

THE USE OF THINK-PAIR-SQUARE-SHARE (TPSS) STRATEGY IN TEACHING SPEAKING RECOUNT TEXT OF SEVEN COURSE

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Abstract

This study aims to describe the implementation of Think-Pair-Square-Share (TPSS) Strategy in teaching speaking of recount text and the students' response to the implementation in speaking recount text by using TPSS Strategy. TPSS technique is an effective technique and interesting technique. This research used Qualitative Design with 10 students as the participants. The research instruments were observation checklist, field notes, and questionnaire. The finding of Think-Pair-Square-Share (TPSS) Strategy in teaching speaking recount text were : Firstly, the teacher Explained the recount text, give questions and example of recount text, explain about Think-Pair-Square-Share (TPSS) Strategy, gave stimulus about the material, made five groups. Then, the teacher asked the students to discuss with their group about their maps using TPSS. At last, the students share their story with their group but all the students must tell about their story to all of the groups. The teacher gave feedback, and revised the material to the students. The result showed that the teacher who implements Think-Pair-Square-Share (TPSS) Strategy in teaching speaking of recount text can make the students are able to speak English fluency. The students enjoy and easily understand the material. In short, the students were motivate in learning speaking English and help them easier to understand the text and material with fun situation.

Keywords : *Think-Pair-Square-Share (TPSS) Strategy, Teaching Speaking, Recount Text.*

INTRODUCTION

Speaking is very important to conversation activities. Students must practice every day to be able to speak fluently. The purpose of teaching speaking is students' communicative abilities. The students are easier to use speaking skills. Speaking ability must be mastered by students. The problem caught the attention of the teachers and students are difficult to speak in front of class. How to teach speaking to students better, the teacher must make a strategy or method of discussion and students are interested in learning to speaking more fun. Nunan (2003) explains the completeness of language. This method a procedure must be done by the teacher in class. The methods needed to motivate students to learn and helping students understand about the material. This method is a bridge between the teacher and students in the learning process. The students are having difficulty learning English at school. That is one of the factors makes teachers and parents thinking how to make it easier for students to speaking.

Students of senior high school are taught English by using some texts. One of the texts is recount text. Recount text tells an event or experience that happened in the past, for example, like your vacation experience or your experience meeting your idol artist. The purpose of the Recount Text is to provide information or to entertain the reader. The recount text and also the recount text are included in the education curriculum so students who study English at school must complete it. In the curriculum, this text must be studied and students learn the recount text not only in reading skills, but also in speaking. When students learn about recount text, there are many problems because they can only read the recount text and only carry out activities to understand the text. When students speak, they cannot speak fluently because the students feel confused. In teaching speaking recount texts, there are many strategies teachers can use. One of the strategies is Think-Pair-Square-Share (TPSS) method.

Think-Pair-Square-Share (TPSS) is a related strategy with four steps; think about the problem, discuss pair up, communicate again in a box and share it to the whole class. Think-Pair-Square-Share is very helpful because of that discussion structure. TPSS is believed to be discussion strategies that bring students intocooperate with each other. (Nunan, Students, 2003) says that pair work or group work activities can be used for increase the time needed by students talk during the lesson.

Think-Pair-Square-Share involves four cooperative structure steps. During the first step individuals think silently about the questions asked by the teacher/ instructor. Paired individuals during the second step and exchange ideas in squared for the third step. In step four, squares share their responses with other squares, another team, or the whole group. According to Kagan (1992) explained in TPSS after the problem was raised, students think for themselves about questions for a certain amount of time, then form a pair to discuss question with someone in class, usually team mates and a team discussion.

Based on the background above, the researcher conducts the research on TPSS strategy in teaching speaking recount text of senior high school. This research is important in senior high school because the strategy makes students more confident to speak in front of class.

For those reasons the picture series are used in this study. The problems on the implementation of Teaching Speaking Using Picture Series in Instagram are identified. The formulated of statements of the problems were :

1. How is the implementation of Think-Pair-Square-Share(TPSS) strategy in teaching speaking Recount text of senior high school students?
2. How is the student's response of the student to the implementatuion in speaking recount by using TPSS strategy?

Related of the research problem, the scope of the research of this study was the tenth graders students at SEVEN Course which were 10 students. While the limitation is limited focuses on TPSS strategy to know about the respons from student and for further researcher.

RESEARCH METHOD

Descriptive qualitative was used in this research. According to (Aspers, 2019) qualitative research is a multimethod that focuses on naturalistic subject matter and interpretive approaches. Qualitative researchers study things in settings interpreting phenomena, their nature, or trying to understand. Qualitative research involves the use and collection of various empirical material being studied - case studies, life stories, observational, interactional, introspective, historical, personal experiences, interviews,

and visuals that describe routine and problematic moments and meanings in individual lives.

A subject is well-recognized as a number of people who have a similar representative elaborating in the qualitative research (Cresswell, 2012, p. 142). There were English teacher and tenth grade students of SEVEN Course as the object of the study. There were 10 students in the tenth grade at SEVEN Course.

Primary source is source of data that directly provide the data on the data collector, and the secondary sources is sources that do not directly provide the data on the data collector (Sugiono, 2010, p.308). The data of the teacher and student activities in speaking class were collected. The source of the data were collected from teaching learning process which were implemented by english teacher and the students response using questionnaire.

The instruments used to collect the data were Check List Observation, Field Note and Questionnaire. Those instruments were chosen to make easier in monitoring the teaching and learning process using TPSS Strategy. The check list observation was used to collect the data of implementing teaching learning in the class, Field notes were also applied during classroom observation. Field notes means transcribing notes or the written description that have been gained from data gathered during observation process and the questionnaire was used to collect the data of students' responses.

The data collection procedure, first, The teaching learning activities done by the teacher in the class on the teaching speaking using Think-Pair-Square-Share was observed and recorded by researcher on the check list. To prepare data analyzes. Second, the students' responses were collected using questionnaires, and then were analyzed in order to get students' opinion in responding the teaching speaking using pictures series in Instagram. According to (Suleyman, 2019) student observation based on a checklist served as a useful tool for evaluating the situation in class as the research was conducted.

First data analyzes were done using data collection on the Check List about the teaching learning activities done by the teacher on the teaching speaking using Think-Pair-Square-Share were analyzed. The notes were identified, classified, reduced, displayed, and then made conclusion.

Second data data analyzes on the students' response in teaching speaking using using Think-Pair-Square-Share were collected using questionnaires. The questionnaires were distributed to all of the students, then, the results of students' responses in the questionnaires were collected using open-ended questionnaires. After that, the total numbers were calculated based on "Yes" and "No" answers in percentages; next, the numbers were formed using graphs.

FINDINGS AND DISCUSSION

The observation was done for two meeting. The finding is described about the process of teaching speaking using Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text. In this part discussed about the teacher implementation of Think-Pair-Square-Share (TPSS) stategy in teaching speaking Recount text and the students response to the implementation in speaking recount text using TPSS strategy.

The Implementation of Think-Pair-Square-Share (TPSS) Stategy In Teaching Speaking Recount Text.

The implementation of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text had been done in two meetings. The first meeting was conducted on 22th April 2020 and the second meeting was conducted on 23th April 2020.

First Meeting

The teacher started the teaching learning process at 3.00 p.m and opened the activity with greeting to all the students. The teacher checked the attendance list one by one and started teaching the material. In this part, directly observed all the teacher activity. The first meeting, the teacher only focused to explain about Recont text and give example about the text to make the students understand about Recount text. After explained about recount text to the students the teacher give explain about Think-Pair-Square-Share (TPSS) Strategy, give stimulus about the material and instructed all students to make five groups for the next meeting. Think : this step, students think silently about the questions asked by the teacher. Pair : this step, the student paired during the second step. Square : this step, the students exchange ideas in squared. Share : this step the students share their responses with other square or groups. In the first meeting the teacher explain that for the next meeting, the students must tell or recount

their way from home to the SEVEN Course and the students must make a screen capture their google maps.

Second Meeting

The second meeting was conducted on 23th April 2020, the teacher started implementing the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text. Before the teacher implementing the strategy, teacher asked the students about the previous meeting. After that, the teacher asked to the students to discuss with their partner about the material. Each groups consists two students and that was made in the first meeting. In this meeting the teacher gives the students three steps to make the strategy running smoothly. The first step is the students think silently about the questions asked by the teacher. The students think about the way from their house to the SEVEN Course, they remembering what they were seen and tell the story using recount text. The students paired during the second step, in this one of the students must pair their stories with their friends in a group. The third step is the students exchange ideas or story in squared, one group share their story to the other groups and this is continuous to all of the groups. In the last step, the students share their responses with other square or groups, this step the students share their story with their group but all the students must tell about their story to all of the groups, so all of the students know the story of each other. The teacher gave the feedback and revied it at the end of the meeting. The students were good and following the step easily. The students always pay attention from the beginning until the end of the meeting. They are so enthusiastic to tell their story to their friends. The overall activity in last meeting run as very well. The students always pay attention to their friends and give positive responses with the implementation the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text. Teaching learning process using Think-Pair-Square-Share (TPSS) strategy made all of the students active, more enjoy with the material, and confidence. During teaching and learning process using Think-Pair-Square-Share (TPSS) strategy, the student can speak english easily and better to understanding all of the material.

The Student Response

The teacher gave the questionnaire for the students in the last meeting after the teacher implementing the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. The question in the form can be answer of Yes and No. The questionnaire used in order to know the students response after the teacher implementing the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text and to the result of the students response.

After gave the questionnaire would be analyze all of the question one by one to make conclusion. The formula is :

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

(Arikunto, 2010, p. 81)

P : Percentage of the score of each students

F: The number of students who answer the option

N : The number of individu

The Result of the Students Response

In this part, the questionnaire gave to all the students in order to know the result of the students student's response in the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. The questionnaires were distributed to 10 students in the last meeting. The question in the form can be answer of Yes and No. From collecting data through questionnaires, would be count of the students' response toward the learning process. The total of the questionnaire can be shown as follows :

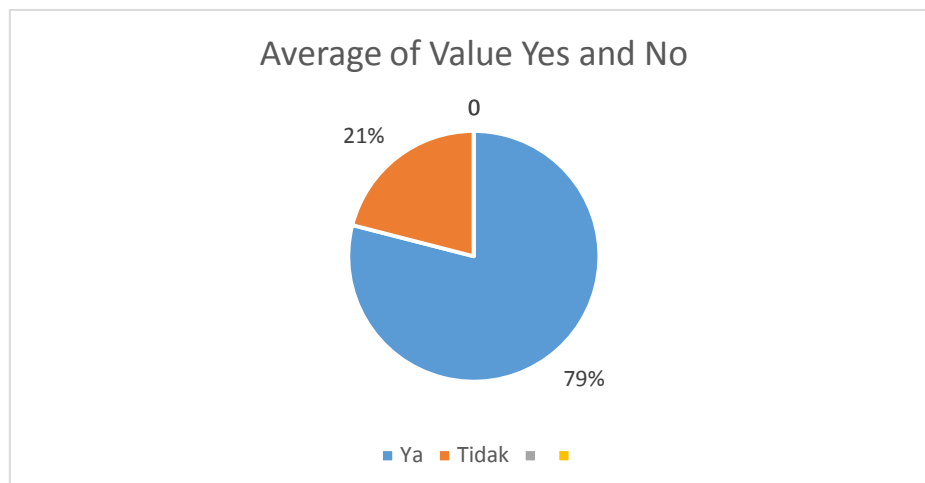


Diagram 4.1 Average of Value Yes and No

From the above, can concluded that total of the students response from all the question is 79% said Yes and 21% said No.

DISCUSSION

In this chapter the data of the study would explained after the data displayed to make a finding of the research.

Process of Teaching Speaking use of Think-Pair-Square-Share (TPSS) Strategy

The teaching learning process was done on two meetings in the Se7en Course. The observation checklist, instrument and questionaaire were used in this study. Recount text was used as the material in this study.

The implementation of the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text, the teacher started with decided the material and explained about the text. After that, the teacher made groups for all the students to make easily for implementing of the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. Then, the teacher gives the students three steps to make the sratgy running smoothly. The first step is the students must think silently about the questions was asked by the teacher. The second step is the students must exchange the ideas in squared. In the last step, squares share their responses with another group. The teacher gave the feedback and revied at the end of meeting. This strategy made the students more confident to speak English, think carefully and get more ideas.

Students' Response in Teaching Speaking use of Think-Pair-Square-Share (TPSS) Strategy.

The questionnaire were used in this research in order to know the students response from all the questions. The data showed on the second questions “Apakah anda menyukai pembelajaran berbicara/*speaking* dengan strategy TPSS oleh peneliti?” the students answer 80% Yes and 20% No. It means mostly the students enjoy speaking English with Think-Pair-Square-Share (TPSS) strategy and for the students who answer No, they need another strategy from the teacher.

The eighth question “Apakah belajar berbicara/*speaking* dengan menggunakan strategy TPSS membantu anda dalam meningkatkan skill berbicara bahasa inggris?” and the students who answer Yes is 80% and 20% No. It can conclude that from this strategy the students made their speaking skill fluently and more comfortable. For the students who answer No, the teacher need advice to the students that English is easy.

The result of this study from the teaching and learning process the students like using Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. They more active and comfortable when speaking English. The students also understand with all of the material. The students motivation were good because of Using of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text.

CONCLUSION

The implementation of teaching speaking using Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text were done successfully. The teacher and the students showed the steps from the begining until the end of implementation of teaching speaking using using Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text was successful and well.

The students responses based on the questionnaire, can conclude that most of the students more active while learning and speaking English. The strategy helped the students to understand the material and make comfortable. They also get ideas to speak English than before.



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