The Use of Cooper's Modified Think Pair Share Technique in Improving Students' Speaking Skill

(A Classroom Action Research on the 8th Grade Students of SMP Negeri 19 Pontianak in Academic Year 2023/2024)

A Thesis

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Hereby, the writer sincerely states that, this undergraduate thesis, titled "The Use of Cooper's Modified Think Pair Share Technique in Improving Students' Speaking Skill (A Classroom Action Research on the 8th Grade Students of SMP Negeri 19 Pontianak in Academic Year 2023/2024)" is the original work based on the results of the writer's own research and is not copied or plagiarized from other writers' works.

Any content that is not the writer's own is properly cited and referred to in the bibliography.

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ABSTRACT

In foreign language learning, speaking skills are usually emphasized first, as the ultimate aim is to communicate effectively in the target language. However, EFL students often face challenges in speaking, such as mispronouncing words, using incorrect grammar, stuttering, and lacking confidence. Therefore, the researcher attempted to offer a solution by applying Cooper's Modified Think Pair Share Technique, which is the latest modification of the original Think Pair Share Technique and emphasizes student-centered learning. This research aims to help EFL students improve their speaking skills. The focus of the speaking skills improvement is on procedural text material related to water-saving. Students created texts on four randomly assigned topics, which included washing dishes, washing vehicles, washing clothes, and watering plants. The study applied a classroom action research methodology with 32 students from class 8D at SMP Negeri 19 Pontianak as the subjects of the research. The researcher collected data using observation sheets, field notes, and oral tests to assess how Cooper's Modified Think Pair Share Technique could help improve students' speaking skills. The research consisted of two cycles, each comprising two meetings. The average score obtained by students in the first cycle was 66.44. Meanwhile, in the second cycle, the average score showed an increase to 71.72, which met the *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP), or Learning Objective Accomplishment Criteria score, of 71. Based on these results, it can be concluded that Cooper's Modified Think Pair Share Technique can help students improve their speaking skills.

Keywords: Cooperative Learning, Speaking Skill, Think Pair Share

TABLE OF CONTENTS

DECLARATION OF AUTHENTICITY i
ACKNOWLEDGEMENTS ii
ABSTRACT iv
TABLE OF CONTENTS v
CHAPTER I INTRODUCTION 1
1.1 Background 1
1.2 Research Question 6
1.3 Research Purpose 6
1.4 Research Significance 6
1.4.1 The students 6
1.4.2 The teachers 6
1.4.3 The other researchers 6
1.5 Scope and Limitations of research 7
1.6 Terminology 7
1.6.1 Speaking Skill 7
1.6.2 Cooperative Learning 7
1.6.3 Procedure Text 7
1.6.4 Cooper's Modified Think Pair Share Technique 8
CHAPTER II LITERATURE REVIEW 9
2.1 Speaking skill 9
2.1.1 The importance of speaking skill for EFL student 9
2.2 Cooperative learning 10
2.3 Procedure Text 11
2.3.1 Definition of Procedure Text 11
2.3.2 Generic Structures of Procedure Text 12
2.3.3 Language features of Procedure Text 12
2.4 Student's speaking skill of procedure text 13
2.5 Think Pair Share Technique 14
2.6 Cooper's Modified Think Pair Share Technique 15
2.7 Teaching using the original Think Pair Share Technique 16

2.8 Teaching using Cooper's Modified Think Pair Share Technique 16
2.9 The benefits of the Think Pair Share Technique 18
CHAPTER III RESEARCH METHODOLOGY 20
3.1 Research Design 20
3.2 Research Procedures 21
3.3 Research Subject 25
3.4 Technique of Data Collection 25
3.4.1 Observation 25
3.4.2 Field notes 26
3.4.3 Test 26
3.5 Tools of data collection 26
3.5.1 Observation sheet 26
3.5.2 Field notes 27
3.5.3 Oral test 27
3.6 Data Analysis 27
3.6.1 Observation and Field notes 27
3.6.2 Oral test 29
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 32
4.1 Findings 32
4.1.1 First cycle 32
4.1.2 Second cycle 43
4.2 Discussion 56
CHAPTER V CONCLUSION AND SUGGESTION 59
5.1 Conclusion 59
5.2 Suggestion 60
BIBLIOGRAPHY 61
APPENDIXES 67

CHAPTER I
INTRODUCTION

1.1 Background

One of the most important aspects of learning English as a foreign language is speaking skills. Because the purpose of learning the language itself is to be able to understand and be able to communicate in the target language. A learner's capacity to communicate in the target language is proven by their speaking abilities (Zyoud, 2016). Rao (2019) stated that in a globalized world, effective communication is essential for success in all aspects. Communication is facilitated by the use of language. The ability to communicate productively and receptively with others will captivate someone's interest (Akhter et al., 2020).

Moreover, the ability to produce a language product both orally and in writing is known as productive language skills. Receptive language skills, on the other hand, are the capacity to comprehend and analyze a verbal context associated with listening and reading. These two linguistic abilities are intrinsically linked. It will be challenging for language learners to develop effective communication skills if they cannot fully master one of them. In this context, having good communication skills means more than just being able to say what people have in mind.

However, it is more complex because remembering that communication activities must be carried out in two directions. Considering that communication actions must be carried out in two directions makes it more difficult. This implies that two or more people involved in the communication process must be able to comprehend each other's speech context. As a result, in addition to being able to express what is in someone’s thoughts, they also need to be able to comprehend the context of what they wish to say. Especially in communicating, besides being a speaker, anyone will also be a listener.

Speaking, on the other hand, is an ability that deserves to be emphasized. Many of the learners' most fundamental transactions require them to speak

confidently. It is the most commonly evaluated skill and the one that determines the way someone will accept or miss chances in life (Namaziandost et al., 2018). By seeing the importance of speaking ability, it is very necessary to teach it to students at school. Because it will be their provision when entering university or even at work.

Furthermore, the *Merdeka* Curriculum is presently being implemented in schools. *Merdeka* Curriculum is a curriculum with learning diverse intracurriculars where the content will be more optimal so that students have enough time to deepen the concept and strengthen competence. Teachers have discretion to choose a variety of teaching devices so that learning can be adapted to the learning needs and interests of students. Project to strengthen the achievement of *Pancasila* student profiles developed based on certain themes set by the government. The project is not geared to achieve certain learning achievement targets, so they are not tied to subject content (Kemdikbud, 2023).

As explained by Damayanti et al. (2022) in the "*Buku panduan guru:* English for nusantara" for eight grade, a text-based approach is used in the teaching of English language, particularly for junior high school students in class 8. This approach involves teaching students based on different text genres or types that are delivered in oral, written, visual, audio, or multimodal (text that combines verbal, visual, and auditory features) form. Books for class eight concentrate on narrative, recount, procedural, and descriptive texts. The last two types of texts mentioned were already studied in grade 7. These two texts were presented again in grade 8 as reinforcement through exploration of different topics. The teacher can determine the type of text to be taught that is adapted to the conditions in the class.

However, speaking ability is still a big challenge for learners of a second language. According to Azizifar and Fariadian (2015), anyone must possess sufficient understanding of the topic, the aim of the speech, and the setting in which they are speaking in order to be an effective speaker. It indicates that speaking is not a skill that someone learns instantly. The motivation behind this research is to assist students who have difficulties in speaking English by offering solutions in language learning. These difficulties were identified through the researcher's

teaching experiences in 2022 during the *"Asistensi Mengajar"* program at SMP Negeri 19 Pontianak. In this program, the researcher was responsible for teaching class 7D (now class 8D) for approximately four months. During this time, it was observed that almost all the students faced challenges in speaking English, such as mispronouncing words, using incorrect grammar, stuttering, and lacking confidence.

These issues arose because the students were not accustomed to speaking English in the classroom. They also did not utilize vocabulary properly. For example, they were unsure in which activities, topics, or conversations to use certain vocabularies and how to construct grammatically correct sentences using these vocabularies. Furthermore, the students' lack of confidence when speaking was influenced by anxiety, fear of being judged, and limited experience in speaking English in the classroom. If proper teaching techniques are not utilized promptly, students could remain fearful of learning to speak English forever.

Therefore, the Think Pair Share Technique is a technique that the researcher offers to overcome this problem. This technique can adjust to suit the needs of each class. The strength of the Think Pair Share Technique is first, it encourages students to speak more, meaning that all of the students have a chance to be active in class. TPS Technique could invite students to use their critical thinking about certain topics. The TPS Technique then enables the learner to work together with partners. Students who possess this ability may work well in groups.

While discussing only the strengths of TPS seems unfair, it's important to acknowledge its weaknesses. One key drawback of the TPS technique is that the teacher must be creative when preparing topics or questions. Otherwise, students may lose interest in engaging with the instruction. Additionally, the teacher needs to monitor students during discussions to ensure they stay focused and on-topic. Despite these weaknesses, the researcher believes that the Think-Pair-Share technique has room for improvement, and it remains a valuable tool for enhancing students' speaking skills.

In previous research conducted by Apriyanti and Ayu (2020), they examined the Think Pair Share technique for engaging students in classroom

speaking activities using a descriptive study with a qualitative method. The research subjects were eighth grade students at a junior high school in Bandar Lampung. Data collection methods included interviews, observations, and document analysis. In this research, the Think Pair Share Technique was applied to teaching storytelling material over two meetings. Initially, they prepared the lesson plan, which included three stages for teaching storytelling using the Think Pair Share Technique. In the "Thinking" stage, students were given questions related to storytelling and asked to write their answers on individual sheets. They then read and discussed the story text in pairs, identifying the meaning and questioning one another to ensure they understood all textual components. Afterward, students performed the storytelling in pairs.

In the "Pairing" stage, students collaborated in pairs to choose stories they wanted to tell using the provided papers. They outlined the story's elements and qualities that needed to be included and practiced together to assess each other's performance. Afterward, students presented their selected stories using props for 5 to 10 minutes, with different groups evaluating the strengths and weaknesses of the performances. Finally, at the "Sharing" stage, the students were asked to share their discussions with the entire class, focusing on the positives and negatives of each group's work. They also shared strategies for overcoming the challenge of identifying and organizing the story's primary themes.

There is still no prior research that has specifically applied Cooper's Modified Think-Pair-Share Technique to improving students' speaking skills. The only research applying this technique was conducted by Kurjum et al. (2020), which focused on developing students' critical thinking in Islamic studies. This research used a quasi-experimental approach, with subjects being students enrolled in an Islamic course. The total population was 209 students, including 108 in the experimental group and 101 in the control group. The research aimed to enhance students' critical thinking in Islamic studies and create a more student-centered learning environment, aligning with Cooper's Modified Think Pair Share Technique, which emphasizes student engagement and participation. Data

collection methods included pre-tests and post-tests for critical thinking, student observations, and questionnaires.

The learning process began with the delivery of the material to be taught. During the “Think” stage, students contemplated the problems presented in the material. In the “Pair” stage, they discussed the material with a partner and exchanged ideas. Finally, in the “Share” stage, the students presented their discussion outcomes to the class. The instructors then summarized the key learning objectives and addressed any missing information. The findings revealed that students taught using Cooper's Modified Think Pair Share Technique showed greater improvement in critical thinking skills compared to those taught using conventional methods.

Based on a previous study examining the use of the Think Pair Share Technique for teaching speaking skills to students, qualitative methods were employed. The TPS Technique was used to teach storytelling material, following the procedures of the original Think Pair Share method suggested by Lyman in 1981. In contrast, the previous study that applied Cooper’s Modified Think Pair Share Technique aimed to enhance students' critical thinking. This study utilized a quasi-experimental approach, involving university students enrolled in Islamic studies, who were divided into an experimental class and a control class. However, neither of these previous studies provided detailed explanations of the curricula used in the schools involved in their research.

Meanwhile, in this research, the researcher conducted classroom action research using material from the latest curriculum, namely the *Merdeka* Curriculum. In applying the Think Pair Share Technique, the researcher used a modification introduced by Cooper in 2018 that emphasizes student-centered learning. This research also aimed to improve students' speaking skills. By employing classroom action research, it was possible to observe how students developed their speaking skills while using Cooper’s Modified Think Pair Share Technique. Additionally, the researcher applied Cooper’s Modified Think Pair Share Technique to the teaching procedure text with the theme “Presenting a Procedure for Saving Water,” which discussed ways to use water wisely as part of

environmental protection. The researcher believed that this approach could address gaps identified in previous research.

1.2 Research Question

The question raised in this research is, "How does Cooper's Modified Think Pair Share Technique improve the speaking skill of 8D students at SMPN 19 Pontianak?"

1.3 Research Purpose

This research aims to describe how Cooper's Modified Think Pair Share Technique improves the speaking skill of 8D students at SMPN 19 Pontianak.

1.4 Research Significance

1.4.1 The students

This research could help students improve their speaking skill and enable students to engage more in speaking activity.

1.4.2 The teachers

This research could assist teachers in developing the Cooper's Modified Think Pair Share Technique that can maximize the English teaching process especially in speaking material.

1.4.3 The other researchers

This research could serve as a reference and assist other researchers in analyzing speaking anxiety problems in second language students and the use of Cooper's Modified Think Pair Share Technique in improving speaking skill.

1.5 Scope and Limitations of research

1. The Subject of the Research

   The subject of this research is class 8D in SMP Negeri 19 Pontianak 2023/2024.
2. The Object of the Research

   The object of this research is the Cooper's Modified Think Pair Share Technique in improving student's speaking skill.
3. The Time of the Research

   The research is conducted in the first semester of the academic year 2023/2024.
4. The Place of the Research

   The place of the research is conducted in SMP Negeri 19 Pontianak.

1.6 Terminology

1.6.1 Speaking Skill

Speaking skill is the capacity to convey ideas, opinions, and information in a way that listeners can easily understand. This research focused on speaking skills related to procedures for using water wisely at home.

1.6.2 Cooperative Learning

Cooperative learning is an approach that emphasizes cooperation among students, where they help and complement each other in understanding the subject matter, creating an effective learning process.

1.6.3 Procedure Text

Procedure text is a text that provides instructions for making or doing something. In this research, the procedure text specifically discussed the topic of using water wisely by students at home.

1.6.4 Cooper's Modified Think Pair Share Technique

The modified version of the Think Pair Share Technique created by Cooper has a difference in the thinking stage, where students are asked to read first and the questions that arise come from the students and not the teacher. Meanwhile, the pairing and sharing stages are still the same as the original.