

THE MODIFIED THINK-PAIR-SHARE (MTPS) STRATEGY TO IMPROVE EFL LEARNERS' MOTIVATION AND SPEAKING ACHIEVEMENT

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Abstract

Penelitian ini menguji i) peningkatan motivasi pelajar EFL sebelum dan sesudah penerapan MTPS, ii) peningkatan motivasi pelajar EFL sebelum dan sesudah penerapan TPS, iii) hubungan antara motivasi peserta didik EFL dan prestasi berbicara setelah menerapkan MTPS, iv) korelasi antara motivasi peserta didik EFL dan prestasi berbicara setelah menerapkan TPS, dan v) aspek berbicara yang paling meningkat di MTPS dibandingkan dengan yang ada di TPS. Desain pretest-posttest group kontrol diimplementasikan dalam penelitian ini. Subjek penelitian adalah mahasiswa semester dua Jurusan Bahasa Inggris Universitas Metro Muhammadiyah. Kuisisioner motivasi dan tes berbicara digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa i) motivasi peserta didik meningkat secara signifikan di MTPS, ii) motivasi peserta didik tidak meningkat secara signifikan di TPS, iii) Motivasi tidak berkorelasi erat dengan prestasi berbicara setelah menerapkan MTPS, iv) Ada korelasi positif antara motivasi dan prestasi berbicara peserta didik setelah menerapkan TPS, dan v) aspek berbicara yang paling meningkat adalah komprehensibilitas. Ini menunjukkan bahwa MTPS memfasilitasi peserta didik untuk termotivasi untuk belajar dan berbicara untuk tingkat apa pun tetapi dengan menyesuaikan konten video, dan TPS memfasilitasi peserta didik untuk berbicara dalam tingkat pemahaman yang lebih tinggi.

This study examined i) the improvement of EFL learner's motivation before and after implementing MTPS, ii) the improvement of EFL learner's motivation before and after implementing TPS, iii) the correlation between EFL learners' motivation and speaking achievement after applying MTPS, iv) the correlation between EFL learners' motivation and speaking achievement after applying TPS, and v) the most improved speaking aspect in MTPS compared to that in TPS. A true experiment control group pretest-posttest design was implemented in this study. The subject was second semester university students of English Department of Muhammadiyah University of Metro. Motivation questionnaire and the speaking test were used to collect the data. The results showed that i) the learners' motivation significantly improved in MTPS, ii) the learners' motivation not significantly improved in TPS, iii) Motivation did not closely correlate with speaking achievement after implementing MTPS, iv) There was a positive correlation between learners' motivation and their speaking achievement after applying TPS, and v) the most improved speaking aspect was comprehensibility. This suggests that MTPS facilitated the learners to be motivated to learn and to speak for any level but by adjusting the content of the video, and TPS facilitated the learners to speak in higher level of comprehension.

Keywords: MTPS, TPS, Motivation, Speaking Achievement

INTRODUCTION

When it comes to English communication skill, learners usually complain about the difficulty in speaking. They lack vocabulary, self-confidence, motivation, and idea to communicate to others. Students are frustrated that they have already spent a lot of time to learn English but still, they cannot speak it well. Sometimes, the learners have not enough chance to speak since their lecturer or teacher does not give them much opportunity to speak up and practice what they have learned. It makes the speaking English problem more complicated.

Speaking is an ability to communicate for interaction. It is an activity used by someone to communicate with other people. Speaking is a communication process in order to interact with other people. Nunan (1991) in Pratiwi (2016) states argues that speaking skill is the single most important aspect of learning a second language or foreign language, it is because learning language is measured in terms of the ability to carry out a conversation in the target language. The importance of speaking is also supported by Ur (1991), “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language.

Hamouda (2012) states some reluctances in participating to speak, some of them are incomprehensible input, and lack of practice due to class time. Besides, having nothing to say will certainly have an impact on students’ low speaking competence, moreover in speaking using foreign

language. Chaney and Burk (1998) as cited in Raba (2017) mention that it is considered an obstacle that prevents them from expressing themselves in an appropriate and professional way.

Mayer (2003) states, “When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in better ability to transfer what they have learned to new situations”. Based on the explanation, it is crystal clear that motivation plays an important role in learning English to produce speaking skill. Using the right strategy may affect the motivation of the learners.

Motivation is an internal state that initiates and maintains goal-directed behaviour. It is an inducement to action. If the learners are able to use the language for themselves, then they become aware that they have learned something useful and are encouraged to go on learning: perhaps the most important factor is to keep up motivation in the learning process itself. Many researches in the motivation field proved that there is an inseparable relationship between motivational strength and oral English skill.

In Self-Determination Theory (SDT; Deci & Ryan: 1985) in Ryan & Deci (2000) the researchers distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome. A recent research

coming from Setiyadi et al (2019) in a case study in Indonesia had discovered that there are 3 classification of motivational orientation called intrinsic, extrinsic and international orientation. *International orientation* can be classified as reasons for learning English to integrate with people from other countries.

The strategy that the researcher modified in this research was the Think-Pair-Share that was proposed by Lyman. Kusrini (2012) states that students are motivated to do the speaking activity through this technique. TPS becomes a strategy to facilitate the students to increase the students' self-confidence, and student to other student relationship, even further, students' motivation in speaking English since they have a partner to speak.

TPS is a cooperative strategy denoting—a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. Desta (2017) mentions that TPS technique is one of cooperative learning strategy in which students work together to solve a problem or answer a question. TPS is applied to activate students' background knowledge about the instructional situation and encouraging learners to engage in classes of any size. Thus, it can be inferred that TPS as an effective strategy is applicable in all kinds of learning settings with learners of all ages and abilities. McTighe & Lyman (1988) in Sharma & Priyamvada (2018) defined the Think-Pair-Share technique

as a multi-mode discussion cycle that is divided into three stages:

- (1)Think: Students are given time to think individually after a question is posed;
- (2)Pair: Discuss the ideas with each other within a paired setting to produce a final answer;
- (3)Share: Each pair share their new improved answer with the rest of the class.

It is known that the implementation of Think-Pair-Share gives a good effect in learning speaking skill. Alipour and Barjesteh (2017) found that there is a high correlation between the cooperative learning strategies and speaking fluency ability of language learners. Glomo-Narzoles (2012) figured out that TPS strategy had enhanced academic performance after the treatment and there is a significant relationship between the motivational orientations in learning English and students' academic performance in English. Raba (2017) discovered that TPS strategy plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better.

Unfortunately, some problems faced by the students are found when implementing Think-Pair-Share strategy, one of them is the difficulties in delivering their idea and opinion as mentioned by Sugiarto and Sumarsono (2014). They claim that this problem occurs because the students are afraid of making mistakes in sharing their ideas. By giving stimulus to the students, this problem can be solved. Moreover, it can help the students to develop their ideas.

In addition, the previous researchers did not pay attention on how to solve this problem, so the researcher tried to help fixing this problem by giving a plausible modified strategy.

The researcher made modification in Think Pair Share strategy by giving another activity, that is observing. Observation can display stimulus for the students to learn. The stimulus is gotten from the behaviour of individuals that will be displayed then in a video. This behavior theory is supported by Albert Bandura. According to Bandura's (1986) social learning theory, learning can take place by modelling and self-control processes. Behaviour is learned from the environment through the process of observational learning. In observational learning, four higher order mental activities are involved, namely attention, retention, reproduction, and motivation. Learners have to actively pay attention to crucial details in the model's actions, store the information in memory for retrieval later (retention), have the motivational desire to reproduce the observed behavior, and reproduce this behavior in a successful manner (Schunk & Zimmerman, 1997). By having observation, students pay attention to some of individuals (models) and encode their behaviour. At a later time they may imitate (i.e., copy) the discourse used by the model they have observed.

Based on the statement above, the researcher proposed MTPS as the modified strategy that was used in the experimental class, while in the control class, the original TPS was applied. Therefore the researcher was interested to investigate learners' motivation and

speaking achievement taught by MTPS and TPS. In addition, seeking the correlation of learners' motivation and speaking achievement of the learners taught by applying MTPS and TPS, and figuring out the most improved speaking aspect of MTPS compared to that in the TPS would also be the concerns of this research.

METHOD

This research is quantitative research which uses experimental design. Muijs (2004) defines that the experimental design is a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis. According to Setiyadi (2006), the design of true experiment control group pretest-posttest design is as follow!

K1 (random) T₁ X T₂

K2 (random) T₁ O T₂

The variable are learners' motivation adapted from motivational orientation by Setiyadi et al (2019) and learners' speaking skill. The population of this research was the second semester of English Department in Muhammadiyah University of Metro. Motivation questionnaire and speaking test were used to collect the data. A 4 Likert scale motivation questionnaire was adapted from Setiyadi et al (2019). The speaking test was about oral interview about oneself introduction in an interview which is scored by using scoring rubric from Heaton (1991) which focuses on accuracy, fluency and comprehensibility. The gotten scores were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by paired sample t-test and Bivariate Pearson Correlation.

RESULTS AND DISCUSSION

Paired sample t-test on SPSS version 16 was used to analyze the improvement of learners' motivation before and after the implementation of MTPS and TPS. Bivariate Pearson Product Moment Correlation was utilized to examine the correlation between learners' motivation and speaking achievement in each MTPS and TPS class. While a descriptive statistics was used to discover the mean of the speaking aspects.

Table 1 The Hypothesis Testing of Learners' Motivation

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Upper			
Pair 1 pretest - posttest	-22.182	8.433	1.798	-25.921	-18.443	-12.338	21	.000

From the table above, learners' motivation in learn to speak English shows a statistically significant difference after the learners were taught by using MTPS technique. It is revealed from sig-value (0.00) which is lower than 0.05.

After analyzing the result of the learners' motivation questionnaire pretest and posttest in the experimental class, the researcher found that there is different increase of learners' motivational orientation in learning speaking English before and after the learners were taught by the Modified Think-Pair-Share (MTPS) strategy.

Along the treatment in experimental class, the researcher discovered that those who responded felt that their motivation in learning speaking English is increased. By looking at the

sig-value, it is considered as highly effective, the MTPS can effectively help increasing learners' motivation to learn. By sharing what good things will the learners get if they are able to speak English well and showing video of a non-native talking using L2 can definitely help the learners increase their motivation. It is as suggested by Dornyei (1994) which promoted how to motivate L2 learners by including a sociocultural component in the L2 syllabus by showing positive L2 and showing films or TV recording. This also in line with Kaboocha (2016) who states that using movies in the foreign language classroom could enhance the students' motivation to learn the language. Further, this study is also supported by Dornyei (1994) that he proposed the way how to motivate L2 learners is by increasing the attractiveness of the course content, that one of them is using visual aids.

Inviting the learners to be friend with foreigner from another country also speeds learners' motivation to learn speaking English. This condition is in line with Dornyei (1994) that by promoting student contact with L2 speakers by finding pen-friends for the students is one of ways on how to motivate L2 learners. In this case, if the learners find their pen-friends from another country, it will help them to use English as a language that can be understood by both speakers. This statements is in line with Setiyadi, Mahpul, and Wicaksono (2019) that the EFL learners in Indonesia need to integrate with people from other countries by using English as a lingua franca. In addition, Setiyadi, et.al. (2016) states that they may be interested in having social interaction

with people from other countries, not specifically native speakers of English, by using English. Realizing that the next most increased motivational orientation was from the extrinsic one, it drives to Setiyadi's et.al. (2016) result that EFL learner in the current study had more international orientation in learning English and were more extrinsically motivated than intrinsically motivated.

Table 2 The Hypothesis Testing of Learners' Motivation to Learn Speaking English

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Err Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest posttest	-1.150	2.641	.591	-2.386	.086	-1.947	19	.066

learners' motivation to learn speaking English shows a not significant difference after being taught by using TPS technique. It is revealed from sig-value (0.066) which is higher than 0.05.

After analyzing the result of the learners' motivation questionnaire pretest and posttest in the control class, the researcher found that there is different increase of learners' motivational orientation in learning speaking English which had been taught by using the original Think-Pair-Share (TPS) strategy.

When processing the treatment in the control class, the researcher revealed that learners' motivation to learn to speak English was increased even though this TPS couldn't be an effective strategy to increase learners' motivation to learn. This fact was proven by the result of the taken data. The learners' motivation to learn

speaking English was a little bit higher after the implementation of the original Think-Pair-Share than before the implementation of it. Unfortunately, the improvement was not significant since the sig-value was higher than 0.05. It was because the learners did not get any additional motivational input from the lecturer nor the media. That finding supported Ariansyah (2014) who suggest that it would be better if TPS strategy can be filled with attractive media, other technique or strategy for teaching. The role of media in EFL classroom are many as mentioned by Bajrami and Ismaili (2016) that they point out high motivation and an enjoyable learning environment.

Looking at the fact that the learners' international motivation was not increased dramatically compared to the experimental class taught by using the MTPS, it proved that the EFL learners isolate themselves from having contact to the native speaker. It is supported by Kormos and Scizer (2014) in Setiyadi et al. (2016) mention that in the era of globalization the reason of learning the target language has become separated from its native speakers and their cultures.

Table 3 The Result of the Correlation between Learners' Motivation and Speaking Skill in the MTPS Class

Correlations			
		motivation	Speaking score
Motivation	Pearson Correlation	1	-.064
	Sig. (2-tailed)		.776
	N	22	22
Speaking score	Pearson Correlation	-.064	1
	Sig. (2-tailed)	.776	
	N	22	22

The table above reveals that the Pearson Correlation was -0.064, and the significant 2-tail was 0.776. These two score described the correlation between learners' learning motivation and speaking skill which means that motivation and speaking skill achievement did not have positive correlation in implementing MTPS.

Realizing that the learners' motivation and speaking skill have low correlation (sig. value 0.776), it might come as the effect of the less feedback the learners got after the treatment over. The lecturer actually conveyed clear goal that after the class was over, the learner would be able to tell about themselves in an interview. But along the treatment, unfortunately, the time was spent mostly to watch the video and practice speaking skill that did not allowed the lecturer to give deep enough feedback towards the learners' performances. This less feedback had lead the learners to make the same mistake when practicing speaking English. The given feedback mostly was about structure, while speaking skill has other aspects, such as fluency and comprehensibility. This feedback case is in line with Oxford and Shierin in Dornyei (1994) which argue that in order to function as efficient motivation, goals should be specific, hard but achievable, accepted by the students, and accompanied by the feedback of the process. They concluded that goals setting can have exceptional importance in stimulating L2 learning motivation. The learning process accompanied by holistic feedback would help balancing the motivation and speaking skill of the learners.

This study also serves a crucial fact that not all motivated learners are completely good at speaking English since even though the motivation to learn is increased, their speaking skill somehow needs longer times to significantly improve through having many practices and getting enough feedback. Thus, the motivated and unmotivated learners can be either fluent or even not fluent in speaking English. It is supported by Maulana, et.al. (2018) that motivation is important for students but not influence a lot of speaking, students who have a higher motivation also can speak fluently among them who do not have it. The finding of this study is also consistent with the finding of Sofyana's (2013).

Table 4 The Result of the Correlation between Learners' Motivation and Speaking Skill in the TPS Class

Correlations		motivation	Speaking score
Motivation	Pearson Correlation	1	.398
	Sig. (2-tailed)		.082
	N	20	20
Speaking score	Pearson Correlation	.398	1
	Sig. (2-tailed)	.082	
	N	20	20

The table above reveals that the Pearson Correlation was 0.398, and the significant 2-tail was 0.082. Motivation had a positive correlation with speaking achievement in applying TPS, even though it was not significant.

The similar result of not significantly correlation between learners' motivation to learn speaking English and their speaking skill was undeniable. Some researchers, such as Maulana, et.al. (2018), and Sofyana (2013) has figured out that the correlation between learners' motivation and their speaking achievement was weak. In contrast, a researcher named Intan (2016), claimed that there was positive correlation between students' motivation and their speaking ability. In addition, Glomo-Narzoles (2012) found that there is a significant relationship between the motivational orientations in learning English and students' academic performance.

What had happened to the control class was their motivation to learn and their speaking skill was considered as medium (Pearson Correlation = 0,398). This happens for TPS strategy promotes opportunity to the learners to convey their ideas together in pair. This opportunity motivates the learners to be more active to talk in the class. Raba (2017) has noticed that TPS strategy plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better.

Table 5 The Result of the Speaking Aspects Improvement in the MTP and TPS Class

Descriptive Statistics					
	N	Mean	Std. Deviation	Min.	Max.
NGAIN_ACCURACY	42	.4127	.22266	.00	.75
NGAIN_FLUENCY	42	.3692	.22956	-.14	.83
NGAIN_COMPREHENSIBILITY	42	.4461	.28396	.00	1.00
{1, TPS, 2 MTPS}	42	1.52	.505	1	2

The table above displays the results of

the comparison of the mean of each speaking aspect in both MTPS and TPS class. With the total sample is 42, the computed data resulted N-Gain mean for accuracy is 0.4127, for fluency is 0.3692, while comprehensibility gains 0.4461.

Reflecting on the result that the most increased aspect was comprehensibility by taking a look at the mean gotten from the data, it is completely unexpected most increased speaking skill aspect for the study has predicted that the most increased one would be accuracy. Accuracy deals with grammar, pronunciation and vocabulary. This study expected accuracy as the most increased one since the previous study by Kabooaha (2016) found that movies could help learners improve their vocabulary acquisition. Besides, Bajrami and Ismaili (2016) state that authentic video materials can create more realistic language environment and stimulate EFL learners' interest in English learning and enhance their comprehensive linguistics competence.

Comprehensibility became the one which increased most among other aspects is probably since the learner tent to use simple utterances to convey their thought, so it made their speech was easily understood by the listener. Mostly the speakers did not need to be clarified when uttering their answers. Derwin and Murno (2008) define comprehensibility as the listener's perception of how easy or difficult it is to understand a given speech sample. They further explain that comprehensibility is about the listener's effort.

The tendency to simplify their utterances is to avoid difficult structures which then will cause them get a lot interruptions or clarifications. The simplification and avoidance are two major errors that could possibly made by the speakers. It is supported by Touchie (1986) who mentions that there are 8 cause of errors dealing with second language learning, those are simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concepts hypothesized.

Talking about the learners' speaking improvement, the role of displaying video to observe really helped the learners to increase their speaking skill since through watching video about real situation and listen to it help them to learn how to find idea to construct the utterances and to learn about the pronunciation as well. The displaying video was as suggested by Boonkit (2010) that EFL learners' speaking improvement included a variety of course activities, encouragement for more exposure to listening through media, and seeking opportunities to speak in real situation. He also states that one of some factors that enhanced participants' speaking included watching movies. Movie itself is a kind of video. Besides movies, the lecturer or teacher may also provide TV programs, reality shows, or others that serve visible and audible learning source.

The right chosen video to observe also has great influence to the learners. Braaksma et al. (2002) argue that students are most effectively helped by observing models that are similar to themselves with reference to ability. As

the researcher had chosen the nonnative speaker, it made the learners feel in the same boat as the displayed model since they are also nonnative speakers of English. Learners were asked to observe, evaluate and reflect on the discourse of the interviewee's answers in the video. First, learners were asked to take note their evaluation and observations in the guidance sheet. Their responses were then discussed in class. The teacher's role here was to facilitate the learning process by providing the video and guidance sheets.

In case of observation, the observational learning method involves much more than imitating models. Kniep and Jenssen (2014) states that by observing others at work, students can develop strategic and process knowledge and might alter their conception of what the modeled task involves. Observation of models is not so much directed towards imitation of a final product as toward developing a clear image of how a skill should or could be performed. Thus in this study, the learner were expected to widen their discourse when producing the utterance to perform speaking skill. Another important characteristic of this method is that it can strongly stimulate evaluative activities by learners. By evaluating, the learners can help themselves improve their performance better.

CONCLUSIONS

Taking a look at the result and discussion of the research findings, the researcher comes to these following conclusion: i) Seeing the result, the MTPS is absolutely recommended to

help the language learners to keep being motivated to learn language since the learners' motivation to learn speaking increased significantly. The process of observing the video of another non-native speaker coming from another country speaks English well help the learners to grow up their motivation to learn speaking English, moreover for their international orientation since they have already had high motivation in extrinsic and intrinsic one, ii) Based on the result, the researcher realizes that the TPS could increase the learners' motivation even though it does not really give high effect. Since another researcher has found that TPS need to get additional technique or media to help increasing learners' motivation to learn, the finding of this research is in line with it, iii) The result shows that the correlation between learners' motivation and speaking skill cannot be found significantly, but there is a fact that the highly motivated learners do not always mean that they are fluent in speaking, iv) The researcher discovers that there is medium correlation between learners' motivation and learners' speaking achievement by processing the result, v) The finding shows that the most increased speaking aspect was comprehensibility due to the learners' tendency to use simple utterances to convey their thought. Besides, the learners tend to avoid hard and various structure to minimize the interruption or the clarification from the listeners.

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