

The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang Pembelajaran Kooperatif dengan strategi Think-Pair-Share dalam pengajaran berbicara bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kuantitatif. Sampel terdiri dari siswa kelas II MTs Al-Qur'an Harsallkum dari kelas E dan F yang berjumlah 42 siswa. Teknik sampling sensus digunakan dalam penelitian ini. Teknik pengumpulan data menggunakan kuesioner, yaitu kuesioner tertutup yang dibagikan kepada responden. Hasil penelitian ini menunjukkan bahwa siswa tertarik untuk belajar berbicara bahasa Inggris dengan menggunakan strategi pembelajaran kooperatif tipe Think-Pair-Share kerja kelompok, hal ini menunjukkan hasil penelitian ini menunjukkan bahwa strategi ini dapat meningkatkan pengucapan, tata bahasa mereka, kosakata, kefasihan dalam berbicara bahasa Inggris, dan pemahaman mereka tentang bahasa Inggris secara umum siswa memiliki persepsi positif tentang penggunaan Pembelajaran Kooperatif dengan strategi Think-Pair-Share dalam pengajaran berbicara bahasa Inggris dengan total skor rata-rata adalah 96,38.

Kata Kunci: Pembelajaran Kooperatif, Strategi Think Pair-Share, Pengajaran Berbicara Bahasa Inggris.

ABSTRACT

This study aims to determine students' perceptions of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking. The method used in this study is a descriptive quantitative study. The sample consisted of the second-grade students in MTs Al-Qur'an Harsallkum from classes E and F consisting of 42 students. The census sampling technique was used in this study. The data collection technique used a questionnaire, namely a closed questionnaire that distribute to the respondents. The result of this study shows that the students were interested in learning English speaking by using small group work of Think-Pair-Share strategy type of Cooperative learning, it shows off the result of this study indicates that this strategy can increase their pronunciation, grammar, vocabulary, fluency in speaking English, and their comprehension of English in general students have positive perceptions about the use of Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking with the total mean score was 96.38..

Keywords: Cooperative Learning, Think Pair-Share Strategy, Teaching English Speaking

INTRODUCTION

Teaching speaking English has become an essential part that should be a concern in the learning of a language. It cannot be separated as one of the factors that can give motivation to students. Learning strategies are involved in the ability to speak. Speaking is among the essential English skills that students should master when learning English.

Many teachers believe that assisting students in developing their speaking abilities is important and beneficial. All language learners should be able to communicate effectively with native speakers of the language. Many students need to be able to communicate effectively in school. Language skills in English learning include writing, reading, listening, and speaking. Speaking and listening are important components of English programs all over the world. Students can express themselves through speaking. They can verbally share their thoughts, arguments, and mindsets. Teaching speaking becomes more difficult because the teachers have to teach the students to speak fluently.

Speaking has become one of the important skills in learning English that has to be mastered by the students because a good speaker is defined as someone who can speak clearly enough for the listener to understand what the speaker is saying. The students' second language or foreign learners' mastery of English speaking skills is a formal priority. In the syllabus of curriculum 2013 (K13) students in the second grade of Junior High School are required to be able to express the meaning of short functional texts and monologues in a variety of text types such as descriptive, narrative, and recounts, both formally or informally. The students must be taught how to speak well in the speaking class. However, teaching speaking a foreign language is a difficult task. In fact, the students have a lot of difficulties with English. When teaching speaking to young learners, the teachers should choose an appropriate model and strategy in the process of teaching in the classroom. Speaking is a difficult skill for students to master. According to (Putri Tamala and Wulandari, 2021), they had many difficulties when attempting to speak English, such as difficulty pronouncing words and understanding the meaning of the words. Not only do they lack self-confidence, but they also lack vocabulary, making it difficult for them to use English. Furthermore, because of the impact of their native language, their environment does not encourage them to use English. All of these issues prevent students' capability to learn English. Therefore, it is important to select the right model and strategy for teaching English speaking. Hughes (2003) divided the aspects of speaking into five categories, namely; pronunciation, grammar, fluency, and comprehension.

Sjoni cited in Damayanti, Tarmedy, and Jupri (2018) Cooperative Learning is a learning model that has been used to realize student-centered learning and teaching activity, particularly in activating students who are unable to work with others, aggressive students, and indifferent students. According to (Harahap, 2021), Cooperative learning is an organized and systematic teaching model in which students work in small groups to achieve common goals. This learning model emphasizes group collaboration among

students. It is based on the idea that discussing a problem with friends enables the students to discover and understand concepts more quickly. Meanwhile, (Okafor and C., 2021) Think-Pair-Share (TPS) strategy is a type of Collaborative learning in which the students recognize their responses to a problem provided by the teacher, discuss to find the solution with their pair, and share the solution in front of the students. The benefit of the learning technique Think-Pair-share strategy is that it allows students to work independently as well as collaboratively. Lightner, J. and Tomaswiche, L. cited in (Tanujaya and Mumu, 2019), divided three steps of Think-Pair-Share Strategy (TPS) as follows: 1) Think, asking the students an open-ended question to be answered and requesting pupils to take a minute to think independently and write down their thoughts; 2) Pair, in groups of two or three, request them to turn to the person next to them and share their ideas process, or answers with each other; 3) Share, the teacher instructs the students to report on "behalf" of their group.

Based on the observation at MTs Al – Qur'an Harsallakum Bengkulu city on 14 – 15 March 2022, the researcher was allowed to watch and document the learning process by the teacher. The researcher observed the teacher's tactics and did the interview. There are several students who are learning English believe that there will be difficulties when they attempt to communicate in English. Fathimiyah (2021) based on her research most of the students in high school were not active in speaking English. They lacked confidence in speaking English because they were afraid to make mistakes while speaking regarding some factors including of lack vocabulary, missed pronounces, and lack of grammar. Those problems were also found in the students of the second grade of MTs Al-Qur'an Harsallakum, according to the teacher of MTs Al-Qur'an Harsallakum, (Nurlayla, interview 15 March 2022). The first is the students have difficulty expressing their ideas in English. It is because the students will not speak and stop speaking when they do not know the words that they will speak in their mind. The students need much time to think about the grammatical and the right pronunciation. It is indicate that the students lack vocabulary and lack of grammatical rules.

Second, the students have fewer opportunities in speaking English in the classroom. In the classroom, the students are more likely to use their first language rather than using English. The students are hesitant to communicate in English. In this case, the teacher must devise a way for students to practice their English skills, particularly speaking, both in the classroom and in everyday life.

Third, the students have difficulty speaking English fluently. When we will talk about something the first thing we should do is speak. The teacher should choose an appropriate strategy to boost the interest of students in speaking.

Fourth, In fact, not all of the students in the second grade at MTS Al-Qur'an Harsallakum Bengkulu city do not fully participate and do not put the effort in learning process, and are not responsible for the task given for their learning. Some of the pupils who do not comprehend the subject that given will most likely cheat with another students, and the students difficult to express

their opinion in front of the class because they lack vocabulary, grammar, and not speak English well.

Cooperative Learning model is a model of teaching English speaking, Think-Pair-Share strategy is one the type of Cooperative Learning strategy. Meltzer and Thornton cited in (Bewoor, 2019) the Think-Pair-Share (TPS) strategy divided the students into small-group collaborative learning in a huge lecture class made the students think more about the course material under consideration and permits students to establish their arguments independently before exchanging with others, assisting them in developing higher-order thinking skills.

Based on the background above, the researcher is interested to find out the influence of using cooperative learning with the Think-Pair-Share strategy in teaching English speaking. Therefore the researcher will conduct the research entitled "The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking (A Quantitative Study For the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)".

METODOLOGI

This research was conducted on the second-grade students' in MTs Al-Qur'an Harsallakum in the academic year 2022, consisting of two classes from classes E and F with a total of 42 students by using formula and census sampling technique. Quantitative Methods were used in this study. The form questionnaire is a closed questionnaire, where the questionnaire used the Likert scale technique. According to (Sugiyono, 2018) the respondents were choose from the strongly agree until strongly disagree of positive statements and negative statements. For the validity and analysis of the data the researcher used the SPSS 26 version with 28 valid result questionnaires and those questionnaires are reliable.

The supporting technique used by researchers to identify the students' perceptions, responses, opinions, and problems is the questionnaire. The writer used a formula to analyze the students' responses:

$$P = \frac{F}{N} 100\%$$

Where :

P = Percentage

F = Frequency

N = The Total Number of Respondents

Next, the researcher was categorized the students' perception of Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking to answer the research question, The category of interpretation score can be seen in table 1

Table 1 The Categorization of the Students' Responses to the Criteria

No	Qualification	Interval
1	Very Negative (VN)	48-26
2	Negative (N)	71-49
3	Neutral (U)	94-72
4	Positive (P)	117-95
5	Very Positive(VP)	140 – 118

(Sugiyono, 2018)

RESULTS AND DISCUSSION

Finding

After getting the data from the questionnaire data on students' perceptions of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking, it could be seen that the students had positive statement on Cooperative Learning with Think-Pair-Share strategy in teaching English speaking.

Table 2 Frequency Data of Students' Perception

Category	Interval	Frequency	Percent	Mean
Very Positive	140-118	2	4.76	96.38
Positive	117 - 95	22	52.38	
Neutral	94 - 72	17	40.48	
Negative	71 - 49	1	2.38	
Very Negative	48-26	0	0.00	
Total		42	100.00	

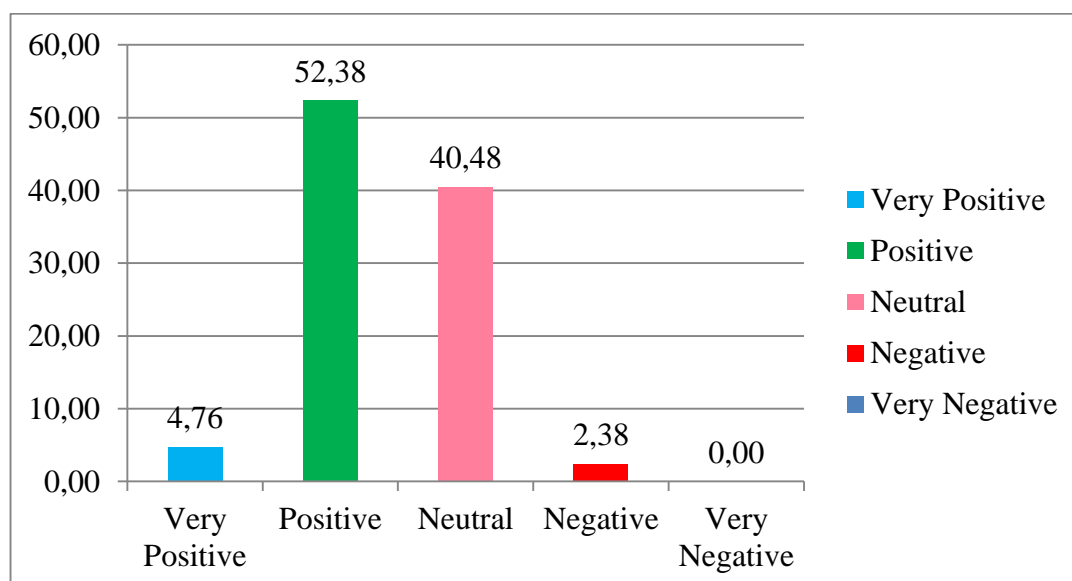


Table 2 shows there is a count of frequency distribution data, namely the students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking with the category very positive 2 (4.76%), positive 22 (52.38%), neutral 17 (40.48), negative 1 (2.38%), and with the total

of score Mean from the frequency data (96.38). Therefore, it could be argued that the students had a positive perception of Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking.

Discussion

The results of the data analysis are in the form of questionnaires. The 28 distribution of questionnaires were used to determine Students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking and distributed to 42 students of second-grade students in MTs Al-Qur'an Harsallakum in the academic year 2022. The questionnaire instrument contains 2 aspects from 6 indicators and used a Likert Scale with 5 kinds of points. The questionnaires were divided in the classroom by the researcher. Before the questionnaire distributes, the researcher did try out the questionnaire to found out a valid and reliable questionnaire to use.

From the results of the questionnaire data, most of the students of the second-grade students in MTs Al-Qur'an Harsallakum had positive statement item of Cooperative Learning with Think-Think-Pair-Share strategy in teaching English speaking.

Teaching English speaking cannot be separated from the importance of teachers choosing the right strategy in teaching. According to Akbarjono et al., (2021) a teaching strategy is a plan or series of agreements conducted by the teacher in learning to ensure that learning works properly by utilizing strategies throughout the process of providing material to pupils. Teaching English speaking to second-grade students by using Think-Pair-Share strategy is a suitable strategy to encourage their ability in speaking English in second-grade students in MTs Al-Qur'an Harsallakum. It can be seen that most of the 42 students in their perception of Cooperative Learning with Think-Think-Pair-Share strategy in teaching English speaking have an agree response. The statements based on students' perception of the use of Cooperative Learning with Think-Pair-Share strategy in with indicators of using the Think-Pair-Share strategy as a small group learning and the students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking with indicators pronunciations, grammar, vocabulary, fluency, and comprehension. The result shows that the students had positive perceptions of using Think-Pair-Share as a strategy to teaching English speaking with the 52.38% of positive perception. The data above shows that the students agreed that after using the Think-Pair-Share strategy type of Cooperative Learning, the students of the second grade students' in MTs Al-Qur'an Harsallakum had positive response that the Think-Pair-Share strategy in teaching English speaking in the category of fluency and vocabulary. It is related with the previous study by (Putri et al., 2020), they said that the Think-Pair-Share strategy is an effective way of helping to improve students speaking abilities, they can speak fluently and confidently, which means that the Think-Pair-Share strategy provides them with the chance to practice, and encourages their motivation in speaking English. Meanwhile, (Benjelloun, 2021) also said that The Think-Pair-Share strategy allowed primarily average and weak pupils to exchange opinions on a variety of familiar topics with greater ease, confidence, and fluency by employing more proper vocabulary and a better and clear organization of their thoughts.

Therefore, it can be concluded that the students have a good perception of the use Think-Pair-Share strategy type of Cooperative Learning. According to (Tanujaya and Mumu, 2019) in The TPS activity encourages student learning through three different "stages" Pupils first think about the subject on their own, then pair up with a colleague in the classroom to discuss the assigned task, and finally share their ideas from their discussions in front of the class, which means that strategy can encourage the students how to speak English with fluent, they can increase their vocabulary and grammar rules through Think-Pair-Share strategy, following the right pronunciations, indirect means assisting them in developing their conceptual understanding of a topic, developing the capability to process information and draw conclusions, and developing the ability to consider opposing viewpoints. The Think-Pair-Share strategy is thought to enhance not only learner achievement but also to engage all pupils in discussions, including those who might be more passive and less expected to share unprompted in lessons.

CONCLUSION

After conducting research and research analysis on students' perceptions of the use of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking to the second-grade students' in MTs Al-Qur'an Harsallakum in the academic year 2022.

Based on the results and discussion, the findings show that students have positive perceptions about the use of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking because the mean score of statements was 96.38 students answered the statement. It means that the studnets' had positive perception on the Think-Pair Share strategy type of Cooperative Learning, especially in teaching English speaking. Using the Think-Pair-Share strategy makes the students can work well in the group, which makes the students brave to ask questions in English form and share their ideas in front of the class. In other words, this strategy can increase their pronunciation, fluency in speaking English, and comprehension of English. The important thing, it also increases the students' vocabulary and grammar.

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