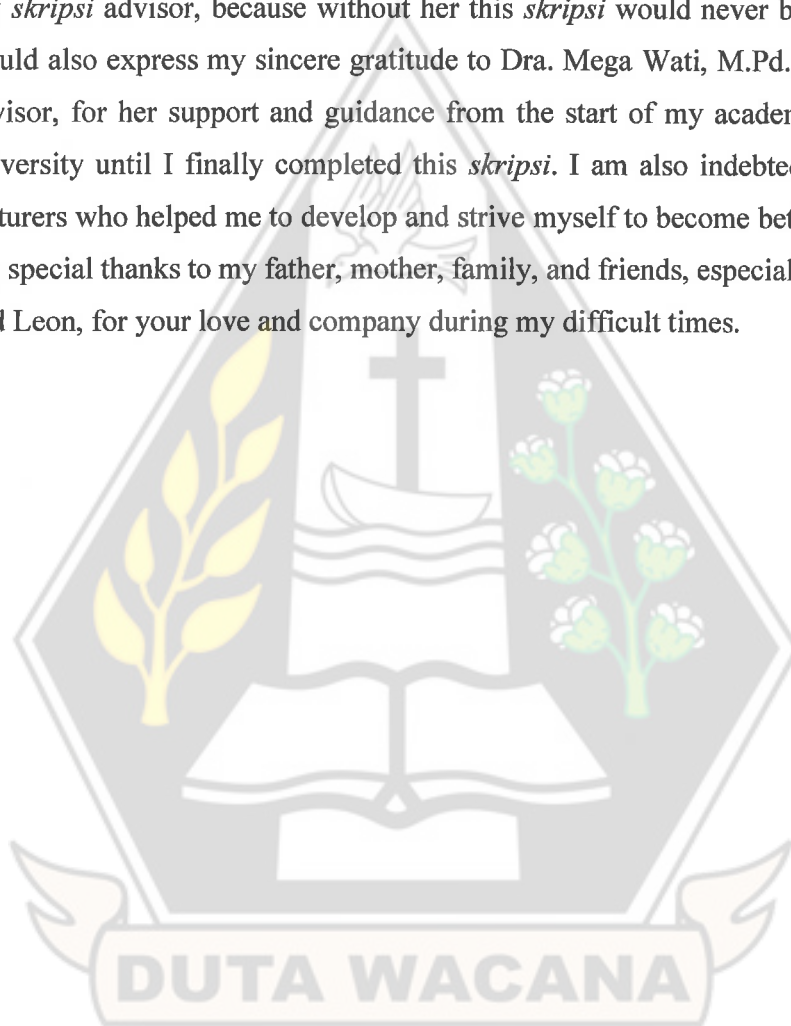
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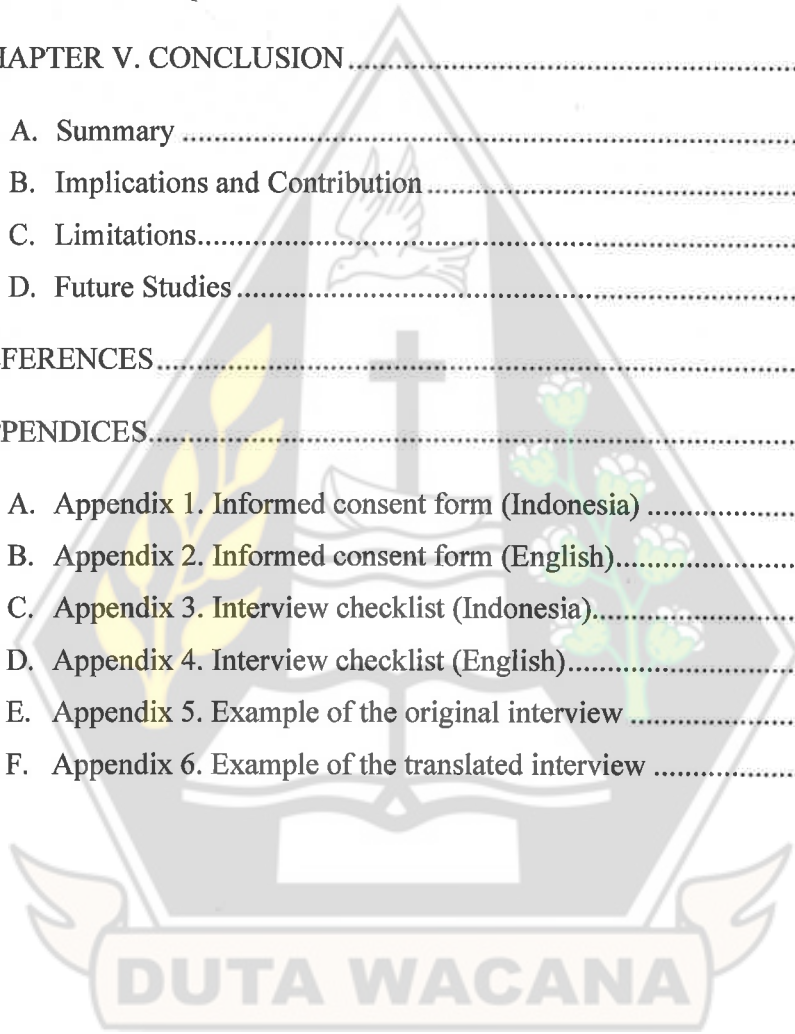
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LIST OF ABBREVIATIONS

TPS: Think-Pair-Share

Abstract

Darmawan, Y.R.R. (2022). *Students' Views toward the use of Think-Pair-Share Strategy on students' oral communication skill in an EFL context* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The purpose of this study was to investigate students' views toward the use of the Think-Pair-Share teaching strategy on their oral communication skills. The primary focus of this study was to investigate the possible effect of the Think-Pair-Share teaching strategy on the students' oral communication skills. The secondary purpose was to know the students' view toward the application of this teaching strategy based on their experiences. Based on the purpose of the study, investigations were done by using interviews. The interviews were done with four participants consisting of the chosen students based on their experience. Zoom application was used during the interviews. Audio recordings were transcribed into text and translated into English. The keywords extracted from the transcriptions were used to determine the coding. Furthermore, the themes were reported as the study's findings and then supported by previous research. The result showed that the Think-Pair-Share teaching strategy could help the students enhance their self-confidence and could be helpful in improving their oral communication skills on condition that the students use English as the medium of discussion. Meanwhile, the findings for the secondary purpose revealed that the students found this teaching strategy was quite helpful in improving their teamwork and critical thinking skill. The students also felt that this teaching strategy offered varied activity, thus making the class become less boring. The findings reveal that the Think-Pair-Share teaching strategy needs to be implemented carefully in order to achieve its full effectiveness. As the implication, the Think-Pair-Share teaching strategy could be applied considering the advantages and the effects for the students.

Keywords: Think-Pair-Share, communication skills, medium of discussion

Intisari

Darmawan, Y.R.R. (2022). *Pandangan Mahasiswa tentang Penggunaan Strategi Think-Pair-Share terhadap Keterampilan Komunikasi Oral Mahasiswa dalam Konteks EFL* (Tesis Sarjana Tidak Dipublikasikan). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui pandangan siswa terhadap penggunaan strategi pengajaran Think-Pair-Share *pada kemampuan komunikasi lisan mereka. Fokus utama dari penelitian ini adalah untuk menyelidiki kemungkinan pengaruh dari strategi pengajaran* Think-Pair-Share *pada keterampilan komunikasi lisan siswa. Tujuan kedua adalah untuk mengetahui pandangan siswa terhadap penerapan strategi pengajaran ini berdasarkan pengalaman mereka. Berdasarkan tujuan penelitian, investigasi dilakukan dengan menggunakan wawancara. Wawancara dilakukan dengan empat partisipan yang terdiri dari empat siswa yang terpilih berdasarkan pengalaman mereka. Aplikasi zoom digunakan dalam melakukan wawancara dengan menggunakan bahasa Indonesia. Audio yang direkam ditranskrip ke dalam bentuk tertulis dan diterjemahkan ke dalam bahasa Inggris. Coding dilakukan dengan menentukan kata kunci yang diambil dari transkrip. Selanjutnya tema-tema tersebut dilaporkan sebagai temuan dalam penelitian ini dan kemudian didukung dari penelitian-penelitian sebelumnya. Hasil penelitian menunjukkan bahwa strategi pengajaran* Think-Pair-Share *dapat membantu siswa meningkatkan kepercayaan diri mereka dan dapat membantu dalam meningkatkan keterampilan komunikasi lisan mereka dengan syarat siswa menggunakan bahasa Inggris sebagai media diskusi. Sementara itu, temuan untuk tujuan kedua mengungkapkan bahwa para siswa menganggap strategi pengajaran ini cukup membantu dalam meningkatkan kerja sama tim dan keterampilan berpikir kritis mereka. Siswa juga merasa bahwa strategi pengajaran ini menawarkan aktivitas yang bervariasi, sehingga membuat kelas menjadi tidak membosankan. Temuan mengungkapkan bahwa strategi*

pengajaran Think-Pair-Share *perlu dilaksanakan dengan hati-hati untuk mencapai efektivitas yang baik. Implikasinya, strategi pembelajaran* Think-Pair-Share *dapat diterapkan dengan mempertimbangkan manfaat dan dampaknya bagi siswa.*

Kata Kunci: Think-Pair-Share, *kemampuan berkomunikasi, media diskusi*

CHAPTER 1

INTRODUCTION

This chapter contains research background, research questions, research objectives, and research benefits.

A. Research Background

Speaking is a very important part of most people's lives because it is the second most productive language skill and very crucial for communication (Raba, 2017; Zhang, 2009). Talking and having a conversation is one of the ways people can interact and communicate with each other so they can have mutual understanding (Raba, 2017; Usman, 2015). Thus, it can be said that oral communication is a very important skill for everyone, including students. One of the problems that commonly occur to students in English as Foreign Language (EFL) classrooms is speaking through a foreign language (Raba, 2017; Savaşçı, 2014). Savaşçı (2014) furthermore stated that the students are willing to participate in activities that are filled with other skills such as listening, reading, and writing, but become passive and reluctant when it comes to speaking activities which is a problem for EFL teachers, especially when they create an activity that makes students speak. There may be many factors that make the students feel reluctant and prevent them from speaking in a foreign language. Li and Liu (2011) stated that cultural differences may be one of the causes of the students' reluctance to speak in L2. Another possible cause is they feel anxious and nervous (Horwitz et al., 1986; MacIntyre & Gardner, 1989). Horwitz et al. (1986) and MacIntyre and Gardner (1989) stated that the students tend to become more anxious and nervous when they speak in L2, thus they become reluctant to communicate in L2. In conclusion, there is much evidence that this problem is widely encountered in EFL classes.

The participants in this research were the students of an English Education Department of one of the private universities in Indonesia. English major students in an English Department in Indonesia are considered as EFL students. Thus, most of them also deal with anxiety and nervousness when they must speak English. The

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problem was found by some chance when the researcher got some opportunities to observe some of the classes. The students are passive and reluctant to communicate using L2. To solve this problem, one of the methods used by teachers is the Think-Pair-Share (TPS) strategy. Raba (2017) stated The TPS strategy is a cooperative learning strategy in which the teacher introduces the problem or asks a question, and then students are given preparation time to process and organize their ideas in order to answer and solve the question or problem. The students are then asked to work in pairs to discuss their answers. Finally, the students share their thoughts with the entire class.

TPS strategy was first proposed by Lyman in 1981. The think-Pair-Share strategy can help students improve their oral communication skills because the students have a chance to think and discuss with their friends which can help them to feel more confident and active in the class (Raba, 2017). The think-Pair-Share strategy consists of three phases which are the thinking phase, pairing phase, and sharing phase (Sugiarto, 2014; Syafii, 2018; Usman, 2015). The thinking phase allows the students to have time to think and prepare their answers. By having a thinking phase, the students can develop their critical thinking ability (Kaddoura, 2013; Kusrini, 2012; Syafii, 2018). In Pairing phase, the students are asked to work in pair. Syafii (2018) stated that this phase is important because in this phase the students start to build their knowledge through the discussion. According to Ibe (2009), this phase can help the students to examine their thinking and explain their opinion to their friends. This phase also provides the chance for the students to cooperate and help each other, so they can improve their communication skills (Syafii, 2018). Sharing phase is the phase where the teacher lets the pair present their answer to the whole class. In this phase, the students can evaluate themselves and the teacher can evaluate the students (Ibe, 2009). Also, the students' confidence can improve because the embarrassment is shared between them (Syafii, 2018). Quite a number of researchers have proven that the Think-Pair-Share strategy is effective (e.g.: Atiyawati et al., 2019; Kusrini, 2012; Raba, 2017; Syafii, 2018), but most of the participants are middle – senior high school students, not college students in Indonesia. Therefore, conducting this research is important.

Thus, this research investigated the effect of the Think-Pair-Share strategy on the English major college student context. This study also looked forward to the students' views on the use of the Think-Pair-Share strategy in the class.

B. Research Questions

Based on the rationale of the research stated above, this study seeks to answer the following research questions:

1. What is the possible effect of using the Think-Pair-Share teaching strategy on the students' oral communication skills?

2. What is the students' view about the use of the Think-Pair-Share teaching strategy in the class?

C. Research Objectives

There are two objectives of this research. The first is to investigate the effect of using the Think-Pair-Share teaching strategy on the students' oral communication skills. The second is to investigate the students' views about the use of the Think-Pair-Share teaching strategy in the class.

D. Research Benefits

This study is expected be beneficial for the learners, the teachers, and the other researchers. Firstly, knowing the effect of using the Think-Pair-Share strategy can be beneficial for the teachers to know whether this strategy is effective or not, so they can choose whether they want to improve the strategy or select another strategy that may be more effective. As for the students, they can become more motivated to participate when the teacher uses this strategy and also improve their oral communication skills through the Think-Pair-Share strategy. Further by knowing the students' views about the use of the Think-Pair-Share strategy in the class, the teacher can organize an effective grouping method for the students, so it can help the learning process. Lastly, for the other researchers, the same research can be conducted, but with different participants, like senior high school students. This

research also can be used as a reference to research that related or similar topics in different levels of participant, setting, context, and research method.

CHAPTER V

CONCLUSION

In conclusion, there are several important points to be highlighted which are summary, implications and contributions, limitations, and future study.

1. Summary

In this research, there were two main aims related to the implementation of the Think-Pair-Share teaching strategy in a classroom that was investigated. The first aim was to focus on the possible effects of applying the Think-Pair-Share teaching strategy in the class. The second aim was to investigate the student's perspective regarding the implementation of the Think-Pair-Share strategy. Due to these purposes, interviews were used for the data collection. Based on the interview data and through the coding process, there were five themes found and had been elaborated on regarding the aims of this study.

In relation to the first research question, according to the result of interviews, the conclusion that could be drawn is the Think-Pair-Share teaching strategy can develop the students' self-confidence. The discussion stage helps the students to grow their self-confidence by giving them the chance to prepare themselves before talking in front of the class. Aside from that, the Think-Pair-Share teaching strategy was effective in terms of helping the students to improve their oral communication skills. In this case, the use of language becomes the key factor that can determine the success of this teaching strategy. Therefore, the Think-Pair-Share teaching strategy can be used for growing students' self-confidence in terms of speaking. As for the effectiveness, it depends on the other factor.

Furthermore, the result of the second research question showed that the students enjoyed the Think-Pair-Share teaching strategy, yet they thought it had to be implemented carefully. The students felt this strategy offers various activities which make the class become less boring. They were also

encouraged to become more active in the discussion. The process of implementing this strategy is important because the students might not apply each step in this strategy properly. Lastly, the students felt that this strategy helped them improve their teamwork and critical thinking skills.

2. **Implication and Contribution**

Based on the findings, there are several implications for teachers, particularly those who teach English. To begin, the teachers can use the implications of this study's findings as references and insight when using the Think-Pair-Share strategy to support and help the learning activity. For example, the Think-Pair-Share teaching strategy is applied to help students increase their self-confidence in speaking. Moreover, various insight related with the application of the Think-Pair-Share teaching strategy can be gained from this study. Furthermore, this research would contribute to the body of knowledge in the field of English language education specifically on the effect of using the Think-Pair-Share teaching strategy on the students' oral communication skills, specifically at the University level for qualitative data, which can be used as a reference for future studies. Lastly, because this study was conducted in Indonesia, an insight related to the response of the students of Indonesia at the University level toward the use of the Think-Pair-Share teaching strategy in supporting learning activity could be drawn from this study.

3. **Limitations**

While this study positively informs the students' view toward the application of the Think-Pair-Share teaching strategy, there were four notable limitations. First, since this study gathered the data only from interviews, there is no supporting evidence from observation. If similar research is conducted by employed data from interview and observation, the data may be more detailed and give more vivid view on the research

situation. Besides, due to the limited time frame of this study, the participants of the interviews were few. More number of participants may enrich the result of the study. Furthermore, this study merely applied qualitative analysis. Hence, the findings cannot be generalized and the application will be very reliant on the settings. Lastly, non-significant findings during the data analysis were overrode in order to highlight the more outstanding findings. Deep exploration on those non-significant findings may be worth doing in the future research.

4. **Future Studies**

Based on the study's findings and limitations, there are some recommendations that should be considered for future research. First, concerning the limitations, the comparison of the Think-Pair-Share strategy with other teaching strategies could be investigated for the future studies. Moreover, the data generated from this study were descriptive because the qualitative method was used, therefore quantitative research methods may be employed to investigate the numerical data in the following studies, so the findings of the study could be used as references in broader fields. Besides that, different participants from different contexts and different setting can be used for the future studies. Finally, future studies could look into not only the students' perceptions but also the perceptions of both the teacher and the students.

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