

# THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO INTROVERTED AND EXTROVERTED STUDENTS TO IMPROVE THEIR SPEAKING ABILITY

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**Abstrak.** Penelitian ini dilakukan untuk mengetahui apakah ada peningkatan yang signifikan dari kemampuan berbicara siswa *introvert* dan *ekstrovert* dalam memberikan pendapat setelah penerapan teknik *Think-Pair-Share* dan untuk melihat sikap siswa *introvert* dan *ekstrovert* terhadap implementasi teknik *Think-Pair-Share*. Penelitian ini dilakukan di SMA Swadhipa Natar dan menggunakan satu kelas eksperimen, yaitu XI IS 3 yang terdiri dari 17 siswa. Data diperoleh melalui *pre-test* dan *post-test* yang kemudian dianalisis dengan menggunakan *Paired Sample T-test*. Setelah penerapan teknik, hasilnya menunjukkan bahwa kemampuan berbicara siswa *introvert* dan *ekstrovert* dalam memberikan pendapat meningkat secara signifikan karena nilai signifikansi lebih rendah dari 0,05. Selain itu, tanggapan siswa dalam penerapan teknik TPS juga positif. Dapat disimpulkan bahwa teknik *Think-Pair-Share* membantu siswa *introvert* dan *ekstrovert* dalam meningkatkan kemampuan berbicara mereka.

**Abstract.** This research was carried out to find out whether there was a significant improvement of introverted and extroverted students' speaking ability in giving an opinion after the implementation of *Think-Pair-Share* technique and to investigate the attitude of introverted and extroverted students towards the implementation of the technique. This research was conducted in SMA Swadhipa Natar and employed one experimental class, which was XI IS 3 consisting of 17 students. The data were obtained through a pre-test and a post-test in which the results were analyzed by using *Paired Sample T-test*. After the implementation of the technique, the result indicated that both introverted and extroverted students' speaking ability in giving opinion significantly improved because the significance value was lower than 0.05. In addition, students' attitudes to the implementation of TPS technique were also positive. In brief, it can be concluded that *Think-Pair-Share* technique helps the introverted and extroverted students to improve their speaking ability.

**Keywords:** *Think-Pair-Share*, personality, speaking ability, giving an opinion.

## INTRODUCTION

Speaking is one of basic language skills students have to master due to its significance and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world. Speaking will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also to make it easier for them to get a job. Moreover, speaking is established as one of significant skills which is used to communicate with others orally. In speaking, we have to express our opinion, feeling, and ideas correctly in order for every person can understand the message. Therefore, it becomes the main concern for teachers to train students how to create English sentences orally and properly. Zyoud (2016) also states that speaking is one of the productive skills, which is the evidence of a student of how much he or she is competent in a language. In brief, speaking is very important as a way to convey information and communicate with people.

Nowadays, speaking takes an interesting part as the main way to convey the information. Expressing an opinion is one of the few of it. Opinions are not only important in igniting change, but also they help in defining the kind of person we are. Having an opinion shows passion, determination, and knowledge. It shows that we are capable of taking a stand and we are willing to defend something we believe in. In giving or presenting an opinion, the way we are delivering our thought is important. Speaking clearly will encourage people to understand our ideas, it is believed, that having good performance in speaking when delivering opinion is needed. Unfortunately, not all students have good capacity in delivering their opinion well. In line with it, the researcher found a problem which might prevent students to have clear explanation and good performance in delivering their ideas. It is commonly called as the student's personality. As stated by Lestari & Suhartono (2013), personality plays an important role in acquiring a foreign language. Foreign language learners should recognize their personality to make maximum progress with their own learning styles. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in specific situation (Ryckman, 2004).

In her research, Manurung & Saputra (2017) stated that based on their traits, people can be divided into extroverted and introverted. In school, extroverted students are alright with the system, because that is simply their nature, but not to introverted students who are the opposite of the extroverted students. They are usually eager to raise hand, speak up or even share their opinions. They are afraid to share their thoughts to the entire class without having the chance to think through things on their own. If they are suddenly asked when a teacher calls on them, they will stammer and sputter over their words, as the result the teacher would assume they are not paying attention. There are a number of studies focusing on Think-Pair-Share technique. According to Abdurrahman (2015), think-pair-share technique is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. Raba (2017) in his research stated that he aimed to

investigate the positive effects of implementing think-pair-share technique in EFL classrooms to improve students' communication. However, less attention has been paid to the correlation of speaking and students' personality. Therefore, the researcher believed that this study was urgent to conduct to find out the differences between introverted and extroverted students speaking performance in all aspects of speaking. In addition, this study can also be beneficial to understand students' personality.

## METHODS

This research was a quantitative and qualitative in nature based on the experimental class. It was focused on the students' personality and the effect of the student's personality on students speaking ability after the implementation of Think-Pair-Share technique.

In order to know the students' personality, the researcher used Eysenck Personality Inventory (EPI) (Eysenck & Chand: 1982) which was administered before pre-test. A one group pre-test – post-test design was used in this research. The formula of the design was proposed by Hatch and Farhady (cited in Setiyadi, 2006). The researcher used giving an opinion in the form of a pre-test and a post-test in this research as instrument. Besides, the researcher also used EPI questionnaire and response questionnaire to gain the data related to the implementation of *Think-Pair-Share* technique. The population of this research was the second grade students of SMA Swadhipa Natar and the sample was class XI IPS 3 that consisted of 17 students. The sample class was taken randomly by using a lottery. This research used content and construct validity to measure the validity of the test. In addition, inter-rater reliability was used in order to ensure the reliability of the score and avoid subjectivity.

In measuring the achievement of students' speaking, the results of the pre-test and post-test were compared by the researcher. After being compared, the data were analyzed by using *Paired Sample T-test* run in SPSS 16.0 for Windows.

## RESULT AND DISCUSSION

### Results

This research used questionnaire to find out the students' personality before the test were administered. The data were taken in the beginning of the research in order find out the personality of each students in the class. The students were given 5-10 minutes to fill out the questionnaire and the questionnaire were collected and analyzed.

**Table 1. Students' Result of Eysenk Personality Inventory**

No.	S's Code	Total Items Chosen	Result
1	AD	4/12	IN
2	AN	7/12	EX

3	AI	8/12	EX
4	AL	7/12	EX
5	BN	4/12	IN
6	DN	3/12	IN
7	ES	7/12	EX
8	FN	5/12	IN
9	FP	3/12	IN
10	FO	4/12	IN
11	HB	5/12	IN
12	IS	8/12	EX
13	MS	4/12	IN
14	RZ	3/12	IN
15	RF	5/12	IN
16	SL	7/12	EX
17	SY	4/12	IN

From Table 1, it was found that from 17 students in the class, there were 35.29% or 6 students who were extroverted and 11 students or 64.71% were introverted. After the students' personality was found, the pretest was administered to get data regarding their initial speaking ability. After the pre-test, a post-test was administered after three treatments of think-pair-share technique. In the tables below are the result of the pre-test and post-test.

**Table 2. The improvement of each aspect in speaking ability (Introverted)**

Speaking Aspects	Total Students	Max. Possible Score	Pre-test	Post-test	Gain	Percentage
Fluency	11	20	9.04	13.87	4.83	24.15%
Pronunciation		20	8.68	13.50	4.82	24.10%
Accuracy		20	8.27	14.32	6.05	30.25%
Clarity		20	8.68	14.74	6.06	30.30%
Vocabulary		20	7.86	14.40	6.54	32.70 %

From Table 2, it could be seen that all of the aspects increased. Fluency increased 24.15%, and then pronunciation increased 24.10%. Vocabulary was the aspect with the highest improvement score, it was 32.70% and followed by clarity with 30.30% and accuracy with 30.25%.

**Table 3. The improvement of each aspect in speaking ability (Extroverted)**

Speaking Aspects	Total Students	Max. Possible Score	Pre-test	Post-test	Gain	Percentage
Fluency		20	9.50	14.00	4.50	22.5%

Pronunciation		20	9.58	14.58	5.00	25%
Accuracy	6	20	9.33	14.50	5.17	25.85%
Clarity		20	9.91	15.25	5.34	26.70%
Vocabulary		20	9.75	16.08	6.33	31.65%

Table 3 illustrates that vocabulary received the highest percentage of improvement with 31.65%, followed by clarity with 26.7%. In the third position was accuracy with 25.85%. Then, pronunciation got 25% and the aspect that received the least improvement was fluency with 22.5%.

After being compared, the data were analyzed by using Paired Sample T-Test in order to find out whether the improvement was significant or not. The result of further analysis shows that the students' speaking ability improves significantly after they receive a series of treatments through *Think-Pair-Share* technique. The result of analysis is shown below:

**Table 4. Paired Samples Test (Introverted)**

	Mea n	Std. Deviasi on	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
				Lower	Upper			
Pair 1 POSTEST - PRE-TEST	2.736 36E1	2.65604	.80083	25.5792 8	29.1479 9	34.169	10	.000

Based on Table 4, it could be seen that the result of the t-test shows that t-value was 34.169 and the two tail significance showed that significance < 0.05 (significance value = .000). It also could be inferred that  $H_1$  was accepted and  $H_0$  was rejected since  $0.000 < 0.05$ . In other words, there was a significant improvement of introverted students speaking ability in giving opinion before and after the implementation of think-pair-share technique. Thus, the hypothesis was accepted.

**Table 5. Paired Samples Test (Extroverted)**

	Mea n	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
				Lower	Upper			
Pair 1 POSTETS - PRE-TEST	2.633 33E1	1.60208	.65405	24.6520 5	28.01462	40.26 2	5	.000

Based on Table 5, it could be seen that the result of the t-test showed that t-value was 40.262 and the two tail significance showed that significance < 0.05 (significance value = .000). It also could be inferred that  $H_1$  was accepted since  $0.000 < 0.05$ . In other words, there was a significant improvement of extroverted

students speaking ability in giving opinion before and after the implementation of think-pair-technique. Thus, the hypothesis was accepted.

Furthermore, this research was also intended to investigate the attitudes of the introverted and extroverted students on the implementation of Think-Pair-Share technique. In this case, the analysis was done by seeing the result of students' attitude questionnaire. The students' attitude questionnaire results are shown in the following table.

**Table 6. Students' Attitude after the Implementation of TPS Technique**

No.	S's Code	Personality	Total Items Chosen	Result
1	AD	IN	4/10	Negative
2	AN	EX	7/10	Positive
3	AI	EX	8/10	Positive
4	AL	EX	7/10	Positive
5	BN	IN	6/10	Positive
6	DN	IN	7/10	Positive
7	ES	EX	8/10	Positive
8	FN	IN	4/10	Negative
9	FP	IN	6/10	Positive
10	FO	IN	8/10	Positive
11	HB	IN	7/10	Positive
12	IS	EX	8/10	Positive
13	MS	IN	8/10	Positive
14	RZ	IN	3/10	Negative
15	RF	IN	8/10	Positive
16	SL	EX	9/10	Positive
17	SY	IN	9/10	Positive

In Table 6, we could see that more than 80% (14 of 17) students indicated positive attitude toward the implementation of TPS technique to their speaking ability. Then, there were still 3 introverted students or less than 20% who stated that the implementation of this technique did not give them positive attitude in increasing their speaking ability.

From the description above, it can be inferred that Think-Pair-Share technique is effective to improve the students speaking ability, specifically in giving an opinion.

### **Discussion**

As have been mentioned previously, the purposes of this research were to find out whether there was a significant improvement of introverted and extroverted students' speaking ability after the implementation of Think-Pair-Share technique and to investigate the attitude of the introverted and extroverted students on the implementation of the technique. In order to get the answers, the data were collected by giving questionnaire which consisted of 12 questions and also administered pre-test and post-test about giving an opinion which were performed

in front of the class. The questionnaire and tests were given to 17 students of SMA Swadhipa Natar as the samples.

After the questionnaire result was collected, the data were focused on introverted and extroverted students. As Lyman, (1981) mentioned that Think-Pair-Share is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth 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 a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class. The application of this method gave good effect on both personality students' speaking achievement. The students' hesitation were decreased because they know better about what they are going to say which means they became more comfortable about themselves. After the data were analyzed, the answer of main problem of this research was found.

From all the analyzed data, it is found that there was a significant improvement of introverted and extroverted students' achievement in speaking skill which was applied by using Think-Pair-Share Method. This finding is in line with manurung & saputra (2017), they stated in their research that the implementation of *Think-Pair-Share* technique could help students increase their speaking skill. It was proved from t-test that had been calculated showed that significant  $< 0.05$  (significant value = .000). So based on the results, it can be inferred that there was a significant improvement of students' speaking ability in both personality.

This finding also supports the previous study conducted by Raba (2017). After the implementation of think-pair-share technique, he found out that this technique was really effective in engaging students. After the implementation of the technique in speaking classes, students became more cooperative. They enjoyed working and interacting with other students. Then, the class atmosphere was also growing up. Abdurrahman (2015) stated in his research that think-pair-share technique could increase the positive atmosphere during the class. In addition, Lestari & Suhartono (2013) found that extroverted students were better than the introverted ones in the speaking performance. But in one occasion, the researcher found an interesting phenomenon. A student who seemed to possessed introverted personality, turned to have a better performance than the extroverted students.

According the results of attitude' questionnaire, the implementation of think-pair-share technique gave positive attitude to the students. In cognition component, the students understood the use of Think-Pair-Share technique. Moreover, the students knew how to conduct the technique to them. Next, in affection components, most of students were happy and motivated to speak English well. Meanwhile in conative component, most of students felt more confidence to speak up in front of class. But, there were still students who did not state that the implementation of Think-Pair-Share technique gave them positive attitude. The researchers assumed that they were still having trouble getting along with their classmates. So, they still felt uncomfortable to join with the class normally. Next,

in the process of learning, students were interested in asking and also giving comment to the other students

## CONCLUSION AND SUGGESTION

After the researcher conducted the research at the eleventh grade students of SMA Swadhipa Natar, the conclusions from the researcher are cited. First, there was a significant improvement of introverted and extroverted students' speaking ability in giving opinion after the implementation of Think-Pair-Share (TPS) Technique. It could be seen from the result of hypothesis testing by using *Paired Sample T-test*. Both personalities showed that the significance value was lowest than 0.05. In other words, we could say that the implementation of think-pair-share technique could improve the students' speaking ability. In the introverted students, the mean score increased from 43 to 70.4 and the mean score of extroverted students increased from 48.1 to 74.4. Second, the students' indicated that the mostly students (more than 80%) gave positive attitude toward the implementation of *Think-Pair-Share* technique.

According to the conclusions above, the researcher would like to give some suggestion concerning the research findings. The English teachers are suggested to understand their students' conditions, especially the characteristics or the personality of the students. By knowing their characteristics, the teachers are facilitated to deliver the material they have chosen. And also, the teachers are suggested to use interesting media in order to make students' creativity improved more. Moreover, the future research can try different level of school, for example in junior high school because this research was conducted in senior high school. In addition, the research can be developed by adding control class to make the data more valid.

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