

Improving Speaking Confidence by Using Think Pair Share (TPS) Teaching Strategy to High School Students

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Abstract—The objective of this study was to investigate the effectiveness of *Think Pair Share* (TPS) strategy in improving students' speaking confidence. The subjects of this research were 30 Grade XII students of that consisted of grade XII IPA C students of SMAN 6 Kota Bengkulu. This research was a classroom action research (CAR) conducted in three cycles. The data was collected using an observation checklist and Self-esteem Questionnaire. In this research, the students' speaking was divided into two categories, namely Confident and Not Confident. Findings of this research suggest that TPS could improve students' speaking confidence proven by the increasing number of confident students from Cycle 1 (26.6%), Cycle 2 (46.6%) and Cycle 3 (66.6%). Findings from the self-esteem questionnaire also reveal that students show positive responses. Therefore, it can be concluded that the TPS teaching strategy could help teacher to improve students' speaking confidence.

Keywords — *Think Pair Share (TPS)*

I. INTRODUCTION

Speaking is one of four basic language skills in learning English that is very important. It cannot be neglected in learning process. According to Ladouse in Nunan [9] speaking is described as an activity to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. In learning English students can show their proficiency through their speaking.

As one of four language skills that the students should gain [4], there are some problems found in students' speaking skill, such as a lack of vocabularies, inaccurate pronunciation, grammar mistakes, and lack of confidence. The situation that the teacher has observed at grade XII IPA C in SMAN 6 Kota Bengkulu leads to the lack of confidence of students' speaking English in the English lesson. There were more than 15 out of 30 students answered the teacher questions in their

mother tongue or Bahasa Indonesia. So the researcher decided to help the teacher in improving and finding the solution regarding the lack of confidence in speaking.

In order to make students confident to speak in English class, the teacher has full responsibility to improve them. Dealing with this problem, the teacher collaborated with the researcher to implement a teaching strategy called *Think Pair Share* (TPS) as the strategy to improve students' speaking confidence.

The aim of this study, therefore, is to investigate how effective the *Think Pair Share* (TPS) strategy works in improving speaking confidence of grade XII IPA C students of SMAN 6 Kota Bengkulu.

A. Think Pair Share (TPS)

Think-Pair-Share is a collaborative, active learning strategy, in which the step includes: students work on a problem posed by the teacher, first individually, then in pairs or groups and finally together with the entire class. Group formation in Think-Pair-Share is done informally; students typically turn to their neighbors and begin discussing the task at hand. Introduced by Lyman in 1981 [8] Think-Pair-Share has been extensively recommended and used by teachers at both the college and school levels [9] [6]. TPS also enhances students' oral communication skills as they discuss their ideas with the others. Instructors favor Think-Pair-Share because it is perceived to be relatively easy to implement. Think-Pair-Share affords the benefits of small group collaborative learning in a large lecture class, requires students to think about course content, can develop higher order thinking skills and allows students to formulate their reasoning individually before sharing with others.

B. Indicators of students' confidence in speaking

Indicators of students' confidence according to Centi [2] are: (1) students' physical condition, students' speaking ability, and attraction power. The students' physical conditions can be seen when they are involved in the discussion and able to control themselves when they perform or do presentation in pairs and front of the classroom. Students' ability in speaking English can be seen from their being excited to speak English voluntarily and clearly, and their involvement in the discussion. If the students are asked to answer or respond to some topics, they can tell their ideas clearly and well arranged, so that the other students will understand what the topic is about. Attraction power deals with students' speaking with good confidence that will have power to attract other students' attention when they speak.

C. Review of Previous Studies

There are some researchers who have done the research with some similarity in techniques or problems with this research. The first was Carrs [1] in Waikato University, New Zealand. He focused on the effects of using TPS in guided reading lesson. In her research, TPS succeeded to improve students' reading skill. The second was Permadi [10] from Ganesha University of Education Indonesia. He used Think Pair Share teaching strategy to know their effect on students' confidence and speaking competency. The result of his experimental research is that the Think Pair Share teaching strategy significantly affected students' confidence and speaking competency. The students in experiment class have higher confidence than control class which was only being taught using conventional teaching method.

This research was particularly different with the previous studies above. Compare with Carrs' research, this research focuses in different language skill, which is speaking confidence. In term of process, the research did not do any test for the student because confidence is about the student perception and self-esteem. For this reason, the researcher only did the observation and delivered a self-esteem questionnaire.

II. METHOD

In this section, the researcher explained the method of conducting this research that includes research design, participant and location, instrument used in this research, technique of collecting and analyzing data and indicator of success.

A. Research Design

According to Ferrance [5], classroom action research is a process in which the students examine their own educational practice systematically and carefully, using the techniques of research. In this classroom action research, the research was conducted in three cycles; they were Cycle I, Cycle II and Cycle III. There were four phrases for each cycle,

namely; 1) planning, 2) action, 3) observation, and 4) reflection.

B. Participant and Location

This research was done in the class of XII IPA C in SMAN 6 Bengkulu. There were 30 students. This research was conducted together with the teacher as the collaborator in Grade XII IPA C of SMAN 6 Bengkulu.

C. Research Instruments

The instruments of this research were the observation checklist, documentation, and questionnaires.

a. Observation checklist

This observation checklist contains the information about the progress of students' confidence improvements. The items on this observation checklist were adapted from Centi [2] in her book "*Mengapa Rendah Diri*" as the indicators of students' speaking confidence. The form of this observation checklist was adapted from Linda Karges-Bone's observation checklist model in her book entitled "Checklist for Everything."

b. Self-esteem Questionnaire

In this research, the researcher adapted a self-esteem questionnaire from previous researcher, Freeman and Company, who also adopted this questionnaire from Coopersmith's book "The Antecedents of Self-Esteem" [3]. This instrument was guaranteed to the validity because it has been done before.

c. Teacher and Researcher's Documentation

From the first action in the classroom where the technique was applied, the researcher and teacher recorded or took pictures of the learning process to see the progress of the learning from the first cycle to the last cycle and to help the researcher fill up the observation checklist if the researcher cannot fully observe every aspect of every student.

D. Research Procedure

This research was conducted in three cycles. The cycle one was covered these stages:

1. Planning stage
2. Action stage
3. Observation stage
4. Reflection stage

E. Data Collection Technique

The data of this research were collected by observing the meeting's activities, using some documentation to help researcher do the observation not merely in the classroom and then fill the observation checklist.

F. Data Analysis Technique

In this research, the technique of analyzing the data was using quantitative technique. Quantitative

data were collected by observation checklist result that had been done by the researcher and teacher and analyzed the questionnaire results.

G. Indicators of Success

There are two indicators that can measure the success of Think Pair Share teaching technique in improving students' speaking confidence in Grade XII IPA C of SMAN 6 Bengkulu. They are:

- First, the number of students that show their confidence in the classroom is more than 60% (>15 students) of 30 students in grade XII IPA C of SMA N 6 Kota Bengkulu (it can be concluded from the first meeting until the last meeting by using observation checklist and documentation by the researcher).
- Second, self-esteem questionnaire that the students should answer after the last cycle should show the positive result about their perceptions and improvements after learning English by using Think Pair Share (TPS) technique.

III. FINDINGS AND DISCUSSION

In this section, the researcher reported the findings and analyzed the research results, and then from the findings, the researchers elaborate them in discussion.

A. Finding

a) The Description of the Action Research

This research was conducted based on the researcher's observation and interview in SMA N 6 Kota Bengkulu during the sixth semester on ECAR subject. The researcher found some problems especially in Grade XI IPA C but in the research process, they are already in Grade XII IPA C. The interesting problem that the researcher found that the students had problem in Speaking, especially the students were less confidence in speaking English even in English lesson. The researcher found that there were only few students (6 of 30) that have confidence in speaking in English lesson. To solve this problem, the researcher tried to conduct the Think Pair Share (TPS) teaching strategy in order to improve students' speaking confidence.

b) Description of Cycle 1

Cycle 1 was conducted by applying Think Pair Share (TPS) teaching strategy. This cycle was conducted in three meetings. The problems were identified of students' speaking confidence based on findings before applying Think Pair Share (TPS) teaching strategy by the English teacher and the researcher. This cycle consisted of four phases: plan, action, observation, and reflection. The English teacher as a collaborator helped the researcher observed the teaching and learning process. The researcher also asked an assistant to record and took pictures during the learning process. The materials

were followed the teacher lesson plan to continuing the second semester's plan.

1) Plan

1. Discussed about the teaching schedule in classroom of grade XII IPA C
2. Prepared a framework of teaching process based on Think Pair Share (TPS) teaching strategy
3. Prepared an observation checklist for each student
4. Prepared the lesson plan for three meetings using Think Pair Share (TPS) as the teaching strategy for the meetings
5. Chose some appropriate materials from the teacher textbook and make an addition for the lesson
6. Prepared all proper and supporting teaching media such as projector, laptop, recorder, camera, etc.

2) Action

The implementation of action was done in three meetings and the process in the meetings included:

1. Introduction (only in first meeting)
2. Explained the teaching strategy to the whole class
3. Posed some pictures of movies and asked students to give comments and opinion related to the movie
4. Played a video about people being interviewed about a movie so the students will have a view about the lesson
5. The researcher then asked the student to make a short dialogue with their partner about giving a movie review.
6. After 10 minutes, the students stopped their discussion and the researcher asked the students in pair to voluntarily come up and practice their dialogue.
7. After asking all pairs to practice, the researcher gave a task to the students to prepare a movie article in pair for the next lesson.

3) Observation

The observation was done by the collaborator. All of the data and the information needed were collected by the implementation of the cycle 1. In observing the implementation of TPS teaching strategy, the collaborator checked some notes about the process of the students' speaking confidence through TPS teaching strategy. There were some students who still did not pay attention to the discussion for many reasons, and also there were very few students felt confidence to volunteer to speak English. The result of first action in cycle 1 through TPS teaching strategy showed that the improvement of students' speaking confidence still low and passive. It can be seen from the table of students' speaking confidence below:

TABLE I. RESULT OF CYCLE 1.

Students' Speaking Confidence Category	The Number of students	Percentage (%)
Confidence (>60%)	8	26.6
Confidence (<60%)	22	73.3

Based on the Table 01, the number of students who are confident in speaking English in cycle 1 are 8 students, or 26.6 % of 30 students. It was collected from the three meetings' observation. These students were very responsive and often volunteered when the researcher asked the partner to present. They also gave support and motivation to their partner and active in sharing their ideas.

4) Reflection

Compared to the pre-cycle observation, the number of students who felt confident of speaking English increased, as can be seen in the followings:

TABLE II. COMPARISON OF PRE-CYCLE AND CYCLE 1

Students' Speaking Confidence Category	Pre-cycle		Cycle 1	
	The Number of students	Percentage (%)	The Number of students	Percentage (%)
Confidence (>60%)	6	20%	8	26.6
Not Confidence (<60%)	24	80%	22	73.3

The number of students who felt confident to speak English increased about 6 students or 20% became 8 students or 26.6 % in cycle 1. Yet it was still low improvement and cannot reach the target of this research which is 18 students or 60% of 30 students become confident in speaking English. Researcher should pay attention to why learning process is not effective due to the disturbances from the outside. Many students did not focus on learning and were involved in the discussion.

c) Description of Cycle 2

In cycle 1, the students' speaking confidence was not satisfying yet. Therefore, the researcher did the cycle 2 as the follow up of the cycle 1. The researcher prepared the material for this cycle to have more interesting topics for the students, such as Popular Songs. Researcher prepared some music clips for the students. In cycle 2, the researcher guides the students to make the reviews of popular music and let the students share in front of the class.

In this cycle, the researcher tried to more creative in applying TPS Teaching Strategy. The researcher emphasized on students' involvement in discussion and their confidence to share their idea. Finally, to support the students learning activity, every pair were allowed to use their gadget and do

some small research about their music reviews to prepare their performances.

1) Plan

1. Prepared concept of performing based on TPS Teaching Strategy.
2. Prepared the observation for the students in the learning process.
3. Prepared a lesson plan using TPS Teaching Strategy as the guidelines of the study in the three meetings.
4. Prepared the topic from article and music clips.
5. Prepared the learning media such as a laptop, a projector, and a speaker.

2) Action

The implementation of action was also done in three meetings and the process in the meetings included:

1. The class was started by discussing a bit about last topic and asked their opinion about the topic
2. The researcher guide the class to the next topic by played some popular music clips and asked them to recognize the music.
3. Play a video that shows the people interviews about a movie. So the students will have a view about the lesson.
4. Then, give the class some instructions about what should the do for the meetings which are make a popular music review in pair.
5. The students were given time 20 minutes for discussing in pair before they presented their review in front of the class and have whole group discussion.
6. All pairs were also asked to have a question to the pair who performed about their explanation.

3) Observation

As in the cycle 1, the observation was done by the collaborator. The data observation was collected by the implementation of cycle 2. In observing the implementation of TPS Teaching Strategy in cycle 2, it was found that TPS Teaching Strategy showed improvement in students' speaking confidence better than in cycle 1 but still had not reach the improvement target of the research that was 60% of 30 students in Grade XII IPA C of SMAN 6 Kota Bengkulu.

The result of three meetings in cycle 2 show there were improvement on the number of students who confidently speak English during the lesson can be seen in the table follows:

TABLE III. RESULT OF CYCLE 2

Students' Speaking Confidence Category	The Number of students	Percentage (%)
Confidence (>60%)	14	46.6
Confidence (<60%)	16	53.3

Based on the table above, it showed that the number of students who confident in speaking

English in cycle 2 was 14 of 30 students or 46.6% and the number of students who were not confident yet was 16 of 30 students or 53.3%. It was collected from the result of observation checklist for the three meetings in cycle 2. Although there was improvement from the cycle 1, this number still cannot make this research to succeed because the target of this research was 18 of 30 or 60% students to become confident to speak English.

4) *Reflection*

Compared to cycle 1, the number of students who speak English confidently in cycle 2 increased. It can be seen in the following table:

TABLE IV. COMPARISON OF CYCLE 1 AND CYCLE 2

No.	Categories	Cycle 1	Cycle 2
1	Confidence	26.66%	46.66%
2	Not Confidence	73.33%	53.33%

The table of comparison above showed that there is a difference between the result of cycle 1 and cycle 2. The result of cycle 2 showed that there was significant improvement from cycle 1 to cycle 2. In cycle 1, the Confidence category was 26.6% and 73.3% in Not Confidence category while in the cycle 2, the Confidence category was 46.6% and 53.3% in Not Confidence category. It means in cycle 2, there was high improvement than the cycle 1, but this result still could not measure that this research succeeded to improve students speaking confidence that have target that is 60%.

d) *Description of Cycle 3*

Cycle 3 was done as the follow up of cycle 2. Even though there was improvement from cycle 1 to cycle 2, the result still could not reach the target improvement. The plan phase for cycle 3 was conducted from the reflection of cycle 2. The procedures of cycle 3 also consisted of four phase: plan, action, observation, and reflection. After analyzing the result of cycle 2, the result was not able to reach the target improvement of students' speaking confidence (60% of 30 students).

1) *Plan*

1. Prepared a concept of performing based on TPS Teaching Strategy
2. Prepared an observation checklist for students
3. Prepared questionnaires for each student
4. Prepared lesson plan using TPS Teaching Strategy
5. Prepared discussion text materials such as the topic, PowerPoint slides, pictures, and example of discussion text

2) *Action*

The implementation of action was done in three meetings. In this final action, the researcher also used TPS Teaching Strategy. The class was started by

showing the picture and slides using projector. The pictures were used as a brainstorming for the students to guide them to the topic of the lesson. The researcher was also explained about the discussion text and gave some instructions to the students for the meetings. The researcher posed two main topics for students to discuss, namely social media and electronic devices.

3) *Observation*

Observation was done by the collaborator. All of the data and the information needed were collected by the implementation of the cycle 3. In observing the implementation of TPS Teaching Strategy in cycle 3, there were significant improvements observed in students' speaking confidence. Based on the table above, there was a significant increase in the number of students who were confident in speaking. The result can be seen from the table below:

TABLE V. RESULT OF CYCLE 3

Students' Speaking Confidence Category	The Number of students	Percentage (%)
Confidence (>60%)	20	66.6
Confidence (>60%)	10	33.3

Based on the table above, it showed that the number of students who were confident in speaking English in cycle 3 was 20 of 30 students or 66.6% while the number of students who were not confident yet was 10 of 30 students or 33.3%. This number indicates that the implementation of TPS teaching 'strategy in the cycle 3 succeeded to improve students' speaking confidence in Grade XII IPA C of SMAN 6 Bengkulu.

4) *Reflection*

In the implementation compared to cycle 2, the number of students in cycle 3 with category confidence was increased. It could be seen in the following table:

TABLE VI. COMPARISON OF CYCLE 2 AND CYCLE 3

No.	Categories	Cycle 2	Cycle 3
1	Confidence	46.66%	66.66%
2	Not Confidence	53.33%	33.33%

The result of the cycle 3 showed that there was significant improvement from cycle 2 to cycle 3. In cycle 2, the number of students who speak confident was 46.6% of 30 students. it was only about 14 of 30 students. Meanwhile, in cycle 3 the number was increased became 66.6%, or 20 of 30 students. The students' speaking confidence number were fulfilled the indicator of success of this research which was 60% or 18 of 30 students.

e) *The Comparison of Cycle 1, Cycle 2, and Cycle 3*

In analyzing the cycle 1 until cycle 3, the results were compared to see the extent of improvement. The comparison of cycle 1, cycle 2, and cycle 3 can be seen in the following table:

TABLE VII. THE COMPARISON OF STUDENTS' SPEAKING CONFIDENCE BETWEEN THE RESULT OF CYCLE 1, CYCLE 2, AND CYCLE 3

No.	Categories	Cycle 1	Cycle 2	Cycle 3
1	Confidence	26.66%	46.66%	66.66%
2	Not Confidence	73.33%	53.33%	33.33%

Based on the Table 08 above, it can be seen that there is a significant improvement of students' speaking confidence. It can be concluded that the result of students' speaking confidence increased from cycle 1 to cycle 3. The result of observation in cycle 3 had reached the indicator of success of this research on how the implementation of TPS Teaching Strategy had improved students' speaking confidence in Grade XII IPA C of SMAN 6 Bengkulu.

f) *Result of Self-Esteem Questionnaire*

At the end of meeting in cycle 3, students were given a questionnaire to know their perception about their self-confidence and the implementation of TPS Teaching Strategy. The result of students' self-esteem questionnaire can be seen in the table below:

TABLE VIII. THE RESULT OF STUDENTS' SELF-ESTEEM QUESTIONNAIRE

No.	Statements	Like Me	Unlike Me
1	I'm pretty sure of myself in speaking English in classroom.	29	1
2	I find it very hard to use English to talk with my friend.	18	12
3	I can make up my idea about the topic to be discussed.	22	8
4	It's a lot of fun to share my idea with friend.	28	2
5	I feel hesitate/nervous to speak English in front of class.	17	13
6	I'm doing the best effort to encourage me to use English.	29	1
7	I like to volunteer in doing teacher instructions.	17	13
8	Friends usually understand my speaking.	21	9
9	I have my own opinion, but it is difficult to express them.	17	13
10	I feel more often to speak English in class with use TPS strategy.	21	9
11	My friend motivates me to speak English in discussion.	17	16
12	I have to make preparation before sharing my opinion in discussion.	23	7
13	I feel nervous to speak in front of class.	11	19

14	After few lesson with using TPS, I can lower my nervousness.	28	2
15	I feel confident and get used to speak English in classroom.	25	5

The table above showed the results of students' self-esteem questionnaire. The statement was given green color indicates the positive result of the implementation of TPS Teaching Strategy. The number of students who checked **Like Me** also higher than **Unlike Me**, it means they agreed with the statement.

B. *Discussion*

The result in cycle 1 shows that the number of students who spoke English confidently was 26.6% of 30 students, while the rest were 73.3 % still not confident yet. In the first meeting of cycle 1, many students did not listen to the researcher and kept playing with their gadgets even though they were aware that the researcher noticed them. However, there were also students followed the researcher instructions and seemed excited to participate in the lesson.

In cycle 2, there were some increased aspects of students' speaking confidence. It was done by giving the treatments in action cycle 2. The reflection of cycle 1 was done in this cycle. After the researcher observed the findings in cycle 1, the researcher did the cycle 2, in which the result was better than cycle 1. The number of students in category Confident was 14 of 30 students or 46.6%, and 16 of 30 students or 53.3% were in the Not Confident category. This number showed more significant improvement than the cycle 1 because the researcher gave some treatment in this cycle to reduce the obstacles that the researcher found in cycle 1.

In order to get more significant improvement and in order to fulfill the target of success of this research, the researcher did the cycle 3. After the third action was done, the researcher found a significant progress in the students' speaking confidence improvements. In this cycle, all aspects were extended. The treatment that the researcher used to maximize the improvement was by rearranging the pairs.

Based on the findings of this research, the researcher came to the conclusion that The TPS Teaching Strategy succeeds to increase students' speaking confidence because it worked effectively. The percentage of students' result in cycle 3 reached the goal of the research, that is higher than 60% of 30 students. The result of self-esteem questionnaire in the last cycle also showed positive responses that marked the success of TPS Teaching Strategy implementation.

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