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The Use of Think Pair Share Technique to Improve Students' Speaking Performance

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Abstract

The aim of this research was to find out whether the use of Think Pair Share technique can improve students' speaking performance or not. The writer uses Think Pair Share technique to teach speaking. Think Pair Share is a part of cooperative learning strategy that makes the students work together in small group. Quantitative method with experimental study of pretest and posttest control group design was undertaken in this research. The data result of the test was analyzed by using t-test. The result of the data analysis indicated that the students' speaking score in experimental group after they taught by using Think Pair Share has been improved. The result of the data calculation showed that t -score was higher than t -table ($t_{\text{e}} = 3.50 > t_{\text{t}} = 1.68$) with the significant standard $\alpha = 0.05$ and the degree of freedom = 48. There are any improvements in students' score in speaking performance after learning by Think Pair Share technique. In this case, Think Pair Share technique can be one of the teaching technique alternative applied by the English teacher in teaching English for English Foreign Language class.

Keywords: *think pair share technique, cooperative learning, speaking, teaching speaking*

I. INTRODUCTION

Nowadays, English is a compulsory subject for Indonesian students. English has been taught for three years at junior high school and then for three years at senior high school. English is very important to learn because it is an international language. It is important for students to learn English because nowadays English is also known as a global language.

Many people from many different countries use English to communicate with each other and it is also the reasons why English has become a very important

language to be taught and learned. English is a bridge in communicating with foreigners to get and share information, knowledge and culture. Gani, Fajrina, and Hanifa (2015, p. 18) state that:

“English is called the International Language and is also the second language of many countries in the world. In Indonesia, English is considered a foreign language, for it is a language studied in an environment where it is not the primary means for daily interaction and the use of the language is restricted. Even though English is said to be difficult to learn and to use, it keeps attracting people to learn it”

In learning English, there are four major skills that must be mastered by the students: listening, speaking, reading and writing. Most people assume that success in learning a foreign language is when someone is able to speak and run a conversation in the target language (Nunan, 1991, p. 39). Speaking is the most demanded ability in learning a foreign language than the other language skills. When learners try to speak; they must compile their thought and their idea in vocabulary and syntactic language structure of the target language (Bailey & savage, 1994). In other word, speaking can be said as an interactive activity in building up the ideas such as the input of information, output of information, and processing information (Brown, 1994; Burns & Joyce, 1997) as cited by Florez (1999).

The main purpose of teaching speaking is to train the students in order to express the meaning and thought and to train the students to increase their skill of communication in real life situation. Brown and Yule (1983, p. 27) state that the goal of teaching speaking is to prepare the students to have the capability to express themselves in the target language, to cope with basic interactive skills such as exchanges introduction and greeting, asking and giving information, thanks and apologies, express their need, to ask help and services, etc. For Indonesian students (English foreign language learners) speaking in English is difficult because English is different from their first language and for some students English is totally strange. Nunan (2003) says that,

“Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happen in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing” (p. 48).

Based on the writer's preliminary study at MTsN 2 Banda Aceh, the writer found that the students' speaking ability was still low. One of the causes of the problem was the teaching strategies applied by the English teacher were not appropriate. Teaching strategy that applied by the teacher did not effective. The teaching strategies applied by teacher were not suitable with the context. The classroom atmospheres did not reflect the students' speaking activities. Strategy used in teaching-learning process could not make all students speak English actively. The teacher only focused on the text book and asked the students to memorize conversation provided by the teacher. This situation is considered as an

old method and it is not suitable to teach speaking. This teaching learning process could not improve the students' speaking skill. As a result, the students at this school had low scores.

There are several problems why the students got the low score. First, the students did not have sufficient vocabulary, because of this; they cannot use the right word in English to express their ideas. The second problem was that the students felt afraid of making mistakes when they speak up or have a conversation in English. The third problem was that the students learnt in a monotonic technique. As the result, the students are not active in speaking learning process. Therefore, the writer tries to look for some strategies in order to make students become more active in the classroom.

To solve the problems above the writer tries to find the effective teaching strategies in order to help the students improve their speaking skill. The writer considers that the cooperative learning strategy is the right strategy in teaching speaking. Moreover, Isjoni (2009) says that one appropriate way to solve the problem is by applying a new strategy in the learning process to improve the students' speaking skill; the teacher sufficiently used cooperative learning strategy. According to Cruickshank et, al. (2006, p. 238) cooperative learning strategy is a strategy that used for class procedure instruction where the students work together in a small group. As a part of cooperative learning, Think-Pair-Share technique can be used in the teaching speaking. Lyman (1987, p. 48) said that "think-pair-share technique can solve the students' problem in speaking skill". In addition, Svinicki & Janes (2011, p. 194) argue that in Think-Pair-Share technique, students feel freer to participate in general discussion of a problem. Furthermore, Zaim & Radjab (2004, p. 4) state that, in the implementation of Think-Pair-Share technique the students can improve their speaking skill during the learning process. The students are expected to become more actively involved in thinking and discussion about the concepts or problems that presented by the teacher in the lesson and it helps students feel more comfortable. Based on the explanation above, the writer wants to see the impact of Think-Pair-Share technique in teaching speaking performance at MTsn 2 Banda Aceh.

2. LITERATURE REVIEW

2.1 Speaking

Speaking is a channel for people to interact and communicate with one another to achieve a purpose and to discuss or share thoughts about surrounding environment (Raba, 2017, p. 1). Through speaking, people can activate the speech organ, to determine if the communication will run well and the listener understands what the speaker means.

2.1.1 Types of Speaking

Brown (2004, p. 141) divides the types of speaking skill into five types. Those are as follow:

1. Imitative

Brown (2004, p. 141) said that “imitative is someone’s ability to imitate a word or phrase or possibly a sentence”. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

The second type is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, and juncture). The example of intensive assessment task such as direct response task, reading aloud, sentence and dialogue completion, picture cued task, simple sequences and translation (Brown, 2004, p. 141).

3. Responsive

Brown (2004, p. 141) said that “responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like”. In the class activities, responsive is the students' short replies to the teachers or the other students question. These responses are usually short and do not extend into a dialogue.

4. Interactive

Brown (2004, p. 142) states that, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. The aim of the interactive speaking is to convey or exchange information being more specific. In the other word, interactive speaking is an extended form of responsive speaking. Interview, discussion, games and role-play are some examples of interactive speaking.

5. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether (Brown, 2004, p. 141). Extensive oral production is for the students at the intermediate to advance levels, when the students able to speak in a monologue form of oral report, summary, or short speech.

2.2 A Review of Teaching Speaking

Speaking is one of the crucial skills in foreign language learning and teaching. Even though speaking is an important skill to be mastered, for many years, teaching speaking has been undervalued. English teachers teach speaking just as a repetition of memorization of dialogue as the activity do not allow the students to be active and communicative in language learning process. Speaking in the in classroom activities while learning and teaching process includes the

participation of teacher or students which relies on how classroom organized. (Suwandi & Taufiqulloh, 2009, p. 184). We know that the main goal of learning speaking for a foreigner is to improve their communication skill.

According to Brown (2007, p. 8), teaching is guiding and facilitating the teaching and learning process, allowing the learner to learn and setting the circumstance area condition for learning. Borich (2000, p. 2) states that teaching is a complicated, difficult and hard mission or task that needed an extraordinary capability. Teaching is to let someone know how to do something or help someone to understand something, give some instruction, guiding and leading in the learning or study process.

2.3 Cooperative Learning

Since many years ago, cooperative learning activities have been used for developing learners' critical thinking (Sharan, 1980) as cited in Devi, Mustafa & Gustine (2015). According to Kagan (2001), cooperative learning is generally defined as a teaching arrangement with small and heterogeneous groups of students working together to achieve a common goal. In fact, working together in a cooperative group allows students to share the dissimilar point of views, discuss ideas and communicate an issue with their peers.

Macpherson (2007, p. 12) said that cooperative learning is one of the learning method that based on the small-group work activity implemented to reach or achieves a purpose. In other word, Cooperative learning is a social-based learning because it allows students to work in a small group and help one another in completing academic task. Cooperative learning support the students work as a teamwork, share their ideas with one and another, and give some feedback in the learning process in the class.

2.3.1 The Advantages of Cooperative Learning

Kagan (1994) as cited in Sanjani (2015, p. 27-28) states that there are eight advantages of using cooperative learning. They are presented as follows;

- 1) Students who are taught with cooperative learning have a more enjoyable learning experience and are more motivated to continue learning beyond school, especially from each other.
- 2) Many of our students will have the responsibility for caring for elders. Students who are taught with cooperative learning become more helpful, care and better prepared to serve our aging population.
- 3) Promote a higher self-esteem.
- 4) Students who are taught with cooperative learning construct the meaning and make learning more relevant.
- 5) Students who are taught with cooperative learning are more prepared for the workplace.

6) Many of our students are struggle with discipline problems. Students who are taught with cooperative learning are less disruptive and spend more time on task given by teacher.

7) Students taught with cooperative learning are far more active; their classroom is far more stimulating than a teacher-centered classroom.

8) Teachers using cooperative learning find teaching less stressful and find renewed desire and energy to teach and increase student retention.

2.4 Think Pair Share

Think pair share is a cooperative learning technique that was first proposed by Lyman (1981). Think pair share is a cooperative learning model which shortened as TPS. According to Lie (2002, p. 57), this learning technique give the students some opportunity to work in independent way and collaborate with others. Kagan (1994) as cited in Sanjani (2015, p. 29) mentioned that think pair share technique can promote and support the students' thinking ability to the higher level.

In line with that, Kusrini (2012, p. 3) mentioned that think pair share technique gives some opportunities for students to be active in the learning process through thinking, pairing, and sharing to another students. Moreover, Kothiyal et al., (2013, p. 137) said that TPS is a classroom-based active learning technique, in which students work on a problem posed by the teacher or instructor. As a part of cooperative learning, think pair share technique is very useful. The point is after the teachers presenting the learning material, then teacher ask them (students) to think about the question mentioned and pairing with their partner to discuss the problem and get the consensus. Finally, the teacher asks the students to share the result of discussion to the whole class.

2.4.1 The Advantages of Think Pair Share

1) For Students

There are so many advantages of think pair share technique for students. It gives the positive changes in students' self-esteem. The first one is through this technique the student learns how to listen and respect to the other's voice and idea. The second one is it gives the opportunity to the students to learn higher-level thinking skill from their peers. The last one is the students feel confident when they are speaking and standing in front of the class and share the result of discussion with their peers.

2) For Teachers

Not only give some advantages for students, think pair share technique also give some benefits for teacher. By using TPS technique the teacher build an enjoyable atmosphere in teaching learning process. The teachers change the teaching learning situation in the class and make all the students try to speak up. The other advantages of TPS in teaching learning process is the teacher can assess

the students understanding of the learning material by listening to them during discussion or pair work activity. The last one is the teacher can ask the students in different kind and level of question based on their ability.

2.5 Previous Study of Think Pair Share Technique in Teaching Speaking

As we know that think-Pair-Share technique was first proposed by Lyman at the Maryland University in 1981. This technique can improve the students' achievements in speaking skill during the teaching learning process. Think pair share technique helps the students to maximize their thinking ability and gives the opportunity for the students to convey their idea. Following, the writer mentioned some similar research that had been conducted before as the previous study of this research.

The first research was conducted by Sanjani (2015), the title of the research is "Improving Students' Speaking Ability Using Think-Pair Share of Cooperative Learning for the 8th Grade Students of MTsN Karangmojo in the Academic Year Of 2014/2015". In this quantitative research, the data was gathered by using some test. The researcher used the tape recorder to record the students' voice during the oral test and used the camera to filming the class activities during the learning process. Sanjani (2015, p. 105) concluded that the second grade students of MTsN Karangmojo made some improvements of their speaking ability. It was proven by the mean of posttest score is higher compare than pretest score.

The second research was conducted by Utama et. al (2013). This research was conducted towards the second grade students of SMPN 6 Singaraja to examine the students speaking ability on English oral test. The sample of this research used experimental group and control group design. The final result of this research showed that students in experimental group who taught and treated by using Think Pair Share technique had higher self-confidence and speaking competency than students in control group who studied by using conventional teaching technique.

Based on the previous study explained above, the writer founds that think pair share technique is considered as a good technique in teaching speaking skill. Because of that reason, the writer tried to use think pair share technique to improve students speaking ability of the third grade students at MTsN 2 Banda Aceh.

3. METHODS

The research design of this research is quantitative. According to Arikunto (2010, p. 27), the quantitative research can be identified by the use of figures, starting from the data collection, the interpretation of the data, as well as the appearance of the result.

In this case, the writer wanted to find out if Think Pair Share technique influences the students' speaking skill; therefore, the writer used the true experimental designs to prove if this technique was successful or not. The model of this true experimental design in this research was called "Pretest-Posttest Control Group Design". It was described as the following scheme:

Table 3.1 the scheme of pretest-posttest control group design

Group	Pretest	Treatment	Posttest
Experiment	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

Where:

Y₁: Pretest

X: Treatment

Y₂: Posttest

Borg and Gall (1993) states this design (pretest-posttest control group design) involves two groups, in which the first group called experimental class that will be given the treatment while the other group called control class and it will not be given the treatment. The purpose of this treatment is to compare the pretest and posttest scores, whether the treatment gave influences on the students' speaking ability.

According to Arikunto, population is the whole objects of a research (2002). Meanwhile, Subagyo (2004, p. 23) said that *"the object of research as a target for obtaining and collecting data is called population."* The population of this research was the third grade students of MTsN 2 Banda Aceh. There were 7 classes for this grade which consisted of 25 students for each class.

Sugiyono (2012, p. 118) argues that *"the sample is part of the number and characteristics possessed by that population."* The writer chose the research sample in a random way. First, the writer wrote all the names of the classes (7 classes) on a paper and put them together into a small box. Second, the writer shook the box and took two pieces of paper randomly. For the first paper taken; it would become the experimental class. For the second paper, it would become the control class.

To collect the data the writer used the pretest and posttest. The test consisted of a set of oral test. The writer used the pretest to measure the students' ability before they got treatments. Meanwhile, the posttest was used to measure the students' achievements in speaking after they got the treatments. Pertaining the validity of the test the writer used the material based on curriculum 2013 for third grade students of the junior high school. In the learning material, the writer chose "descriptive text: how to describe something". Concerning to the reliability of the test, the writer gave the previous oral test to both of groups at the different time before this study was conducted.

For scoring the students' achievements, the writer used the scoring rubric by Brown (2004, p. 172). The writer focused on four aspects, namely; grammar, vocabulary, pronunciation, and fluency. Each aspect was given 4 scores as the

maximum score and 1 score as the minimum score. Consequently, if a student could get 4 for each aspect (grammar, vocabulary, pronunciation, and fluency) so the total score she/he got is 16. Then, 16 (the students' total score) divided by 16 (maximum score) and multiplied by 100 became 100 (100 is the student's score for the whole aspects of speaking).

4. FINDING AND DISCUSSION

This experimental research was conducted in the third grade students of MTsN 2 Banda Aceh, from November 8th 2017 to November 22nd, 2017. There were five meetings for the experimental group (including pretest, posttest and three times of treatment). For control group there were just two meetings (pretest and posttest). The sample of this research was class IX-2 and IX-3, which consists of 25 students for each class. The data was collected by giving an oral test to the students, by using a picture as an object and let the students to describe about the picture. The writer used a mobile phone to input (recorded) the data for pretest and posttest. The students' speaking data were transcribed to be analyzed.

In analyzing the students' speaking skill, the writer used four aspects of speaking to be assessed. The aspects of speaking skill were mentioned by Brown (2004), such as grammar, vocabulary, fluency and pronunciation. Pretest and posttest score was analyzed quantitatively by using statistical formula.

4.1.1 Pre-test and Post-test Score Comparison of Experimental Group

The result of students' pretest and posttest score of experimental group showed on the following figure. The figure as follows:

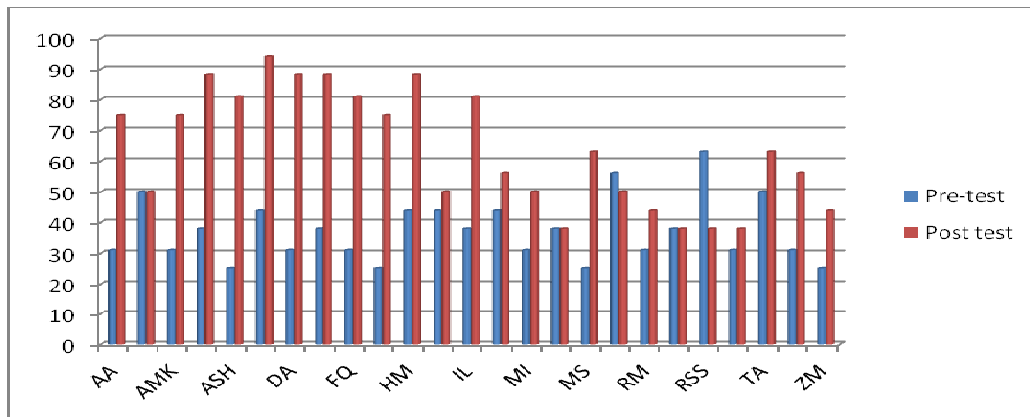


Figure 4.1 the Column Diagram of Students' Pre-Test and Post-Test Score of Experimental Group

The figure above showed the difference of students' pretest and posttest score of experimental group. It can be seen that the students' score in the pretest is lower compare than the students' score in the posttest. The students' score in the posttest is higher than the pretest score after the writer using think pair share

technique in teaching and learning process. It means that there are any improvements of students' speaking performance after they got some treatments.

The mean of posttest of experimental group was $(\bar{x}) = 64.65$. Meanwhile the mean of Pretest of experimental group was $(\bar{x}) = 39.26$. The result of the calculation above showed that the students' posttest score was increased compare than the students' score in pretest.

4.1.2 Pre-test and Post-test Score Comparison of Control Group

The following part presents the data and the data analysis of students' pretest and posttest score of control group. The result of students' pretest and posttest score of control group showed on the following figure. The figure as follows:

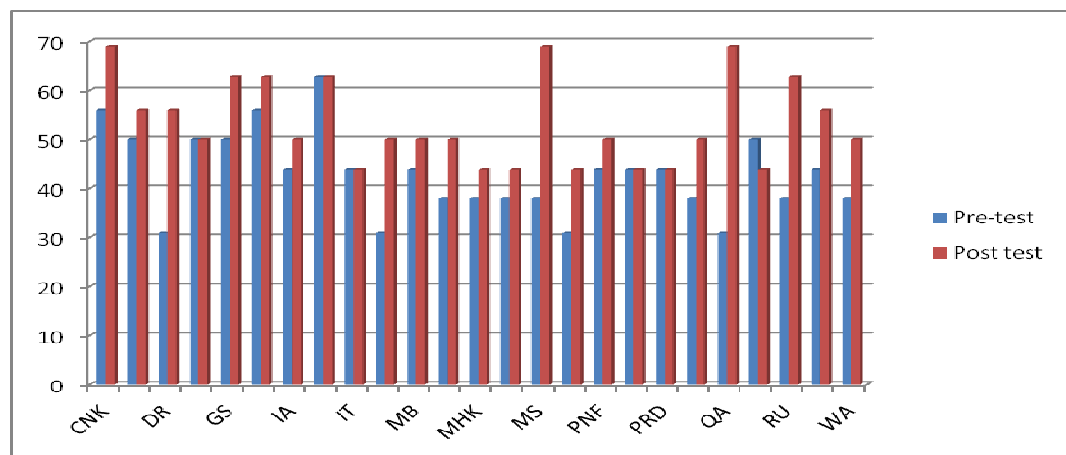


Figure 4.2 The column diagram of students' pre-test and post-test score of control group

The figure above showed the difference of students' pretest and posttest score of control group. It can be seen that there are no any significant improvement in students' score in pretest and posttest. The students' achievement in speaking is still low and no students' passed the minimum criterion (KKM). It means there is no improvement in students' speaking performance who are not getting the treatments.

The mean of posttest of control group was $(\bar{x}) = 53.66$. Meanwhile the mean of pretest of control group was $(\bar{x}) = 42.8$. the result of the calculation above showed that there is no significant difference in the students' posttest score compared than the students' pretest score.

4.1 Discussion

After analyzing all of the data collected from both group (experimental group and control group) by using statistical formula, the writer found that both

group had the same accomplishment in speaking performance before the writer applied think pair share technique in teaching process. However, after applied the think pair share technique in the experimental group, the students got higher significant score than the students in the control group.

The result of the data analysis showed that the students speaking score after they taught by using think pair share technique was better. The data analysis showed that the mean score of experimental group after the used of think pair share technique in teaching speaking was $(\bar{x}) = (64,65)$, whereas the mean score in control group that was not using think pair share technique in teaching speaking was $(\bar{x}) = (53,66)$. This finding is similar to the previous research finding conducted by Sanjani (2015), the mean of posttest score is higher than pretest score.

During the implementation of think pair share strategy in learning process in the experimental group, the students had higher self-confidence and speaking competency because they felt motivated to speak and enjoy the learning process. This finding is similar to the previous research finding conducted by Utama et al. (2014). Utama et al. final result of his research found that students in experimental group who taught and treated by using think pair share technique had higher self-confidence and speaking competency than the students in control group who studied by using conventional teaching technique.

While the think pair share technique is going on in the learning process, the students think independently and have face to face interaction with one and other. This situation is supported by Lie (2002) who stated that the think pair share technique give the students some opportunity to work in independent way and collaborate with others.

It can be concluded that the use of think pair share technique in teaching and learning process has many advantages for students. Such as, the students' got better score in speaking, the students' had higher self-confidence and treat the students to work independently and collaborate with others. Many researchers used think pair share technique in English teaching and learning process in order to increase the students' speaking performance.

5. CONCLUSION AND SUGGESTION

After completing this study, the writer drew some conclusions and suggestions in term of the use of think pair share technique to improve students' speaking performance. The writer found that the students' got a better score and result in their speaking performance after they got some treatments. This research shows that think pair share technique successfully improve the students' speaking ability. The application of t-test in this research was in order to know if there is the difference between the pretest and posttest mean. The result of the t-score was 3.50 is higher than critical score at the standard of significant $\alpha = 0.05$ $t_{(0.05)(48)}$ that is 1.68. The result proved that the alternative hypothesis of this research was accepted and the null hypothesis was rejected.

Based on the research result above, the mean score (\bar{x}) of posttest of experimental group was higher than the pretest score which is ($64.65 > 39.26$), there was a significant difference in the students' score before they got some treatments and after they got some treatments. Meanwhile, in the control group, there is no significant difference of students pretest and posttest score. The mean score (\bar{x}) of posttest of control group was (53.55) and the mean of pretest was (42.8). It showed that there is no significant improvement between pretest and posttest score in the control group.

Finally, this research concluded that the use of think pair share technique improves the students speaking skill. It was proved by the improvements of the students' learning outcomes in the experimental group. This technique increases the students' participation during teaching and learning process.

5.1 Suggestion

In order to improve the students' speaking performance, there are some suggestions for English teacher and for students to be considered in learning process as follows:

5.1.1. For Teacher

1. In learning process, there are many techniques that can be applied by the English teacher. In this case, the teacher should choose an appropriate technique instead of using an old method in English learning process.
2. The teacher is suggested to use think pair share technique in teaching speaking because this technique is based on small group discussion. It helps the students to interact with one and other, active and creates the enjoyable learning atmosphere.
3. The teacher needs to organize the class and make sure all of the students are involved in order to make the learning process more effective.

5.1.2 For Students

1. The students are hoped to be more active in the learning process.
2. The students should not be nervous and afraid of making mistakes during teaching and learning process.
3. The students are expected to use English during learning process as much as they can.
4. The students are hoped for feel free to express themselves and do not be shy.

5.1.3 For the Other Researchers

1. The writer hopes that the other researcher to be more motivated in conducting further investigation to find out whether the use of think pair share technique can improve the students' speaking performance.

2. The writer hopes the information in this research can be useful for the further progress in education development especially in teaching speaking.
3. This research can be a reference for the other researcher who wants to conduct the research with the same technique in the future.

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