

Application of TPS to Improve Teachers 'Ability in Speaking English

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Abstrak

Speaking ability means the ability to use the language appropriately in social interaction. The interactions involves not only verbal communication but also elements of speaking ability such as grammar, vocabulary, pronunciation and fluency. How teachers can use their English knowledge on their daily conversation in order to be good at speaking is discussed under the aspect of speaking. In other words, it can be said that speaking ability is the ability or communicative competence to express a sequence of ideas to the other listener fluently. The way to improve speaking skills is through the application of the Think-Pair-Share (TPS) strategy.. Seeing from the reaction of the teachers it can be concluded that, Think-Pair-Share is one of the most fun ways and can improve English speaking skills.

Keywords: *Think-Pair-Share, Speaking, ability*

1. Background

The indication of the failure in learning English can be seen through some facts that the teachers cannot speak English well. Although they have some vocabulary but they cannot speak English. It can be viewed from two points of view. Firstly, Score of writing and speaking. In expressing a same topic, teachers are easy to write sentences then speak. In writing they are not bounded by the pronunciation and intonation. They only focus on connecting the sentences by structure. While in speaking, beside about structure, they also need a skill of pronunciation and intonation. So the teachers have difficulty in speech. The concrete example is that the teachers are ashamed to practice their English in daily life. Secondly, the frequency of speaking English is low. They only speak English while learning English. But outside of class they seldom practice it, at least with the other teachers.

The researcher was interested in conducting a research in teaching speaking. The ability of learning English is commonly measured by the ability of speaking. Furthermore, in terms of exchanging the information speaking is more used then writing. Considering the importance of speaking ability in language competence, it is needed to help the English language learners to master speaking comprehensively. Besides that, the

ability teachers of speaking is still low. The average speaking score is lower than writing score. They are able to write but they find it difficult to speak. In this case Think-Pair-Share strategy can be applied as a strategy to solve the problem. The reason is that Think-Pair-Share is more natural and active. When they learn individually the weakness of teachers will be evitable and it will make them give up and feel bored. Instead, when working cooperatively they will be encouraged to learn more.

2. Implementation of Method

This study was conducted at Yabes Elementary .school. It is located at Jl. Krakatau Ujung Gang Turi Medan. The Seminar was started from 05 December 2018 until 05 March 2019.

The Think-Pair-Share method or thinking of pairing is one type of cooperative learning that is designed to influence interaction patterns (Hamdayama, 2014, p. 201). Shoimin (2014, p. 208) explains that the Think-Pair-Share method gives students time to think and respond and help one another, this method introduces the idea of "thinking time" which is a strong factor in increasing the ability to respond to questions. The following are the core stages of think-pair-share learning that are revealed by Supriyanto (2015, p. 110). These stages consist of: 1. Thinking stage, at this stage learning begins with the teacher submitting questions or issues related to lessons for students to think about. Teacher gives them the opportunity to think about their answers. 2. Pairing stage, at this stage the teacher asks students to pair up. The teacher gives time to discuss in pairs to be able to deepen the meaning of the answer he had thought about. 3. Sharing stage, at this stage students share the results of each pair's discussion with the entire class.

3. Findings

The results of the survey before implementation, the teachers experienced fear in speaking English. They think that speaking English is something that is very difficult to achieve. With this training, SDS YABES SCHOOL teachers are more open and willing to learn English. Based on interviews, question and answer and direct observation during the activity, the seminar gave the following results:

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- a. Increased knowledge and understanding of the importance of English.
- b. Increased speaking skills through Think-Pair-Share (TPS)



Figure 1. *The Activities*



Figure 2. *The Activities*



Figure 3. *The Activities*

4. Conclusion

Based on the analysis of the results of the activity it can be concluded what are the following: 1. After the training in interest and awareness of the teachers about the importance of the ability to speak English is increasing. 2. Increased motivation of teachers in learning English 3. Some teachers start using the Think-Pair-Share method to improve their speaking skills in English.

Daftar Pustaka

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