

English Speaking Achievement and Environmental Conscientization by Using Think-Pair-Share Strategy

Jenny Elvinna Manurung¹, and Nita Ria²

^{1,2} English Study Program, Tridinanti University Palembang

Abstract

The objective of the study was to describe the implication of speaking achievement and Environmental Conscientization by Using Think-Pair-Share to Senior High School Students of Methodist 2 Palembang. Thirty-two people of Senior High School Students of Methodist 2 Palembang became the sample of the study. The writer used a classroom action research as a method of study. This study consisted of two cycles; cycle I and cycle II. Test and observation were used to collect the data. Data calculation showed that there was a significant improvement on students' speaking achievement and environmental conscientization, the mean score of speaking achievement in cycle I was 57,63 with learning completeness 15,63% and its environmental conscientization was 56. Then, the mean score of speaking achievement in cycle II was 77 with learning completeness 84,38% and its environmental conscientization was 74. In other words, speaking achievement and local cultural awareness was improved by using think-pair-share. Besides, the students' perception toward the implementation of think pair share was good.

Keywords: speaking, environmental Conscientization, think pair share.

INTRODUCTION

Speaking is one of the important skills which is very important for a person's professional growth. Everyone needs this skill to be a success in one's academic and pursuits. Whatever the professions, an engineer, a business executive, a scientist, a teacher or a student, he or she needs effective speaking skills in order to take an active part in the oral communicative process. According to Goh (2007: 4-5) to speak effectively learners need to have a reasonable command of the basic grammar of the target language and working vocabulary, but language alone is sufficient. They must also develop a range of skills in four keys areas of speaking competence such as phonological skills, speech function skills, interaction management skills, and extended discourse organization skill. Phonological skill is to learn how to articulate and blend vowels and consonants. Speech functions skill is to learn social and transactional exchange (e.g. to greet, to agree, to complain, etc.). interactional management skill is to learn to initiate, sustain and end the interaction (e.g. conversation, discussion). Extended discourse skill is to learn in producing long stretches of language in various situations in and out of the class.

In addition, the students of second and foreign language are considered successful if they can communicate effectively in the target language (Nunan, 2004). By having the speaking achievement, the students can express and share their ideas, participating in social interaction and having analytical and imaginative ability. According to Richard (2006), the mastery of speaking achievement in English is a priority for EFL students. Students consequently often evaluate their success in learning as well as the effectiveness of their English class on the basis of how well they feel and improve in their spoken proficiency. Therefore, it is important to learn to speak because speaking is a primary mode of communication and a person who has the ability to speak well would be able to communicate effectively with others.

As a matter of fact, Indonesian learners commonly had not attained a good level of oral proficiency. Some scholars showed this problem, for example. Kusmaryanti (2009) found out that students have a great number of errors in speaking such as in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication. In addition, Tutyandary (2005) stated that some of the students kept silence in speaking class and it happened because of the pressure of speaking tasks which require them to present individually and spontaneously in limited time. She mentioned

that the students kept silent because of a lack of self-confidence, motivation, learning interest, prior knowledge, and poor teacher-learner relationship.

Applebaum (2007) claims that English teaching in Indonesia has been mostly teacher centered. Many teachers still continue to focus primarily on grammar and translation, and to use Indonesian as the medium of instruction when designing curriculum and teaching lessons. As a result, students continue to endure drill and textbook grammar exercises with memorization of verb conjugation and grammar rules, failing to develop an appropriate degree of communicative competence in both oral or written. Furthermore, Yuwono (2005) states that foreign language education in Indonesia, particularly the teaching of English, seems to be always problematic, before and after the decentralization era. The continually-revised curriculum does not seem to take into serious considerations factors such as suitable qualifications for teachers, time availability, numbers of students, or available resources and facilities, nor does it provide strategies and alternatives should problems related to English language education occur. What really happens in English classrooms in the less privilege school nowadays is not adressed either in the curriculum guidelines.

The situation above also happened in SMA Methodist 2 Palembang. Too much emphasis is placed on the learning of grammar and syntax. Teaching and learning of English still continue to focus primarily on teaching grammar and translation. It is mostly dominated presenting a rule of grammar rule and providing some exercises to practice that rule of the grammar. Great attention to accurate mastery of grammar was stressed from the very beginning stages of language learning and it neglects to teach and improve students' speaking skill. The teachers and the students do not spend enough time and effort on actually learning how to speak English as it is spoken in countries where it is the first language. As a result, most of the students although when they have graduated from SMA Methodist 2 Palembang they still fail to develop their communicative competence. The proficiency level of students' speaking skill was still poor.

Moreover, classroom interaction is also necessary and useful as an educational strategy to enhance speaking skills. The role of interaction in a classroom context in enhancing speaking skills comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Next, interaction is also considered a by which students can develop better awareness including the environment.

Destruction of the environment has been the global issues that gained attention from various parties, not only from the lovers' environment but also by the world community in general. This is due to the environment condition which will determine the quality of the public health world. Nearly all countries in the world face these questions of the environmental degradation that is caused by human behavior. In addition, Source Kompas on April 22, 2015, shows the results of the research in the journal Science (13/2/2015) that Indonesia gained the second rank in throwing away the plastic waste. China is on the first rank, throwing away 3,5 million MT of the plastic year per year. The Report from Directorate Research and Analytic Research IPB also shows several facts as follows: 1) Large scale deforestation (much of it illegal) and related wildfires causing having smog over parts of western Indonesia, Malaysia, and Singapore, 2) Over-exploitation of marine resources, and 3) Environmental problems associated with rapid urbanization and economic development (e.g air pollution, traffic congestion, garbage management, etc.) Furthermore, between 1990 and 2010, Indonesia lost an average of 1,205,650 ha or 1,02% per year. In total, between 1990 and 2010, Indonesia lost 20.3% of its forest cover, or around 24,113,000 ha.

Based on the data given above, it shows that the environmental problem becomes a crisis problem. It is our task to protect our environment. Therefore, as students, they can do some environmental conscientization actions to persuade other people in protecting the environment. To raise students' awareness of the environment, the schools or colleges can do some actions to make little changes. The importance of environmental conscientization is really needed to protect the

environment and it could also raise the emphatic students' feeling of the environment which can direct them to care of the environment itself especially nature.

Moreover, based on the observation done by the writer, as her experience during teaching speaking class at Senior High School of Methodist 2 Palembang, she found that most of the students were passive and shy to open their mouth, transferring their knowledge and idea through oral communication. In one class, about 25% of the students who were active and fluent in speaking, the teaching and learning process was dominated by them. The other students just listened to the explanation, kept noting some words, tried to speak, but having silence was the most activity done in the classroom. The students were not too serious and in joining the teaching and learning process, as they thought that the subject was not too important because their mindset was only sitting in the class nicely would make the lecturer gave them a good score. They were really unmotivated.

Other factors that influences students in language learning especially in speaking are the size of the class, facilities, and the role of English as a foreign language. Time limitation also becomes the problems having by students in speaking, as until this moment the students have to write down every single word to speak, correct the sentences, practice in their seats and speaking in the classroom. On the other side, the classroom facilities were not completed to support communicative activities; in fact, the facilities are very needed to create a real situation in daily communication using English. Thus, Widiati and Cahyono (2006) suggested the teachers have an important role to foster students' achievement to speak English well. In this case, the teachers should build a good relationship with their students, encourage them to use English more often and facilitate them with the tasks in classroom activities to discuss and share ideas.

There are many ways to make the speaking class become enjoyable, one of the techniques is using Think-Pair-Share. The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response (Barkley, et al., 2012: 151-160).

The problems of the study were formulated in the following questions, they are as follows: (1) Can Think-Pair-Share strategy improve speaking achievement and environmental conscientization of Senior High School Students of Methodist 2 Palembang?, and (2) How does the implication of speaking achievement and environmental conscientization by applying Think-Pair and Share to Senior High School Students of Methodist 2 Palembang?

The Importance of Speaking Achievement

Many definitions about speaking have been proposed by language experts. Speaking is a productive skill (Spratt et al, 2005: 34). It involves using speech to express meaning to other people. The essential component mentioned to exist in speaking are the speakers, the listeners, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation.

In the same respect, Nunan (2003:48) agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning. In addition, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation.

Moreover, Brown (2000:275-276) states there are seven principles for designing speaking techniques:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on

- accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
 - c. Encourage the use of authentic language in meaningful contexts.
 - d. Provide appropriate feedback and correction.
 - e. Capitalize on the natural link between speaking and listening.
 - f. Give students opportunities to initiate oral communication.
 - g. Encourage the development of speaking strategies.

From the above explanation, it can be seen that all of the principles for designing speaking techniques are very necessary for us. Since English is included as a compulsory subject in junior high schools in Indonesia, the learners have the same needs. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Moreover, in designing speaking activities for foreign language teaching, it is necessary to recognize the different functions of speaking performed in daily communication and the differentiate, intensive, responsive purposes for which the students need speaking ability. According to Brown (2001: 271-274), there are six categories of speaking, namely imitative, responsive, transactional, interpersonal and extensive.

a. Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interaction but focusing on some particular element or language form. The example of imitative speaking performance is drilling.

b. Intensive

The intensive performance is to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. In addition, Brown (2004:273) states that an intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

c. Responsive

Short replies are the example of speaking performance which does not extend into dialogues, for example, standard greetings, simple requests, and comments, etc.

d. Transactional

The transactional language is an extended form of responsive language. The purpose of transactional is to convey the exchange of specific information. A conversation is an example of transactional.

e. Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

Moreover, speaking is difficult for many people. According to Brown (2001:270-271), the eight following characteristics of spoken language include:

1. Clustering
Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
2. Redundancy
The speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced Forms

Contractions, elisions, reduced vowel, etc are a special problem in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in a casual context. They become bookish and unnatural.

4. Performance Variable.

In spoken language, there is a process of thinking that allows manifesting a certain number of hesitations, pauses, backtracking, and correction.

5. Colloquial language

Students should be recognizable with words, or idioms, and phrases and they practice to produce these forms.

6. Rate of delivery

It is another salient characteristic of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation.

The stress-timed rhythm of spoken language and its intonation patterns convey an important message in any communication forms.

8. Interaction.

Having no interlocutor will rob the speaking skill components; one of them is the creativity of conversational negotiation.

The Use of Think-Pair-Share

Discussion allows teachers to gain insight into their students' understanding. Gaining this insight can be very beneficial to teachers and students because it can allow teachers to tailor their instruction to their students' needs. Discussion as a class or in small groups also allows students to practice critiquing others' reasoning and to practice constructing their own arguments

According to Barkley, et al (2012:151-160), the Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly

In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop a conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

The Procedures of Think-Pair-Share

1. *Think*: Teachers began by asking a specific higher-level question about the text or topic students have been discussed. Students "think" about what they know or have learned about the topic for a given amount of time (usually 5-7 minutes).
2. *Pair*: Each student should be paired with another student. Teachers chose whether to assign pairs or let students pick their own partner. Teacher should remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students

shared their thinking with their partner, discussed ideas, and asked questions of their partner about their thoughts on the topic (5-10 minutes).

3. *Share*: Once partners had ample time to share their thoughts and had a discussion, teachers expanded the "share" into a whole-class discussion. Teacher allowed each group to choose who would present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," teacher chose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.

METHODOLOGY

Classroom action research is a type of research used in this study. Classroom action research is done in order to improve the learning quality in the classroom with the teacher as a writer so that the teaching-learning process will be better. In addition, Saminanto, in his book entitled "Ayo Praktik PTK", says that Classroom Action Research is: "is a research action reflect that do by some participants, as aim to improve the rational reason toward their actions in doing the work, comprehending the actions deeply, repair condition in research place, and collaboratively." (Saminanto, 2011:2). There are four processes that had been conducted, they were:

1. Planning
In this process, the teacher found the problem to implement the planning process. However, there were some early approach actions that had been done first. It was about the preparation of the learning condition, the lesson plan, and an observation sheet.
2. Implementation
The writer implemented the Think-Pair-Share technique to the students in the classrooms. Before conducting the research, the writer had prepared many things in order to conduct the research runs well. They were: (1) in the beginning process, the writers created a writer group which consists of the writer as lecturers. Then, there was a discussion among the writers, and students about many problems faced by them in the classroom, especially when the teaching and learning process was running, (2) the writer gave some alternatives of the solution as preparation. Finally, Think-Pair-Share becomes the solution in order to overcome some problems in teaching speaking. Both writers prepare learning instruction by applying Think-Pair-Share in syllabus and lesson plan. They also plan to teach media and learning materials, (3) both writer and English teacher made instruments and observation sheet in order to observe the students' activities when the teaching and learning process was running, (4) both writers decided some tasks during the research, and (5) the writer explained observation procedures and data analysis and determines the indicators of successful actions.
3. Observation
In the observation stage, the pair of students could observe the learning process. The results from observation could be useful for reflection success in the cycle of the learning process.
4. Reflection
On this stage, the teacher can do some evaluation from the students' speaking to measure the reflection success in the cycle learning process.

This study comprises some variables; they are the dependent and independent variable. There was one dependent variable, namely speaking achievement and one independent variable, namely Think-Pair-Share. Furthermore, conducted research at SMA Methodist 2 Palembang. And the population of the research was all of the second-semester students of SMA Methodist 2 Palembang. There was one class which used as the sample of the study. There were 10 students of the second-semester English study program of SMA Methodist 2 Palembang. The purposive sampling was the way of choosing the sample as because the sample was taught by the writer in speaking for a daily communication class.

There were two types of data collection used by the writer. There were test and observation. Both of data used as the writer were willing to know the students' speaking achievement toward Think-Pair-Share which was proved by students' grade. Then, the observation was used to observe students in the teaching and learning process.

1. Test

The writer used pre-test and post-test. Pre-test was given toward students before teaching learning processes. In addition, post-test was given into students after teaching learning processes. Pre-test and post-test were used to know the differences of students' ability before and after the conduct of teaching learning processes.

2. Observation

In order to identify the activities done by the students in the teaching and learning process of this research, the writer used the observation sheet. It was used to observe the students' activities in the teaching and learning process directly the data gained in observation format and lecturer's records were analyzed descriptively. The writers found the percentage from data of every single activity which was observed. The improvement of speaking achievement was shown by the increase percentage in every activity, the data gained from the test result and grouped in the frequency distribution and then converted into a percentage.

RESULTS AND DISCUSSIONS

RESULTS

Identification of the Field Problems and Determining Actions

For the early approach, first, the writer did an observation on November 12, 2018, to collect any information related to the speaking ability of second-semester students of the English department at SMA Methodist 2 Palembang. In the teaching learning process, the writer found many students cannot speak English fluently, although they studied at English education department. Most of them were quite difficult in conveying their ideas to talk because they were rarely to use English as daily communication. The students had lack vocabulary that causes them were confused to speak. Their ability in pronunciation was also so low.

Second, the writer also did an interview with the lecturer and he concluded that most of their speaking was not good. The writer did an observation on November 19, 2018. From the interview, it could be concluded that the lecturer also realized that most of the students had difficulties in vocabulary and pronunciation. He also said that there were some students who were less motivated since they just chatted by themselves. The overall activity did not encourage the students to involve in speaking activities. He also rarely used the media to support the teaching and learning process.

Second, the writer also conducted some interviews with some students to know their attitude toward English. In the interviews done with the second semester students of English department at SMA Methodist 2 Palembang, it can be concluded that they had difficulties in learning English, especially in learning speaking. They said that they had difficulties in pronouncing the written words since the words and their pronunciation are different.

In identifying the problems, the writer carried out two activities, namely observing the English teaching and learning process in the classroom and interviewing the English teacher and students. There were three problems identified. The problems came from the students, the teacher, and the media and technique. Based on the selected problems to be overcome, the English teacher and the writer agreed to do some following actions to improve the students' speaking skills.

Cycle I

According to data analysis, the average score of students speaking achievement was 57 in cycle I. The result was in enough categories and it has not been reached the target yet that is >70. At least more than 85% of students could achieve the score above 70. The result of the speaking test (progress test in the cycle) I can be seen in chart 1 as follows.

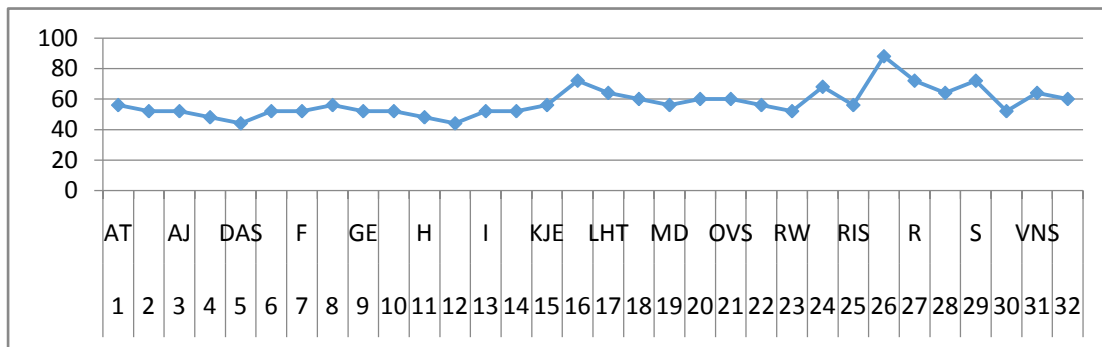


Chart 1. Speaking Test Result in Cycle 1

Furthermore, based on the data analysis of cycle I (students' observation result), it could be concluded that the average score of the test in activity was 56. The data showed that the students at each meeting could learn to follow the instruction guidelines. On each meeting, the average score increased significantly. The progress rose quite significant but it has been reached the target yet. The complete data can be seen from the chart below (see chart 2).

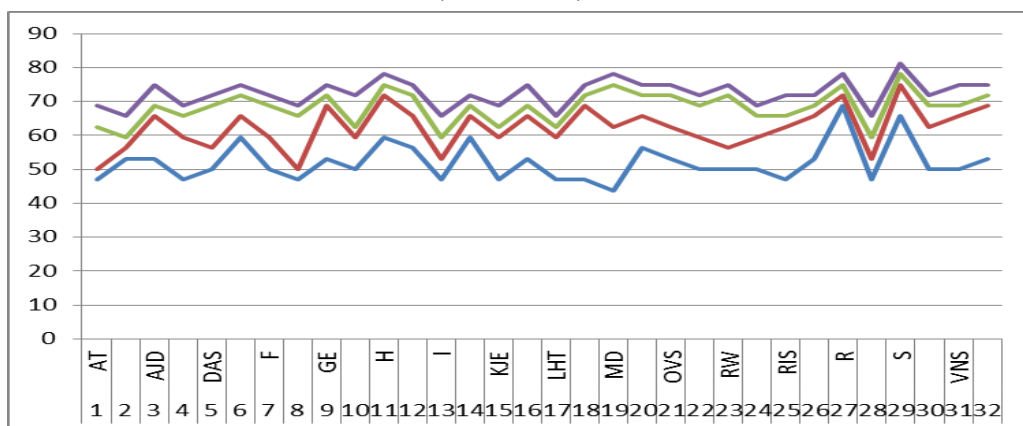


Chart 2. Students' Observation Result In Cycle 1

In other words, the activities which should be improved were the students follow all the guidelines in differentiated instruction treatment and the students are having interaction with each other when discussion occurs.

There are many things which should be improved in the next cycle in order to enhance students' vocabulary mastery toward differentiated instruction, they are:

- Cycle II is necessary to be implemented in order to explain the necessity of differentiated instruction. The material, media and teaching strategy are needed to be selected and prepared to gain the goals of teaching and learning process.
- The writer and teachers could create teaching and learning situation which is much more fun and enjoyable in order to attract the students' interest and participation.
- The average of the score in test I was 57 which is quite far below the standard of the completeness. So the writer should work harder in order to improve it.

The theme of learning material would be the same, but the difficult vocabulary words were given to be learned by the students. The use of media such as power point would be used to enhance the students' comprehension about the theme and instructions.

Cycle II

In cycle II, most of the students had good comprehension in following the guidelines of instruction. The progress of students' speaking achievement can be seen in cycle II. The students' speaking achievement rose sharply. The average score gained by the students reached 74. It means all the students passed the speaking test. Their speaking also became fluent. The result of students speaking can be seen in chart 3 below.

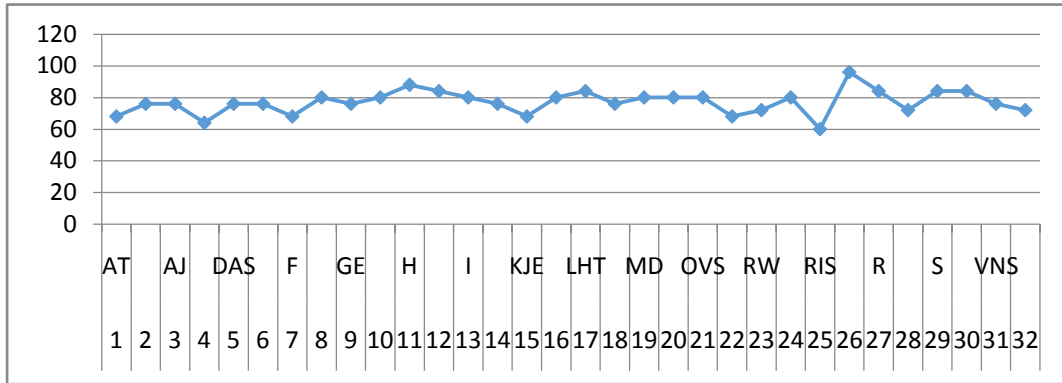


Chart 3. Speaking Test Result in Cycle II

Furthermore, based on the observation result, in cycle II, the average score was 77. The data means that the students had followed all the instructions very good. They did all the activities well. The students had no problem in doing the speaking learning activities by using TPS (Think-Pair-Share). The results score proved they could understand and follow those guidelines of instructions.

The data analysis in cycle II in meeting I was 60, meeting II was 67, meeting III was 71 and meeting IV was 75 the data showed that the students on each meeting could learn to follow the instruction guidelines. On each meeting the average score increased significantly. The progress rose very significant and had reached the target. The result of observation in cycle II can be seen in this chart as follows.

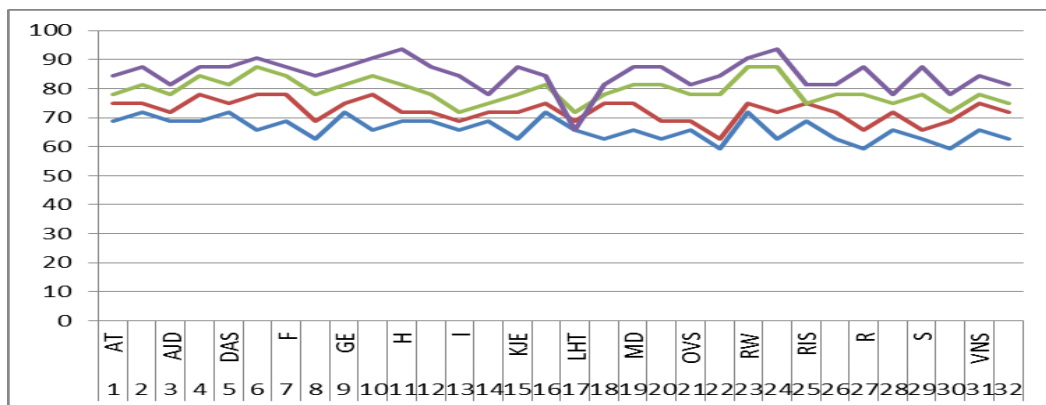


Chart 4. Students' Observation Result in Cycle 2

The students could face the difficulty problems in communicating like managing his fear, embarrassment. Students have begun to have opportunities so they can show how good they are in speaking and sharing ideas. Moreover, they learn to listen to each other point of view and to respect each other ideas and thoughts. Working in pairs also reduces stress and embarrassment. If they gave a wrong answer, for example, they would not feel shy because the embarrassment was shared. In fact, it creates an enjoyable learning environment and increases motivation among learners. Students became more cooperative and able to communicate successfully.

Speaking Test

It is clear; the students had a sharp progress when we compare the previous test (pre-test results). On pre-test the students got the average score 56 and then the score increased in progress test (speaking teat in cycle I) became 66. Furthermore, the students' speaking score increased sharply became 81. We can see the progress of the students in chart 5 below.



Chart 5. Students' Speaking Achievement

Therefore, based on the chart above, we could conclude that the effectiveness of TPS bring the significant improvement for the students' speaking achievement. The score of the students had increased well.

a. Discussion

Most students find difficulty in communicating adequately and appropriately through speaking. This difficulty is due to lack of self-confidence, fear of making mistakes and fear of embarrassment. Considering those problems, the writer applied TPS in an attempt to help students minimize those problems and thus had improved oral communication skills (students' speaking achievement).

Think-pair-strategy reinforces students' communication skills. Each student took his chance to speak, discuss and participate which has many positive effects on the whole group where students feel more self-confident and more active in the class. Moreover, they learn to listen to each other point of view and to respect each other ideas and thoughts. These ideas were supported by Dutt (1997) that working in pairs also reduces stress and embarrassment. If they gave a wrong answer, for example, they would not feel shy because the embarrassment was shared.

One of the positive aspects of TPS is that it gives students time to think about the question or the problem which is important and of a great effect. Students feel more comfortable if they are given enough time to think and organize their thoughts before they start expressing themselves. It is better than responding directly. The more time they think about it, the fewer mistakes they make. In addition to that, it also gives the teacher the opportunity to check students' understanding and comprehension.

The lecturers found out that this strategy is really effective in engaging students. After the application of the strategy in speaking classes, students became more cooperative. They enjoyed working and interacting in few weeks. They started to show progress in speaking. They became more fluent. Moreover, it increases students' self-confidence. Students who were shy in the early stages started to speak and express themselves in later stages.

Improvement of Environmental Awareness

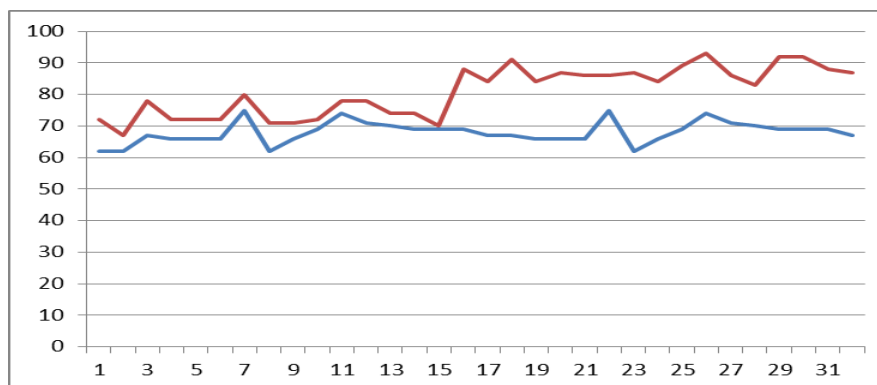


Chart 6. Improvement of Environmental Awareness

Conclusion

In conclusion, using Think-pair-share strategy in EFL classrooms has helped both lecturers and learners in many different ways. In fact, it has a positive impact on both of them. The effectiveness of TPS bring the significant improvement for the students' speaking achievement. The score of the students had increased well. Regarding students, TPS application in the classroom has helped them think and organize their thoughts. As a result, they have started to manage their own learning and to gain a sense of responsibility. Moreover, they have shown readiness to speak in the target language with more confidence and fluency. These activities have also motivated learners so they have gained a positive attitude toward speaking in a foreign language. Students have begun to have opportunities so they can show how good they are in speaking and sharing ideas.

Based on the results of speaking test and classroom observation that was done in Cycle 1 and Cycle 2, it could be concluded that the use of Think Pair Share Technique could improve second semester students' speaking ability and the students' active participation at *SMA Methodist 2 Palembang*. Considering the results of the research, the writer proposed some suggestions.

- a. It was recommended to the English lecturers, they were suggested to use the Think Pair Share Technique in teaching speaking to students. Think-Pair-Share Technique could improve teaching quality of speaking as the students' speaking ability and the students' active participation during the teaching and learning process of speaking.
- b. The students should try to practice speaking using English in the classroom, especially by using Think Pair Share Technique in order to get better scores in speaking ability.
- c. The future writer is suggested to use the research results to conduct a further research by using different research.

REFERENCES

- Applebaum, B. (2007). *Communicative Language Teaching: Theory, Practice, and Personal Experience*. Mandiri, (Online), 9(4), (<http://www.kopertis2.org/jurnal/humaniora.pdf>, accessed on May, 2017).
- Akcesme, B. (2013). An Ecocritical Approach to English Language Teaching: *Journal of Language and literature Education*, 8, p. 96-117.
- Barkley, et al. (2012). *Collaborative learning techniques*. Bandung: Penerbit Nusa Media
- Brown, HD. (2000). *Teaching by principles: An interactive approach to language pedagogy*. Eaglewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed)*. San Fransisco: San Fransisco State University.
- Brown, H.D. (2004). *Language Assesment: Principles and Classroom Practices*. White Plains, NY:

- Pearson Education.
- Dutt, K.M. (1997). The think-pair-share motivates students to participate. *College Teaching*. 45,143-148.
- EF EPI. (2015). *EF EPI Country Rankings*. Retrieved from <http://www.ef.com/epi/>.
- Grugeon & Dawes. (2000). *Teaching Speaking & Listening In The Primary School*. White plains, NY: McGraw Hill, Inc.
- Heaton, J.B. (1991). *Speaking English Language Testing*. Longman: London
- Kayi, H. (2006). Teaching Speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, (Online), 12(11), (http://iteslj.org/Articles/Kayi-Teaching_Speaking.html, accessed on May 2017).
- Kramersch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kusmaryanti, S. (2009). Improving speaking achievement through classroom discussion. *Bahasa dan Seni*, 34(1), 234-256.
- Madang, Wahyuni, & Irianti. (2010). *Upaya meningkatkan prestasi biologi siswa kelas VII SMP N 52 Palembang melalui pembelajaran cooperative dengan teknik jigsaw*. Universitas Sriwijaya: FKIP.
- Nunan, D. (2004). *Designing Tasks For The Communicative Classroom*. Cambridge: Cambridge University Press.
- Richard, J.C., & Rodger, T.S. (2001). *Approaches and Methods In Language Teaching*. Cambridge: Cambridge University.
- Saminanto. (2011). *Ayo Praktik PTK (Penelitian Tindakan Kelas)*. Rasail. Semarang: Media Group.
- Sudijono, A. (2009). *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Suhery, et al. (2010). *Penelitian Tindakan Kelas (Modul D)*. Universitas Sriwijaya.
- Spratt, et al. (2005). *The Teaching Knowledge Test Course*, United Kingdom: Cambridge University Press.
- Tutyandari, S. (2005), Breaking the silence of the students in an English language class. *English Language Teaching*, 2(2), 161-167.
- Widiati, U., & Cahyono, B.Y. (2006). The teaching of speaking in the Indonesian context. *BahasadanSeni*, 34(2), 19-25.
- Yuwono, G. (2005). *English Language Teaching in Decentralized Indonesia: Voices from the Less Privileged Schools*, (Online), (<http://www.aare.edu.au/05pap/yuw05050.pdf>, accssed on February16, 2009).