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IMPROVING SPEAKING ABILITY OF THE STUDENTS IN ENGLISH LESSONS BY USING LEARNING MODEL TPS (THINK PAIR SHARE) IN CLASS V SD IMMANUEL MEDAN

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ABSTRACT

This research aims to determine the improvement of students' speaking ability by using learning model TPS (Think Pair Share) in English lessons. This research is the classroom action research the subjects were 41 students class V SD Immanuel Medan. This study consisted of two cycles. Each cycle consists of four phases: planning, implementation, observation and refleksi. Data collection techniques using observation sheet. Based on the analysis of research data the percentage of students' speaking ability level increased from 41 students are 24.4% (10 students) who has the ability to speak very well, 61% (25 students) who has the ability to speak well, and 14.6 (6 students) level of ability to speak completed. Percentage of students' speaking ability mastery level of 41 students in the first cycle the first meeting reached 24.4% (10 students) were completed and 75.6% (31 students) is not complete. The first cycle of meetings II, 41.5% (17 students) were completed and 58.5% (24 students) were not completed. In the second cycle the first meeting there were 58.5% (24 students) were completed and 41.5% (17 students) were not completed while the second cycle of the second meeting increased to 100% or 41 students who completed. Thus the TPS learning model can improve the student speaking ability.

Keywords: *Learning Model TPS (Think Pair Share), English ,Speaking Ability.*

INTRODUCTION

The essence of language learning, in general, is to learn to communicate. Because language is the most effective medium to convey the message and communication to the communicant. Therefore, whatever the language used in communication, is part of a culture that is very important. Learning English in primary schools is a local curriculum. Implementation Class in English learning in primary schools has been introduced since the provision of local content Class in English may be introduced in elementary school. According to Suyanto K. (2008: 5) The subjects of English as a local charge in SD / MI are as follows: 1) listening, understand instructions, information, and a very simple story delivered orally in the context of the classroom, school, and neighborhood ; 2) speaking, expresses the meaning orally in interpersonal and transactional discourse is very simple in the form of instructions and information in the context of the classroom, school, and neighborhood: 3) reading, read, and understand the instructions aloud, short functional text information, and descriptive text display

very simple submitted in writing context of the classroom, school, and neighborhood; 4) writing, write words, phrases, and short functional text is very simple with spelling and proper punctuation.

English has been recognized as an international language. That is, the people who come from diverse backgrounds goeografi, religion in culture has had an agreed media to communicate with each other, namely English. English is a tool to communicate orally and in writing. Communicating is to understand and express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate in a full understanding is the ability of discourse, namely the ability to understand or produce oral texts or write realized in the four language skills, ie listening, speaking, reading and writing. Fourth skills were used to respond or create discourse in public life Therefore, methods of teaching English is directed to develop these skills so that graduates are able to communicate and discourse in English at a certain level of literacy.

Learning English is given to the students include four aspects, namely listening (listening), speaking, reading, and writing. Among the four aspects in this study the authors have focused on aspects of speech (speaking). Aspects talk have been very supportive of the process of communicating verbally. By learning to speak the students learn to communicate.

Speaking is a process of delivering information, ideas, or ideas of the speaker to the listener. Speaker serves as a communicator while the listener as a communicant. The information presented orally may be accepted by the audience when the speaker is able to communicate properly. Thus, speech is a factor that greatly affects one's proficiency in delivering information verbally. In order to achieve the goal of the talks, the speaker must have the ability and skills to convey information to others. This means that the speaker must understand very well how to speak effectively so that the listener can capture the information conveyed effectively speakers anyway. In order to be an effective speaker, of course demanded the ability to capture critical information and effective. Due to the skill of capturing information effectively and critically, the speaker will have a sense of tolerance to the listener, so that the listener can also capture information conveyed effectively speaker. Skilled speak means to communicate using English language patterns according to the situation where a person needs to express thoughts, feelings and opinions. Talking about the ability to capture information means that we talk too about the listening activity. Certainly in respect of listening activities, appropriate and effective listening. Therefore, students need to be trained from an early age about the efforts of appropriate listening and speaking ability effectively in order to be effective anyway.

Based on experience in the field is known that the ability to speak of Immanuel Medan's fifth grade elementary students in the learning process remains low. It is known based on the interview with the English teacher who claimed the low capacity of the fifth grade students in speech. From the available data indicate that the value of the result of the acquisition of a number of students 41 people, only 36.59% (15 students) who scored 60 upwards (teacher completeness limit), while the rest, or as much as 63.41% (26 students) received values below 60. in addition, from a previous assignment given by the teacher did not show an increase in their speaking ability.

Based on interviews with teachers of English and the results of initial observations, can be identified causes of low student speech that is: (1) attitudes and interests of students in participating in learning to speak low, especially in English language learning students feel afraid and ashamed when tasked to perform speak in front of his friends, (2) less skilled students speak as a result of the lack of training provided by the teacher, because the speaking activities for this still less attention to students' vocabulary mastery even less, (3) learning to speak that teachers can be said to be conventional because it still relies on textbooks. Dependence on the textbook lead teachers are reluctant to change the habits that teachers do.

To optimize learning outcomes, particularly the ability to speak, needed an effective learning model, a greater emphasis on active learning activities and creativity of the students during the learning process. This is reinforced by the opinions of Tarin in Henry Guntur (2007: 45) who said that the use of a learning model that has significance as a variation of learning, with the aim that students can follow the activity of classroom learning fun and not boring. For that teachers need to change the learning model for this is conventional, with the application of learning models by Frank Lymn in Trianto (2009: 81) the application of effective teaching to create an atmosphere variation pattern is a class discussion Think Pair Share (TPS). This learning model is a type of cooperative learning that is designed to influence the patterns of interaction that students think pair share.

By using the learning model Think Pair this share is expected to change the model of learning in conventional teaching into effective teaching and fun. Advantages of think pair share the optimization of the participation of students, helping students develop the ability to share information and draw conclusions, and develop the ability to consider the values of a subject matter. Ability is a skill or potential possessed by a person to perform an action. Ability indicates that an action can be implemented now. Ability is a word that has been experienced affixation with basic word means could afford.

Every individual has different skills in action. This skill affects the potential that exists within the individual. The learning process requires students to optimize all skill possessed.

Based on the expert opinion of the above can be defined that capability is a skill or potential possessed by an individual to master a skill that is congenital or the result of exercise or practice and used to work on something that is realized through action.

Speaking is a tool or a means to communicate to the people around us, so there is a good communication, then we must speak with words that good anyway. Speaking is a skill that we must have.

Henry Guntur (2007: 15) says talk is the ability to pronounce the sounds articulation or words to express, express and convey thoughts, ideas and feelings. Talk is demanding needs of human life. As social beings, humans will communicate with others using language as the main tool. Furthermore, how it is with the understanding child's speech? If we observe the child to talk, it can be said that it is a child's speech is a submission of a specific intent to pronounce the sounds of the language so that the sound can be understood by people who are there and heard in the vicinity. According Suhartono (2005: 158), basically speaking it is a series of sounds that symbolizes thoughts, feelings and attitudes of humans. So, speaking can be said as a symbol. In use, the symbol is used in accordance with the rules of creation, something sounds to form a combined series of words, special and sentences.

From the above description, it can be concluded that the ability to speak is a skill or potential possessed by an individual for the purpose of delivery (ideas, thoughts, hearts) to others using spoken language so that they can understand the intent of others.

According to Ochs and Winker in Henry Guntur (2007: 15-16), the main purpose of the talk is to communicate. In order to convey thoughts effectively, then the speaker should understand the meaning of everything that wants to communicate; he should be able to evaluate the effects of communication on the audience; and he must know the principles that underlie all situations talks, both in general and individual. Whether as a social tool or as a company or a professional, then basically talk has three general purpose, namely: a) Inform, report (to inform), b) Entertaining, entertaining, c) persuade, encourage, urge, convince . Compound or a mixture of purposes that would probably happen. An example might be the talk is a combination of the report and entertain as well as possible at once comforting and reassuring. Although further said that there are some students who consider speaking lesson lessons scary.

Good speakers give the impression to the listener as the person with the problem, have the courage, and spirit. Subject that it is better prepared in written form, for example in the form of a script. In addition, the teaching of speaking should consider two factors that support towards the achievement of effective speaking skills, ie factors linguistic and non-linguistic factors. Linguistic factors to consider are 1) the pronunciation of the sounds of language, 2) the

accuracy of intonation that is contained in the example punctuation (.,?!), 3) choice of words or phrases, 4) preparation of sentences and paragraphs. Non-linguistic factors that support the effectiveness of the talk is to 1) the serenity and spirit, 2) courtesy / openness, 3) compactness (4) subject. Think Pair Share learning model is one of the learning model that allows each student to demonstrate the participation of others ". Lie (2004: 57). According to Lyman (in Trianto 2009: 81) states that "Think Pair Share is an effective way to create an atmosphere variation pattern class discussion".

Thus learning model Think Pair Share is one of the cooperative learning model that provide opportunities for students to work independently and in collaboration with others. The advantages of this learning model is the optimization of student participation.

Think Pair Share the type of cooperative learning was first introduced by Frank Lymn. This type is a type that is very simple and a lot of advantages because it can increase the participation of students and the establishment of knowledge by students. In the cooperative learning method, this type belong to the structural approach (Trianto, 2007: 67). Structural approach emphasizes the use of certain structures which are designed to affect the pattern of student interaction. By using a procedure or a particular structure, the students can learn from other students and trying to issue its opinion in a non-competitive situation before revealing in front of the class.

According to Spencer Kagan (in Zainal Aqib 2009: 43) states that the Think Pair Share provides the opportunity for students to think about their own answer to the statement and then discuss with their partners to reach consensus on the answer and finally the teacher asks the students to share their answers agree to all students in the classroom. H. Orphans RJ (2010: 274), Think-Pair-Share by Fank Lyman, Thinking (thinking): give students the opportunity to seek answers tasks independently. Pairing : exchange ideas with friends bench. Sharing : a discussion with another couple. Looking for couples, Create cards in pairs. For example: name-state presidents, kings, royal name, the name of the temple-place, organization-character name, the name of the song-region of origin, and others.

Students can learn more when they actively participate in the learning process through talk, express opinions or write. If students do not use the information as soon as they hear it, most likely they will forget in a few weeks. To replace these problems then developed an approach other than sitting, listening, and writing, one of the methods to overcome the type of learning known as TPS (Think Pair Share). It is reiterated that the "Type TPS help students to develop the ability to share information and draw conclusions, and develop the ability to consider the values of the subject matter".

Fogarty and Robin in Anita Lie (2004: 23) reinforces the Lyman. They stated that the type of Think Pair Share has several advantages as follows: 1) easily implemented in a large class, 2) provide time for students to reflect on the content of the subject matter, 3) provide time for students to train an opinion before sharing with small groups / class as a whole, 4) improve the ability of long-term storage and content of the subject matter.

The weakness of cooperative learning methods TPS is very difficult to implement in schools the average ability of students is low and limited time, while the number of groups formed much. According to Lie (2005: 46), the lack of group pairs (groups of 2 students) are: 1) many groups are reported and need to be monitored, 2) fewer idea emerged, 3) no mediator in case of disputes in group.

Based on this background, the researchers tried to make research through action research titled "Efforts to Improve Speaking Skills Students in English Lessons in Learning Model Using TPS (Think Pair Share) in a Fifth Grade Elementary of Immanuel Medan TA. 2011/2012 ". Formulation of the problem in this research is "Is using learning model TPS (Think Pair Share) can Improve English Speaking Ability of students?"

METHODOLOGY

This research class action that aims to improve the learning process in improving the ability to speak English using learning model TPS (think pair share) in the Fifth Grade Elementary of Immanuel Medan Year 2011/2012. The experiment was conducted in a Fifth Grade Elementary of Immanuel Medan 2011/2012. This research was carried out for 3 months starting preparatory activities to implementation of the action. Data collected through observations of students and teachers in the overall activities from the beginning of the implementation of the action until the end of the implementation of the action. Measures such as improving speaking skills using learning model Think Pair Share (think pair share). To determine the student's skills in speaking using observation sheet. Data analysis is a qualitative study conducted in the form of filling the student observation sheet on the implementation of learning undertaken by teachers.

RESULTS AND DISCUSSION

This research shaped classroom action research conducted in elementary Immanuel Medan in class V. Where learning is implemented using think pair share learning model to improve students' speaking skills in the learning process of this study consisted of two cycles, in which the first cycle was conducted in two times meeting and the second cycle was also carried

out in two meetings. To get concrete data from students and teachers, used instrument in the form of observation English learning activities which consists of two observation of observation to determine the ability of students and observation to determine the overall ability of the student after taking action. Teacher observation sheet to determine the skills acquired during the observation takes place and students used to see individual students' speaking skills and classical.

Based on data in the data analysis it can be seen that the average score improvement of speech individual students continue to rise for 2 cycles . In the first cycle the first meeting, the percentage of the average value of the level of students' speaking ability was 54.3% (Less). In the first cycle of the second meeting, the percentage of the average value of the level of students' speaking ability was 62.4% (Enough). In the second cycle the first meeting, the percentage of the average value of the level of students' speaking ability was 69.9% (Good) and the second cycle of the second meeting of increased average value of the level of speaking ability 79.2% (Good). Based on the analysis of data on the ability to speak in the first cycle at a meeting of 1 and 2 have increased, so did in the second cycle at the meeting of 1 and 2 also greatly increased which is as follows: 1) the criteria very well have increased at a meeting of the first cycle 1 and 2 to the second cycle at the meeting of 1 and 2 of 24.4% or as much as 10 students; 2) on both criteria has increased significantly from the first cycle at the meeting of 1 and 2 to the second cycle at the meeting of 1 and 2 by 61% or as much as 25 students; 3) the criteria sufficiently decreased from the first cycle at the first meeting and the second to the second cycle at the meeting of 1 and 2 by 14.6% or as much as 6 students; 4) as for the criterion of less decreased from the first cycle in the meetings 1 and 2 to the second cycle at a meeting 1 and 2 at 0% or no student is lacking in terms of speaking.

Changes in the level of students' speaking ability classically in the first cycle and cycle II. In the first cycle of the first meeting of the 41 students are 9.8% of students speak very good rate capability, 9.8% of students have a good level of speech, 17.1% of students have sufficient levels of speech and 63.4% of students have a level ability to speak less. In the first cycle of the second meeting of the 41 students are 9.8% of students speak very good skill level, 12.2% of students have a good level of speech, 46.3% of students have sufficient levels of speech and 31.7% of students have a level ability to speak less. In the second cycle the first meeting of the 41 students there are 22% of students speak very good skill level, 26.8% of students have a good level of speech, 31.7% of students have sufficient levels of speech and 19.5% of students have a level of speech less. In the second cycle of the second meeting of the percentage of students' speaking ability level increased from 41 students are 24.4% of students rate the ability

to speak very well, 61% of students rate the ability to speak well and 14.6% of students rate the ability to speak enough.

The result increase in the ability to speak from the first cycle and the second cycle can be seen in Figure 1. From Figure 1 can be concluded that the percentage of students' speaking ability mastery level of 41 students in the first cycle the first meeting reached 24.4% of students who completed and 75.6% of students do not complete. In the first cycle of the second meeting, 41.5% of students who completed and 58.5% of students who did not complete. In the second cycle the first meeting there were 58.5% of students who completed and 41.5% of students who did not complete while the second cycle of the second meeting increased to 100% or 41 students who completed.

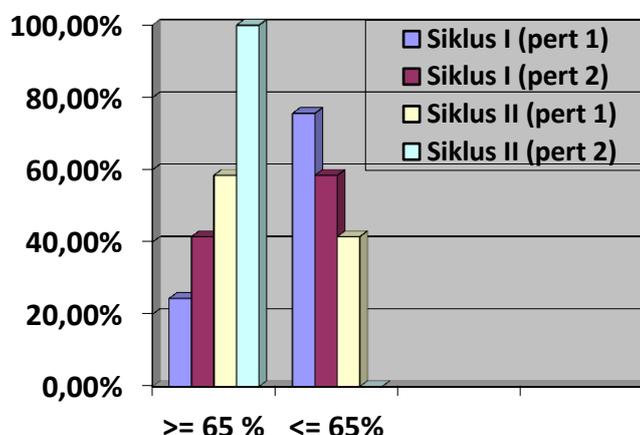


Figure 1. Percentage of Mastery Level Speaking abilities (speaking) students in classical Cycle I (Meeting I & II) and Cycle II (meeting I & II)

CONCLUSION AND RECOMMENDATION

Conclusion of this research is 1). The use of the learning model TPS (Think Pair Share) can improve speaking skills (speaking) students in learning English in class V SD Immanuel Medan, 2) The results based on observations made by teachers in the first cycle the first meeting, the percentage of the average value of the level of students' speaking ability is 54.3% (approximately). In the first cycle of the second meeting, the percentage of the average - average value of the level of students' speaking ability was 62.4% (enough), 3) In the second cycle the first meeting, the percentage of the average - average value of the level of students' speaking ability was 69.9% (good) and the second cycle of the second meeting of increased average - average value of the level of speaking ability 79.2% (good). Changes in the level of students' speaking ability classically in the first cycle and cycle II. In the first cycle of the first meeting of the 41 students are 9.8% of students speak very good rate capability, 9.8% of

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It can be proposed some suggestion as follows: 1) Teachers should be more innovative at the time of apperception and creativity to the students, so it is expected that students will be interested to note the explanation given by the teacher, 2) Students should pay attention to the instructions given by the teacher carefully in order to implement the learning Think Pair Share well, 3) Students should be more active in learning and competing in improving learning outcomes, 4) Can motivate other researchers to conduct similar research in order to obtain a study with a larger variable, and 4) The principal shall provide the opportunity for teachers to attend training on learning model Think Pair Share.

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