

THESIS
**THE EFFECTIVENESS OF THINK-PAIR SHARE STRATEGY IN
IMPROVING VISUALLY IMPAIRED STUDENTS' SPEAKING
SKILL AT SLB-A YAPTI MAKASSAR**

**(EFEKTIVITAS STRATEGI THINK-PAIR SHARE DALAM
MENINGKATKAN KETERAMPILAN BERBICARA SISWA TUNA
NETRA PADA SLB-A YAPTI MAKASSAR)**

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MAKASSAR**

Thesis

As a partial fulfillment of the requirements of Magister Degree

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Written by

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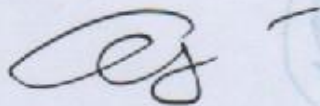
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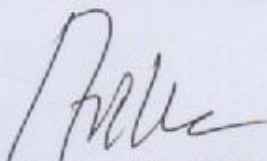
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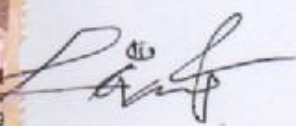
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States truthfully that this thesis was the result of my own work. If it is proven that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

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As the conclusion, the writer hopes this thesis will give a good contribution for the students of English Language Studies especially, teachis who teach students with visual impairments and also for the future study. The writer realizes that this thesis is still far from being perfect, thisefore any suggestion or criticisms will be very much appreciated for the improvement of this writing. Thank you.

ABSTRACT

RAHMAT J: The Effectiveness of Think-Pair-Share Strategy in Improving Visually Impaired Students' Speaking Skill at SLB-A Yapti Makassar (Supervised by **Abidin Pammu** and **Ria Jubhari**)

The aim of this study was to find out whether or not the use of the Think pair-share strategy could enhance the speaking performance of students with visual impairments Grade XI of SLB-A Yapti Makassar in the academic year of 2020/ 202, and to analyze their perception toward the implementation of this strategy.

This study was pre-experimental research in which there was only one class treated by the TPS strategy. The data were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the TPS strategy and interviewing the students about this strategy. Meanwhile, the quantitative data were gained by assessing the students' speaking skills through the pre-test and post-test. The instruments for collecting the data were the speaking rubric, observation guidelines, and interview guidelines.

The results showed that the TPS strategy was effective to improve the students' speaking skills of visually-impaired students. There are different significant scores on the speaking performance of students on pretest and posttest. The frequency and percentage of student scores in certain categories indicating post-test results are higher than pre-test results.

Nonetheless, the TPS strategy also has the drawbacks where it was very time consuming during the implementation since students need to be dealt with the given lesson and the screen reader.

Keywords: Effectiveness, think-pair share, visual impairment, speaking, TPS

ABSTRACT

RAHMAT J: Efektivitas Strategi Think-Pair-Share dalam Meningkatkan Keterampilan Berbicara Siswa Tunanetra di SLB-A Yapti Makassar (Dibimbing oleh **Abidin Pammu** dan **Ria Jubhari**)

Tujuan dari penelitian ini adalah untuk melihat apakah penggunaan strategi Think Pair Share dapat meningkatkan kemampuan berbicara siswa kelas XI SLB-A Yapti Makassar tahun pelajaran 2020/2021 atau tidak, dan menganalisa persepsi mereka terhadap penerapan strategi tersebut.

Data dalam penelitian ini adalah kualitatif dan kuantitatif. Data kualitatif diperoleh dengan cara mengamati proses belajar mengajar selama penerapan strategi TPS dan wawancara dengan siswa tentang strategi ini. Sedangkan data kuantitatif diperoleh dengan menilai kemampuan berbicara siswa melalui pre-test dan post-test. Instrumen pengumpulan data adalah rubrik berbicara, pedoman observasi, dan pedoman wawancara.

Hasil penelitian menunjukkan bahwa strategi TPS efektif untuk meningkatkan keterampilan berbicara siswa tunanetra. Ada perbedaan skor yang signifikan pada kinerja berbicara siswa pada pretest dan posttest. Frekuensi dan persentase nilai siswa dalam kategori tertentu yang menunjukkan hasil post-test lebih tinggi dari hasil pre-test.

Meskipun demikian, strategi TPS juga memiliki kekurangan yaitu memakan waktu yang sangat lama selama implementasi karena siswa perlu ditangani dengan pelajaran yang diberikan dan pembaca layar.

Keywords: Efektivitas, think-pair share, tunanetra , berbicara, TPS

TABLE OF CONTENTS

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
STATEMENT OF THESIS AUTHENTICITY	iii
ACKNOWLEDGMENTS	iv
ABSTRACT.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF BAR CHARTS.....	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	5
C. Objectives of Study	5
D. Significance of Study	5
E. Scope and Limitation of the Study	6
CHAPTER II LITERATURE REVIEW.....	8
A. Theoretical Discussion.....	8
1. The Nature of Speaking	8
a. Definition of Speaking	8
b. The aspect of Speaking	8
c. Activities to Enhance Speaking Skills	11

d. Problem in Speaking	15
e. Solving Speaking Problem	16
2. Think Pair Share	16
a. The Purpose of TPS	17
b. The Step of TPS	18
c. The Benefit of TPS	19
d. The Disadvantages of TPS	20
e. The advantages of TPS	21
B. Previous Related Studies	21
C. Conceptual Framework	25
D. Hypothesis	26
CHAPTER III RESEARCH METHODOLOGY	28
A. Research Design	28
B. Sample of Study	28
C. Research Instrument	29
D. Procedure for Collecting Data	29
E. Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION...	33
A. Finding	33
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTION.....	58
A. Conclusion.....	58
B. Suggestion	60
BIBLIOGRAPHY.....	61
APPENDICES	

LIST OF TABLES

Table 1 Likert scale students perception questionnaires.....	30
Table 2. The rating of students' statement category.....	32
Table 3. Classification of speaking performance.....	33
Table 4: Students score and classification on posttest	34
Table 5: Students score on pretest and posttest.....	35
Table 6. The Mean Score and Standard Deviation of the Pretest and Posttest....	36
Table 7. Test of Significance.....	37
Table 8: Students' perception on TPS	48

LIST OF BAR CHARTS

Bart chart 1. Students' progress on both pretest and posttest.....	37
Bart chart 2. Results on students' perception.....	38

LIST OF APPENDICES

Appendix 1 : Pretest

Appendix 2 : Posttest

Appendix 3 : Lesson Plan

Appendix 4 : Guided classroom observation form

Appendix 5 : Rubric of Speaking Test

Appendix 6 : Questionnaire

Appendix 7 : Result on Questionnaire

Appendix 8 : Students' score on pretest and posttest

Appendix 9 : Interview Transcription

CHAPTER 1

INTRODUCTION

This chapter consists of background, research questions, objectives of the research, significances of the research, and scope of the research.

A. Background

The purpose of the English Subject Curriculum of Indonesia in 2004 includes 4 skills that must be taught in teaching and learning process. They are listening, speaking, reading, and writing. Specifically, speaking skill is a cognitive process that is integrated with other skills: listening, reading, and writing. Lately, speaking plays an increasingly essential role in second language settings in which each profession requires communicative competencies in this global world. Besides, this skill can be performed in many forms such as discussion, presentation, and negotiation.

As English is widely used all over the world, there is a need for learners, in particular, to acquire the communication skills to get success in their respective fields. English speaking skill is one of the communication skills highly considered to be the most profound language performance. Parupalli Srinivas Rao (2019) said that “communication skills play a crucial role in this modern world and one needs to learn these skills to excel in their respective fields.” This skill is essential as it accounts for an international language and as it generates employability for people or for students who possess the skill of communicating with it. This communication might lead them to compete in many aspects such as finding a job and continuing

their study abroad etcetera. Therefore, speaking skill should be taught longer than other language skills.

Many students face difficulties to learn speaking skill due to some factors such as inappropriate strategy, unsupported environments, or less competency of English teachers themselves. According to the 2006 English Curriculum, the emphasis of the curriculum is that students can communicate in English by mastering all skills. However, it is not easy to master all skills. As English teachers, they should find a right teaching strategy that can make student feel at home in learning English. Not to mention, students must be diligent in learning to master it.

Teachers of English need to take into account the understanding of how to teach the skill more effectively. Once teachers appropriately teach English, learners will get bored. Many cases have been occurring where students have taken an English course but they still lack the confidence to speak because their speaking skill does not improve well. Therefore, English teachers have an important role in finding an appropriate strategy that can significantly improve learners' speaking skill and think of how to make the student feel more comfortable with that strategy. It is believed that cooperative learning is a highly recommended strategy that could improve speaking skill.

One of the most familiar methods of teaching proficiency skills is through cooperative learning also known as collaborative learning. This approach involves learning from each other in-group. In cooperative learning, learners must work together and complete tasks collectively toward academic goals. According to Johnson, Johnson, & Smith, (2014) cooperative learning is a type of group work

which is formally termed cooperative learning, and is defined as the instructional use of small groups to promote students working together to maximize their own and each other's learning. In this paper, the researcher will address the principle aspect of cooperative learning before describing three benefits and disadvantages of this strategy.

The main principle of the method is that teachers help students learn how to study more effectively and teach students collaborative or social skills. Awofala, (2012) found the results that the effect on the social skills of first-grade elementary school girl students in cooperative learning is much higher than the conventional method. In this method, learners will more attractively communicate between one individual to others to provide an opportunity for discussion, exchange views, and questions and answers. The teacher is a facilitator who has a big role in organizing a cooperative learning group. So, the purpose of cooperative learning like building social skill can be achieved.

This method promotes active learning, which develops critical thinking and logical reasoning skills (ibid). Studies have revealed that students improve both academically and socially when allowed to interact with each other. Altun, (2015) and Bratt (2008) argue that CL enhances students' social competence and, in particular, their ability to collaborate with peers. In two separate studies, Slavin (1980a) and (1980b) has indicated that the use of CL methods significantly increased students' performance, achievement, and self-esteem. Slavin (1983) has added that the use of group rewards and individual accountability are necessary to the effectiveness of CL methods. In his most recent study, Slavin

(2014) has noticed that CL as a pedagogical practice has had a deep effect on student learning and socialization.

Think Pair Share is one of the varieties of cooperative learning strategy, which promotes learning comprehension so that learners can understand comprehensively the material given. Think Pair Share is a cooperative learning strategy 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 strategy gives the students some opportunity to work independently and collaborate with others. Kagan (1994) as cited in Sanjani (2015, p. 29) mentioned that think TPS strategy can promote and support the students' thinking ability to the higher level

However, the use of the TPS strategy seems merely to be used for learners having a normal vision so far without considering learners with visual impairment. Many researchers have conducted researches by implementing the TPS strategy where the result shows the significant effectiveness in improving learners' speaking skill. Yet, the implementation of this strategy might be never researched towards visually impaired learners. Visually-impaired learners nowadays highly need English skill especially, speaking skill. Based on my preliminary study admitted that many of them are trying to continue their study abroad or get a job where English is one of the main requirements.

In this case, teachers are challenged to think about how to implement TPS strategy for visually impaired learners despite their lost vision. According to Mangal (2007) said: "educational definition of visual-impairment emphasizes the relationship between vision and learning and shows difficulties, and deficiencies

exhibited in the children, which make them different from children with normal vision to the extent of attention, requiring special education provision.”

Therefore, the researcher considers that the TPS strategy is necessary to be implemented in SLB-A Yapti Makassar to gain an appropriate strategy both for English teachers and for students with visual impairments themselves.

B. Research Questions

This study aims to answer the questions as follow;

1. How effective is Think-Pair-Share strategy to improve visually impaired Students Speaking Skills?
2. What are the visually impaired students' perceptions in implementing the Think-Pair-Share strategy?

C. Objectives of the Study

The purposes of this study are

1. To address how effective the Think-Pair-Share strategy is in improving visually impaired students' speaking skills.
2. To analyze visually impaired students 'perception in implementing Think-Pair-Share strategy in EFL Classroom?

D. Significance of the Study

The result of this study is intended to be implemented theoretically and practically for both teachers and students themselves. For the students, the finding will be more encourage them to learn English because Think – Pair- Share strategy principally boosts their self-confidence. Due to this cooperative learning, it requires students to think critically about the course content and allow elaborating their thought. If they get difficult to do it, their pair will help them. Not

to mention, they will share with other groups about their view and in this way, students will have not only one view related to topic content given. That is why this finding is felicitous for students with visual impairment in their learning environment. Therefore, it is highly not recommended for visually impaired students to learn English individually due to their blindness in which they need another person to talk to be more confident.

For teachers, this finding can be a high preference to teach easily English speaking to students with visual impairment. Also, this finding can be a great solution for a teacher who often faces visually impaired students with a lack of confidence. Probably, the teachers teach English to their student individually which make less effective but by implementing Think-Pair-Share strategy, which works in pair or group, the student will be more active during the learning process.

E. Scope and Limitation of the Study

There are various benefits of cooperative learning for students where this strategy becomes a platform for them to trigger their thought. Each of the students in the group having his/her special talents share to the group, i.e., concrete or analytical abilities or others and cooperate on the achievement of the tasks, and learn from one another. As a result, students learn both academic and social skills from a cooperative learning environment.

Among several cooperative learning strategies, Think-Pair-Share was optioned to be implemented in the classroom to help students' improving their speaking skills especially, students with visual impairments. Think-Pair-Share is a strategy developed by Lyman and colleagues (1985) to provide students with

"food for thought" on various certain topics, who eager them to formulate individual ideas and share these ideas with other students (Instructional Strategy: 2004).

Therefore, the limitation of this study was in the activity problem faced by students with visual impairments on boosting their speaking ability through the TPS strategy. Based on the background and the identification of the problem, this study was focused on investigating the problem face by visually impaired students and to find out whether the TPS strategy could effectively improve the teaching of English speaking in class XI at SLB-A Yapti Makassar.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Discussion

1. The Nature of Speaking

a. Definition of Speaking

Speaking has become part of our daily activities to communicate with others. It is an activity utilized to express people's thoughts, feelings, and ideas when talking to other people. According to Brown and Yule (1989: 26) "Speaking is to express the needs—request, information, service, etc." It is an activity to express what is in mind to demand the information or service.

Speaking is verbal and non-verbal symbols in a variety of context which is used in the process and sharing meaning (Chaney, 1998 in Kayi, 2006). It means that the fundamental language mastery must be through speech because it is the principal form of conducting communication.

According to Brown, (1994); Burns & Joyce, (1997), speaking is an interactive process of constructing meaning that involves producing *and* receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context where it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

b. Aspects of Speaking

1) Fluency

Fluency in English is an essential thing when people deliver their ideas and it needs to send clear information to others. According to Nunan (1999), fluency

means that the speakers can speak keep their speaking spontaneously. Once the speaker speaks with an often long pause, interlocutors might be very difficult to process the information. Nonetheless, a long pause is permissible as long as it is not done often. Nunan (1999) said that long pause is allowed because it is an aspect of fluency but not too frequent. Furthermore, speak is not merely about fluency and knowledge but also the ability to processes the information to make interlocutors understand it. Harmer (2001: 269) insisted that speak with knowledge is not enough but the ability of processing information and language is also needed.

In addition, it is believed that pausing is also necessary when people speak fluently. It gives a time for the interlocutors or listeners to figure out the meaning of speakers' messages. It is according to Thornbury (2005) saying the there are some reasons where pausing is allowed when people speak fluently such as taking a breath and giving the listener time to understand the meaning of the speakers' speech. Nevertheless, it seems that frequent pausing indicates the difficulty of the speaker in delivering their information to others despite their accurate result of speaking produced. This case could not be considered fluent speaking. Also, fluency consideration is related to the length of run, i.e. the number of syllables between pauses. Thornbury, (2005) added that the longer the runs, the more fluent the speaker sounds.

The problem of pausing can be compensated for by adding strategies to deal with the pausing matter. According to Thornbury (2005), Speakers can use fillers such as "um" and "uh" or add other expressions during pausing such as "I mean" and "sort of."

2). Accuracy

According to dictionary.com, accuracy is the condition or quality of being true, correct, or exact; freedom from error or defect; precision or exactness; correctness. Accuracy in English speaking is very important to deliver the messages of speakers and to prevent miscommunication to interlocutors. Once, speakers make mistakes in terms of grammars, vocabularies, and pronunciations, there will be misinformation between speakers and interlocutors. Sparrt (2005) defined accuracy which is “the use of correct forms of grammar, vocabulary, and pronunciation”. Nonetheless, it is believed that accuracy in speaking is relative where it depends on speakers’ and interlocutors’ capacity to process the messages one another. Moreover, It is believed that taking time to think about what speakers will say could produce more accuracy. As Heinemann (1996:50) said “a more accurate information within a communicative context will be produced if learners prepare time on what they are going to say.” By this way, learners can deal with restless feeling and more confidence when they learn to speak.

3.) Appropriateness

In understanding the speakers’ message, it needs to utilize the appropriate words or sentence based on the context. For example, sometimes, it is more appropriate to say ‘Hold on a minute, will you?’, and it can be used ‘Could you wait a moment, please?’ in other time. According to Spratt (2005) appropriateness is “the use of a correct style of formality”. It is an essential aspect of learning a language to match expression based on the context and culture.

c. Activities to Enhance Speaking Skills

Teachers have an important role to improve students' speaking skills. They must be creative to implement lots of various strategies to achieve their goal. There are many kinds of interesting activities in learning English to ease students in learning a foreign language. As Kayi (2006) stated "discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, picture narrating and describing, and find the difference are kinds of activities to promote speaking skills.

The first activity is concerning *discussion activity*. Teachers can discuss for various reasons after a content-based lesson. Teachers may create a group of discussions and lead students where they can find a solution and share their idea with their whole group. In this way, the point of discussion points should be relevant to this aim because this prevents students from wasting their time to chat with one another from the irrelevant discussion. For instance, the discussion can be agree/disagree on things in which students argue with each other. Before doing this, groups of discussion are formed by teachers. It can be 4 – 5 in each group and then teachers offer debatable topics or sentences like "while some people insist that *students should go to a college or university* to pursue higher education, others argue that they *should start working* on their career as soon as they finish high school." Each group discusses the topic given for the time period and then present their views to the class. At the end, teachers or judges who have been chosen decide the winning group defending their statements or views in the best way. This method is highly considered can enhance the way the student thinking critically and making a decision quickly.

Second is efficient group discussions. It is not recommended to form large groups because it might be not suitable for quiet students to contribute in a large group. Teachers can form group members with different backgrounds and characters thus, students can work with various people and learn to encourage one another learn to be open to different views.

Lastly, in class or group discussions, whatever the purpose is, teachers must encourage their students to be more active such as asking questions, paraphrasing ideas, expressing support, checking for clarification etcetera.

There are also some other activities as references for teachers that can be applied in developing students' targeted language during the learning process whether in class on outside class.

Firstly, role play is an activity where students pretend to be prominent social figures and then play role in a different social context. In this role play, teachers instruct students to play a role based on figures or professions they interest for example, they can be a doctor who treats patients or vice versa. The students, then, describe their feeling after playing that figure. Thus, it is believed that this way can eager students to speak more due to their passion.

Secondly, *Simulation* is an activity that is similar to role-plays yet this way needs more elaboration. This makes a difference with role plays. In simulation activity, a circumstance in the class is possibly set to be more real. Students can bring properties based on the role they want to be or play. For example, if students want to be a chef, the can provide kitchen utensils and then they demo how to cook. In this way, students feel more enjoyable and entertaining in class. Not to mention, this activity can encourage a student to be more active and more confident in learning to speak. Harmer (1984) stated that role play can increase

students' self-confidence of hesitant students because of the different roles they play. Students do not have to speak for themselves and can respond based on their role that they like.

Thirdly, the information gap is an activity in which students do in pairs. In this activity, students are divided into some groups of pairs and then discuss a particular topic based on an instruction from their teachers. After discussing with their pair, they then share their view with other groups of pairs. This activity eagers another student to be more active because each student has an important role to talk to finishes tasks. The information is needed from each pair to complete a piece of information that other pairs need. It means every person has an opportunity to express his/her opinion and talk longer in the target language. In this way, students can learn how to learning cooperatively to solve the problem based on gained information.

Fourthly, brainstorming is an activity where students are given a particular topic which is then generated into some points. Brainstorming can be done either by an individual or group depending on the instruction or context. In this activity, students are trained to produce ideas in a short time and do it as effectively as possible. So that students can be faster in learning their targeted language.

Fifthly, storytelling is an enjoyable activity that can make students more interesting in learning their targeted language. In their classmates, students can retell stories that they know, for example, folk stories, or they may make their own stories based on their experience. Besides, while students tell a story, they can also express their feeling based on the character in the story, tell a riddle or joke. So, students are more relaxed to learn in class.

Sixthly, the interview is an activity where students interview each other based on the selected rubric. Teachers may provide various rubrics for the student, and then students design some questions to be asked to others. Teachers guide the student on how to make the concept of questions so that students can follow the step of interview questions. This activity can be conducted both in the class with their friends and outside of the class with other people. After conducting an interview, students will present their experiences to the class. It is believed that this activity can improve students' speaking skills and boost their socialization.

Seventhly, story completion is a fun activity where students can enjoyably improve their speaking. In this activity, the student can speak freely by only continuing a piece of the story from the previous storyteller. Teachers begin to tell a story and will stop it after a few sentences. Each student, then, continues to narrate the piece of the story previously with their own story. The student may express their feeling and add a new setting, characters etcetera.

Eighthly, reporting is an activity where students are obliged to read interesting or updated news and report to their classmates. The news can be summarized from newspaper, magazine, or online news. They may report about many kinds of rubrics such as weather, technology, education, environment, and others depend on their interest. This way is considered can develop their formal English especially in speaking skill.

Ninthly, using picture narrating and describing is an activity where students are asked to take a picture and describe or narrate it. Teachers may provide any sort of picture whether only a single picture or picture story. This activity is believed to can increase students' vocabularies and grammars skill.

Lastly, find the difference activity is a strategy where teachers use different pictures in the group of pair. For example, teachers give each couple two activities of sport which are football and badminton. Then, both students describe and find the similarities and differences of those pictures.

d. Problems in speaking

Speaking is one of the difficult skills that most students face in learning the language. Ur (1996: 121) classified some problems that are often faced by learners in learning a speaking skill which are student inhibition, lack of idea, the low of participation, the theme to be spoken, and the use of mother tongue.

Inhibition is the first problem often faced by students. In the speaking activity, students become the hub of attention from the audiences and this circumstance often makes them nervous and feels worried about making mistake so that it can discourage the spirit of students.

Another common problem is the lack of idea when students have to speak on a particular topic. This makes students mostly fall silent and get bored which causes the learning process ineffective. Motivation is a basic foundation for learners to learn their targeted language. This problem is a challenge for teachers to keep students' spirit in learning a language.

In addition, low participation is also a common problem in learning a language. Students having good enough skill in language might participate more and even dominate rather than silent ones. This could create an ineffective class during the learning process.

The last is the mother tongue influence. Mostly, students are shy to speak English due to their influence on their mother tongue. Instead, they are mocked by other students which cause a loss of their self-confidence. However, is

essential for learners to minimize this influence because it will slow down their oral progress in speaking practice,

e. Solving speaking problems

Some many strategies or methods can be used to solve the problem of students and teachers in learning or teaching targeted language. Some of them have already been mentioned above. Think Pair Share is one of the strategies that highly recommended to be applied in the learning process.

In this study, the researcher will focus on implementing the Think-Pair-Share strategy because this strategy concern with cooperative learning rather than individual learning. It is believed that cooperative learning is more effective than individual learning because cooperative learning covers all sorts of students' characters and the capability to achieve the same goal. It means a student with poor and good enough capability in the second language work together, support and encourage one another to accomplish their target.

2. Think Pair Share

Think Pair Share is one of the Cooperative Learning strategies developed by Lyman. This strategy aimed to help students increase their speaking skill effloresces by encouraging students to participate in classroom learning. In this case, it is a speaking class. This strategy works in the group during learning-teaching process.

Think pair share (TPS) according to Kagan (1994) as cited in Erlina (2015) is one of cooperative learning strategy that promotes and supports high order thinking. The teacher instruct student to think about a specific topic, pair with another student to discuss their ideas and share it with the group. In addition, Nur

(2008) cited in Mondolang (2013) states that TPS is a cooperative learning structure that is very useful, because the teacher transferring a lesson, ordering students to think the teachers question. In TPS classing to discuss of the question. Finally, the teacher asks students to perform the result of discussion. *Think Pair Share* provides students the opportunity to think carefully and talk about what they have learned. The strategy requires an effort of the teacher to encourage a great deal of participation from student even the students avoid to try new strategy. The strategy includes several learning styles which in a greater amount of involvement and interaction from more students (ESA 6&7 2006). From the definition above, think pair based on cooperative learning that sets students to work in pairs. Therefore, they have opportunities to convey their idea nd share the idea in whole class or in group.

a. The Purpose of Think-Pair Share

This Think-Pair-Share strategy keeps all the students involved in class discussions and provide an opportunity for every student to share the answer to every question. This learning strategy requires processing time and it enhances the deep of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with partner before they are called on to perform. For insecure students to think carefully about their answer and talk about them with a partner before they are called on respond. For anxious or tentative students, this can help put them emphasis back on learning instead of on simply surviving class (Lyman, 1981). According to Lie (2008), there are some purposes of working in pairs. First, it increases the students' participation. Second, the students will have more opportunities to give

their contribution. Last, it does not waste time to build a term.

b. The Steps of Think-Pair Share

According to Yerigan (2008) as cited in Azlina (2010), there are stages in the application of *Think-Pair-Share strategy*. It is described as follows:

1) Think individually

Each student thinks about the task that was given by the teacher. The teacher was arranged the pair for the students. The response should be submitted to the teacher before they continue working with their pair.

2) Pair with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share to the whole class

The teacher asks each pairs to share the result of discussion or student responses, within each group, the rest the class, or with the entire class during a follow-up discussion. In this stage, the great discussion in order happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

In line with Azlina and kagan (1994), states that there are five steps to apply TPS. First, the lecture decides on how to organize students into pairs, for examples: counting the heads, ABAB, male female, etc. Second, the teacher

poses discussion topics or questions. Then, the teacher gives students at least 10 minutes to think on their own “think time”. Moreover, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Then, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas to the whole class or other pair.

c. The Benefit of TPS

1). for students

According to Banikowski and Mehring, 1999; Whitehead, 2007 cited in Azlina (2012) there are some benefits of Think Pair Share some of TPS. Such as that TPS can improve students' confidence. Many students feel more confident when they discuss their assignment with their partners first before they have to speak in larger group in front of the class. Thinking becomes more focused when it is discussed with partner. The second is the use of timer gives all students the opportunity to discuss their ideas. This knowledge construction stage, the students will find out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

Last, the Think-Pair-Share strategy improves the quality of the students'

responses. It enhances the students' oral communication skill as they have limited to discuss their ideas with another. Therefore the responses receives are often more intellectually concise since student have had a chance to reflect their ideas. From statement above, it can be concluded that TPS strategy has many advantages. They are; linking from students, improving students' confidences, giving opportunities to share their ideas, promoting their critical thinking, and improving the quality of students' responses.

2). for lecturer

The advantages of TPS are not only for students but also fir lecturer. By using the TPS strategy, lecture can build an enjoyable atmosphere in the teaching and learning process. The lecture creates new situation to make the students speak up. They motivate their students to be brave to express their ideas or feeling and to answer questions in the speaking class. Therefore, the classroom is not a silent class anymore since the students become active. Secondly, the lecture can manage the classroom. It is not lecturer centered anymore. The lecturer considers the students as the center of teaching and learning process. It is not spending time to choose the students to answer the questions and ask them to share it in front of the class. The lecture will be more creative in making new materials to be discussed in teaching and learning process. This strategy is not only gives students opportunity to observe the other students as they interact in pairs but also get an idea of whether all students understand the content if there are areas that need to be reviewed.

d. The Disadvantages of TPS

The class can be noisy because it's a group discussion. This strategy may

be time consuming if the class is big and the teacher cannot create an amusing classroom atmosphere. There is no equal participation, although each student within the group has an equal opportunity to share. It is possible that one student may try to dominate.

e. The advantages of TPS

Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer. Students are actively engaged in the thinking. More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic. Many students find it safer or easier to enter a discussion with another classmate rather than with a large group. Students and teacher alike gain much clearer understandings of the expectation for attention and participation in classroom discussion.

B. Previous Related Studies

A number of studies have already been conducted in relation to the Think-Pair-Share strategy in improving students' speaking skill. The studies showed a range of findings which contribute to both theory and pedagogy and are highly considered can help teachers as references of strategy to teach speaking skill in learning process.

Think-pair-share strategy is cooperative learning strategy proposed by Professor Frank Lyman at the University of Maryland in 1981. This strategy is believed can encourage the students to promote their speaking skill because students are given opportunity to elaborate their ideas. Here are some previous

studies that have been undertaken within EFL classroom context;

The first study performed by Feni Cahyani (2018) entitled **The Use of Think-Pair-Share strategy to Improve Speaking Performance**. The researcher employed quantitative method with experimental study of pretest and posttest control group design to investigate whether the use of TPS strategy can boost the performance of students' speaking skill or not. This research conducted in the third grade students of MTsN 2 Banda Aceh in which the number of the sample were 25 students from class IX-2 and IX-3. The study found that the score of students' speaking performance increase after they learning trough TPS strategy. This finding can highly be recommended for teachers in teaching EFL class.

The second study conducted by Ahmad Hanan and Hera Aulia Budiarti entitled **Improving Speaking Confidence by Using Think Pair Share (TPS) Teaching Strategy to High School Students**. Besides studying the development of students' speaking skill, the researchers also added additional point which is motivation to find out the effective correlation between those two points. The researcher conduct research at first grade in SMP AL- Ashiriah Gunung Sari in academic year 2018/2019. The researchers applied action research to describe whether or not TPS strategy could improve motivation and speaking competence of students. Based on the scores that researchers had already made. They conclude that TPS strategy could improve students' speaking skill and motivation.

Another study with regard to TPS stratedy was done by Chen-Hong Li, Min-Hua Wu and Wen-Ling Lin (2017) entitled **The Use of a Think-Pair-Share” Brainstorming Advance Organizer to Prepare Learners to listen in the L2 Classroom**. The researchers used quasi experimental design to examine the

effects of pre-listening activities, especially interactive brainstorming advance organizers which utilized a structure of “Think-Pair-Share”, on the listening comprehension performance of L2 junior high school students. In this study, the sample was L2 9th graders enrolled in three classes at the Makung Junior High School in Taiwan and had studied English for seven years for average. The researcher use picture brainstorming and vocabulary brainstorming to find out which one is effective to boost listening skill. The result after analysis of the data revealed that the participants having the advance organizer of picture brainstorming scored significantly higher than those in the vocabulary brainstorming group or the control group. Nonetheless, the differences between the vocabulary brainstorming group and the control group failed to achieve a significant level.

Next study on the field of TPS strategy was developed by Annisaa Eka Warliati, Zainal Rafli and Darmahusni entitled **Discussion and Think Pair Share Strategies on Enhancement of EFL Students’ Speaking Skill: Does Critical Thinking Matter?** The purpose of this study is to investigate the strategies of learning such as Discussion Strategy and Think-Pair-Share Strategy/TPS which are mediated by critical thinking on the speaking skill. The sample of this research were 60 students of the Department of English Education at a private university in Cirebon. This study implemented an experimental research design with a 2X2 factorial design. The study showed four major findings. First, the scores of discussion strategy was higher than those of think pair share in improving students’ English speaking skill. Second, the scores of high critical thinking level was higher than those of low critical thinking. Third, learning strategy and critical thinking toward English speaking skill related each other. Fourth, there was no

change improvement in students' speaking skill using strategy and Think-Pair-Share strategies in the low critical thinking level group.

Further study of Think Pair Share was developed by Rosnani Sahardin, Cut Salwa Hanum and Sofyan A. Gani entitled Using **Think-Pair-Share for Writing Descriptive Texts**. In this study, the researcher used an experimental study to find out whether or not this TPS strategy could facilitate and boost the students' writing of descriptive texts in English. The researchers took sample tenth grade students at a senior high school in Banda Aceh. Based on the scores that had been analyzed, they found that the TPS strategy successfully improved the ability of students' in writing, reflected by the post-test scores covering five aspects of writing.

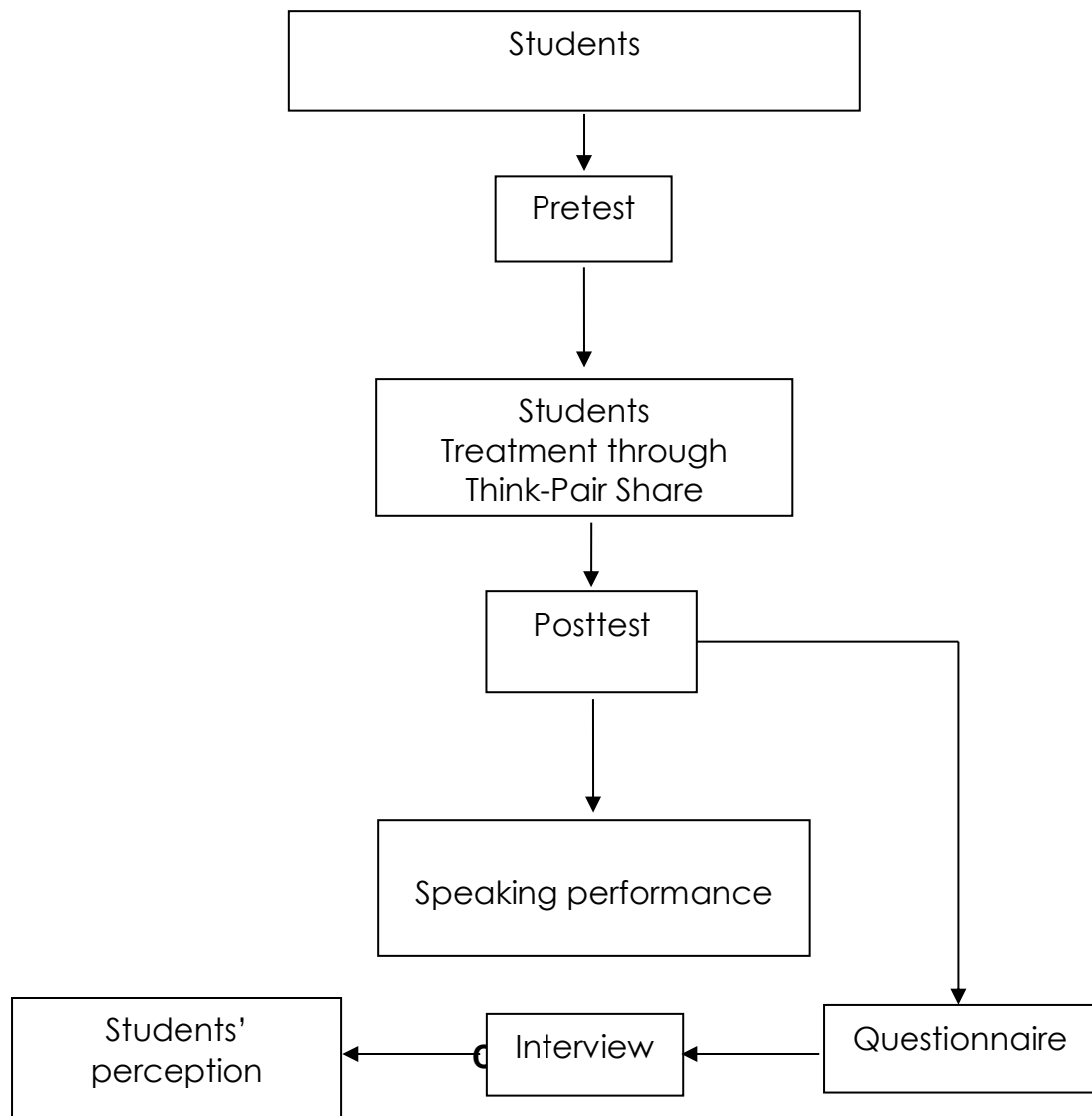
Also, Fitria Nurulaeni and Ch Ismaniat (2019) did research entitled **Think-Pair-Share Model: Improving Activeness and Communication Skills of Prospective Elementary School Teachers**. The researchers implemented think-pair strategy with action plan used a qualitative approach to find out the improvement communication skill of students. The sample of this study were 43 students of elementary teacher education (ETE) program at one university in Yogyakarta. As it enhanced student behavior and communication skills, the implementation of the think-pair-share model in the basic science concept subject was successful. The findings indicate that an increased percentage of each sign was present.

Based on the researcher's review, there are two points of those previous studies that can be taken as a gap for this researcher. Firstly, the instruments of assistive technologies in these previous studies were almost same such as tape recorder, mobile phone, camera, spss and etcetera. Secondly, the sample of

those previous studies were sighted people while the sample in this study are visually-impaired students. Therefore, those two points are the gaps of this research.

C. Conceptual Framework

The implementation of Think – Pair Share (TPS) strategy conducted only in single group where six samples of students with visual impairment will be treated by using this TPS strategy. Hence, the design of conceptual framework is created based about the treatment. In the first step, TPS will be implemented to find out the students' improvement after that the students will be asked about their perception.



D. Hypothesis

In this study, the hypothesis refers to the first point of the research question.

The ideas are as follows:

H0: Speaking skills are not significantly affect by TPS strategy.

H1: Speaking skills are by significantly affected TPS strategy.

If probability value > 0.05 indicates that Speaking Proficiency is not significantly affected by TPS strategy, and H1 is acknowledged if the probability

value is < 0.05 , the hypothesis statistics tested with the alpha (α) level at 0.05 (two-tailed test) with rule H_0 is rejected if Speaking Proficiency is significantly affected by TPS strategy